

Annual Implementation Plan - 2025

Select annual goals and KIS

Marysville Primary School (1273)



Submitted for review by Sandra Bishop (School Principal) on 29 January, 2025 at 03:24 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 29 January, 2025 at 03:27 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve literacy outcomes for all students	Yes	By 2026 improve the two-year average for the percentage of students achieving high NAPLAN relative growth (interim) in Reading from 30% in 2023-24 to 34%	By 2025 increase growth data (interim) in Reading from 30% to 32%
		By 2026 increase the two-year average percentage of students in exceeding or strong proficiencies in Reading from - Year 3 58% (2023-24) to 60%. - Year 5 86% (2023-24) to 88%	To improve the number of students in the top two reading proficiencies in year 3 from 58% to 59% in year 5 from 86% to 87%
		By 2026 increase the percentage of students above the age expected level as reported by teacher judgement against the Victorian Curriculum for: - reading and viewing from 36% in 2021 to 40% - writing from 13% in 2021 to 17%	By 2025 increase the percentage of students above the age expected level as reported by teacher judgement against the Victorian Curriculum for:reading and viewing to 38%writing to 16%By 2026, maintain no students NAS Year 3 & 5 Reading and Numeracy.
		By 2026 improve the percentage of positive responses on the Attitudes to School Survey for: - sense of confidence from 75% in 2021 to 79% - student voice and agency from 67% in 2021 to 71%	Throughout 2025, maintain Attitudes to School Survey data at or above:79% sense of connectedness 71% Student voice and agency

Improve numeracy outcomes for all students	No	By 2026 improve the two-year average for the percentage of students achieving high NAPLAN relative growth (interim) in Numeracy from 17% in 2023-24 to 20%	
		By 2026 increase the two-year average percentage of students in exceeding or strong proficiencies in numeracy from - Year 3 73% (2023-24) to 75%. - Year 5 77% (2023-24) to 79%	
		By 2026 increase the percentage of students above the age expected level as reported by teacher judgement against the Victorian Curriculum for: number and algebra from 21% in 2021 to 25%	
		By 2026 increase the percentage of positive responses on the School Staff Survey for: - staff trust in colleagues from 46% in 2021 to 75% - guaranteed and viable curriculum from 55% in 2021 to 75% - teacher collaboration from 64% in 2021 to 75%	
Improve wellbeing outcomes for all students	Yes	By 2026 increase the percentage of positive responses on the Attitudes to School Survey for: - emotional awareness and regulation from 80% in 2021 to 84% - perseverance from 81% in 2021 to 85%	Throughout 2025, maintain Attitudes to School Survey data at or above:84% emotional awareness and regulation 85% perseverance
		By 2026 increase the percentage of positive responses on the Parent Opinion Survey for:	Throughout 2025, maintain Attitudes to School Survey data at or

		• student agency and voice from 74% in 2021 to 82% • confidence and resiliency skills from 77% in 2021 to 85% • managing bullying from 68% in 2021 to 75%	above:82% student agency and voice 85% confidence and resiliency skills 75% managing bullying
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Goal 1	Improve literacy outcomes for all students	
12-month target 1.1	By 2025 increase growth data (interim) in Reading from 30% to 32%	
12-month target 1.2	To improve the number of students in the top two reading proficiencies in year 3 from 58% to 59% in year 5 from 86% to 87%	
12-month target 1.3	By 2025 increase the percentage of students above the age expected level as reported by teacher judgement against the Victorian Curriculum for: reading and viewing to 38% writing to 16% By 2026, maintain no students NAS Year 3 & 5 Reading and Numeracy.	
12-month target 1.4	Throughout 2025, maintain Attitudes to School Survey data at or above: 79% sense of connectedness 71% Student voice and agency	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Develop and embed professional learning communities (PLC) framework	No
KIS 1.b	Embed a whole-school approach to the teaching of literacy	Yes

Teaching and learning		
KIS 1.c Engagement	Activate student voice and agency to strengthen engagement 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.	Based on our 2024 NAPLAN data we have decided to focus our work implementing the new F-2 Reading framework and spelling. Reading data year 3 60% strong, 20% Developing Reading Data year 5 25% exceeding, 63% strong 13% developing Implementing the F-2 reading will give structure to the first 3 years of teaching reading. While our reading data is good, we feel it could be improved. We would like to formalise the way we teach spelling. Currently, it has a focus on phonics in the junior classroom F -2 and THRASS from 1 -6 our data shows that we could improve this area. Spelling year 3 60% strong, 20% developing Spelling year 5 14% exceeding, 29% strong, 43% developing The data shows a decline in spelling in year 5 compared to year 3. There is a lack of consistency in the approach and a need to focus spelling and target how we do this each day. For a couple of years, we have been implementing Seven Steps to Writing. Our data indicates that we have made improvements, however we do have one child in year 5 that needs additional support. The number of students participating in NAPLAN at particular year levels makes it difficult to compare data. Writing Year 3 2023 38% in top two proficiency (Total of 10 students) Year 3, 2024 80% in top two proficiencies (Total of 5 students) Year 5 2023 83% in top two proficiencies (Total of 6 children) Year 5 2024 63% in top two proficiencies, 25% Developing 13% needs additional support (Total of 9 Children)	
Goal 3	Improve wellbeing outcomes for all students	

12-month target 3.1	Throughout 2025, maintain Attitudes to School Survey data at or above: 84% emotional awareness and regulation 85% perseverance	
12-month target 3.2	Throughout 2025, maintain Attitudes to School Survey data at or above: 82% student agency and voice 85% confidence and resiliency skills 75% managing bullying	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Embed a whole-school approach to strengthening student wellbeing	No
KIS 3.b Support and resources	Review, refine and renew school processes to support positive mental health	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.	Our AtoSS data is very positive with a steady increase across all categories. It is important that we audit current practices to support positive mental health. We have a whole school approach now we need to ensure that it continues to meet our needs. Our 2024 data: Perseverance 99% Motivation and Interest 98% self regulation and goal setting 100% Self confidence 100% Not experiencing bullying 100% Not experiencing racism 100% Sense of connectedness 100% Sense of inclusion 100% Student voice and agency 99% It will be useful to look at how the Art Therapist selects students with teacher consultation, investigate the use of our Chaplain, the role of RRRR, Smiling Minds, MHWL role etc	

