

# Karwan Primary School (5596)

## 2026 ANNUAL IMPLEMENTATION PLAN

### SCHOOL STRATEGIC PLAN GOALS

Goal 1: To improve student learning outcomes.

Goal 2: To strengthen student wellbeing and inclusion outcomes.

### KEY IMPROVEMENT STRATEGIES

KIS 1.a Leadership	KIS 1.b Assessment	KIS 2.a Leadership
Develop the leadership capabilities of middle leaders.	Strengthen teacher capability to analyse and use data to inform differentiated learning.	Embed multi-tiered systems of support that enhance engagement, student learning, wellbeing and inclusion.
<b>Actions</b>	<b>Actions</b>	<b>Actions</b>
Establish Middle Leaders in their new roles, who develop self, others and teams. Build PLT Leaders' capability to effectively lead Professional Learning Teams (PLT).	Explore and prepare a consistent approach for analysing student learning data and approach to instructional practice. Explore and prepare consistent sequencing documentation in Mathematics and Humanities, Literacy & Comprehension (HLC).	Continue to implement SWPBS, PCMS across the school through the Health & Wellbeing curriculum. Build staff capability through the Berry Street Education Model (BSEM) to meet the diverse needs of students.
<b>Tasks</b>	<b>Tasks</b>	<b>Tasks</b>
Create and implement clearly defined role descriptions for Learning Specialists and PLT Leaders in line with the new organisational design. Engage a professional learning provider to deliver professional learning on relational trust and psychological safety. Trial and consult Learning Specialists to refine the Karwan Coaching Framework. Provide ongoing support and training for Learning Specialists to understand and implement the Karwan Coaching Framework. Deliver targeted professional learning for PLT Leaders on effective data analysis and collaborative planning. Mentor and support are provided to PLT Leaders by Learning Specialists through weekly meetings to effectively lead PLTs.	Explore and research evidence-based practices to upskill staff in collecting and analysing student learning data. Develop a consistent whole-school process for collecting and analysing student learning data. Undertake and implement learning walks and provide feedback to staff on their instructional practices. Engage in professional learning on the Monitor Progress strategy to strengthen leaders' understanding and staff's responsive teaching practices. Engage in professional learning on the Instructional Hierarchy and adapt it to suit the mathematical learning needs of students. Develop HLC unit overviews that include a sequence of learning for Humanities and Literacy skills to be taught.	Deliver staff professional learning based around the Berry Street Educational Model and Positive Classroom Management Strategies. Model and monitor the Berry Street strategies within classrooms to support teacher learning and implementation. Plan and implement lessons incorporating the new Health and Wellbeing curriculum. Review and refine the Health and Wellbeing processes (referral, Major & Minor etc.) to align with the new leadership structure. Implement and monitor major and minor Chronicle entries through Compass during PLT meetings to inform planning and interventions. Facilitate learning walks and observations to monitor the consistent use of the SWPBS Behaviour Matrix in teacher practice.
<b>Evidence of Change</b>	<b>Evidence of Change</b>	<b>Evidence of Change</b>
Middle Leaders are more visible across the school and actively lead daily operations of their PLT. Staff express improved relational trust and psychological safety, while Middle Leaders demonstrate consistent high expectations. Learning Specialists are confident and have a shared understanding of the Karwan Coaching Framework. Staff express an improvement in using data discussions to adjust planning to meet the needs of students. PLT leaders demonstrate increased confidence, knowledge and ability to facilitate high quality PLT meetings.	Teachers demonstrate improved ability to collect, analyse and interpret student learning data to identify students' current level of learning. Planning documentation shows clear adjustments made in response to cohort, class and individual needs aligned with VTLM 2.0 evidence-based teaching practices. Teachers demonstrate improved ability to adapt their instructional practices in line with VTLM 2.0 to effectively meet the diverse learning needs of students. Evidence of consistent sequencing documentation that reflects the use of the Instructional Hierarchy to align mathematical instruction to student learning needs. Evidence of a well-established HLC sequence of learning that caters to the comprehension needs of students.	Consistent procedures and routines are embedded and visible in classroom practice. Unit plans and lesson sequences are aligned to the revised Health and Wellbeing Scope and Sequence. Classrooms reflect Berry Street Educational Model and the 'Successful & Positive Classrooms' document. Use of the SWPBS behaviour matrix language in everyday classroom practice to support student behaviours. Reduction in behaviour escalation to leadership due to the effective use of the major and minor behaviour process.

*Growing as we learn, learning as we grow*