

2024 Annual Implementation Plan

for improving student outcomes

Westgrove Primary School (5365)



Submitted for review by Christopher Gatt (School Principal) on 27 December, 2023 at 08:52 AM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 17 April, 2024 at 11:51 PM
Endorsed by Karlie Miles (School Council President) on 26 April, 2024 at 09:51 AM

Select annual goals and KIS

Goal 1	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.	
12-month target 1.1-month target	LEARNING: <ul style="list-style-type: none"> • The proportion of students in years 1-6 (matched cohort) at or above Stanine 4+ in PAT Maths (adaptive) will increase from 72% to 76%. • Decrease the percentage of students 12 months or more below the expected level in the Mathematics strand Number and Algebra of the Victorian Curriculum (teacher judgement) from 26% to 20%. • Increase the percentage positive endorsement to the Staff Opinion Survey measures: Knowledge of High Impact Teaching Strategies from 74% (2023) to 80% and Professional Learning through Peer Observation from 29% (2023) to 50%. • Increase the percentage of positive endorsement to the Parent Opinion Survey measure 'Student motivation and support' from 80% (2023) to 85%. WELLBEING: <ul style="list-style-type: none"> • Increase the percentage of positive endorsement to the student Attitudes to School Survey (AtSS) measures: Teacher Concern from 76% (2023) to 79%, Effective Classroom from 78% (2023) to 81% and Emotional Awareness and Regulation from 75% (2023) to 78%. • Increase the percentage of positive endorsement to the Parent Opinion Survey measure 'Promoting positive behaviour' from 87% (2023) to 90%. • Reduce the percentage of students (P-6) with 20 or more days absences from 37% in 2023 to 30%. • Maintain or decrease the average the student unapproved absence rate of 5.6 days in 2023. 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Define actions, outcomes, success indicators and activities

Goal 1	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.
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KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Build staff capacity to intentionally use the High Impact Teaching Strategies (HITS) to meet the needs of all learners, particularly in Mathematics.

	<ul style="list-style-type: none"> • Build staff capacity to develop, implement and monitor high quality Individual Education Plans (IEPs), which support the learning and wellbeing needs of all learners.
Outcomes	<ul style="list-style-type: none"> • Students in need of targeted Mathematics academic support or intervention will be identified and supported. • Students will be able to identify their Mathematics learning goal and relevant supports to meet the goal. • Teachers will set tasks and goals for students that are aligned with the students ability. • Teachers will have a deeper understanding of the HITS and record the use of them within work programs/ planning documentation. • Teachers will use the Launch, Explore, Summarise Instructional Model when teaching Mathematics lessons. • Teachers will develop and monitor IEPs for targeted learners. • Leaders will support teachers in embedding the Launch, Explore, Summarise Instructional Model and the HITS. • Leaders will support all teaching staff to build differentiation and inclusive practices through consistent, clear processes and professional learning.
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will be redeveloped to incorporate the reviewed Mathematics Instructional Model. • Formative and summative mathematics assessment rubrics will show student learning growth. • PLC cycles will have explored the HITS and differentiation in Mathematics lessons. • Notes from learning walks and peer observations will show how staff are embedding the Launch, Explore, Summarise Instructional Model and the HITS. • Intervention/ extension programs that respond to cohort data will be established across the school and implemented with rigour. • Student IEPs will describe teaching strategies, adjustments and supports to meet the learners needs, and be regularly monitored. <p>Late Indicators (refer to targets above):</p> <ul style="list-style-type: none"> • PAT Mathematics data • Victorian Curriculum Number and Algebra) Teacher Judgement data • Staff Opinion Survey data • Parent Opinion Survey data • Students accessing targeted intervention programs will have demonstrated growth.
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Actions	<ul style="list-style-type: none"> • Build staff capacity to intentionally use the High Impact Wellbeing Strategies (HIWS) to meet the needs of all learners, particularly the strategies related to building student capability. • Embed School Wide Positive Behaviour Support (SWPBS) practices across the school. • Monitor and refine whole school attendance practices.
Outcomes	<ul style="list-style-type: none"> • Students will demonstrate and be acknowledged for displaying the schools expected behaviours. • Students will identify their own wellbeing needs and access various coping strategies. • Teachers will have consistent classroom expectations (related to the SWPBS matrix), which are implemented in a way that is complimentary to reasonable adjustments being made. • Teachers will notice changes in a student’s demeanour or behaviour and utilise internal referral pathways to access support. • Teachers will intentionally plan Social Emotional Learning (SEL) lessons using the new scope and sequence and take into account the needs of their students. • Teachers will develop Attendance Improvement Plans with families of students at risk. • Leaders and teachers will have an increased understanding of the High Impact Wellbeing Strategies (HIWS), Mental Health Reform and Disability Inclusion model. • Leaders will drive the continuous development, documentation and revision of whole school wellbeing approaches.
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> • Classroom environments (SWPBS, Zones of Regulation and physical reasonable adjustments being visible) will be consistent. • SWPBS Positive Acknowledgement system will be implemented with greater consistency. • A Response to Behaviour Continuum will be co-constructed. • SEL lessons will be in line with the scope and sequence and reflective of cohort/class needs. • School-based student surveys will be implemented across the across the school. • Attendance Improvement Meetings will be co-led. • Roles of Inclusion team will be redefined. <p>Late Indicators (refer to targets above):</p> <ul style="list-style-type: none"> • Attitudes to School Survey (AtSS) data • Parent Opinion Survey data • Absence data. • Student unapproved absence rate data. • School-based student surveys will show a marked improvement in the domains measured across the year. • Student behaviour chronicle data will show a decrease in major behaviours from the beginning of the year.

