

2024 Annual Implementation Plan

for improving student outcomes

Karwan Primary School (5596)



Select Goals, Targets, Key Improvement strategies (KIS), Actions, Outcomes, Success Indicators and Activities

<p>Goal 1</p>	<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>
<p>12-month target 1.1 target</p>	<p>NAPLAN Proficiency Levels (Exceeding or Strong): Year 3 - Reading - at or above Network percentage (63%). - Numeracy - at or above Network percentage (58%). - Writing - at or above Network percentage (73%). Year 5 - Reading - at or above Network percentage (72%). - Numeracy - at or above Network percentage (60%). - Writing - at or above Network percentage (72%).</p> <p>Victorian Curriculum Teacher Judgement: - Reading - at or above the standard (80%). - Writing - at or above the standard (75%). - Number - at or above the standard (80%).</p> <p>Student Attitudes to School Survey - Stimulating Learning - at or above Network percentage (80%). - Differentiated Learning Challenge - at or above Network percentage (88%). - Sense of Connectedness - at or above Network percentage (79%). - Managing Bullying - at or above Network percentage (73%). - Resilience - at or above Network percentage (69%). - School Stage Transitions - at or above Network percentage (83%).</p> <p>School Staff Survey - Collective Efficacy - at or above Network percentage (84%). - Teacher Collaboration - at or above Network percentage (72%). - Guaranteed and Viable Curriculum - at or above Network percentage (85%). - Staff trust in colleagues - at or above Network percentage (80%). - Instructional Leadership - at or above Network percentage (83%).</p>

	<p>Parent/Caregiver/Guardian Opinion Survey</p> <ul style="list-style-type: none"> - General Satisfaction - at or above Network percentage (85%). - Effective Teaching - at or above Network percentage (84%). - Student Motivation and Support - at or above Network percentage (81%). - Positive Transitions - at or above Network percentage (87%). - Promoting Positive Behaviour - at or above Network percentage (91%). <p>Attendance</p> <ul style="list-style-type: none"> - P-6 average student absence (20 or more absent days) - below Network average (52%).
<p>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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Develop the instructional leadership capabilities of our School Improvement Team to effectively lead PLTs. - Build staff capacity during whole school and PLT meetings to analyse and interpret student assessment data in order to identify and meet students' individual learning needs. - Align Karwan Primary School's Mathematics Curriculum with the 'Big Ideas in Numeracy'.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - know their individual learning goals in both Literacy and Numeracy and have the capacity to work towards achieving their goals. - be able to access the curriculum based on their individual needs. - participate in fluid focus groups based on their individual needs for example guided reading, problem solving practices in Numeracy, reciprocal reading and literature circles. <p>Teachers will:</p> <ul style="list-style-type: none"> - be involved in professional learning to develop their capacity to deliver differentiated programs. - use student level data to inform planning of differentiated work programs to address individual student needs. - use student level data to evaluate student growth and identify and action individual students learning goals. <p>Leaders will:</p>

	<ul style="list-style-type: none"> - develop their capacity to lead and drive effective PLTs. - plan and deliver professional learning to staff focusing on using assessment data, differentiation and goal setting. - monitor and evaluate whole school student learning data to inform decision making. <p>Community will:</p> <ul style="list-style-type: none"> - be aware of the curriculum being taught across year levels. - be informed of their child's learning progress on an ongoing basis. - participate in information sessions and open mornings related to student learning. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Learning Specialists will provide feedback to the Leadership Team regarding the progress of their PLTs during SIT and mentor time. - PLTs will follow the PLT planning cycle consistently across the school. - Data used to identify students requiring extra support and extension. - Use of data spreadsheets to analyse and monitor student achievement at PLT level. - Whole school meeting schedule includes professional learning opportunities for staff. - Differentiation evident in all unit planners. <p>Late Indicators</p> <ul style="list-style-type: none"> - Students know their individual goals and how they can achieve them. - Accurate teacher judgement. - Attitudes to School Survey data. - Staff Opinion Survey data. - Parent Opinion Survey data. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver whole school professional learning to build staff capacity to analyse assessment data and set individual learning goals for students in Literacy in Numeracy.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,025.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Establish dedicated weekly School Improvement Team meetings focusing on developing the Learning Specialists capacity to effectively lead PLTs to improve student outcomes.</p>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$12,025.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>Develop the Mathematics Curriculum Overview to align with 'The Big Ideas in Numeracy'.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$12,025.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<ul style="list-style-type: none"> - Review and embed the development of the SWPB framework, implementing a school wide acknowledgement system that is used consistently by all staff. - Establish inclusive structures and practices that enable teachers to identify and meet the individual needs of students. - Activation of student voice and leadership to strengthen students' participation, engagement and attendance in school. - Promote a whole-school approach to mental health and wellbeing to students, staff and families. 			
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Understand the expectations and values associated with the school. - Identify and promote expected behaviours in different settings outlined in the SWPB matrix. - Have appropriate adjustments and modifications to their learning programs based on their individual needs outlined in their IEPs. - Have a voice in student engagement and learning. - Be supported by a whole-school approach to mental health and wellbeing. <p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively embed SWPB framework by implementing the SWPB processes. - Use the Compass data to explicitly teach the expected behaviours and values outlined in the SWPB matrix. 			

	<ul style="list-style-type: none"> - Use the whole school acknowledgement system to acknowledge positive student behaviours. - Document the adjustments and modifications to their teaching programs to meet the individual needs of their students. - Use the recommendations of the student leadership team, to implement strategies that will improve student engagement. - Implement effective mental health strategies aligned with social and emotional learning. <p>Leaders will:</p> <ul style="list-style-type: none"> - Review and embed the development of the SWPB framework. - Frequently monitor SWPBs data using Compass. - Support the implementation of a school wide acknowledgement system that is used consistently. - Participate in the Community of Practice alongside the SWPB coaching sessions delivered by the regional coach. - Build staff capacity and knowledge to formally record classroom adjustments and develop high quality IEPs. - Support staff in assessing and differentiating learning in order to meet students' individual needs. - Facilitate termly SSG meetings for identified students requiring IEPs. - Establish and lead the student leadership team to give them a voice on ways the school can improve student engagement in learning. - Participate in the Wyndham Community of Practice for Attendance. - Build the capacity of school staff to identify and support students with mental health concerns. <p>Community will:</p> <ul style="list-style-type: none"> - Understand the expected school behaviours outlined in the SWPBs matrix. - Be informed about the whole school acknowledgement system and how their children will be acknowledged. - Participate in the SSG meetings and the development of IEPs to support their children's needs. - Know the importance of engagement and attendance in school. - Be aware of mental health supports available both within the school and the boarder community.
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - Matrix reviewed and displayed throughout the relevant areas of the school. - Behaviour chronicles recorded on Compass. - Health and Wellbeing lessons are used to support the explicit teaching of positive behaviours. - All teachers have participated in professional learning to develop high quality IEPs. - All identified students will receive an IEP and will participate in termly SSG meetings. - The development of the student leadership team. - The MHiPS leader to attend professional learning sessions facilitated by the Department. <p>Late indicators:</p> <ul style="list-style-type: none"> - Reduction in the frequency of behavioural related incidents. - Curriculum documentation shows plans for differentiation.

	<ul style="list-style-type: none"> - Student Attitudes to School data is improving. - Student attendance data is improving. - Staff and Parent Opinion Surveys. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementing the whole school acknowledgement system.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver whole school professional learning to review SWPBs practices.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$59,832.24 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Establish practices and processes for all teachers to formally record adjustments and modifications to meet the individual needs of all students.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$108,225.00

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team		to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Establish a student leadership team that meets regularly to implement strategies that will improve student engagement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,025.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement effective mental health strategies aligned with social and emotional learning and adapt a whole-school approach to support health, wellbeing and learning initiatives.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$63,754.28 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create clear referral pathways and connect to local services for students identified as needing further assessment and intervention.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,025.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used