

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Karwan Primary School (5596)



Submitted for review by Ashley Craig (School Principal) on 19 December, 2024 at 11:22 AM
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Define actions, outcomes, success indicators and activities

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| Goal 1 | To improve student learning outcomes. |
| 12-month target 1.1 | <p>Increase the percentage of students in Year 3 attaining exceeding and strong proficiencies in NAPLAN:</p> <ul style="list-style-type: none"> - Reading from 59% (2023) to 61% - Numeracy from 50% (2023) to 52% <p>Maintain or reduce the percentage of students in Year 3 attaining needs additional support proficiencies in NAPLAN:</p> <ul style="list-style-type: none"> - Reading from 17% (2023) to 15% - Numeracy from 19% (2023) to 17% |
| 12-month target 1.2 | <p>Increase the percentage of students in Year 5 attaining exceeding and strong proficiencies in NAPLAN:</p> <ul style="list-style-type: none"> - Reading from 68% (2023) to 70% - Numeracy from 51% (2023) to 53% <p>Reduce the percentage of students in Year 5 attaining needs additional support proficiencies in NAPLAN:</p> <ul style="list-style-type: none"> - Reading from 15% (2023) to 13% - Numeracy from 18% (2023) to 16% |
| 12-month target 1.3 | <p>Maintain or improve the % of positive endorsement for the following SSS factors:</p> <ul style="list-style-type: none"> - Collective efficacy at 96% (2023) - Instructional leadership at 96% (2023) - Promote student ownership of learning goals from 71% (2023) to 73% - Understand how to analyse data from 76% (2023) to 78% - Use data for curriculum planning from 88% (2023) to 90% |
| 12-month target 1.4 | <p>Maintain or improve the % of positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> - Stimulated learning from 87% (2023) to 89% - Differentiated learning challenge at 96% (2023) - Self-regulation and goal setting at 92% (2023) |
| 12-month target 1.5 | <p>Maintain the % of positive endorsement for the PGCOS factors:</p> <ul style="list-style-type: none"> - Effective teaching at 88% (2023) - Student agency and voice at 87% (2023) |

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| <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>Develop the leadership capabilities of middle leaders.</p> |
| <p>Actions</p> | <ul style="list-style-type: none"> - Build Leadership Team and Middle Leaders capacity to understand and consider implementation of the Victorian Teaching and Learning Model 2.0 - Build Middle Leader capacity to analyse and interpret data - Build Middle Leader capacity to effectively lead PLT meetings |
| <p>Outcomes</p> | <p>Students will:</p> <ul style="list-style-type: none"> - Regularly participate in learning experiences that are differentiated to meet their point of need <p>Teachers will:</p> <ul style="list-style-type: none"> - Be able to identify the point of need of their students and plan differentiated learning task accordingly - Proactively contribute to data discussions during PLT meetings to develop strategies that meet the needs of students - Actively contribute to the establishment of, and follow team norms, protocols and expectations within PLTs - Have a clear understanding of the roles of leaders <p>Leaders will:</p> <ul style="list-style-type: none"> - Understand the 'why' of the research behind the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) - Support Middle Leaders (Learning Specialists and PLT Leaders) to develop cohort data walls which will be used to track student learning growth - Support Middle leaders will participate in regular cohort data meetings to analyse student learning growth and formulate plans to improve student outcomes - Ensure PLT Leaders will participate in regular meetings with Leadership to upskill their ability to lead PLTs - Develop their knowledge of their curriculum areas and be more confident in leading and upskilling staff - Feel more confident to effectively lead purposeful data discussions during PLT meetings which will inform planning - Consistently across the school, follow the PLT meeting structure and effectively establish team norms, protocols and expectations - Know their students and be more confident to lead PLT meeting data discussions |
| <p>Success Indicators</p> | <p>Early indicators:</p> <ul style="list-style-type: none"> - Leadership Team to have robust discussions about the research behind the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) - PLT Meeting Agendas will consistently follow the PLT Meeting Structure - Middle Leaders will use Cohort Data Walls to track student achievement and learning growth - Data discussions will be evident in all PLT Meetings - Middle Leaders will strategically select high level assessment/data to analyse with staff <p>Late indicators:</p> <ul style="list-style-type: none"> - The Leadership Team and Middle leaders to have a common understanding of the research behind the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) - Teaching staff will be more confident in analysing student assessment/data - Teachers will plan differentiated lessons based on the needs of students - Students will continue to make learning growth which will be evident in a variety of data sources |

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| KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher capability to analyse and use data to inform differentiated learning. |
| Actions | <ul style="list-style-type: none"> - Strengthen teacher practice in the use of Explicit Teaching strategies in line with the Victorian Curriculum 2.0 and VTLM 2.0 - Strengthen teacher skills and knowledge to analyse data to inform differentiated teaching |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - Have visible Learning Intentions and Success Criteria, and will know the learning objectives of the lesson and how to be successful - Have visible individual learning goals and be able to articulate how to achieve these goals <p>Teachers will:</p> <ul style="list-style-type: none"> - PLTs will use data to inform the development of Learning Intentions and Success Criteria - PLTs will use data to inform planning of explicit teaching - Teachers will participate in whole staff moderation sessions to develop their capacity to analyse student work samples - Teachers will use data to inform individual student learning goals - Teachers will implement elements the Victorian Teaching and Learning model 2.0 - Be more competent in analysing data to identify students point of need and differentiate learning accordingly - Actively participate in rich discussion about student learning data which is supported by evidence of student learning - Work individually with Learning Specialists, to upskill their ability to use data to cater to the needs of their students - Have a consistent approach to planning and creating Learning Intentions and Success Criteria - Follow and have a consistent approach to planning and delivering explicit teaching strategies <p>Leaders will:</p> <ul style="list-style-type: none"> - Curriculum specific Learning Specialists will deliver professional learning to upskill staff to develop high level Learning Intentions and Success Criteria - Feel more confident to effectively lead data discussions during PLT meetings - Understand how to analyse the data to identify student misconceptions and plan accordingly - Work individually with teachers, to upskill their ability to use data to cater to the needs of their students <p>Community will:</p> <ul style="list-style-type: none"> - Be aware of their child's individual learning goals |
| Success Indicators | <p>Early indicators:</p> <ul style="list-style-type: none"> - Teachers will participate in ongoing professional learning - Teachers will implement professional learning into their unit/weekly planners <p>Late indicators:</p> <ul style="list-style-type: none"> - Learning Intentions and Success Criteria will be evident in planning documentation - Explicit Teaching strategies will be evident in planning documentation - Differentiated planning in weekly planners - All students will know their individual learning goals and how to achieve them - Teachers will plan differentiated lessons based on the needs of students - Students will continue to make learning growth which will be evident in a variety of data sources |

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| Goal 2 | To strengthen student wellbeing and inclusion outcomes. |
| 12-month target 2.1 | Maintain the % of positive endorsement for the following SSS factors: <ul style="list-style-type: none"> - Support growth and learning of whole student at 94% (2023) - Trust in students and parents at 84% (2023) |
| 12-month target 2.2 | Maintain or improve the % of positive endorsement for the following AtoSS factors: <ul style="list-style-type: none"> - Managing bullying from 73% (2023) to 75% - Teacher concern from 82% (2023) to 84% - Sense of inclusion at 94% (2023) |
| 12-month target 2.3 | Maintain or improve the % of positive endorsement for the PGCOS factors: <ul style="list-style-type: none"> - Student motivation and support at 85% (2023) - General school satisfaction at 88% (2023) - Parent participation and involvement from 84% (2023) to 86% |
| 12-month target 2.4 | Reduce the number of 20+ days absence from 47% (2023) to 45%. |

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| <p>KIS 2.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>Embed multi-tiered systems of support that enhance engagement, student learning, wellbeing and inclusion.</p> |
| <p>Actions</p> | <ul style="list-style-type: none"> - Enhance whole school SWPBS processes by refining the matrix, clarifying minor and major behaviours and strengthening the acknowledgment system - Undertake a review of whole school approaches and procedures to ensure the inclusion of all students - Develop a plan to establish a consistent and effective whole school approach to attendance - Promote a whole-school approach to mental health and wellbeing actively engaging staff and students |
| <p>Outcomes</p> | <p>Students will:</p> <ul style="list-style-type: none"> - Consistently demonstrate expected behaviours aligned with the SWPBS matrix and be acknowledged using the classroom DOJO system - Benefit from individualised support through tailored learning programs and targeted assessments that address their unique needs - Understand the importance of school attendance and being on time - Further develop their social and emotional learning skills <p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively implement behaviour management strategies and use SWPBS processes, including Compass data and the acknowledgment system, to explicitly teach and reinforce expected behaviours and values - Create, monitor, and document high-quality Individual Education Plans and tailored teaching adjustments to meet the diverse needs of all students - Consistently follow the attendance processes - Understand and implement the High Impact Wellbeing Strategies and Social and Emotional Learning in their classroom <p>Leaders will:</p> <ul style="list-style-type: none"> - Review and embed the development of the minor and major behaviour flowchart - Regularly analyse SWPBS behaviour data through Compass within Professional Learning Teams to inform planning - Continue to drive the implementation of a school wide acknowledgement system to ensure consistency across the school - Strengthen staff capacity to develop high quality Individual Education Plans and facilitate termly Student Support Group meetings through targeted professional learning and mentoring - Understand the purpose of ABLEs and initiate its implementation in selected classrooms to enhance inclusive practices - Establish clear and effective referral processes to support staff in identifying and addressing the individual needs of students through the Health & Wellbeing team - Develop and implement whole school attendance processes - Build staff capacity in High Impact Wellbeing Strategies and Social and Emotional Learning through professional learning <p>Community will:</p> <ul style="list-style-type: none"> - Understand the school's expected behaviours and acknowledgment system, staying informed about how positive behaviours are recognised - Value the importance of school attendance - Actively collaborate with the school through SSG meetings, IEP development, and partnerships with allied health professionals to support their children's needs |
| <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 <p>Late indicators:</p> <ul style="list-style-type: none"> - Reduction in the frequency of behavioural related incidents - Curriculum documentation shows plans for assessment and differentiation - Student Attitudes to School Survey - Reduction in student attendance - Staff and Parent Opinion Survey |

