Annual Implementation Plan - 2025

Roxburgh Homestead Primary School (5443)

Submitted for review by Teresa Stone (School Principal) on 10 December, 2024 at 02:32 PM
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student outcomes in literacy and numeracy	Yes	By 2026 improve the percentage of students meeting or achieving above NAPLAN benchmark growth in: • reading from 65% in 2021 to 77% • writing from 63% in 2021 to 75% • numeracy from 53% in 2021 to 76%	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2026, increase the percentage of students in the top two NAPLAN bands for: Year 3 • reading from 46% in 2021 to 53% • writing from 29% in 2021 to 36% • numeracy from 9% in 2021 to 24% Year 5 • reading from 19% in 2021 to 27% • writing from 14% in 2021 to 18% • numeracy from 8% in 2021 to 16%	Improve the proportion of students in the strong and exceeding proficiency level of Naplanyear 3-Reading 34%-45%-Writing 53%-60%-Numeracy 37%-45%year 5-Reading 46%-50%-Writing 59%-65%-Numeracy 32%-40%Increase % of students with high relative growth in reading from 59 % to 65%Increase % of students with high relative growth in in numeracy from 58% to 65 %
		By 2026 increase the percentage positive response on the School Staff Survey for: • *teacher collaboration* from 39% in 2021 to 65% • *collective efficacy* from 38% in 2021 to 65% • *staff trust in colleagues* from 54% in 2021 to 70%	Increase the percentage positive response on the School Staff Survey for:-teacher collaboration from 52 % to 59%-collective efficacy from 50% to 63%-staff trust in colleagues from 86% to 90%

Improve student outcomes in engagement	No	By 2026 improve the percentage of positive responses on the Attitudes to School Survey for the domains of: • *effective teaching for cognitive engagement* from 71.8% in 2021 to 80% • *learner characteristics and disposition* from 72.6% in 2021 to 80%	
		By 2026 improve the percentage of positive responses on the School Staff Survey for: • *use student feedback to improve practice* from 40% in 2021 to 60% • *plan differentiated learning activities* from 70% in 2021 to 80% • *understand formative assessment* from 45% in 2021 to 65%	
		By 2026 improve attendance: • average absence from 31.8 days per student in 2021 to 17.0 • percentage of students with more than 20 days absence from 58% in 2021 to 40%	
Improve student outcomes in wellbeing	Yes	By 2026 increase the percentage of positive responses on the Attitudes to School Survey for the domains of: • *school safety* from 67% in 2021 to 75% • *social engagement* from 69% in 2021 to 78%	Increase the percentage of positive responses on the Attitudes to School Survey for the domains of:-school safety from 59% to 65%-managing bullying from 50 to 55%-social engagement from 67% to 72%-student voice and agency from 54%

			to 60%-emotional awareness and regulation from 63%-68%
		By 2026 increase the percentage of positive responses on the School Staff Survey for: • *trust in students and parents* from 29% in 2021 to 60% • *shielding and buffering* from 35% in 2021 to 65% • *parent and community involvement* from 44% in 2021 to 70%	Increase the percentage of positive responses on the School Staff Survey for:-trust in students and parents from 30% to 40%-shielding and buffering from 40% to 50%-parent and community involvement from 61% to 65%
		By 2026 increase the percentage of positive responses on the Parent Opinion Survey for the domains of: • *parent community engagement* from 40% in 2021 to 55% • *student cognitive engagement* from 53% in 2021 to 68% • *teacher communication* from 53% in 2021 to 68%	increase the percentage of positive responses on the Parent Opinion Survey for the domains of:parent community engagement from 48% to 52%student cognitive engagement from 69% to 75%teacher communication from 43% to 53 %

Goal 1	**Improve student outcomes in literacy and numeracy**
12-month target 1.1	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	Improve the proportion of students in the strong and exceeding proficiency level of Naplan year 3 -Reading 34%-45% -Writing 53%-60% -Numeracy 37%-45% year 5

	-Reading 46%-50% -Writing 59%-65% -Numeracy 32%-40% Increase % of students with high relative growth in reading from 59 % to 65% Increase % of students with high relative growth in in numeracy from 58% to 65 %	
12-month target 1.3	Increase the percentage positive response on the School Staff Survey for: -teacher collaboration from 52 % to 59% -collective efficacy from 50% to 63% -staff trust in colleagues from 86% to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Strengthen staff capability to differentiate learning to meet each child's point of need by deepening knowledge of curriculum and assessment design, pedagogy and sequences of learning	Yes
KIS 1.b Teaching and learning	Embed collaborative practice and observing to learn strategies to build teacher knowledge, understanding and skill	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	A decline in key learning measures evident in the 2024 School Performance Report will result in the Roxburgh Homestead Leadership Team engaging in an extensive curriculum and instructional strategy analysis in 2025. A key component of this work will be an emphasis on creating the conditions for internal expertise to play a more significant role in staff development. Leadership development will be facilitated through the work of the PMSS program, PLCs and other key school improvement initiatives. Through this, middle leadership will be strengthened to ensure that consistent practices are being implemented across the school that align with the elements of learning within the Victorian Teaching and Learning Model 2.0.	
Goal 3	**Improve student outcomes in wellbeing**	
12-month target 3.1	Increase the percentage of positive responses on the Attitudes to School Survey for the domains of: -school safety from 59% to 65% -managing bullying from 50 to 55% -social engagement from 67% to 72%	

	-student voice and agency from 54% to 60% -emotional awareness and regulation from 63%-68%	
12-month target 3.2	Increase the percentage of positive responses on the School Staff Survey for: -trust in students and parents from 30% to 40% -shielding and buffering from 40% to 50% -parent and community involvement from 61% to 65%	
12-month target 3.3	increase the percentage of positive responses on the Parent Opinion Survey for the domains of: parent community engagement from 48% to 52% student cognitive engagement from 69% to 75% teacher communication from 43% to 53 %	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Strengthen the consistent implementation of the agreed structures, strategies and practices to ensure a safe and collaborative learning environment	Yes
KIS 3.b Teaching and learning	Document and implement the agreed social emotional learning curriculum and practices	No
KIS 3.c Support and resources	Implement the Positive Behavioural Intervention and Supports framework to ensure an inclusive and tiered response to intervention to ensure students have access to learning - socially, emotionally and academically	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Early meetings with staff and families in 2025 have indicated a need to further develop school processes and improve classroom environments, with particular emphasis on structure and safety. To ensure all students can engage in their learning in a safe and supported manner, particular focus will be placed on meeting key SWPBs milestones, refining responses to unexpected behaviour, building the capacity of wellbeing resources within the school and explicitly coaching our staff to implement collaborative teaching and learning expectations at a classroom level.	