

Annual Implementation Plan - 2024

Select annual goals and KIS

Templestowe Heights Primary School (5004)



Templestowe Heights
PRIMARY SCHOOL

Submitted for review by Rhys Coulson (School Principal) on 20 December, 2023 at 10:03 AM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 20 December, 2023 at 10:21 AM
Endorsed by Kai Robotham (School Council President) on 20 December, 2023 at 10:30 AM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise the learning growth of every student.</p>	Yes	<p>NAPLAN Top 2 bands Year 3 and 5 (to be determined from the NAPLAN 2023 data)</p> <ul style="list-style-type: none"> By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in reading from 30% (Year 3, 2023) to 45% and 61% (Year 5, 2023) to 65%. By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in writing from 19% (Year 3, 2023) to 30% and 45% (Year 5, 2023) to 50%. By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in numeracy from 19% (Year 3, 2023) to 30% and 45% (Year 5, 2023) to 50%. <p>NAPLAN Benchmark growth (to be determined from the NAPLAN 2023 data)</p>	<p>Increase levels in NAPLAN of students achieving exceeding: - year 3 reading from 30% to 35%- year 3 writing from 19% to 25%- year 3 numeracy from 19% to 25%- year 5 reading from 61% to 62%- year 5 writing from 45% to 48%- year 5 numeracy from 47% to 50%</p>
		<p>PAT Reading and Mathematics band growth</p>	<p>Increase the aggregate percentage mean in PAT of Yr. 3-6 one band growth in 12</p>

		<p>By 2026 increase the percentage of students achieving at least one band growth in a 12-month period in reading from 52% (2022) to 60% and in mathematics from 60% (2022) to 65%.</p>	<p>months:- reading from 52% to 55%- mathematics from 60 to 62%</p>
		<p>Victorian Curriculum teacher judgements growth By 2026 increase the percentage mean of students in Years 1-6 achieving above expected growth in:</p> <ul style="list-style-type: none"> • reading and viewing from 42% (2021-2022) to 50%. • number and algebra from 38% (2021 to 2022) to 45%. • writing from 41% (2021 to 2022) to 50%. 	<p>Increase aggregate percentage mean:- reading & viewing from 42% to 45%- writing from 41% to 45%- number & algebra from 38% to 41%</p>
		<p>School Staff Survey (SSS) School Climate module By 2026 increase the percentage of positive staff responses to the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 40% (2022) to 65%. • Staff trust in colleagues from 43% (2022) to 80%. 	<p>Increase Staff Survey positive responses:- Teacher collaboration from 40% to 62%- Staff trust in colleagues from 43% to 75%</p>
<p>Improve student perseverance and engagement in learning.</p>	<p>Yes</p>	<p>Attitudes to Schooling Survey (AtoSS) By 2026 increase the percentage of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Perseverance from 68% (2021) to 77% • Student voice and agency from 68% (2021) to 75% • Differentiated learning challenge from 84% (2021) to 87% 	<p>Increase AtoSS positive student responses:- Perseverance from 68% to 70%- Student voice & agency from 68% to 70%- Differentiated learning challenge from 84% to 86%</p>
		<p>Parent Care Givers Opinion Survey (PCGOS) By 2026:</p> <ul style="list-style-type: none"> • increase the percentages of positive parent responses to the Confidence and resilience skills factor from 82% (2022) to 86%. • maintain the high level percentage of positive parent responses to the Student agency and voice factor at 80% (2022). 	<p>Increase Parent Carer positive responses:- Confidence and resilience factor from 82% to 84%</p>

		<p>SSS By 2026 increase the percentages of positive staff responses to the School Climate module from 64% (2022) to 80%.</p>	Increase staff positive responses:- School Climate module from 64% to 75%
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Goal 2	Maximise the learning growth of every student.	
12-month target 2.1-month target	Increase levels in NAPLAN of students achieving exceeding: - year 3 reading from 30% to 35% - year 3 writing from 19% to 25% - year 3 numeracy from 19% to 25% - year 5 reading from 61% to 62% - year 5 writing from 45% to 48% - year 5 numeracy from 47% to 50%	
12-month target 2.2-month target	Increase the aggregate percentage mean in PAT of Yr. 3-6 one band growth in 12 months: - reading from 52% to 55% - mathematics from 60 to 62%	
12-month target 2.3-month target	Increase aggregate percentage mean: - reading & viewing from 42% to 45% - writing from 41% to 45% - number & algebra from 38% to 41%	
12-month target 2.4-month target	Increase Staff Survey positive responses: - Teacher collaboration from 40% to 62% - Staff trust in colleagues from 43% to 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build teacher capability to analyse and use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.	No

KIS 2.b Teaching and learning	Build teacher capability to regularly reflect and improve on their practice.	Yes
KIS 2.c Teaching and learning	Embed the school's instructional model across all areas of the curriculum.	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.	As the school has now developed and embedded a whole-school english, mathematics and specialist curriculum, the focus shifts now from curriculum development to curriculum delivery. A major element for 2024 will be developing pedagogical knowledge for teachers to ensure their instructional practices can best deliver lessons effectively. Middle leadership capacity will be developed through the implementation of Professional Learning Communities training. Collaborative planning sessions will now move to curriculum monitoring and reviewing, rather than curriculum building.	
Goal 3	Improve student perseverance and engagement in learning.	
12-month target 3.1-month target	Increase AtoSS positive student responses: - Perseverance from 68% to 70% - Student voice & agency from 68% to 70% - Differentiated learning challenge from 84% to 86%	
12-month target 3.2-month target	Increase Parent Carer positive responses: - Confidence and resilience factor from 82% to 84%	
12-month target 3.3-month target	Increase staff positive responses: - School Climate module from 64% to 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Embed a whole school strategy to the teaching of social and emotional health that builds student resilience, risk taking and perseverance.	Yes

KIS 3.b Engagement	Strengthen teacher knowledge and capability to activate student voice and learner agency so students can act as partners in improving learning outcomes.	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.	As identified in the school review and AtSS results, aspects of learner confidence, most notably perseverance, was an area to consider further support. The introduction of tiered 2 Disability Inclusion funding and the Mental Health Fund Menu will be utilised to consider how different strategies can be used to further support inclusion and learner confidence.	