

# Annual Implementation Plan - 2025

## SSP Goals Targets and KIS

Gladstone Views Primary School (5093)



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## SSP Goals Targets and KIS

<b>Goal 2</b>	Improve student outcomes in numeracy.
<b>Target 2.1</b>	<p>Target 1.1</p> <p>By end 2025, improve year 3 NAPLAN Numeracy strong and exceeding percentage from 57% to 63%</p>
<b>Target 2.2</b>	<p>Target 1.2</p> <p>By end 2025, improve year 5 NAPLAN Numeracy strong and exceeding percentage from 66% to 67%</p>
<b>Target 2.3</b>	<p>Target 1.3</p> <p>By end 2025, in Mathematics improve the percentage of students receiving above age expected semester 2 teacher judgement in F-6 from 11% to 16% (2024 11%)</p>
<b>Target 2.4</b>	<p>Target 1.4</p> <p>By 2023, the percentage endorsement for the following factors in the SSS will improve.</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum 77% (2024) to 78% (2025)</li> <li>• Understand formative assessment 92% (2024) to 97% (2025)</li> <li>• Monitor effectiveness using data 92% (2024) to 97% (2025)</li> </ul>
<b>Target 2.5</b>	Improve the positive endorsement of professional learning through peer observations from 31% to 50%

<b>Target 2.6</b>	Improve professional learning targeted to improving literacy and numeracy from 62% to 68% (School Staff Survey)
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent pedagogical and instructional numeracy practices from F-6 including the VTLM 2.0
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the use of the improvement cycle within our 3 week planning model to develop staff whole school data literacy.
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to implement best research practice and the the Victorian Mathematics Curriculum 2.0 in the classroom.
<b>Goal 3</b>	Improve student outcomes in literacy.
<b>Target 3.1</b>	By end 2025 improve year 3 NAPLAN Wring strong and exceeding percentage from 62% (2024) to 68% By end 2025 improve year 5 NAPLAN Writing strong and exceeding percentage from 76% (2024) to 80%

<b>Target 3.2</b>	By end 2025 improve year 3 NAPLAN reading strong and exceeding percentage from 64% (2024) to 67%
<b>Target 3.3</b>	Target 2.3 By end 2025 improve year 5 NAPLAN reading strong and exceeding percentage from 78% (2024) to 83%
<b>Target 3.4</b>	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)
<b>Target 3.5</b>	Target 2.5 By end 2025, in writing improve the percentage of students receiving above age expected semester 2 teacher judgement in year 3 from 7% to 15% By end 2025, in writing improve the percentage of students receiving above age expected semester 2 teacher judgement in year 5 from 15% to 20%
<b>Target 3.6</b>	Improve the positive endorsement of professional learning through peer observations from 31% to 50% & Seeking feedback to improve practice 54% to 60%
<b>Target 3.7</b>	Improve professional learning targeted to improving literacy and numeracy from 62% to 68% (School Staff Survey)

<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop to teacher familiarity of the Victorian English Curriculum
<b>Key Improvement Strategy 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent pedagogical and instructional literacy practices from F-6 including the VTLM 2.0
<b>Key Improvement Strategy 3.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop whole school data and assessment literacy for Reading and Writing
<b>Goal 4</b>	Improve student engagement in learning
<b>Target 4.1</b>	Target 3.1 By 2025 the percentage endorsement for the following factors in AToSS will improve. <ul style="list-style-type: none"> <li>• Sense of confidence from 68% (2024) to 73%</li> <li>• Motivation and interest 70% (2024) to 75%</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency 61% (2024) to 66%, At this school I help decide things like class activities and rules 56% to 61%, I have a say in the things I learn 53% to 59%</li> <li>• Motivation and Interest - I am learning things that really interest me - improve from 56% to 60%</li> <li>• Student treat teachers with respect factor - 25% to 30%</li> <li>• Students treat each other with respect 24% to 30%</li> <li>• Improve managing bullying factors, feeling safe 67% to 72%,</li> <li>• The school deals fairly with bullying problems 45% to 50%</li> <li>• Respect for Diversity factor - all students are treated fairly at this school 46% to 51%</li> </ul>
<p><b>Target 4.2</b></p>	<p>Target 3.2</p> <p>By 2025, the percentage endorsement for the following factors in the SSS will improve.</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning 77% (2024) to 82%</li> <li>• Knowledge of high impact teaching from 100% (2024) to maintain</li> <li>• Collective focus on student learning 84% (2024) to 89%</li> <li>• Respect for diversity 61% (2024) to 66%</li> <li>• Peer relationships (good at this + very good at this) 83% (2024) to 88%</li> </ul>
<p><b>Target 4.3</b></p>	<p>Target 3.3</p> <p>By 2023, the percentage endorsement for the following factors in the Parent Survey will improve.</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 49% to 54%</li> <li>• School communication 50% to 55%</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher communication 59% to 63%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Activate student voice, agency and leadership in learning.
<b>Key Improvement Strategy 4.b</b> Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Build meaningful partnerships with parents/carers and the community.
<b>Key Improvement Strategy 4.c</b> Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Promote inclusion and respect for diversity (With focus on improving positive mindsets and conflict resolution).
<b>Key Improvement Strategy 4.d</b> Wellbeing is the development of the capabilities necessary to thrive,	Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable with particular emphasis on delivery of social and emotional learning.

contribute and respond positively to challenges and opportunities of life.