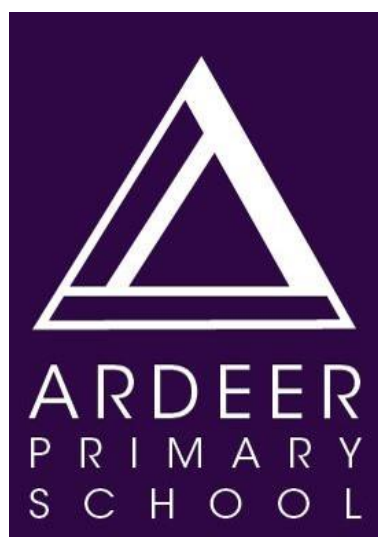


Annual Implementation Plan - 2025

Select annual goals and KIS

Ardeer Primary School (4848)



Submitted for review by Christopher O'Brien (School Principal) on 27 December, 2024 at 09:03 AM

Endorsed by Susanna Vermezovic (Senior Education Improvement Leader) on 29 January, 2025 at 11:36 AM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve literacy outcomes for all students.	Yes	By 2024, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase: - in Writing from 32 per cent in 2019 to 50 per cent	In 2025, the percentage of Year 3 students assessed in the exceeding and strong proficiencies for writing will be 60% or above.
		By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase: - in Reading from 6 per cent in 2019 to 30 per cent	In 2025, the percentage of Year 5 students assessed in the exceeding and strong proficiencies for reading will be 60%.By 2026, reduce the number of NAS students in each of reading in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2024, the percentage of Year 5 students assessed as meeting above NAPLAN benchmark growth will increase: - in Reading from 7 per cent in 2019 to 25 per cent	12 month target can not be set due to no 2024 data available
		By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being below age expected level will reduce: - in the English Language Writing Mode from 28 per cent in 2019 to 20 per cent - in the English Language Reading and Viewing Mode from 22 per cent in 2019 to 14 per cent	By 2025, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being below age expected level will reduce:- in the English Language Writing Mode from 44 per cent in 2024 to 30 per cent- in the English Language Reading and Viewing

			Mode from 33 per cent in 2024 to 20 per cent in 2025
To improve numeracy outcomes for all students.	Yes	By 2024, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase: - in Numeracy from 8 per cent in 2019 to 30 per cent	In 2025, the percentage of Year 3 students assessed in the exceeding and strong proficiencies for Numeracy will move from 50% in 2024 to 55% or above. By 2026, reduce the number of NAS students in each of numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase: - in Numeracy from 0 per cent in 2019 to 20 per cent	In 2025, the percentage of Year 5 students assessed in the exceeding and strong proficiencies for Numeracy will move from 47% in 2024 to 55% or above.
		By 2024, the percentage of Year 5 students assessed as meeting above NAPLAN benchmark growth will increase: - in Numeracy from 0 per cent in 2019 to 20 per cent	12 month target can not be set due to no 2024 data available
		By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase: - in the Mathematics Number and Algebra Strand from 12 per cent in 2019 to 25 per cent	12 month target can not be set due to changes in Numeracy curriculum assessment (Number and Algebra strand no longer assessed separately)
To create empowered learners who are actively engaged in and connected to their learning.	No	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measure will increase: - in the Effective Teaching Practice and Cognitive Engagement domain;	

		<ul style="list-style-type: none"> Differentiated learning challenge factor from 85 per cent in 2019 to 89 per cent 	
		<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measure will increase:</p> <ul style="list-style-type: none"> in the Social Engagement domain; <ul style="list-style-type: none"> Student voice and agency factor from 72 per cent in 2019 to 80 per cent 	
		<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> Self-regulation and goal setting factor from 90 per cent in 2019 to 94 per cent 	
		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <ul style="list-style-type: none"> in the School Climate module; <ul style="list-style-type: none"> Academic emphasis factor from 67 per cent in 2019 to 80 per cent Collective efficacy factor from 67 per cent in 2019 to 80 per cent 	

Goal 1	To improve literacy outcomes for all students.
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12-month target 1.1	In 2025, the percentage of Year 3 students assessed in the exceeding and strong proficiencies for writing will be 60% or above.
12-month target 1.2	<p>In 2025, the percentage of Year 5 students assessed in the exceeding and strong proficiencies for reading will be 60%.</p> <p>By 2026, reduce the number of NAS students in each of reading in Year 3 and 5 compared to the number of NAS students in 2024.</p>
12-month target 1.3	12 month target can not be set due to no 2024 data available
12-month target 1.4	<p>By 2025, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being below age expected level will reduce:</p> <ul style="list-style-type: none"> - in the English Language Writing Mode from 44 per cent in 2024 to 30 per cent - in the English Language Reading and Viewing Mode from 33 per cent in 2024 to 20 per cent in 2025
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Fully embed the school's instructional model consistently across all levels.
KIS 1.b Excellence in teaching and learning	Develop the pedagogical skills of teachers to embed a whole school approach to the teaching of reading and writing.
KIS 1.c Excellence in teaching and learning	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.

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.	All three KIS for this goal, will continue to be a focus whilst a new Strategic Plan is being developed.	
Goal 2	To improve numeracy outcomes for all students.	
12-month target 2.1	<p>In 2025, the percentage of Year 3 students assessed in the exceeding and strong proficiencies for Numeracy will move from 50% in 2024 to 55% or above.</p> <p>By 2026, reduce the number of NAS students in each of numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>	
12-month target 2.2	In 2025, the percentage of Year 5 students assessed in the exceeding and strong proficiencies for Numeracy will move from 47% in 2024 to 55% or above.	
12-month target 2.3	12 month target can not be set due to no 2024 data available	
12-month target 2.4	12 month target can not be set due to changes in Numeracy curriculum assessment (Number and Algebra strand no longer assessed separately)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Deepen teacher effectiveness in applying the instructional model to target the learning opportunities for each student.	No
KIS 2.b Excellence in teaching and learning	Develop teachers' knowledge of the curriculum to confidently move students along the numeracy continuum.	Yes
KIS 2.c Excellence in teaching and learning	Fully implement evidence-based assessment to inform cycles of teaching and learning.	No

<p>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.</p>	<p>Continued capability building will take place in the area of data literacy for teaching staff. We have only recently introduced PAT assessments as a school and staff capacity is being built to analyse this data. We have completed significant work in 2024 to develop a GVC for numeracy. This process has assisted in building staff knowledge in the numeracy curriculum and work will continue in 2025 to ensure that staff have the knowledge to be able to move students along the numeracy continuum.</p>
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