

Annual Implementation Plan - 2021

Select Annual Goals and KIS

Westgrove Primary School (5365)



Submitted for review by Tami-Jo Richter (School Principal) on 18 December, 2020 at 11:32 AM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 20 May, 2021 at 02:13 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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Improve the number of students achieving 12 months growth in reading, writing and number in 2021.
To deepen and strengthen students' sense of engagement, wellbeing, and connectedness to school and peers.	No	By 2022 increase the percentage of positive endorsement for the <i>Excellence in Teaching and Learning</i> factor of <i>student agency and voice</i> on the 4-6 Student Attitudes to School Survey to be 70% or higher.	
		By 2022 increase the percentage of positive endorsement for factor of <i>student agency and voice</i> on the Parent Opinion Survey to be 80% or higher.	
		By 2022, improve student attendance by reducing student absences F-6 to be equal or lower than the state average: 20% (of students with 20 or more absences). Reduce the number of unapproved absences.	
To improve the learning growth of every student in Literacy and Numeracy.	Yes	<ul style="list-style-type: none"> Literacy: By 2022 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in literacy to be equal or above 2017 results and above that of the 	Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in reading to be equal or above

		<p>state; Reading - Year 3, 52%, Year 5, 39% and writing Year 3, 53%, Year 5, 18%)</p> <ul style="list-style-type: none"> • Numeracy: By 2022 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in numeracy to be equal or above 2017 results and above that of the state; (Year 3 43%, Year 5 31%) 	<p>2017 results and above that of the state- Year 3 52%, Year 5 39%</p>
		<ul style="list-style-type: none"> • Literacy: By 2022 Decrease the percentage of students in Years 3 and 5 literacy in the lower 2 NAP bands to be equal or below 2017 results, and below that of the state; Reading - Year 3, 12%, Year 5, 18% and writing Year 3, 8%, Year 5, 16%) • Numeracy: By 2022 Decrease the percentage of students in Years 3 and 5 numeracy in the lower 2 NAP bands to be equal or below 2017 results and below that of the state; (Year 3, 14%, Year 5, 16%) 	<p>Decrease the percentage of students in Years 3 and 5 reading in the lower 2 NAP bands to be equal or lower 2017 results and below that of the state. Year 3- 12%, Year 5- 18%</p>
		<ul style="list-style-type: none"> • Literacy: By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN literacy to be equal or above that of similar schools; Reading 2017 results - 22% and Writing 2017 results - 22%. • Numeracy: By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN numeracy to be equal or above that of similar schools (Target 21%) 	<p>The percentage of Year 5 students assessed as high relative growth in NAPLAN literacy to be equal or above 22%</p>

		<ul style="list-style-type: none"> • Literacy: By 2022 decrease the percentage of Year 5 students making low relative growth in NAPLAN literacy/numeracy to be equal or below that of similar schools (Target 15%) • Numeracy: By 2022 decrease the percentage of Year 5 students making low relative growth in NAPLAN numeracy to be equal or below that of similar schools (Target 20%) 	Decrease the percentage of students making low relative growth in NAPLAN reading to be equal to or below 25%
		<ul style="list-style-type: none"> • Literacy: By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy according to teacher judgements, to be equal or above that of similar schools • Numeracy: By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in numeracy according to teacher judgements, to be equal or above that of similar schools 	Increase the percentage of Foundation to Year 6 students at and above the expected level in reading according to teacher judgments , to be equal or above that of similar schools
		<ul style="list-style-type: none"> • Literacy: By 2022, improve the percentage of positive endorsement on SSS <i>school climate</i> module scores for the components of <i>teacher collaboration, staff trust in colleagues, shielding and buffering, trust in students and parents</i> – increase to 70% or higher on average over the four years of the SSP. 	Improve the percentage of positive endorsement on SSS school climate module scores for the components of teacher collaboration, staff trust in colleagues, shielding and buffering, trust in students and parents increase to 70% or higher

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Improve the number of students achieving 12 months growth in reading, writing and number in 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To improve the learning growth of every student in Literacy and Numeracy.	
12 Month Target 2.1	Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in reading to be equal or above 2017 results and above that of the state- Year 3 52%, Year 5 39%	
12 Month Target 2.2	Decrease the percentage of students in Years 3 and 5 reading in the lower 2 NAP bands to be equal or lower 2017 results and below that of the state. Year 3- 12%, Year 5- 18%	
12 Month Target 2.3	The percentage of Year 5 students assessed as high relative growth in NAPLAN literacy to be equal or above 22%	
12 Month Target 2.4	Decrease the percentage of students making low relative growth in NAPLAN reading to be equal to or below 25%	

12 Month Target 2.5	Increase the percentage of Foundation to Year 6 students at and above the expected level in reading according to teacher judgments , to be equal or above that of similar schools	
12 Month Target 2.6	Improve the percentage of positive endorsement on SSS school climate module scores for the components of teacher collaboration, staff trust in colleagues, shielding and buffering, trust in students and parents increase to 70% or higher	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Build the capacity of all teaching staff to use evidence-based targeted literacy teaching across the school (BPE)	No
KIS 2 Building practice excellence	Embed the practice of distributive leadership and collective responsibility (BPE)	Yes
KIS 3 Building practice excellence	Improve the consistency of literacy teaching practices across the school using PLCs as a vehicle for adult professional learning and planning for differentiation (BPE)	Yes
KIS 4 Building practice excellence	Develop and embed processes and practices that support effective collaboration aligned with community vision, values and expectations (BPE)	No
KIS 5 Curriculum planning and assessment	Build teacher capacity to interrogate data and design teaching and learning strategies to teach at each student's point of learning (CPA)	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.	We are continuing our focus for this goal as we didn't have the opportunity to reach our targets in 2020 and though some work has begun- it is an area to continue working on. We have also started the PLC Initiative and want to embed our work with that program and our work in reading that was begun in 2020.	