

Annual Implementation Plan - 2024

Select annual goals and KIS

Rye Primary School (1667)



Submitted for review by Lachlan Featherston (School Principal)
Endorsed by Angela Pollard (Senior Education Improvement Leader)
Endorsed by Kirsty Taylor (School Council President)

Goal 1	<p>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.</p>	
12-month target 1.1-month target	<p>NAPLAN In 2024, increase the percentage of students in YEAR 5 who achieve exceeding proficiency in: Reading from 24% to 25% Writing from 14% to 15% Numeracy at 16%</p> <p>In 2024, decrease the percentage of students in YEAR 3 who achieve developing/needs additional proficiency in: Reading from 31% to 28% Numeracy from 41% to 35%</p> <p>In 2024, increase the percentage of students in YEAR 3 who achieve exceeding proficiency in: Writing from 6% to 9%</p> <p>TEACHER JUDGEMENT In 2024 maintain the percentage of students in Years 1-6 achieving at or above expected growth: Reading at 82% or above Writing at 78% or above Numeracy at 85% or above</p> <p>In 2024, increase positive endorsement in the following areas of the Staff Opinion Survey: Professional Learning through Peer Observations from 52% to 60% Academic Emphasis from 71% to 72%</p> <p>WELLBEING In 2024, increase the percentages of positive student responses in the following areas of ATOSS: Perseverance 70% to 71% Self-regulation and goal setting 79% to 82%</p>	
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
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.	Not required.	