

# 2025 Annual Implementation Plan

## for improving student outcomes

Southern Cross Primary School (5235)



Submitted for review by Helen Murphy (School Principal) on 04 December, 2024 at 12:14 PM  
Awaiting endorsement by Senior Education Improvement Leader  
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
Maximise the learning outcomes in literacy and numeracy.	No	By 2025: <ul style="list-style-type: none"> <li>• Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 34 per cent (2021) to 48 per cent, writing from 43 per cent (2021) to 51 per cent, numeracy from 11 per cent (2021) to 32 per cent</li> <li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 19 per cent (2021) to 33 per cent, writing from zero per cent (2021) to 17 per cent, numeracy from 13 per cent (2021) to 24 per cent.</li> </ul>	Targets achieved
		By 2025 Increase the percentage of Foundation to Year 6 students achieving at and above Victorian Curriculum teacher judgement level in reading from 62 per cent (2021) to 74 per cent, writing from 59 per cent (2021) to 71 per cent, number and algebra from 64 per cent (2021) to 77 per cent.	Targets achieved
		By 2025, improve the positive endorsement on the SSS for the following factors: <ul style="list-style-type: none"> <li>• Academic emphasis from 74 per cent 2020 to 80 per cent</li> </ul>	Targets achieved

		<ul style="list-style-type: none"> <li>• Understand curriculum from 75 per cent 2020 to 83 per cent</li> <li>• Monitoring effectiveness using data from 75 per cent 2020 to 80 per cent</li> <li>• Understand how to analyse data from 63 per cent 2020 to 75 per cent</li> <li>• Understand formative assessment from 75 per cent 2020 to 80 per cent</li> <li>• Time to share pedagogical knowledge 25 per cent 2020 to 80 per cent.</li> </ul>	
Maximise the learning growth for every student in literacy and numeracy.	Yes	<p>By 2025:</p> <ul style="list-style-type: none"> <li>• Maintain the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading and numeracy above Similar Schools</li> <li>• Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN writing from 17 per cent (2021) to 22 per cent</li> <li>• Maintain or decrease the percentage of Year 5 students achieving below benchmark growth in NAPLAN numeracy at 25 per cent (2021)</li> <li>• Decrease the percentage of Year 5 students achieving below benchmark growth in NAPLAN reading from 33 per cent (2021) to 25 per cent, writing from 50 per cent (2021) to 25 per cent.</li> </ul>	<p>By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needs Additional Support Students in 2024. Year 3 Reading - 4 students Year 3 Numeracy - 1 students Year 5 Reading - 2 students Year 4 Numeracy - 3 students By 2026, reduce the number of Tier 1 and 2 students achieving Developing in each of NAPLAN reading and numeracy in Year 5 compared to the students 2023 result. Reading - 5 students Numeracy - 6 students</p>
		<p>By 2025, improve the positive endorsement on the AToSS for the following factor:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 69 (2021) per cent to 78 per cent.</li> </ul>	<p>Student Voice and Agency to maintain positive endorsement above 90%.</p>

		<p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 63 per cent (2020) to 75 per cent</li> <li>• Knowledge of HITS from 63 percent (2019) to 72 per cent</li> <li>• Promote student ownership of learning goals from 50 per cent (2019) to 77 per cent.</li> </ul>	<p>Maintain at or higher than the set goals of: Knowledge of HITS from - 72% Promote student ownership of learning goals - 77%</p>
Maximise health and wellbeing outcomes for every student.	Yes	<p>By 2025:</p> <ul style="list-style-type: none"> <li>• Decrease the percentage of Foundation to Year 6 students who are absent for 20 or more days from 27 per cent (2021) to 25 per cent</li> <li>• Decrease the average number of unapproved absences per student from eight (2021)</li> </ul>	<p>Decrease the students who are absent for 20 days or more compared to the 2024 result. Decrease the average number of unapproved absences per student compared to the 2024 result.</p>
		<p>By 2025, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 75 per cent (2021) to 83 per cent</li> <li>• Respect for diversity from 76 per cent (2021) to 84 per cent</li> <li>• Not experiencing bullying from 75 per cent (2021) to 83 per cent</li> <li>• Emotional awareness and regulation from 66 per cent (2021) to 75 per cent</li> <li>• Sense of connectedness from 78 per cent (2021) to 86 per cent</li> <li>• Sense of confidence 80 per cent (2021) to 88 per cent.</li> </ul>	<p>Maintain positive endorsement above set goals on the AToSS for the following areas: Emotional awareness and regulation - 75%</p>

		<p>By 2025, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 75 per cent (2020) to 83 per cent</li> <li>• Not experiencing bullying from 50 per cent (2020) to 71 per cent</li> <li>• Confidence and resiliency skills from 79 per cent (2020) to 87 per cent</li> <li>• Parent participation and involvement from 69 per cent (2020) to 77 per cent.</li> </ul>	<p>Maintain or increase positive endorsement on the Parent Opinion Survey for the following areas: Confidence and resiliency skills - 87%</p>
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<b>Goal 1</b>	<b>Maximise the learning growth for every student in literacy and numeracy.</b>
<b>12-month target 3.1</b>	<p>By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needs Additional Support Students in 2024.</p> <p>Year 3 Reading - 4 students Year 3 Numeracy - 1 students Year 5 Reading - 2 students Year 4 Numeracy - 3 students</p> <p>By 2026, reduce the number of Tier 1 and 2 students achieving Developing in each of NAPLAN reading and numeracy in Year 5 compared to the students 2023 result.</p> <p>Reading - 5 students Numeracy - 6 students</p>
<b>12-month target 3.2</b>	Student Voice and Agency to maintain positive endorsement above 90%.
<b>12-month target 3.3</b>	<p>Maintain at or higher than the set goals of:</p> <p>Knowledge of HITS from - 72% Promote student ownership of learning goals - 77%</p>

<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 3.b</b> Excellence in teaching and learning	Build teacher capability to consistently implement the Instructional Model linked to the HITS. 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's Key Improvement Strategy for 2025 will focus on building teacher capability to consistently implement the Instructional Model linked to the High Impact Teaching Strategies (HITS) because of the solid foundation already achieved in teaching and learning improvements. The new Victorian Learning and Teaching Model 2.0 will be introduced in 2025 for all Victorian Schools. As SCPS has been on the Science of Learning Journey for the past 3 years, we will continue to engage in the evidenced based practices in relation to the model, which replaces HITS. Significant advancements have been made in both Literacy and Numeracy, with comprehensive overhauls of program delivery, curriculum, and instructional methods. The success of initiatives like the restructured Literacy Program, weekly PLCs led by learning specialists, and professional development in evidence-based practices such as The Writing Revolution, Morphology, and Cognitive Load Theory, has resulted in tangible outcomes. This strategic focus on teacher capability will ensure consistency, deepen the impact of established instructional practices, and drive continuous growth. Embedding VTML 2.0 within these refined models will leverage existing successes—such as high staff survey results on stimulated learning and a guaranteed and viable curriculum—while preparing the school to advance with initiatives including VTML 2.0 and positive classroom conditions with a stronger emphasis on differentiation and explicit instruction.
<b>Goal 2</b>	<b>Maximise health and wellbeing outcomes for every student.</b>
<b>12-month target 4.1</b>	Decrease the students who are absent for 20 days or more compared to the 2024 result. Decrease the average number of unapproved absences per student compared to the 2024 result.
<b>12-month target 4.2</b>	Maintain positive endorsement above set goals on the AToSS for the following areas: Emotional awareness and regulation - 75%
<b>12-month target 4.3</b>	Maintain or increase positive endorsement on the Parent Opinion Survey for the following areas: Confidence and resiliency skills - 87%
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?

<b>KIS 4.a</b> Positive climate for learning	Embed teacher capacity to implement appropriate and timely interventions and adjustments to meet all students' social and emotional needs.	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>The school's Key Improvement Strategy for 2025 will focus on embedding teacher capacity to implement timely and effective interventions and adjustments to support the social and emotional needs of all students. This strategic direction enhances the school's dedication to a holistic approach to student wellbeing and engagement, emphasizing the importance of creating optimal classroom conditions. By focusing on factors such as time on task, appropriate task difficulty, and well-established routines and expectations aligned with the School-Wide Positive Behavior Support (SWPBS) framework, the strategy aims to create structured and engaging learning environments. While the school already provides a range of social, emotional, and mental health interventions, a key area for growth is the development of a formal referral processes, as staff currently lack clarity on when and how to access additional support services. This will further enable the school to identify and support students needing Tier 2 supports. Strengthening practices at Tier 1 and Tier 2 levels, alongside existing robust Tier 3 supports, will ensure a comprehensive approach to student wellbeing and support student engagement in learning. This includes formalising referral processes and the delivery of targeted interventions, such as social skills training, emotional regulation strategies, and wellbeing resources. By establishing a more systematic approach, this strategy will empower teachers and staff to proactively support students, embedding social and emotional wellbeing as a core component of the school's culture and enhancing overall student engagement and success which leads to student learning.</p>	