Annual Implementation Plan - 2025

Select annual goals and KIS

Fleetwood Primary School (4407)

Submitted for review by Tobin Cuss (School Principal) on 17 December, 2024 at 11:25 AM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 23 February, 2025 at 06:57 PM

Department
of Education

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student outcomes in learning.	Yes	NAPLAN targets to be confirmed.	Reducing the number of students in 'Needs Additional Support & Developing' Y3 - Reading from 7 to 5 in 2026Reduce the number of students in 'Needs Additional Support & Developing' Y3 - Maths from 9 to 7 in 2026
		By 2027 increase the percentage of students achieving Teacher Judgement above age expected level in: • Reading and viewing from 25% (2022) to 30% • Writing from 12% (2022) to 18% • Number and algebra from 21% (2022) to 26%	Reading and viewing from 33% to 36% Writing from 8% to 15%Number from 15% to 20%
		By 2027 increase the percentage of positive endorsement in the School Staff Survey for: • Academic emphasis from 61% (2022) to 75% • Collective efficacy from 59% (2022) to 75% • Instructional leadership from 78% (2022) to 85% • Teacher collaboration from 63% (2022) to 75%	Academic emphasis from 60% to 70%Collective efficacy from 72% to 80%Instructional leadership 70% from to 80%Teacher collaboration from 54% to 63%Professional Learning 66% to 70%
Improve the engagement and wellbeing of all students.	Yes	By 2027 increase the percentage of positive endorsement in the student Attitudes to School Survey for:	Sense of confidence from 79% to 82%Perseverance from 71% to

		- Sense of confidence from 67% (2022) to 75% - Perseverance from 74% (2022) to 80% - Student voice and agency from 67% (2022) to 75% - Differentiated learning challenge from 83% (2022) to 88%	76%Student voice and agency from 66% to 70%Differentiated learning challenge from 86% to 89%Teacher concern from 69% to 75%School Connectedness 81% to 85%
		By 2027 decrease the percentage of students with 20 or more days absence from 51% (2022) to 35%.	Decrease the percentage of students with 20 or more days absence from 32% (YTD 14/10) to 28%Reduce Absence Days per FTE from 24.2 (YTD 14/10) to 22.
		By 2027 increase the percentage of positive endorsement in the School Staff Survey for Trust in students and parents from 59% (2022) to 70%.	Increase the percentage of positive endorsement in the School Staff Survey for Trust in students and parents from 72% to 76%.
		By 2027 increase the percentage of positive endorsement in the Parent Opinion Survey for: - Parent participation and involvement from 77% (2022) to 80% - Teacher communication from 69% (2022) to 80% - Student motivation and support from 75% (2022) to 80%	Parent participation and involvement from 86% to 90%Teacher communication from 83% to 86%Student motivation and support from 90% to 92%

Goal 1	Improve student outcomes in learning.
12-month target 1.1	Reducing the number of students in 'Needs Additional Support & Developing' Y3 - Reading from 7 to 5 in 2026 Reduce the number of students in 'Needs Additional Support & Developing' Y3 - Maths from 9 to 7 in 2026

12-month target 1.2	Reading and viewing from 33% to 36% Writing from 8% to 15% Number from 15% to 20%	
12-month target 1.3	Academic emphasis from 60% to 70% Collective efficacy from 72% to 80% Instructional leadership 70% from to 80% Teacher collaboration from 54% to 63% Professional Learning 66% to 70%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Build the capability of all leaders and teachers to monitor and evaluate the impact of high quality instructional and wellbeing practices.	No
KIS 1.b Leadership	Embed consistent quality teaching practices in planning, differentiation, instruction, and assessment using PLC as a lever.	Yes
KIS 1.c Leadership	Embed evidence–based approaches to improve student learning outcomes, using the school's instructional model as a lever.	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.	Our school maintains a strong focus on the Victorian Teaching and Learning Model (VTLM) and reading, following a strategic progression over recent years that prioritised our Instructional Model, Writing, SWPBS (School-Wide Positive Behaviour Support), and Numeracy, knowing that Reading would eventually require additional emphasis. This plan supports alignment with the reading objectives in F-2 and the learning and teaching elements in VTLM 2.0. We have made significant progress in achieving classroom consistency through our instructional model and establishing an orderly learning environment. However, our differentiation efforts need further development. While explicit instruction will remain central to our approach, we will integrate an EAL lens to ensure equitable curriculum access as well as continuing intervention through TLI, supporting achievable growth for all learners.
Goal 2	**Improve the engagement and wellbeing of all students.**
12-month target 2.1	Sense of confidence from 79% to 82% Perseverance from 71% to 76% Student voice and agency from 66% to 70% Differentiated learning challenge from 86% to 89% Teacher concern from 69% to 75% School Connectedness 81% to 85%
12-month target 2.2	Decrease the percentage of students with 20 or more days absence from 32% (YTD 14/10) to 28% Reduce Absence Days per FTE from 24.2 (YTD 14/10) to 22.
12-month target 2.3	Increase the percentage of positive endorsement in the School Staff Survey for Trust in students and parents from 72% to 76%.
12-month target 2.4	Parent participation and involvement from 86% to 90% Teacher communication from 83% to 86%

	Student motivation and support from 90% to 92%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Further develop and embed a multi–tiered structure of support for student wellbeing, engagement and learning.	Yes
KIS 2.b Leadership	Enhance family and community partnerships to enrich student outcomes.	Yes
KIS 2.c Leadership	Develop and embed a whole school approach to learner agency.	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.	Our school has developed a robust SWPBS (School-Wide Positive Behaviour Support) approach, fostering an orderly learning environment. Staff are both prepared and eager to advance in this area, so adopting a trauma-informed practice approach will deepen our professional understanding of how to best support our learners. In partnership with Berry Street, we aim to embed an educational model that allows both students and staff to thrive, instilling confidence in the community through our approach. By creating a safe and predictable learning environment, our initiatives in reading and VTLM 2.0 will have an even greater opportunity to succeed. Simultaneously, our Community Hub will continue building strong connections with the local community, offering school events and volunteer opportunities that provide transparency and engagement, enabling the school community to feel connected and staff to build trust with parents. We hope that these partnerships with parents and the community will enhance our support for EAL learners, and through targeted, reasonable adjustments, we anticipate a reduction in additional support needs for students in 2025.	