**Annual Implementation Plan - 2025**

**Select annual goals and KIS**

Hawthorn West Primary School (0293)



Submitted for review by Nerida Smith (School Principal) on 20 December, 2024 at 09:10 AM  
Endorsed by Natalie Grieve (Senior Education Improvement Leader) on 30 January, 2025 at 06:47 PM  
Awaiting endorsement by School Council President

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve learning growth in literacy and numeracy for all students. | Yes | By 2026, increase the percentage of students in Foundation to Year 6 assessed at or above expected growth (semester 2) using Victorian Curriculum (Teacher Judgement Growth-Time Series) for:   * Reading and viewing from 80% (2020 to 2021) to 85% * Writing from 72% (2020 to 2021) to 82% * Number and algebra from 76% (2020 to 2021) to 85% | At or above expected learning growth from 2024 to 2025 targets to be: Reading 85%Writing 80%Number 80% |
| By 2026, increase the percentage of students at Year 5 showing above NAPLAN benchmark growth for:   * Reading from 32% (2021) to 37% | Reading from 32% (2021) to 35% |
| By 2026, decrease the percentage of students at Year 5 showing low NAPLAN benchmark growth for:   * Writing from 24% (2021) to 15% * Numeracy from 41% (2021) to 20% * Spelling from 54% (2021) to 20% * Grammar and punctuation from 52% (2021) to 20% | Writing from 24% (2021) to 18%Numeracy from 41% (2021) to 25%Spelling from 54% (2021) to 25%Grammar and punctuation from 52% (2021) to 25%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 achieving in the top two NAPLAN bands for:  **Year 5:**   * Numeracy from 34% (2022) to 55% * Grammar and punctuation from 36% (2022) to 45%   **Year 3:**   * Numeracy from 56% (2022) to 65% | Grade 5 Increase percentage of students in top band in Numeracy (exceeding) to 27%Increase percentage of students in top band in Grammar and Punctuation (exceeding) to 27%Grade 3 Increase percentage of students in top band in Numeracy (exceeding) to 32% |
| By 2026, improve the percentage of positive responses for the following School Staff Survey factors:  **School Climate module:**   * Guaranteed and viable curriculum from 66% (2022) to 80% * Teacher collaboration from 65% (2022) to 75%   **Teaching and learning evaluation module:**   * Understand how to analyse data from 53% (2022) to 80%   **Teaching and learning implementation module:**   * Knowledge of high impact teaching strategies from 63% (2022) to 80%   **Teaching and learning practice improvement module**   * Believe peer feedback improves practice from 58% (2022) to 80% * Professional learning through peer observation from 32% (2022) to 50%   **Teaching and learning planning module**   * Time to share pedagogical content knowledge from 53% (2022) to 80% | Guaranteed and viable curriculum - 80%Teacher collaboration - 70%Understand how to analyse data - 70%Knowledge of high impact teaching strategies - 75%Believe peer feedback improves practice - 70%Professional learning through peer observation - 50%Time to share pedagogical content knowledge - 70% |
| Develop confident, connected and empowered learners. | Yes | By 2026, improve the percentage of positive responses for the following Parent Opinion Survey factors:  **Student cognitive engagement module**   * stimulating learning environment from 76% (2022) to 85% * student motivation and support from 72% (2022) to 80%   **Student development module**   * student agency and voice from 77% (2022) to 85% | stimulating learning environment from 76% (2022) to 80%student motivation and support from 72% (2022) to 80%student agency and voice from 77% (2022) to 85% |
| By 2026, improve the percentage of positive responses for the following student Attitudes to School Survey factors:  **Learner characteristics and disposition domain**   * Motivation and interest from 75% (2022) to 83% * Sense of confidence from 79% (2022) to 85%   **Social engagement domain**   * Student agency and voice from 67% (2022) to 75% | Motivation and interest from 75% (2022) to 80%Sense of confidence from 79% (2022) to 85%Student agency and voice from 67% (2022) to 75% |
| By 2026, improve the percentage of positive responses for the following School Staff Survey factors:  **Teaching and learning evaluation module**   * Use student feedback to improve practice from 53% (2022) to 70%   **Teaching and learning implementation module**   * Promote student ownership of learning from 74% (2022) to 85% | Use student feedback to improve practice from 53% (2022) to 75%Promote student ownership of learning from 74% (2022) to 80% |
| Enhance the wellbeing of all students. | Yes | By 2026, improve the percentage of positive responses for the following Parent Opinion Survey factors:  **Parent community engagement module**   * Parent participation and involvement from 77% (2022) to 85%   **School ethos and environment module:**   * School improvement from 68% (2022) to 75% * Teacher communication from 66% (2022) to 75% | Parent participation and involvement from 77% (2022) to 85%School improvement from 68% (2022) to 75%Teacher communication from 66% (2022) to 75% |
| By 2026, improve the percentage of positive responses for Years 4 to 6 for the following student Attitudes to School Survey factors:  **School safety domain**   * Respect for diversity from 67% (2022) to 80%   **Emotional and relational engagement domain:**   * Emotional awareness and regulation from 69% (2022) to 80% | Respect for diversity from 67% (2022) to 80% (girls 2024 84%, boys 69%)Emotional awareness and regulation from 69% (2022) to 75% |
| By 2026, improve the percentage of positive responses for the following School Staff Survey, factors:  **School Climate module**   * Parent and community involvement from 70% (2022) to 75% * Trust in students and parents from 76% (2022) to 80% * Staff trust in colleagues from 76% (2022) to 85% | Staff trust in colleagues from 80% (2024) to 85%. |

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| Goal 2 | **Improve learning growth in literacy and numeracy for all students.** | |
| 12-month target 2.1 | At or above expected learning growth from 2024 to 2025 targets to be:  Reading 85% Writing 80% Number 80% | |
| 12-month target 2.2 | Reading from 32% (2021) to 35% | |
| 12-month target 2.3 | Writing from 24% (2021) to 18% Numeracy from 41% (2021) to 25% Spelling from 54% (2021) to 25% Grammar and punctuation from 52% (2021) to 25%  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 2.4 | Grade 5  Increase percentage of students in top band in Numeracy (exceeding) to 27% Increase percentage of students in top band in Grammar and Punctuation (exceeding) to 27% Grade 3  Increase percentage of students in top band in Numeracy (exceeding) to 32% | |
| 12-month target 2.5 | Guaranteed and viable curriculum - 80% Teacher collaboration - 70% Understand how to analyse data - 70% Knowledge of high impact teaching strategies - 75% Believe peer feedback improves practice - 70% Professional learning through peer observation - 50% Time to share pedagogical content knowledge - 70% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Teaching and learning | Enhance teacher practice in literacy and numeracy through the strengthening of Professional Learning Communities. | Yes |
| **KIS 2.b**  Teaching and learning | Strengthen consistent whole school practice in the implementation of a high quality instructional model. | Yes |
| **KIS 2.c**  Assessment | Build teacher capability to differentiate learning to challenge students at their point of need. | 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. | In response to school performance data and recent educational research, an alternative instructional model for the teaching of writing needs to be implemented. In 2024 we completed a FISO cycle into the explicit teaching of Grammar and Punctuation, our least positive performance in NAPLAN. Building on this work, explicit instruction needs to be embedded in a school wide instructional model. | |
| Goal 3 | **Develop confident, connected and empowered learners.** | |
| 12-month target 3.1 | stimulating learning environment from 76% (2022) to 80% student motivation and support from 72% (2022) to 80% student agency and voice from 77% (2022) to 85% | |
| 12-month target 3.2 | Motivation and interest from 75% (2022) to 80% Sense of confidence from 79% (2022) to 85% Student agency and voice from 67% (2022) to 75% | |
| 12-month target 3.3 | Use student feedback to improve practice from 53% (2022) to 75% Promote student ownership of learning from 74% (2022) to 80% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Engagement | Develop collective capabilities to activate student leadership, agency and voice. | Yes |
| **KIS 3.b**  Assessment | Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting. | No |
| **KIS 3.c**  Leadership | Embed a culture of collaboration, feedback and reflection. | 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. | The Attitude to School Survey Data in relation to stimulating learning has declined from 85% positive endorsement in 2023 to 71% in 2024. Similarly, motivation and interest has declined to 74%. The parent survey data similarly indicates that Stimulating Learning could be improved at 69% positive endorsement. Opportunities to redevelop school overviews and the frequency with which students have input into what and how they are learning, will be explored, as will the use of student feedback and reflection in the informing planning, particular in relation to integrated inquiry and the writing program. | |
| Goal 4 | **Enhance the wellbeing of all students.** | |
| 12-month target 4.1 | Parent participation and involvement from 77% (2022) to 85% School improvement from 68% (2022) to 75% Teacher communication from 66% (2022) to 75% | |
| 12-month target 4.2 | Respect for diversity from 67% (2022) to 80% (girls 2024 84%, boys 69%) Emotional awareness and regulation from 69% (2022) to 75% | |
| 12-month target 4.3 | Staff trust in colleagues from 80% (2024) to 85%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Support and resources | Strengthen the social emotional learning curriculum with the School Wide Positive Behaviour Support framework. | Yes |
| **KIS 4.b**  Support and resources | Strengthen the partnership between parents, carers, students and staff and create a shared vision for high expectations for student learning. | 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. | The atttitudes to school survey in relation to emotional awareness and regulation could be improved from 70%, 74% and 69% over the past three years. Similarly, the number of students who have 'not experienced bullying' has decreased by 5%, to 83%. Management of bullying is also one of the lower positive endorsements at 73%. One of the lowest scored questions in the Staff Survey related to whether staff had the skills to deal with student disciplinary problems. | |