

School Strategic Plan 2024-2028

Karwan Primary School (5596)



Submitted for review by Ashley Craig (School Principal) on 02 April, 2026 at 10:27 AM

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Endorsed by Taimoor Sajid (School Council President) on 03 April, 2025 at 06:42 AM

School Strategic Plan - 2024-2028

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| School vision | <p>School Motto Growing as we learn, learning as we grow.</p> <p>School Vision To empower everyone to reach their full potential, today and into the future.</p> <p>School Mission At Karwan Primary School we:</p> <ul style="list-style-type: none">- provide a safe environment in which every person is equal, and everyone is known and valued,- deliver a stimulating learning program where differing needs are acknowledged, accepted and met,- develop confident, passionate, and curious learners who discover their interests and grow in their love of learning,- grow links with the local, wider and global communities, and- cultivate a sense of pride in our school. |
| School values | <p>Karwan Primary School's values are respect, responsibility and resilience.</p> <p>Respect We show care and concern for other people, property and the environment.</p> <p>Responsibility We show accountability for our actions and accept the consequences of our decisions.</p> <p>Resilience We show adaptability, optimism, and strength of character to cope with life's difficulties and challenges.</p> |
| Context challenges | <p>Located in Tarneit, adjacent to the Dianella Community Centre and 25 kilometres from Melbourne's CBD, Karwan Primary School is a state-of-the-art, purpose-built school designed to meet the community's specific needs and ensure every student reaches their full potential. We provide a stimulating, creative, and challenging learning environment where students are supported to grow socially, emotionally, and academically, and to become respectful, responsible, and resilient global citizens.</p> |

At Karwan Primary School, we deliver a robust educational experience through effective communication, strong collaboration, and high-impact, research-based teaching. Our comprehensive teaching and learning program covers all curriculum areas, with additional offerings in digital technology, LOTE, performing arts, physical education, science and visual arts. Water experience, lunchtime clubs, incursions, excursions, sports days and cultural celebrations further support students in reaching their full potential.

Many of our families at Karwan Primary School are English as an Additional Language (EAL) learners. We place a strong emphasis on providing specific teaching and learning programs to ensure the success of all students, including our Indigenous students, Culturally And Linguistically Diverse (CALD) learners and students from refugee backgrounds. Our school is enriched by its cultural diversity, and we are committed to creating an inclusive environment where every student, including EAL learners, feels valued and supported. By working closely with families, we ensure that all students are equipped with the confidence, skills, and mindset to succeed, growing into future leaders and role models of society.

At Karwan Primary School, we are dedicated to supporting all students, including students with additional needs, by providing individualised learning plans and resources tailored to their specific requirements. We work closely with parents and carers through Student Support Group (SSG) meetings to develop and review the Individual Education Plan (IEP) goals, ensuring they are relevant, realistic and achievable.

Karwan Primary School offers high-quality, strategic professional development for staff, both within and beyond the school. Learning specialists dedicate time to lead whole-school initiatives, ensuring a consistent and focused approach to improvement across the school. Our Professional Learning Communities (PLCs) drive continuous improvement in teaching and learning and health and wellbeing, while Professional Learning Team (PLTs) meet weekly to ensure the diverse needs of our students are catered. Teachers work collaboratively to provide a challenging, broad-based curriculum grounded in strong literacy and numeracy skills.

At Karwan Primary School, the active participation of parents and carers is deeply valued. By working closely with families, we aim to build strong, trusting relationships that support each child's learning journey. Whether it's through regular communication, at drop off and pick up time, through the four Parent/Teacher Conferences each year, or involvement in school activities, we encourage parents and carers to play an integral role in the academic and personal development of their children. Together, we create a nurturing environment where students are empowered to thrive, knowing that both the school and their families are invested in their growth. At Karwan Primary School, we believe that this collaboration between home and school not only enhances student outcomes but also fosters a sense of belonging and community for everyone.

Karwan Primary School's state-of-the-art facilities include:

- an administration building with a library, staff offices, and conference spaces,
- learning neighbourhoods with general-purpose classrooms and flexible, collaborative teaching spaces,
- relocatable, general-purpose classrooms with office and break-out spaces,
- a specialist learning neighbourhood for subjects such as visual art and science
- a community hub with a competition-grade gymnasium, canteen, music and drama spaces, and
- outdoor hardcourts, playgrounds, sandpits, a sports field, bike sheds and manicured gardens.

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| | <p>As we experience continuous enrolment and rapid student growth at Karwan Primary School, we remain dedicated to maintaining high-quality education for all students. To support this, we prioritise employing skilled staff who are committed to our school's values. We provide a thorough induction process for new team members to ensure they feel supported and prepared, which in turn helps to ensure a smooth transition for students joining our school. This approach maintains the high standard of teaching and care that our growing community expects, ensuring that every child receives the attention and resources they need to succeed.</p> <p>We are proud to be the school of choice for families in our community. Further information about Karwan Primary School can be found on our website.</p> |
| <p>Intent, rationale and focus</p> | <p>Intent</p> <p>At Karwan Primary School, we are committed to delivering a high-quality teaching and learning program that meets the diverse needs of all of our students. Our curriculum development prioritises targeted instruction for EAL students, fostering their language proficiency while engaging them in the broader curriculum. We emphasise the Big 6 in reading—oral language, phonological awareness, phonics, fluency, vocabulary and comprehension—as essential components of our literacy instruction. We promote critical thinking and collaboration by integrating the Victorian Teaching and Learning Model (VTLM). This holistic framework enables our teachers to implement evidence-based practices, ensuring that all students, regardless of their background, have access to a rich educational experience that empowers them to achieve academic success.</p> <p>At Karwan Primary School, our multi-tiered health and wellbeing practice is integral to our mission. We recognise that student wellbeing is foundational to academic success, and our approach encompasses various layers of support to meet the diverse needs of our community. This includes universal practices aimed at promoting mental health and resilience, targeted interventions for students requiring additional support, and intensive services for those facing significant challenges. Through the School Wide Positive Behaviour (SWPB) framework, we cultivate a culture of respect and responsibility, encouraging positive behaviours and fostering a safe learning environment. Moreover, we prioritise mental health initiatives tailored specifically for primary school students, equipping them with tools to develop resilience and cope with challenges. Our commitment to disability inclusion further enhances our approach by providing targeted interventions and support for students with additional needs. By fostering a safe and supportive environment, we empower all students to navigate their social and emotional landscapes, ultimately enriching their overall learning experience.</p> <p>The connection between teaching and learning and health and wellbeing is essential for fostering holistic development in our students. When students feel emotionally and physically supported, they are better equipped to engage in their learning and achieve their academic goals. Our programs seamlessly integrate wellbeing initiatives into the curriculum, creating opportunities for students to develop social skills, emotional intelligence, and self-regulation. This comprehensive approach ensures that students not only excel academically but also grow into well-rounded individuals, prepared for the challenges of the future.</p> |

Rationale

As Karwan Primary School continues to experience significant growth in student and staff numbers, it is vital to maintain high-quality teaching and learning programs alongside tailored multi-tiered supports for health and wellbeing. We understand that rapid expansion necessitates ongoing evaluation and adaptation of our practices. By prioritising these areas, we can guarantee that all students receive the necessary resources and support to thrive, fostering a positive school culture that values both academic excellence and emotional wellbeing. This commitment will enable us to navigate growth effectively while nurturing the diverse needs of our community.

Focus

At Karwan Primary School, we are dedicated to adhering to the findings of our recent school review and the goals outlined in our School Strategic Plan. These findings inform our key improvement strategies, ensuring that we concentrate on enhancing the quality of education and wellbeing programs while promoting a culture of continuous improvement. By aligning our programs with the review panel's recommendations, we are well-positioned to meet the diverse needs of our students while creating a sustainable path for growth and development.

In addressing the challenges posed by significant student growth and ongoing staff employment, we recognise the importance of developing our middle leaders. These leaders play a crucial role in fostering collaboration, supporting their colleagues, and ensuring that all students receive a high-quality education. By investing in leadership development, we empower our middle leaders to drive positive change and uphold our commitment to excellence in teaching and learning and health and wellbeing.

As we navigate this period of growth, we understand the importance of taking a thoughtful approach to school improvement. Slowing down allows us to ensure that new staff members are well-acclimated to our school culture and understand the way we operate at Karwan Primary School. By providing comprehensive support and guidance, we can build a strong foundation for our collective success, ultimately enhancing the educational experience for all students.

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| Goal 1 | To improve student learning outcomes. |
| Target 1.1 | <p>By 2028, 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 67%• Writing from 70% (2023) to 78%• Numeracy from 50% (2023) to 58% <p>By 2028, 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 9%• Writing at 7% (2023)• Numeracy from 19% (2023) to 11% |
| Target 1.2 | <p>By 2028, 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 76%• Writing from 64% (2023) to 72%• Numeracy from 51% (2023) to 59% <p>By 2028, 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 7%• Writing from 15% (2023) to 7%• Numeracy from 18% (2023) to 10% |

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| Target 1.3 | <p>By 2028, 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) • Understand the curriculum from 76% (2023) to 84% • Understand how to analyse data from 76% (2023) to 84% • Use data for curriculum planning from 88% (2023) to 96% • Use evidence to inform teaching practice at 94% (2023) |
| Target 1.4 | <p>By 2028, maintain or improve the % of positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 87% (2023) to 95% • Differentiated learning challenge at 96% (2023) • Student voice and agency from 77% (2023) to 85% |
| Target 1.5 | <p>By 2028, maintain the % of positive endorsement for the PGCOS factors:</p> <ul style="list-style-type: none"> • Effective teaching at 88% (2023) • Stimulating learning environment from 86% (2023) to 90% |

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| <p>Key Improvement Strategy 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>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | <p>Strengthen teacher capability to analyse and use data to inform responsive teaching.</p> |
| <p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | |

**Key Improvement
Strategy 1.c**

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

Implement a consistent and rigorous approach for implementing the instructional model.

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| Goal 2 | To strengthen student wellbeing and inclusion outcomes. |
| Target 2.1 | By 2028, maintain positive endorsement in the SSS for the following SSS factors: <ul style="list-style-type: none"> • Support growth and learning of whole student at 94% (2023) • Staff psychological safety from 67% (2025) to 72% |
| Target 2.2 | By 2028, maintain or improve the % of positive endorsement for the AtoSS factors: <ul style="list-style-type: none"> • Managing bullying from 73% (2023) to 81% • Teacher concern from 82% (2023) to 90% • Sense of inclusion at 94% (2023) • Sense of connectedness at 89% • Emotional awareness and regulation from 85% (2023) to 90% |
| Target 2.3 | By 2028, maintain or improve the % of positive endorsement for the PGCOS factors: <ul style="list-style-type: none"> • General school satisfaction at 88% (2023) • Promoting positive behaviour at 94% (2023) |
| Target 2.4 | By 2028, reduce the number of 20+ days' absence from 47% (2023) to 40%. |

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| <p>Key Improvement Strategy 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>Develop multi-tiered systems of support that enhance student engagement, wellbeing and inclusion.</p> |
| <p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | |
| <p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | |

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| <p>Key Improvement Strategy 2.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>Implement a consistent approach to Tier 1 practices.</p> |
| <p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | |
| <p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | |