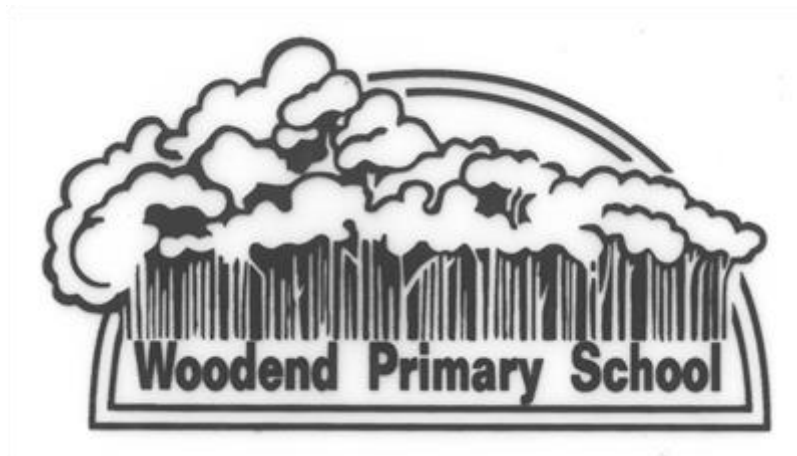


# Annual Implementation Plan - 2024

## Select annual goals and KIS

Woodend Primary School (0647)



Submitted for review by Elissa Campbell (School Principal) on 20 December, 2023 at 11:56 PM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 06 February, 2024 at 10:31 AM

Endorsed by Tim Bates (School Council President) on 23 April, 2024 at 11:27 AM

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of Year 5 students achieving 'Exceeding' proficiency in NAPLAN Writing from 17% in 2023 to 22% in 2024. Increase the percentage of Year 5 students achieving 'Exceeding' proficiency in NAPLAN Numeracy from 11% in 2023 to 16% in 2024. Reduce the percentage of students in Year 2-6 achieving between year 'below' expected growth in Writing as measured by teacher judgement (Semester 2 2023 - Semester 2 2024): Year 1 2023 12% (Semester 2 2022 to Semester 2 2023) to Year 2 2024 10% (Semester 2 2023 to Semester 2 2024) Year 2 2023 19% (Semester 2 2022 to Semester 2 2023) to Year 3 2024 16% (Semester 2 2023 to Semester 2 2024) Year 3 2023 14% (Semester 2 2022 to Semester 2 2023) to Year 4 2024 12% (Semester 2 2023 to Semester 2 2024) Year 4 2023 26% (Semester 2 2022 to Semester 2 2023) to Year 5 2024 20% (Semester 2 2023 to Semester 2 2024) Year 5 2023 21% (Semester 2 2022 to Semester 2 2023) to Year 6 2024 18% (Semester 2 2023 to Semester 2 2024) Reduce the percentage of students in Year 2-6 achieving 'below' expected growth in Number and Algebra as</p>

			<p>measured by teacher judgement (Semester 2 2023 - Semester 2 2024):Maths targets may need to be adjusted due to change in Vic Curriculum for Maths - Number and Algebra are now split for reporting purposes.Year 1 2023 12% (Semester 2 2022 to Semester 2 2023) to Year 2 2024 10% (Semester 2 2023 to Semester 2 2024)Year 2 2023 22% (Semester 2 2022 to Semester 2 2023) to Year 3 2024 18% (Semester 2 2023 to Semester 2 2024)Year 3 2023 20% (Semester 2 2022 to Semester 2 2023) to Year 4 2024 18% (Semester 2 2023 to Semester 2 2024)Year 4 2023 26% (Semester 2 2022 to Semester 2 2023) to Year 5 2024 20% (Semester 2 2023 to Semester 2 2024)Year 5 2023 21% (Semester 2 2022 to Semester 2 2023) to Year 6 2024 18% (Semester 2 2023 to Semester 2 2024)Increase the percentage of positive endorsement in the Parent Opinion Survey for the factors:Parent community engagement—Teacher communication from 61% in 2022 to 78 % in 2024.Student Development – Student agency and voice from 70% in 2022 to 88% in 2024.Student cognitive engagement – student motivation and support from 61% in 2022 to 86% in 2024.Increase the percentage of positive endorsement in the School Staff Survey Principal and Teacher class, for the factors:School climate – Guaranteed and viable curriculum from 77% in 2023 to 81% in 2024School climate – teacher collaboration from 52% in 2023 to 75% in 2024.Maintain the percentage of positive endorsement in the School Staff Survey Principal and Teacher class, for the factors:Teaching and learning—</p>
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			Implementation—Support growth and learning of the whole student maintain 96% from 2023 into 2024.Climate—Collective efficacy maintain 92% in 2023 into 2024.Reduce the percentage of 'not positive' responses in the AToSS Year 4-6 for the factor social engagement – Student voice and agency from 12% in 2023 to 8% in 2024.Increase the percentage of positive endorsement in the AToSS Year 4-6 for the factor emotional and relational engagement - emotional awareness and regulation from 71% in 2023 to 83% in 2024.
For all students to achieve expected growth in Literacy and Numeracy.	No	Increase the percentage of Year 5 students achieving 'above' benchmark growth from Year 3 to Year 5 in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 13% in 2019 to 24% in 2024</li> <li>• Writing from 25% in 2019 to 26% in 2024</li> <li>• Grammar and punctuation from 11% in 2019 to 24% in 2024.</li> </ul>	
		Reduce the percentage of students 'below' expected growth as measured by teacher judgement: <ul style="list-style-type: none"> <li>• Year 5 Writing from 60% 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024)</li> <li>• Year 6 Writing from 55% in 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024)</li> <li>• Year 5 Number and Algebra from 47% in 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024)</li> <li>• Year 6 Number and Algebra from 55% in 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024).</li> </ul>	
		Increase the percentage of positive endorsement in the School Staff Survey (SSS) Principal and Teacher class, for the factors:	

		<ul style="list-style-type: none"> <li>• School climate—Guaranteed and viable curriculum from 70% in 2020, to 81% in 2024</li> <li>• School climate—Teacher collaboration from 53% in 2020, to 75% in 2024</li> <li>• Teaching and learning—Planning—Use data for curriculum planning from 80% in 2020, to 86% in 2024</li> <li>• Teaching and learning—Practice improvement—Interest in improving practice from 80% in 2020, to 88% in 2024</li> <li>• Teaching and learning—Evaluation—Understand how to analyse data from 27% in 2020, to 50% in 2024</li> <li>• Teaching and learning—Evaluation—Professional learning to improve practice from 67% in 2020, to 83% in 2024</li> <li>• Teaching and learning—Evaluation—Believe evaluation impact improves practice from 80% in 2020, to 85% in 2024.</li> </ul>	
		Increase the percentage of survey responses received in the POS recommended survey sample from 66% in 2019, to 75% in 2024.	
Promote and sustain student empowerment.	No	Reduce the percentage of 'not positive' responses in the AToSS Year 4–6 for the factor Social engagement—Student voice and agency from 15 per cent in 2019, to eight per cent in 2024.	
		<p>Increase the percentage of positive endorsement in the POS for the factors:</p> <ul style="list-style-type: none"> <li>• Student development—Student agency and voice from 87% in 2019, to 88% in 2024</li> <li>• Student cognitive engagement—Student motivation and support from 85% in 2019, to 86% in 2024</li> </ul>	
		Increase the percentage of positive endorsement in the SSS Principal and Teacher class, for the factors:	

		<ul style="list-style-type: none"> <li>• Teaching and learning—Evaluation—Use student feedback to improve practice from 53% in 2020, to 65% in 2024</li> <li>• Teaching and learning—Implementation—Promote student ownership of learning from 80% in 2020, to 81% in 2024</li> <li>• Teaching and learning—Implementation—Focus learning on real life problems from 60% in 2020, to 72% in 2024</li> </ul>	
Build social, emotional and physical health and wellbeing of every student.	No	Increase the percentage of positive endorsement in the POS for the factor Parent community engagement—Teacher communication from 76% in 2019, to 78% in 2024.	
		<p>Increase the percentage of positive endorsement in the SSS Principal and Teacher class, for the factors:</p> <ul style="list-style-type: none"> <li>• Teaching and learning—Implementation—Support growth and learning of the whole student from 67% in 2020, to 85% in 2024</li> <li>• Climate—Collective efficacy from 80% in 2020, to 85% in 2024</li> <li>• Climate—Parent and community involvement from 77% in 2020, to 83% in 2024.</li> </ul>	

<b>Goal 1</b>	<p><b>Priorities goal</b>  <b>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.</b></p>
<b>12-month target 1.1-month target</b>	<p>Increase the percentage of Year 5 students achieving 'Exceeding' proficiency in NAPLAN Writing from 17% in 2023 to 22% in 2024.</p> <p>Increase the percentage of Year 5 students achieving 'Exceeding' proficiency in NAPLAN Numeracy from 11% in 2023 to 16% in 2024.</p> <p>Reduce the percentage of students in Year 2-6 achieving between year 'below' expected growth in Writing as measured by teacher judgement (Semester 2 2023 - Semester 2 2024):</p>

Year 1 2023 12% (Semester 2 2022 to Semester 2 2023) to Year 2 2024 10% (Semester 2 2023 to Semester 2 2024)  
Year 2 2023 19% (Semester 2 2022 to Semester 2 2023) to Year 3 2024 16% (Semester 2 2023 to Semester 2 2024)  
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Year 5 2023 21% (Semester 2 2022 to Semester 2 2023) to Year 6 2024 18% (Semester 2 2023 to Semester 2 2024)

Reduce the percentage of students in Year 2-6 achieving 'below' expected growth in Number and Algebra as measured by teacher judgement (Semester 2 2023 - Semester 2 2024):

Maths targets may need to be adjusted due to change in Vic Curriculum for Maths - Number and Algebra are now split for reporting purposes.

Year 1 2023 12% (Semester 2 2022 to Semester 2 2023) to Year 2 2024 10% (Semester 2 2023 to Semester 2 2024)  
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Increase the percentage of positive endorsement in the Parent Opinion Survey for the factors:

Parent community engagement—Teacher communication from 61% in 2022 to 78 % in 2024.

Student Development – Student agency and voice from 70% in 2022 to 88% in 2024.

Student cognitive engagement – student motivation and support from 61% in 2022 to 86% in 2024.

Increase the percentage of positive endorsement in the School Staff Survey Principal and Teacher class, for the factors:

School climate – Guaranteed and viable curriculum from 77% in 2023 to 81% in 2024

School climate – teacher collaboration from 52% in 2023 to 75% in 2024.

Maintain the percentage of positive endorsement in the School Staff Survey Principal and Teacher class, for the factors:

Teaching and learning—Implementation—Support growth and learning of the whole student maintain 96% from 2023 into 2024.

Climate—Collective efficacy maintain 92% in 2023 into 2024.

	<p>Reduce the percentage of 'not positive' responses in the AToSS Year 4-6 for the factor social engagement – Student voice and agency from 12% in 2023 to 8% in 2024.</p> <p>Increase the percentage of positive endorsement in the AToSS Year 4-6 for the factor emotional and relational engagement - emotional awareness and regulation from 71% in 2023 to 83% in 2024.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2024.	