

Annual Implementation Plan - 2024

Select annual goals and KIS

Murrumbeena Primary School (3449)



Submitted for review by Rochellee Plumb (School Principal) on 21 March, 2024 at 04:06 PM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 22 March, 2024 at 02:29 PM
Endorsed by Luda Unitt (School Council President) on 19 April, 2024 at 09:02 AM

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
|--|---------------------------------------|--|---|
| <p>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.</p> | No | Support for the priorities | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To optimise student learning growth | Yes | <p>By 2027, increase the percentage of students Exceeding on the NAPLAN proficiency scale</p> <ul style="list-style-type: none"> • in Year 3 Reading from 38% (2023) to 42% • in Year 5 Reading from 50% (2023) to 53% • in Year 3 Writing from 24% (2023) to 27% • in Year 5 Writing from 31% (2023) to 35% • in Year 3 Numeracy from 34% (2023) to 37% • in Year 5 Numeracy from 33% (2023) to 37% | <p>Year 3 Reading from 38% (2023) to 40% (2024) Year 5 Reading from 50% (2023) to 51% (2024) Year 3 Writing from 24% (2023) to 25% (2024) Year 5 Writing from 31% (2023) to 32% (2024) Year 3 Numeracy 34% (2023) to 35% (2024) Year 5 Numeracy from 33% (2023) to 34% (2024)</p> |
| | | <p>By 2027, increase the percentage of Year F-6 students above age expected Victorian Curriculum levels (teacher judgement)</p> <ul style="list-style-type: none"> • in Reading and Viewing from 50% (2022, Semester 2) to 70% • in Writing from 25% (2022, Semester 2) to 50% (To be confirmed) | <p>In Reading and Viewing students above age expected level from 50% (2022, Semester 2) to 55% (2024, Semester 2) In Writing students above age expected level from 25% (2022, Semester 2) to 32% (2024, Semester 2)</p> |
| | | <p>By 2027, increase the percentage of Year F-6 students above age expected level in Number and Algebra (teacher judgement) from 47% (2022, Semester 2) to 60% (To be confirmed)</p> | <p>In Number and Algebra students above age expected level in teacher judgements from</p> |

| | | | |
|--|-----|--|--|
| | | | 47% (2022, Semester 2) to 50% (2024, Semester 2) |
| | | By 2027, increase positive responses to the School Staff Survey factor Staff trust in colleagues from 61% (2023) to 82% | Staff Survey - Positive responses to the survey factor "Trust in colleagues" from 61% (2023) to 65% (2024) |
| To strengthen student voice and agency in their learning | Yes | By 2027, increase the percentage of Year 4 to 6 students positive responses to the AtoSS factor in Stimulated Learning from 80% (2023) to 86% | AtoSS Stimulated Learning- student positive responses to survey factor "stimulated learning" from 80% (2023) to 82% (2024) |
| | | By 2027, increase the percentage of Year 4 to 6 students positive responses to the AtoSS factor Student voice and agency from 74% (2023) to 80% | AtoSS student agency- student positive responses to survey factor "student agency" from 74% (2023) to 76% (2024) |
| | | By 2027, increase the percentage of Parent Opinion Survey positive responses for the factor <i>Stimulated learning environment</i> from 79% (2023) to 85% | Parent Opinion 'Stimulated learning environment'- survey positive responses in survey factor "Stimulated learning environment" from 79% (2023) to 81% (2024) |
| | | By 2027, increase the percentage of School Staff Survey positive responses for the factor <i>Use student feedback to improve practice</i> from 79% (2023) to 85% | Staff Survey- survey positive responses to survey factor 'use feedback to improve practice' from 79% (2023) to 81% (2024) |
| | | By 2027, maintain the percentage of School Staff Survey positive responses for the factor <i>Promote student ownership of learning</i> at or above 86% (2023) | Staff Survey- survey positive responses of survey factor of 'Promote student ownership of learning' maintain at or above 86% (2023 level in 2024) |

| | |
|---------------|--|
| Goal 2 | To optimise student learning growth |
|---------------|--|

| | | |
|---|--|-----|
| 12-month target 2.1-month target | Year 3 Reading from 38% (2023) to 40% (2024) Year 5 Reading from 50% (2023) to 51% (2024) Year 3 Writing from 24% (2023) to 25% (2024) Year 5 Writing from 31% (2023) 32% (2024) Year 3 Numeracy 34% (2023) to 35% (2024) Year 5 Numeracy from 33% (2023) to 34% (2024) | |
| 12-month target 2.2-month target | In Reading and Viewing students above age expected level from 50% (2022, Semester 2) to 55% (2024, Semester 2) In Writing students above age expected level from 25% (2022, Semester 2) to 32% (2024, Semester 2) | |
| 12-month target 2.3-month target | In Number and Algebra students above age expected level in teacher judgements from 47% (2022, Semester 2) to 50% (2024, Semester 2) | |
| 12-month target 2.4-month target | Staff Survey - Positive responses to the survey factor "Trust in colleagues" from 61% (2023) to 65% (2024) | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 2.a Leadership | Reinvigorate the school's vision and values | Yes |
| KIS 2.b Teaching and learning | Develop the capacity of leaders and teachers to implement consistent high quality pedagogical practices | Yes |
| KIS 2.c Assessment | Embed the consistent use of data and assessment to inform differentiation at student 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. | While the school's values are well known and embedded across the school, the school's vision is not known. The mission statement is too lengthy and must be reduced to a few key concepts to be actioned with understanding and fidelity. The review process highlighted areas for school improvement. For example- providing students with 'just right' challenge and increased time to engage in the tasks, students receiving regular feedback about their learning in all areas, student voice and agency to be strengthened beyond providing 'choice' and time limits allocated to each section of the instructional model to reduce teacher-centric lessons. In addition, while teachers engage in weekly data meetings to unpack student progress, which is followed by weekly planning meetings, there was limited evidence of differentiation in classroom practice. Our AIP in 2024 will focus on a school vision entailing three core pillars: learning that is visible, personalised and engaging. | |

| | | |
|---|---|-----|
| | The instructional model will have time allocations to each component with the majority of the lesson allowing students time to 'engage' in the learning intention at their own challenge level. | |
| Goal 3 | To strengthen student voice and agency in their learning | |
| 12-month target 3.1-month target | AtoSS Stimulated Learning- student positive responses to survey factor "stimulated learning" from 80% (2023) to 82% (2024) | |
| 12-month target 3.2-month target | AtoSS student agency- student positive responses to survey factor "student agency" from 74% (2023) to 76% (2024) | |
| 12-month target 3.3-month target | Parent Opinion 'Stimulated learning environment'- survey positive responses in survey factor "Stimulated learning environment" from 79% (2023) to 81% (2024) | |
| 12-month target 3.4-month target | Staff Survey- survey positive responses to survey factor 'use feedback to improve practice' from 79% (2023) to 81% (2024) | |
| 12-month target 3.5-month target | Staff Survey- survey positive responses of survey factor of 'Promote student ownership of learning' maintain at or above 86% (2023 level in 2024) | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 3.a Leadership | Develop and embed an agreed school-wide understanding of student agency in learning and wellbeing. | Yes |
| KIS 3.b Engagement | Create opportunities for students to have agency and influence in their learning. | No |
| KIS 3.c Support and resources | Strengthen staff capability to respond to the learning and wellbeing needs of students. | 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.

The school review process highlighted students' high level of motivation and desire to engage in more challenging learning activities. They spoke highly of the leadership opportunities provided across the school and how they have choices in the classroom. Opportunities for student voice and leadership is an acknowledged strength and well embedded. Our improvement work now needs to focus on student 'agency.' Students will be empowered to take ownership of their learning when they understand and contribute to what they are learning (learning intention), know how they are going and what they need to develop next (success criteria). Teachers have created classroom environments built on trust and students feel safe and supported to take learning risks. Our challenge now is for teachers to regularly conference with students to engage them in decision making related to their own learning: students sharing with the teacher evidence of their learning and reciprocal feedback to identify where to next, in other words, greater visibility of the progression of skills with students selecting criteria matched to their learning goals.