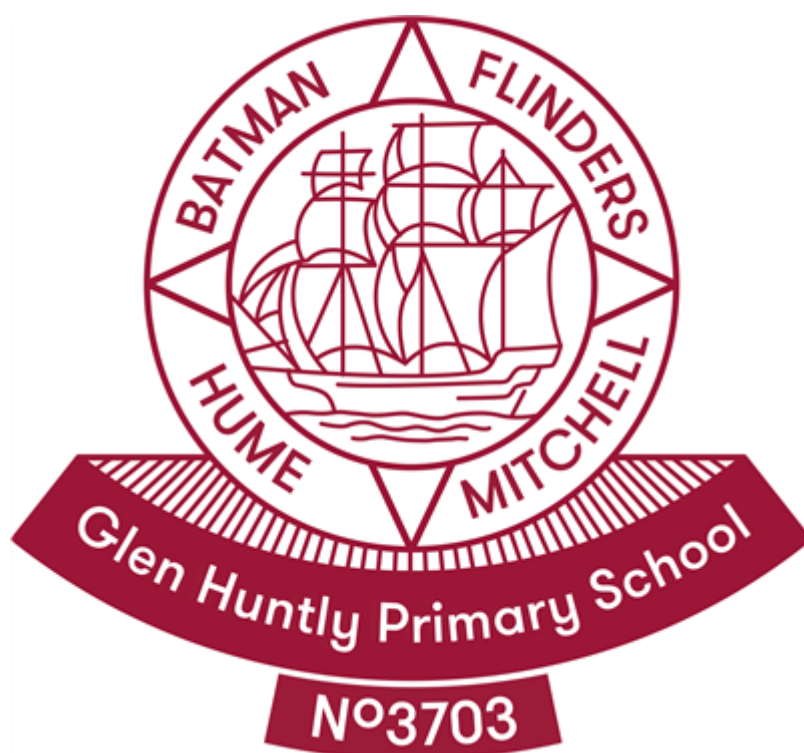


Annual Implementation Plan - 2023

Select Annual Goals and KIS

Glen Huntly Primary School (3703)



Submitted for review by Elizabeth Alessi (School Principal) on 19 December, 2022 at 04:00 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 January, 2023 at 03:16 PM
Awaiting endorsement by School Council President

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the positive endorsement of Emotional Awareness and Regulation from 67% to 73% (Similar Schools). Decrease the percentage of negative perception around Emotional Awareness and Regulation of 10% to 7%
To improve student outcomes in Literacy	Yes	<p>Writing</p> <ul style="list-style-type: none"> a. By 2024 the percentage of Year 3 students in the top two bands NAPLAN writing will increase from 69% (2019) to 75% b. By 2024 the percentage of Year 5 students in the top two bands NAPLAN writing will increase from 21% (2019) to 32% c. The percentage of students with above benchmark growth in NAPLAN writing will increase from 27% (2019) to 31% (2024) d. By 2024 the percentage of Non-EAL Funded students in the top two bands NAPLAN writing will increase from 32% (2019) to 38% (2024) 	The percentage of students with above benchmark growth in NAPLAN writing will increase from 49% (2021) to 51% (2023)

		<p>Reading</p> <ul style="list-style-type: none"> a. By 2024 the percentage of Year 3 students in the top two bands NAPLAN reading will increase from 67% (2019) to 73% b. By 2024 the percentage of Year 5 students in the top two bands NAPLAN reading will increase from 56% (2019) to 60% c. The percentage of students with above benchmark growth in NAPLAN reading to increase from 35% (2019) to 38% (2024) d. By 2024 the percentage of Non-EAL Funded students in the top two bands NAPLAN Reading and Viewing will increase from 35% (2019) to 41% (2024) 	The percentage of students with above benchmark growth in NAPLAN reading will increase from 34% (2021) to 36% (2023)
To enhance student voice and agency in learning	No	The percentage of positive responses to the AtoSS factor Student voice and agency to increase from 71% (2019) to 77% (2024)	
		The percentage of positive responses to the AtoSS factor <i>Differentiated learning challenge</i> to increase from 71% (2019) to 80% (2024)	

		The percentage of positive responses to the AtoSS factor <i>Effective teaching time</i> to increase from 82% (2019) to 88% (2024)	
		The percentage of positive responses to the AtoSS factor <i>Sense of confidence</i> positive to increase from 78% (2019) to 84% (2024)	
To improve student outcomes in Numeracy	Yes	By 2024 the percentage of students in the Top two bands Year 3 NAPLAN Numeracy will increase from 58% (2019) to 65%	To maintain the percentage of students in the Top two bands Year 3 NAPLAN Numeracy at 65% (Target) to 68%
		By 2024 the percentage of students in the Top two bands Year 5 NAPLAN Numeracy will increase from 46% (2019) to 53%	To maintain the percentage of students in the Top two bands Year 3 NAPLAN Numeracy at 58%
		The percentage of students with Above Benchmark Growth: Year 3 to 5 in Numeracy will increase from 43% (2019) to 46%(2024)	The percentage of students with above benchmark growth in NAPLAN Numeracy will increase from 37% (2021) to 39% (2023)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	Increase the positive endorsement of Emotional Awareness and Regulation from 67% to 73% (Similar Schools). Decrease the percentage of negative perception around Emotional Awareness and Regulation of 10% to 7%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To improve student outcomes in Literacy	
12 Month Target 2.1	The percentage of students with above benchmark growth in NAPLAN writing will increase from 49% (2021) to 51% (2023)	
12 Month Target 2.2	The percentage of students with above benchmark growth in NAPLAN reading will increase from 34% (2021) to 36% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Enhance teacher capability to utilize data and range of assessment strategies to teach to a student's point of learning	Yes
KIS 2	Embed the Instructional Model across the whole school	Yes

Building practice excellence		
KIS 3 Curriculum planning and assessment	Build school capacity to evaluate the impact of teaching and learning practices on student learning growth	Yes
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>Our Literacy results have continued to improve in attainment, growth and quality. The use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships. This has been supported by our strong PLC program throughout the school. Middle leaders will be supported to improve and build upon their strengths and ability to lead cohorts of students under the banner of supporting and breaking down aspects of the Gradual Release Instructional Model. Students have met and/or exceeded our 12 month targets-The percentage of students in the Top two bands Year 3 and 5 NAPLAN -Literacy.</p> <p>Panorama Report/School Summary Report Takeaways</p> <ul style="list-style-type: none"> • EAL status had minimal difference in results – years 3 and 5 • Year 5 females scored higher than males in Numeracy year 5. Year 3 males scored higher than females year 3 – Females in Top 2 Bands 50% Males 75% <p>Bottom 2 bands have minimised for both years 3 and 5</p> <p>2023 Focus</p> <p>Keep a close eye on Gender disparities evidenced in State-Wide data. Targeted PL incorporating Gender Disparities from PAT Testing, NAPLAN and ICAS results</p> <p>Enhance teacher capability to utilise data and range of assessment strategies to teach to a student’s point of learning</p> <p>We have exceeded the percentage of students in the Top 2 bands in Reading and Viewing and Writing in years 3 and 5. Maintaining these results will be a focus for 2023.</p>	
Goal 3	To improve student outcomes in Numeracy	
12 Month Target 3.1	To maintain the percentage of students in the Top two bands Year 3 NAPLAN Numeracy at 65% (Target) to 68%	
12 Month Target 3.2	To maintain the percentage of students in the Top two bands Year 3 NAPLAN Numeracy at 58%	
12 Month Target 3.3	The percentage of students with above benchmark growth in NAPLAN Numeracy will increase from 37% (2021) to 39% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Build teaching practice and collaboration in the teaching of mathematics	Yes
KIS 2 Intellectual engagement and self-awareness	Build a culture where students become self-regulated and self-directed learners	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>Data indicates that female students are less confident in their self-perceived ability to learn mathematics with NAPLAN data showing 50% females Top 2 bands, increase in middle band and less female students in the bottom band. PATM indicates more female students sitting in the middle bands and ICAS revealed a lower participation rate amongst females at the year 3 level.</p> <p>In 2021, Females made 29% High Benchmark growth compared to 44% High Benchmark growth with male students in Numeracy. 17% male students made low benchmark growth. Further actions will be around identifying these students and putting faces on the data.</p> <p>Year 5 (2022) data showed higher participation rates and higher female representation in the top 2 bands of NAPLAN. Student surveys around self-perception and ability to learn mathematics will support student voice and agency as well as directions for support in 2023.</p> <p>Professional Learning for teachers has centered around breaking down our Instructional Model to focus on Explicit Teaching Strategies and this will continue to flow through Professional Learning, Area Leaders meetings and PLC Inquiry cycles.</p> <p>Continued, targeted support in RTI, supporting middle leaders and collaboration for students in Tier 2 and 3 as well as extension opportunities support and enhance teacher capacity to meet the students at their point of need.</p> <p>A review of assessment strategies including the PVAT assessment to support whole school data tracking, will help to build collaboration in consistent teaching and assessment practices.</p>	