

## Annual Implementation Plan - 2025

### Select annual goals and KIS

Birralee Primary School (4991)



Submitted for review by Ashley Ryan (School Principal) on 28 December, 2024 at 12:57 PM  
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 02 April, 2025 at 03:14 PM

Select annual goals and KIS

| Four-year strategic goals                        | Is this selected for focus this year? | Four-year strategic targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12-month target<br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| To improve the learning growth of every student. | Yes                                   | <p>By 2027 increase the percentage of Year 3 students in the NAPLAN exceeding proficiency levels in:</p> <ul style="list-style-type: none"> <li>• Reading from 43% in 2023 to 47%.</li> <li>• Writing from 26% in 2023 to 34%.</li> <li>• Numeracy from 35 % in 2023 to 39%.</li> </ul> <p>By 2027 increase the percentage of Year 5 students in the NAPLAN exceeding proficiency levels in:</p> <ul style="list-style-type: none"> <li>• Reading from 48% in 2023 to 52%.</li> <li>• Writing from 43% in 2023 to 47%.</li> <li>• Numeracy 34% in 2023 to 38%.</li> </ul> | <p>By the end of 2025, increase the percentage of Year 3 students in the NAPLAN exceeding proficiency levels in:</p> <ul style="list-style-type: none"> <li>Reading - maintain at 51%</li> <li>Writing from 30% to 32%</li> <li>Numeracy - maintain at 40%</li> </ul> <p>By the end of 2025, increase the percentage of Year 5 students in the NAPLAN exceeding proficiency levels in:</p> <ul style="list-style-type: none"> <li>Reading - maintain at 64%</li> <li>Writing from 38% to 42%</li> <li>Numeracy - maintain at 43%</li> </ul> <p>Tutor Learning Initiative</p> <p>By 2026, reduce the number of NAS students in reading and numeracy in Year 3 and Year 5 compared to the number of NAS students in 2024</p> <ul style="list-style-type: none"> <li>• 0% in Year 3 Reading</li> <li>• 1% (1 student) in Year 3 Numeracy</li> <li>• 1% (1 student) in Year 5 Reading</li> <li>• 3% (2 students) in Year 5 Numeracy</li> </ul> |

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|  |  | <p>By 2027 increase the average percentage of students making one (1) band growth in PAT adaptive testing in reading and mathematics Years 4-6 from 2023 benchmarks.</p> <ul style="list-style-type: none"> <li>• Reading from 44% in 2023 to 56%</li> <li>• Mathematics from 48% in 2023 to 60%</li> </ul>                                                                   | <p>By the end of 2025, increase the average percentage of students making one (1) band growth in PAT adaptive testing in reading and mathematics in Years 4-6 from the 2023 benchmarks.</p> <ul style="list-style-type: none"> <li>• Reading from 50% to 51%</li> <li>• Mathematics from 54% to 64%</li> </ul>                                                                                                         |
|  |  | <p>By 2027 increase the percentage of Year F –6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10</p> <ul style="list-style-type: none"> <li>• Writing will increase from 14% in 2022 to 40% or above.</li> <li>• Reading from 44% in 2022 to 50% or above.</li> <li>• Number and Algebra from 54% in 2022 to 56% or above.</li> </ul> | <p>The percentage of Year F –6 students assessed above the expected level against the Victorian Curriculum (VC) Levels F–10 will increase:</p> <ul style="list-style-type: none"> <li>• In Writing, from 23.3% to 32% or higher by the end of 2025</li> <li>• In Reading, from 46.8% to 50% or higher by the end of 2025,</li> <li>• In Number and Algebra, maintain at 62.6% or higher by the end of 2025.</li> </ul> |

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| <p>To develop resilient students who display growth mindsets, behaviours, and attitudes that reflect the school values.</p> | <p>Yes</p> | <p>By 2027, the percentage of students with 20+ days absent F-6 students will decrease from 32% in 2022 to at or below 20%.</p>                                                                                                                                                                                                                                                                                                                   | <p>By the end of 2025, the percentage of students with 20+ days absent F-6 students will decrease to 28% or lower.</p>                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                             |            | <p>By 2027, increase the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 61% in 2023 to 66%</li> <li>• Motivation and Interest from 76% in 2023 to 81%</li> <li>• Sense of connectedness factor from 82% in 2023 to 86%.</li> </ul>                                                       | <p>By the end of 2025, the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will increase:</p> <p>In Student voice and agency, from 55% to 62% or higher</p> <p>In Motivation and Interest, from 71% to 77% or higher</p> <p>In Sense of Connectedness factor, from 75% to 83% or higher</p>                                                                                                                      |
|                                                                                                                             |            | <p>By 2027, increase the percentage of parents reporting positive endorsement (Strongly agree) in school developed parent survey measures:</p> <ul style="list-style-type: none"> <li>• Do you feel that your child's health and mental wellbeing is nurtured and cared for at Birralee? from 35% in 2023 to 45%</li> <li>• How confident are you in understanding how your child is progressing and assessed? from 21% in 2023 to 40%</li> </ul> | <p>By the end of 2025, the percentage of parents reporting positive endorsement (strongly agree) in the following two school-developed parent survey questions:</p> <ol style="list-style-type: none"> <li>1) "Do you feel that your child's health and mental wellbeing is nurtured and cared for at Birralee?" will increase to 40% or higher.</li> <li>2) "How confident are you in understanding how your child is progressing and assessed?" will increase to 35% or higher.</li> </ol> |

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| <b>Goal 1</b>              | <b>To improve the learning growth of every student.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>12-month target 1.1</b> | <p>By the end of 2025, increase the percentage of Year 3 students in the NAPLAN exceeding proficiency levels in:</p> <p>Reading - maintain at 51%</p> <p>Writing from 30% to 32%</p> <p>Numeracy - maintain at 40%</p><br><p>By the end of 2025, increase the percentage of Year 5 students in the NAPLAN exceeding proficiency levels in:</p> <p>Reading - maintain at 64%</p> <p>Writing from 38% to 42%</p> <p>Numeracy - maintain at 43%</p><br><p>Tutor Learning Initiative</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and Year 5 compared to the number of NAS students in 2024</p> <p>0% in Year 3 Reading</p> <p>1% (1 student) in Year 3 Numeracy</p> <p>1% (1 student) in Year 5 Reading</p> <p>3% (2 students) in Year 5 Numeracy</p> |
| <b>12-month target 1.2</b> | <p>By the end of 2025, increase the average percentage of students making one (1) band growth in PAT adaptive testing in reading and mathematics in Years 4-6 from the 2023 benchmarks.</p> <p>Reading from 50% to 51%</p> <p>Mathematics from 54% to 64%</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>12-month target 1.3</b>                                                                                                                                                                                                                                              | <p>The percentage of Year F –6 students assessed above the expected level against the Victorian Curriculum (VC) Levels F–10 will increase:</p> <p>In Writing, from 23.3% to 32% or higher by the end of 2025</p> <p>In Reading, from 46.8% to 50% or higher by the end of 2025,</p> <p>In Number and Algebra, maintain 62.6% or higher by the end of 2025.</p> |                                           |
| <b>Key Improvement Strategies</b>                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                | Is this KIS selected for focus this year? |
| <b>KIS 1.a</b><br>Teaching and learning                                                                                                                                                                                                                                 | Build knowledge of and capabilities of staff to deliver evidence based differentiated classroom practices                                                                                                                                                                                                                                                      | Yes                                       |
| <b>KIS 1.b</b><br>Assessment                                                                                                                                                                                                                                            | Build capabilities for accurate data analysis and understanding across the school to drive whole school improvement                                                                                                                                                                                                                                            | Yes                                       |
| <b>KIS 1.c</b><br>Engagement                                                                                                                                                                                                                                            | Review and embed school processes for students setting goals and monitoring their progress in 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. | A main focus in 2025 will be on formative assessment. This will aid differentiation in lessons, and teaching to point of need, which are key factors in improving the learning growth of all students. A sound understanding of data and assessment will enhance the ability of teachers to plan effectively for the differing needs of their students.        |                                           |

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| <b>Goal 2</b>              | <b>To develop resilient students who display growth mindsets, behaviours, and attitudes that reflect the school values.</b>                                                                                                                                                                                                                                                                                                                       |
| <b>12-month target 2.1</b> | By the end of 2025, the percentage of students with 20+ days absent F-6 students will decrease to 28% or lower.                                                                                                                                                                                                                                                                                                                                   |
| <b>12-month target 2.2</b> | <p>By the end of 2025, the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will increase:</p> <p>In Student voice and agency, from 55% to 62% or higher</p> <p>In Motivation and Interest, from 71% to 77% or higher</p> <p>In Sense of Connectedness factor, from 75% to 83% or higher</p>                                                                           |
| <b>12-month target 2.3</b> | <p>By the end of 2025, the percentage of parents reporting positive endorsement (strongly agree) in the following two school-developed parent survey questions:</p> <p>1) "Do you feel that your child's health and mental wellbeing is nurtured and cared for at Birralelee?" will increase to 40% or higher.</p> <p>2) "How confident are you in understanding how your child is progressing and assessed?" will increase to 35% or higher.</p> |

| Key Improvement Strategies                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Is this KIS selected for focus this year? |
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| <b>KIS 2.a</b><br>Engagement                                                                                                                                                                                                                                            | Develop, implement, and embed a school wide positive behaviour program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Yes                                       |
| <b>KIS 2.b</b><br>Support and resources                                                                                                                                                                                                                                 | Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Yes                                       |
| <b>KIS 2.c</b><br>Engagement                                                                                                                                                                                                                                            | Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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. | Feeling safe and valued is vital to a child's development. Learning suffers when students fear for their safety, worry about being bullied, or don't sense their teachers have high expectations for their success. In a healthy, supportive climate, students engage and take intellectual risks. They follow well-established rules and norms for behavior that their teachers and school leaders will model and maintain. Such a community is characterised by positive relationships between teachers and students, a place where genuine respect is the norm, and where all students feel they belong. Our attitudes to school survey results were not as we expected - quite low in several categories. The well-being team has prepared the way for the full implementation of a schoolwide behaviour program, the re-writing of school values, and a revised school declaration to be implemented in 2025 |                                           |