

Annual Implementation Plan - 2025

Select annual goals and KIS

Nilma Primary School (2712)



Submitted for review by Kirsti Farr (School Principal) on 07 January, 2025 at 04:40 PM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 08 January, 2025 at 12:31 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
To maximise learning growth and achievement for all students in literacy and numeracy.	Yes	<p>By 2025 increase the percentage of students achieving NAPLAN top two bands (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2022, 2023 and 2024) for:</p> <ul style="list-style-type: none"> • Year 3 students in numeracy from 14% to 35% • Year 5 students in numeracy from 15% to 30% • Year 3 students in reading from 54% to 70% • Year 5 students in reading from 30% to 40% • Year 3 students in writing from 28% to 40% • Year 5 students in writing from 0% to 20%. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2025, increase the percentage of students achieving 'Strong' and 'Exceeding' in NAPLAN in: Year 3; Reading from 44% to 50% Writing from 44% to 50% Mathematics 44% to 50% Maintain the percentage of students achieving 'Strong' and 'Exceeding' in NAPLAN in Year 5: Reading 72% Writing to 72% Mathematics 86%</p>
		<p>By 2025 increase the percentage of students achieving above and below NAPLAN benchmark growth (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2022, 2023 and 2024):</p> <ul style="list-style-type: none"> • Year 5 students above benchmark growth in numeracy from 0% to 35% • Year 5 students above benchmark growth in reading from 30% to 40% • Year 5 students above benchmark growth in writing from 20% to 30% • Year 5 students below benchmark growth in numeracy from 59% to 25% 	<p>In 2025, decrease the number of students achieving 'Needs Additional Support' in NAPLAN in: Year 3; Reading from 2 to 1 Writing from 1 to 0 Mathematics from 1 to 0 Year 5; Reading from 2 to 1 Writing from 1 to 0 Mathematics from 1 to 0</p>

		<ul style="list-style-type: none"> • Year 5 students below benchmark growth in reading from 42% to 20% • Year 5 students below benchmark growth in writing from 29% to 20%. 	
		<p>By 2025, increase the percentage of students above age expected level for reading and viewing, writing and number and algebra according to teacher judgement against the Victorian Curriculum Standards from Foundation to Year 6.</p> <ul style="list-style-type: none"> • reading and viewing from 29% (2019) to 33% • writing from 11% (2019) to 18% • number and algebra from 25% (2019) to 30%. 	<p>By 2025, increase the percentage of students achieving at and above the age expected level in teacher judgement against the Victorian Curriculum in: Reading and Viewing from 24% to 33% Writing from 20% to 25% Mathematics from 24% to 30%</p>
		<p>By 2025 increase the percentage of positive endorsement for the following School Staff Survey factors. the following on the School Staff Survey based on the percentage of positive endorsement. The baseline from 2018-2020. Modules: School Climate and Teacher and learning-Implementation</p> <ul style="list-style-type: none"> • academic excellence from 76% to 88% • moderate assessment tasks together from 77% to 85%. 	<p>By 2025, increase the percentage of positive responses in the Staff Opinion Survey in the measures: Academic excellence from 67% to 80% Moderate assessment tasks from 77% to 85%</p>
<p>To build community engagement in learning through strengthening relationships and enhancing wellbeing.</p>	<p>Yes</p>	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the following factors: Module: Parent Community Engagement</p> <ul style="list-style-type: none"> • School communication from 79% (2019) to 85% • Teacher communication from 71% (2019) to 80% • Parent participation and involvement from 68% to 75% <p>Module: Social Engagement</p> <ul style="list-style-type: none"> • Student voice and agency from 81% (2019) to 82% 	<p>By 2025, increase the percentage of positive responses in the Parent Opinion Survey in the measures: Parent participation and involvement from 64% to 75% Teacher communication 68% to 75% Confidence and resilience skills 80% to 82% Maintain current survey</p>

		<p>Module: Student development</p> <ul style="list-style-type: none"> Confidence and resilience skills from 76% (2019) to 82%. 	<p>results:School communication 88% Student voice and agency 85%</p>
		<p>By 2025 increase the percentage of positive endorsement on the Attitudes to Schooling Survey for the following factors: Domain: Social Engagement</p> <ul style="list-style-type: none"> Student Voice and agency from 55% (2019) to 65% <p>Domain: Learning Characteristics and dispositions</p> <ul style="list-style-type: none"> Motivation and interest from 95% (2019) to 96%. 	<p>By 2025, increase the percentage of positive responses in the Student Attitudes to School Survey in the measures: Emotional awareness and regulation 76% to 80% Stimulated Learning from 77% to 80% Maintain current survey results: Managing Bullying 93% School Connectiveness 86% Student Voice and Agency 88%</p>
		<p>By 2025 increase the percentage of positive endorsement on the Staff Opinion Survey for the following factor: Module: School Climate</p> <ul style="list-style-type: none"> Trust in students and parents from 76% (2019) to 80%. 	<p>By 2025, increase the percentage of positive responses in the Staff Opinion Survey in the measures: Trust in students and parents from 73% to 80% Reduce the percentage of neutral responses in: Teacher collaboration to 20% Academic emphasis to 20%</p>

Goal 1	To maximise learning growth and achievement for all students in literacy and numeracy.
12-month target 1.1	<p>In 2025, increase the percentage of students achieving 'Strong' and 'Exceeding' in NAPLAN in: Year 3; Reading from 44% to 50% Writing from 44% to 50% Mathematics 44% to 50% Maintain the percentage of students achieving 'Strong' and 'Exceeding' in NAPLAN in Year 5: Reading 72%</p>

	Writing to 72% Mathematics 86%	
12-month target 1.2	In 2025, decrease the number of students achieving 'Needs Additional Support' in NAPLAN in: Year 3; Reading from 2 to 1 Writing from 1 to 0 Mathematics from 1 to 0 Year 5; Reading from 2 to 1 Writing from 1 to 0 Mathematics from 1 to 0	
12-month target 1.3	By 2025, increase the percentage of students achieving at and above the age expected level in teacher judgement against the Victorian Curriculum in: Reading and Viewing from 24% to 33% Writing from 20% to 25% Mathematics from 24% to 30%	
12-month target 1.4	By 2025, increase the percentage of positive responses in the Staff Opinion Survey in the measures: Academic excellence from 67% to 80% Moderate assessment tasks from 77% to 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Refine and embed the instructional model to ensure high quality evidence-based teaching and learning practice in all classrooms; with a focus on building teacher capacity to differentiate instruction.	Yes
KIS 1.b Excellence in teaching and learning	Build staff capacity to deliver high impact teacher strategies utilising the PLC approach.	No

KIS 1.c Positive climate for learning	Develop the capacity and willingness of students to challenge themselves as learners and manage their own 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.	Semester 2, 2024 data shows that in Reading and Viewing 49% of students are at or above standard expected, in Numeracy 56% of students are at or above standard expected and in Writing 39% of students are at or above standard expected. These are areas of concern. We acknowledge that we were at the embedding stage in our End of 2024 Self Evaluation and need to continue with this KIS. We are refining our current Instructional Model with a focus on Explicit teaching and feel that we need to continue to focus on this area in order to embed this into our practice. We have a changeover of staff in 2025 and identify the importance of a consistent evidence-based approach to teaching and learning to continue to build teacher capacity to differentiate learning to support individual student needs. Due to staffing restrictions, we have combined our Numeracy Co-ordinator and Literacy Co-ordinator roles with adequate time and budget given to this role.	
Goal 2	To build community engagement in learning through strengthening relationships and enhancing wellbeing.	
12-month target 2.1	By 2025, increase the percentage of positive responses in the Parent Opinion Survey in the measures: Parent participation and involvement from 64% to 75% Teacher communication 68% to 75% Confidence and resilience skills 80% to 82% Maintain current survey results: School communication 88% Student voice and agency 85%	
12-month target 2.2	By 2025, increase the percentage of positive responses in the Student Attitudes to School Survey in the measures: Emotional awareness and regulation 76% to 80% Stimulated Learning from 77% to 80% Maintain current survey results: Managing Bullying 93% School Connectiveness 86% Student Voice and Agency 88%	

12-month target 2.3	<p>By 2025, increase the percentage of positive responses in the Staff Opinion Survey in the measures: Trust in students and parents from 73% to 80%</p> <p>Reduce the percentage of neutral responses in: Teacher collaboration to 20% Academic emphasis to 20%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Community engagement in learning	Foster collaborative relationships with families regarding their understanding of their children’s learning needs and achievement.	No
KIS 2.b Positive climate for learning	Build a whole school approach and shared understanding of student voice, agency and leadership in learning.	No
KIS 2.c Excellence in teaching and learning	Embed a whole school approach to community wellbeing, confidence and resilience	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.	<p>Student and staff survey results have shown that there is no common understanding amongst staff and students regarding student voice and agency. Whilst our student survey shows positive results, we can see inconsistencies across the year levels, which highlights the importance of consistent practice including classroom expectations and routines. By building staff capacity and common practices across the school, this should be reflected in our data.</p> <p>We began the implementation of The Resilience Program in 2024 and will continue with this program in 2025. We will embed the delivery of, and the philosophies behind The Resilience Project within our classrooms. 2025 will also see the expansion of this program to our wider school community building common understandings gratitude, empathy and mindfulness.</p>	