

Strategic Plan 2024 Goal	AIP Year 4 – this year			PDP –							
<p>1. Student Achievement Goal To improve student learning outcomes in Literacy And Numeracy</p> <p>Targets By 2024, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for:</p> <ul style="list-style-type: none"> Year 3 reading from 56% to 57%, writing from 63% to 64% and numeracy from 52% to 53% Year 5 reading from 67% to 68%, writing from 74% to 75% and numeracy from 51% to 52% <p>(to be confirmed)</p> <p>By 2024, increase the percentage of positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> Collective efficacy from 64% (2023) to 66% Academic emphasis from 49% (2023) to 50% Teacher collaboration from 63% (2023) to 64%. <p>(to be confirmed)</p> <p>By 2024, increase the percentage positive endorsement for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> Stimulated learning from 70% (2023) to 71% Sense of confidence from 67% (2023) to 68% Student voice and agency from 56% (2023) to 57% <p>(to be confirmed)</p>	<table border="1"> <thead> <tr> <th data-bbox="759 310 1104 411">Key Improvement Strategies</th> <th data-bbox="1115 310 1486 411">Actions</th> <th data-bbox="1486 310 2534 411">Activities and Milestones</th> </tr> </thead> <tbody> <tr> <td data-bbox="759 411 1104 1365"> <p>1a. 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2. Student Wellbeing Goal

Improve Wellbeing at Westall Primary School

Targets

By 2024, increase the percentage positive endorsement for the following Attitudes to School Survey factors:

- Managing bullying from 67% (2023) to 68%
- Teacher concern from 66% (2023) to 67%
- Effort from 69% (2023) to 70%.

By 2024, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items:

- Called names from 16% (2023) to 14%
- Threats from 24% (2023) to 22%
- Put downs from 15% (2023) to 13%
- Rumours and gossip from 16% (2023) to 14%
- Kids throwing things from 19% (2023) to 18%.

By 2024, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).

(to be confirmed)

Key Improvement Strategies	Actions	Activities and Milestones
<p>2a. Strengthen school practices that promote safe, responsible and respectful behaviors.</p> <p>2b. Build a whole-school approach to the development of the social and emotional wellbeing of students.</p>	<p>Further refine school wide positive behavior and reward program</p> <p>Further refine processes to support student attendance</p> <p>Further develop a range of Tier 2 small group - social emotional and behavioral programs for students that need a more targeted approach.</p> <p>Senior leadership team to undertake review of approaches and undertake significant professional development in preferred approach.</p>	<p>Assistant Principal to further document existing processes</p> <p>School to expand lunch time activities available for students to promote positive participation and cross-year interactions</p> <p>SLT team to undertake parent meetings with all Prep parents to highlight the importance of attendance</p> <p>SLT to undertake parent meetings with parents of students with excessive absences in the previous year</p> <p>Continue rewards and recognition program for high attendance</p> <p>School counsellor and AP to review student needs from 2023 School Survey and teacher referrals to develop small group interventions for students with similar needs such as:</p> <ul style="list-style-type: none"> • Social skills • Confidence building <p>AP and Principal to undertake Berry Street PD and gauge appropriateness for our schools context.</p>

3. RTI Goal

Optimise the schools response to intervention

By 2024, reduce the number of severe behaviour incidents recorded using the school’s behaviour matrix from 28 (2023) to 25.

(to be confirmed)

By 2024, increase the percentage positive endorsement for the SSS factors:

- Academic emphasis from 49% to 54%
- Trust in students and parents from 47% to 52%
- Plan differentiated learning tasks from 60% to 62%
- Monitor effectiveness using data from 60% to 62%.

(to be confirmed)

Key Improvement Strategies	Actions	Activities and Milestones
<p>3a. Develop a consistent approach to diagnostic and summative assessment to inform the school's multi-tiered support systems.</p> <p>3b. Build staff capability to respond to the learning and wellbeing needs of all students.</p>	<p>Create processes within the PLC cycle to gather and analyze student data to inform student learning and wellbeing needs and develop appropriate supports</p> <p>Provide appropriate professional development and in class support</p>	<p>Develop a template and agenda to focus PLC activities</p> <p>Develop a standardized list of strategies for classroom teacher that are high impact for trial with the different tiers</p> <p>Review student reading data as a PLC – twice per term</p> <p>Recommend students for different tiers of RTI and discuss preferred strategies for use in Tier 2 and Tier 3 interventions</p> <p>Select several students to track and monitor from each tier</p> <p>Capture real time data from the classroom to review at end of term</p> <ul style="list-style-type: none"> • Samples of work • DIBELS • Videos (semester 2) <p>School counsellor and other professionals to attend classes to observe students with additional needs, and provide recommendations and support for teacher and ES capacity to manage the wellbeing/behaviour and learning of students with additional needs</p> <p>Wellbeing Team to develop a range of small group interventions to support student emotional and social development.</p> <p>Expand our intervention program to cater for</p> <ul style="list-style-type: none"> • Mathematics • EAL