Annual Implementation Plan - 2024

Select annual goals and KIS

Gladstone Views Primary School (5093)

Submitted for review by Alexander Mowat (School Principal) on 19 March, 2024 at 04:46 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 19 March, 2024 at 04:58 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

The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| **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. | No | Support for the priorities | |
| Improve student outcomes in Literacy. | Yes | Target 2.1
By 2023 the percentage of students achieving benchmark or above growth in NAPLAN Writing will increase from 73 per cent (2019) to 80 per cent (2023).
Target 2.2
By 2023 the percentage of students achieving benchmark or above growth in NAPLAN Reading will increase from 73.5 per cent (2019) to 80 per cent (2023).
Target 2.3
By 2023 the percentage of Year 5 students assessed in the top two NAPLAN bands for Writing will increase from 12 per cent (2019) to 20 per cent (2023).
Target 2.4
By 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands for Reading will increase from 35 per cent (2019) to 40 per cent (2023)
Target 2.5 | Increase the year 3 strong and exceeding reading proficiencies from 47% to 57%
Increase the year 3 strong and exceeding writing proficiencies from 64% to 72%
Increase the year 5 strong and exceeding writing proficiencies from 70% to 75%
Increase the year 3 spelling strong and exceeding proficiencies from 60% to 70%
Increase the year 5 spelling strong and exceeding proficiencies from 59% to 69% By end of 2024 year 3 students demonstrating growth in PATr from (year 2 2023) from 11% to 22% (2024) to achieve mean score at or above 110.9By end 2024 year 4 students demonstrate growth in PATr from 28% (year 3 2023) to 33% to at or above year 4 mean score of 118.7 By end 2024 our year 6 students to demonstrate growth in PATr to |

		By 2023, the percentage of students (Prep–Year 6) assessed above the expected level in Writing (teacher judgements) will increase from 12 per cent to 25 per cent (2023)	have 72% of student to be above 128 mean score.
Improve student outcomes in Numeracy.	No	Target 1.1 By 2023 the percentage of students achieving benchmark and above growth in NAPLAN Numeracy will increase from 71 per cent (2019) to 75 per cent (2023). Target 1.2 By 2023 the percentage of Year 5 students assessed in the top two NAPLAN bands for Numeracy will increase by from 19 per cent (2019) to 25 per cent (2023). Target 1.3 By 2023, the percentage of students (Prep–Year 6) assessed above the expected level in Number and Algebra (teacher judgments) will increase from 12 per cent (2019) to 18 per cent. Target 1.4 By 2023, the percentage endorsement for the following factors in the SSS will improve. • Guaranteed and viable curriculum 68% (2019) to 75% (2023) • Understand formative assessment 35% (2019) to 66% (2023) • Monitor effectiveness using data 63% (2019) to 70% (2023)	
Improve student engagement in learning	Yes	Target 3.1 By 2023 the percentage endorsement for the following factors in AToSS will improve. • Learning confidence 65% (2019) to 85% (2023) • Motivation and interest 75% (2019) to 85% (2023) • Student voice and agency 63% (2019) to 80% (2023) Target 3.2 By 2023, the percentage endorsement for the following factors in the SSS will improve. • Promote student ownership of learning 69% (2019) to 80% (2023) • Knowledge of high impact teaching 31% (2019) to 85% (2023) • Collective focus on student learning 53% (2019) to 85% (2023)	Increase student sense of confidence from 70% (2023) to 75% (2024)Increase motivation and interest from 70% (2023) to 75% (2024)Improve Student Voice and Agency from 58% (2023) to 78% (2024)Attendance - reduce the percentage of students with 20+ days absence from 38% to 30% Improve respect for diversity from 66% to 71%Knowledge of high impact teaching 44% (2023) to 55%Promote student ownership of learning 65% (2023) to 80%Collective focus on student learning 76% (2023) to 82%

		Target 3.3 By 2023, the percentage endorsement for the following factors in the POS will improve. • Parent participation and involvement 75% (2019) to 85% (2023) • School communication 79% (2019) to 89% (2023) • Teacher communication 74% (2019) to 84% (2023)	Increase positive response to 'I know what to do if I experience racism' from 81% to 85%To increase parent participation and involvement from 49% (2023) to 59%To increase school communication to 50% (2023) to 60%Teacher communication 59% to 70%

Goal 2	Improve student outcomes in Literacy.
12-month target 2.1-month target	Increase the year 3 strong and exceeding reading proficiencies from 47% to 57% Increase the year 3 strong and exceeding writing proficiencies from 64% to 72% Increase the year 5 strong and exceeding writing proficiencies from 70% to 75% Increase the year 3 spelling strong and exceeding proficiencies from 60% to 70% Increase the year 5 spelling strong and exceeding proficiencies from 59% to 69% By end of 2024 year 3 students demonstrating growth in PATr from (year 2 2023) from 11% to 22% (2024) to achieve mean score at or above 110.9 By end 2024 year 4 students demonstrate growth in PATr from 28% (year 3 2023) to 33% to at or above year 4 mean score of 118.7 By end 2024 our year 6 students to demonstrate growth in PATr to have 72% of student to be above 128 mean score.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed consistent pedagogical and instructional literacy practices from F-6	Yes

KIS 2.b Teaching and learning	Embed the use of the improvement cycle within our 3 week planning model	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.	Explicit teaching using the Gradual Release of Responsibility (GRR) model is a powerful instructional approach that emphasizes a systematic shift of responsibility from the teacher to the students. This method is crucial for several reasons: Explicit teaching provides clear and direct instruction, leaving no room for ambiguity. This clarity helps students understand what is expected of them and what they are meant to learn. The teacher, in the initial stages, models the thinking process and problem-solving strategies explicitly. This modeling allows students to see and understand the cognitive processes involved in a particular task. GRR ensures a structured progression from teacher-led instruction to collaborative learning and, finally, independent practice. This gradual release allows students to develop and refine skills at a pace that suits their individual needs. The model incorporates scaffolding, where teachers provide support to students as they learn, gradually reducing this support as students gain confidence and competence. This ensures that students are not left unsupported, leading to more successful learning outcomes. Explicit teaching allows teachers to differentiate instruction based on students' needs. As the responsibility shifts, teachers can tailor their support to individual or group requirements, addressing diverse learning styles and abilities. The GRR model helps students transition from being dependent learners to becoming more autonomous. Through guided and independent practice, students gain the skills and confidence to tackle tasks on their own. As responsibility is gradually transferred to the students, they become more accountable for their own learning. This accountability fosters a sense of ownership and engagement in the learning process. Explicit teaching facilitates the transfer of skills and knowledge across various contexts. Students are better equipped to apply what they've learned in new situations and demonstrate a deeper understanding of the subject matter. By providing a clear roadmap and allowing students to take an active role in their learning, the GRR model can enhance student motivation. Students are more likely to be engaged when they understand the purpose and relevance of the learning activities. The systematic and explicit nature of teaching in the GRR model contributes to long-term retention of information. Students are more likely to remember and apply what they've learned when the concepts are presented clearly and reinforced through practice. The improvement cycle within a Professional Learning Community (PLC) is a structured and systematic approach to continuously enhance teaching practices, student learning outcomes, and overall school effectiveness. The rationale behind using the improvement cycle in a PLC is rooted in the principles of ongoing reflection, collaboration, and data-driven decision-making. Here are some key reasons for adopting the improvement cycle within a PLC: The improvement cycle is based on the idea that there is always room for improvement. PLCs, by nature, are committed to a continuous improvement mindset, and the improvement cycle provides a structured framework for this ongoing process. The improvement cycle emphasizes the use of data to inform decisions. PLCs gather and analyze data related to student

performance, teaching strategies, and other relevant factors. This data-driven approach ensures that interventions and adjustments are based on evidence rather than assumptions.

PLCs thrive on collaboration among educators. The improvement cycle encourages teachers to work together to identify challenges, set goals, and develop strategies for improvement. This collaborative problem-solving enhances the collective expertise of the team.

By using the improvement cycle, PLCs can identify specific areas for professional development. This targeted approach ensures that educators receive training and support in areas directly relevant to the needs of their students and the goals of the school.

The improvement cycle fosters a sense of accountability among educators. As teams work together to set goals and monitor progress, there is a shared responsibility for the outcomes. This collective ownership creates a culture of accountability within the PLC.

Education is a dynamic field, and the needs of students and schools can change over time. The improvement cycle allows PLCs to be responsive to these changing needs. Teams can adjust their focus areas and strategies based on emerging challenges or opportunities.

Reflection is a key component of the improvement cycle. Educators regularly reflect on their teaching practices, the impact on student learning, and the effectiveness of interventions. This reflective process promotes professional growth and the refinement of instructional techniques.

The improvement cycle is aligned with broader school goals and objectives. PLCs contribute to the achievement of these goals by ensuring that their improvement efforts are in harmony with the overall vision and mission of the school.

The improvement cycle empowers educators by giving them the tools and processes to actively participate in the improvement of their practice and student outcomes. This empowerment contributes to job satisfaction and a sense of professional fulfillment.

PLCs using the improvement cycle rely on evidence-based practices. By systematically collecting and analyzing data, educators can identify what works and make informed decisions about instructional strategies and interventions.

It is anticipate that with the effective implementation of PLCs we aim to improve the following factor in the staff survey academic emphasis, collective efficacy and teacher collaboration.

| **Goal 4** | **Improve student engagement in learning** |

12-month target 4.1-month target	Increase student sense of confidence from 70% (2023) to 75% (2024) Increase motivation and interest from 70% (2023) to 75% (2024) Improve Student Voice and Agency from 58% (2023) to 78% (2024) Attendance - reduce the percentage of students with 20+ days absence from 38% to 30% Improve respect for diversity from 66% to 71% Knowledge of high impact teaching 44% (2023) to 55% Promote student ownership of learning 65% (2023) to 80% Collective focus on student learning 76% (2023) to 82% Increase positive response to 'I know what to do if I experience racism' from 81% to 85% To increase parent participation and involvement from 49% (2023) to 59% To increase school communication to 50% (2023) to 60% Teacher communication 59% to 70%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Engagement	Activate student voice, agency and leadership in learning.	No
KIS 4.b Engagement	Build meaningful partnerships with parents/carers and the community.	Yes
KIS 4.c Engagement	Promote inclusion and respect for diversity	Yes
KIS 4.d Engagement	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.	Implementing Student Voice and agency, respect for diversity, and building meaningful partnerships with the community are critical aspects of creating an inclusive and effective educational environment at Gladstone Views Primary School.

Students are key stakeholders in the educational process, and their perspectives, insights, and preferences are valuable. Empowering students with a sense of agency and providing them with opportunities to express their voice in decision-making processes not only fosters a positive school culture but also enhances engagement and motivation. When students feel heard and valued, they are more likely to take ownership of their learning, contributing to their overall academic and personal development. Students indicated indicated a positive endorsement of 58%

Diversity is a fundamental aspect of any school community. Recognizing and respecting diversity goes beyond just acknowledging differences in race, ethnicity, and culture; it also includes differences in learning styles, abilities, backgrounds, and experiences. Creating an inclusive and culturally responsive environment ensures that all students feel accepted and valued. Moreover, a diverse and inclusive learning environment prepares students for the global community, promoting empathy, understanding, and collaboration. Students indicated a positive endorsement of 66%

Education is a collaborative effort that extends beyond the walls of the classroom. Building strong partnerships with the community, including parents, local businesses, and organizations, enhances the overall educational experience. A collaborative approach leverages the collective resources, expertise, and support of the community, creating a more enriching and supportive environment for students. Engaging the community fosters a sense of shared responsibility for the success and well-being of students, leading to more comprehensive and sustainable educational outcomes. Parents indicated a 49% positive endorsement for this factor.

Trauma-informed practice is an approach to supporting individuals who have experienced trauma by recognizing the widespread impact of trauma on behavior, learning, and well-being. This approach emphasizes creating a safe and supportive environment that fosters understanding, empathy, and resilience. In the context of classrooms, trauma-informed practices aim to address the needs of students who may have experienced various forms of trauma.

The rationale for trauma-informed practice in classrooms lies in the understanding that traumatic experiences can significantly affect a person's ability to learn, regulate emotions, and build healthy relationships. By incorporating trauma-informed strategies, educators can create a more inclusive and supportive learning environment, leading to improved academic, social, and emotional outcomes for students.

Establishing a physically and emotionally safe classroom environment is crucial. This involves clear and consistent expectations, as well as building trusting relationships between students and educators.

Educators are trained to recognize signs of trauma and respond with empathy. This involves understanding that certain behaviors may be coping mechanisms resulting from trauma, rather than deliberate misbehavior. |

	Recognizing and respecting diverse cultural backgrounds is essential in trauma-informed practice. This helps create a more inclusive environment that acknowledges and values each student's unique experiences. Providing students with a sense of control and autonomy can help rebuild a sense of empowerment that may be compromised by trauma. Offering choices and involving students in decision-making processes can contribute to their overall well-being. Communication and collaboration between educators, support staff, and families are essential. This ensures a comprehensive and coordinated approach to meeting the needs of students who have experienced trauma. It is anticipated that having emphasis on these areas will improve student connection and attendance.