2024 Annual Implementation Plan

for improving student outcomes

Karoo Primary School (5295)

Submitted for review by Danielle Heatley (School Principal) on 19 December, 2023 at 03:09 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 16 January, 2024 at 12:39 PM
Endorsed by Serryn Bryant (School Council President) on 02 February, 2024 at 03:15 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
Improving student learning outcomes in English and Mathematics.	Yes	Teacher judgement data Increase the percentage of students achieving above the expected level in: • Reading and Viewing from 35 per cent in 2020 to 45 per cent in 2024 • Speaking and Listening from 14 per cent in 2020 to 30 per cent in 2024 • Writing from 17 per cent in 2020 to 40 per cent in 2024 • Measurement and Geometry from 18 per cent in 2020 to 40 per cent in 2024 • Number and Algebra from33 per cent in 2020 to 55 per cent in 2024 • Statistics and Probability from 15 per cent in 2020 to 40 per cent in 2024.	Dibels EOYFoundation Well below 15%Below 9%Benchmark 21%Above 55%Yr 1Well below 8%Below 9%Benchmark 16%Above 67%Y 2Well below 6%Below 3%Benchmark 16%Above 75%Yr 3Well below 5%Below 10%Benchmark 27%Above 58%Yr 4Well below 15%Below 9%Benchmark 11%Above 65%Y 5Well below 13%Below 10%Benchmark 36% Above 41%Yr 6Well below 8%Below 8%Benchmark 28%Above 56%PAT Maths DataYear 1 - Achievement Band 115 and above 9%105-114 30% (above)95-104 44% (at)85-94 10% (below)93 below 7%Year 2 - Achievement Band 125 and above 8.4%115-124 32.3%105-114 44%95-104 11.9%94 and below 3.4%Year 3 - Achievement Band 134 and above 3.51%125-134 29.31%115-124 41.38%105-114 24.08% 104 and below 1.72%Year 4 - Achievement

			Band 135 and above 5.68%125-134 21%115-124 41.58%105-114 22.5%104 and below 9.24%Year 5 - Achievement Band 145 and above 5.37%135-144 32.25%125-134 40.78%115-124 21.6%114 and below - 0%Year 6 - Achievement Band 145 and above 6.24%135-144 15.66%125-134 35.94%115-124 29.64%114 and below 12.48%PAT Reading DataYear 1 - Achievement Band 100 and above 30%90-99 30% (above)80-89 20% (at)70-79 13.32% (below)69 below 6.68%Year 2 - Achievement Band 120 and above 20%110-119 33%105-114 20.8%95-104 21.2%94 and below 5%Year 3 - Achievement Band 130 and above 21%120-129 37%110-119 19.29%99-109 17.6% 98 and below 5.11%Year 4 - Achievement Band 140 and above 10%130-139 31.5%120-129 24.62%110-119 18.8%109 and below 15.1%Year 5 - Achievement Band 140 and above 3.34%130-139 6.68 %120-129 41.75%110-119 28.23%109 and below 20%Year 6 - Achievement Band 140 and above 8.82%130-139 38.22 %120-129 35.29%110-119 11.79%109 and below 5.88%Teacher judgement data for Reading and Viewing (age expected)from 36% above in 2023 to 38% above in 2024from 8% below in 2023 to 6% below in 2024At expected age level (Reading) -end of year Foundation Above - 10% in 24At - 90% in 24Below -0% in 24Year 1Above - 7% in 23 to 12% in 24 At - 93% in 23 to 88% in 24Below - 0% in 23 to 0% in 24Year 2Above - 16% in 23 to 22% in 24 At - 77% in 23 to 73% in 24Below - 6% in 23 to 5% in 24Year 3Above - 28% in 23 to 32% in 24 At - 67% in 23 to 63% in 24Below - 5% in

			23 to 5% in 24Year 4Above - 53% in 23 to 55% in 24 At - 35% in 23 to 35% in 24Below - 12% in 23 to 10% in 24Year 5Above - 39% in 23 to 43% in 24 At - 53% in 23 to 51% in 24Below - 8% in 23 to 6% in 24Year 6Above - 43% in 23 to 50% in 24 At - 49% in 23 to 44% in 24Below - 8% in 23 to 6% in 24Growth - (12mths in 12mths) Year 1 15% below in 2024 and 5% above in 2024 Year 2 from 21% below in 2023 to 16% in 2024and 3% above in 2023 to 4% in 2024Year 3from 18% below in 2023 to 14% below in 2024and 9% above in 2023 to 10% in 2024Year 4from 17% below in 2023 to 12% below in 2024and 5% above in 2023 to 7% in 2024Year 5 from 16% below in 2023 to 12% in 2024 and 7% above in 2023 to 10% in 2024Year 6 from 4% below in 2023 to 2% below in 2024and 18% above in 2023 to 18% in 2024

		School Staff Survey
		Teaching and Learning – Evaluation module
		   • improve the positive endorsement for 'understand how to use data' from 58 per cent in 2020 to 80 per cent in 2024
		School Climate module
		   • improve the positive endorsement for 'academic emphasis' from 63 per cent in 2020 to 80 per cent in 2024
		   • improve the positive endorsement for 'teacher collaboration' from 53 per cent in 2020 to 80 per cent in 2024
			Improve the positive endorsement for 'understand how to analyse data' from 72 per cent in 2023 to 80 per cent in 2024Improve the positive endorsement for 'academic emphasis' from 70 per cent in 2023 to 72 per cent in 2024Improve the positive endorsement for 'teacher collaboration' from 80 per cent in 2023 to 82 per cent in 2024Improve % of positive endorsement in Collective Efficacy from 83% in 2023 to 86%Maintain % of positive endorsement in Instructional leadership of 93% in 2023 to 93% in 2024Improve % of positive endorsement in Feedback from 59% in 2023 to 69%

		Attitude to School Survey –	Improve the positive endorsement for 'stimulating learning' from 72 per cent in 2023

		• improve the positive endorsement for 'stimulating learning' from 86 per cent in 2019 to 95 per cent in 2024	to 80 per cent in 2024Improve the positive endorsement of Managing Bullying from 73% in 2023 to 76% in 2024 Improve the positive endorsement of Sense of confidence from 72% in 2023 to 79% in 2024
		Parent Opinion survey – • improve the positive endorsement for 'effective teaching' from 76 per cent in 2020 to 90 per cent in 2024	Improve the positive endorsement for 'effective teaching' from 76 per cent in 2023 to 80 per cent in 2024Improve the positive endorsement of Managing Bullying from 81% in 2023 to 83% in 2024Improve the positive endorsement of Not Experiencing Bullying from 75% in 2023 to 77% in 2024Improve the positive endorsement of Confidence and resiliency skills from 85% in 2023 to 87% in 2024
To empower students to be engaged in their learning.	Yes	Attitude to School Survey • improve the positive endorsement for 'student voice and agency' from 75 per cent in 2019 to 90 per cent in 2024 • improve the positive endorsement for 'self-regulation in goal setting' from 91 per cent in 2019 to 98 per cent in 2024	Improve the positive endorsement for 'student voice and agency' from 66 per cent in 2023 to 70 per cent in 2024Improve the positive endorsement for 'self-regulation in goal setting' from 81 per cent in 2023 to 84 per cent in 2024Attendance30+ 9% in 2023 to 7% in 2024 20-29.5 - 14% in 2023 to 12% in 2024 10-19.5 - 42% in 2023 to 46% in 2024 0.5-9.5 - 35% in 2023 to 35% in 2024 0 days - 0% in 2023 to 0% in 2024 Decrease the % of 17+ days (t2023 targets as at 12th Dec 2023)Foundation - 24% in 2023 (current foundation) to 22% in 2024Year 1 - 24% in 2023 (Foundation) to 22% in 2024Year 2 - 35% in 2023 (Yr 1) to 30% in 2024Year 3 - 31% in 2023 (Yr 2) to 28% in 2024Year 4 - 26% in 2023 (Yr 3) to 24% in 2024Year 5 - 32% in 2023 (Yr 4) to 30% in 2024Year 6 - 31% in 2023 (Yr 5) to 29% in 2024

		Parent Opinion Survey • improve the positive endorsement for 'student voice and agency' from 82 per cent in 2019 to 92 per cent in 2024.	Improve the positive endorsement for student voice and agency from 74 per cent in 2023 to 78 per cent in 2024.
		School Staff Survey • improve the positive endorsement for 'used student feedback to improve practice' from 38 per cent in 2020 to 75 per cent in 2024 • Improve the positive endorsement for 'promote student ownership of learning goals' from 75 per cent in 2020 to 85 per cent in 2024.	Improve the positive endorsement for used student feedback to improve practice' from 64 per cent in 2023 to 70 per cent in 2024Improve the positive endorsement for 'promote student ownership of learning goals' from 92 per cent in 2023 to 94 per cent in 2024.
Embed a school culture with a shared vision to enhance student learning outcomes.	No	Staff Opinion Survey – • improve the positive endorsement for 'trust in students and parents' from 77 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'trust in colleagues' from 74 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'collective efficacy' from 79 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'instructional leadership' from 77 per cent in 2020 to 90 per cent in 2024	
		Teacher Judgement Growth data Increase the percentage of students in Year 3 achieving greater than 12 months growth in: • Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024 • Writing from one per cent in Semester two, 2020 to 30 per cent in Semester two, 2024 • Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024. Increase the percentage of students in the 2020 Year 3 cohort, achieving greater than 12 months growth in: • Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024	

| | | • Writing from 1per cent in Semester two, 2020 to 30 per cent in Semester two, 2024
• Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024 | |
| | | Parent Survey
• improve the positive endorsement for 'school pride and confidence' from 92 per cent in 2019 to 98 per cent in 2024 | |

Goal 2	**Improving student learning outcomes in English and Mathematics.**
12-month target 2.1-month target	Dibels EOY Foundation Well below 15% Below 9% Benchmark 21% Above 55% Yr 1 Well below 8% Below 9% Benchmark 16% Above 67% Y 2 Well below 6% Below 3% Benchmark 16% Above 75% Yr 3 Well below 5% Below 10%

Benchmark 27%
Above 58%

Yr 4
Well below 15%
Below 9%
Benchmark 11%
Above 65%

Y 5
Well below 13%
Below 10%
Benchmark 36%
Above 41%

Yr 6
Well below 8%
Below 8%
Benchmark 28%
Above 56%

PAT Maths Data
Year 1 - Achievement Band
115 and above 9%
105-114   30% (above)
95-104   44% (at)
85-94   10% (below)
93 below 7%

Year 2 - Achievement Band
125 and above 8.4%
115-124   32.3%
105-114   44%
95-104   11.9%
94 and below 3.4%

Year 3 - Achievement Band

134 and above 3.51%
125-134   29.31%
115-124   41.38%
105-114   24.08%
104 and below 1.72%

Year 4 - Achievement Band
135 and above 5.68%
125-134   21%
115-124   41.58%
105-114   22.5%
104 and below 9.24%

Year 5 - Achievement Band
145 and above 5.37%
135-144   32.25%
125-134   40.78%
115-124   21.6%
114 and below - 0%

Year 6 - Achievement Band
145 and above 6.24%
135-144   15.66%
125-134   35.94%
115-124   29.64%
114 and below 12.48%

PAT Reading Data
Year 1 - Achievement Band
100 and above 30%
90-99 30% (above)
80-89   20% (at)
70-79   13.32% (below)
69 below 6.68%

Year 2 - Achievement Band
120 and above 20%

110-119   33%
105-114   20.8%
95-104   21.2%
94 and below 5%

Year 3 - Achievement Band
130 and above 21%
120-129 37%
110-119   19.29%
99-109   17.6%
98 and below 5.11%

Year 4 - Achievement Band
140 and above 10%
130-139 31.5%
120-129   24.62%
110-119   18.8%
109 and below 15.1%

Year 5 - Achievement Band
140 and above 3.34%
130-139 6.68 %
120-129   41.75%
110-119   28.23%
109 and below 20%

Year 6 - Achievement Band
140 and above 8.82%
130-139 38.22 %
120-129   35.29%
110-119   11.79%
109 and below 5.88%

Teacher judgement data for Reading and Viewing (age expected)
from 36% above in 2023 to 38% above in 2024
from 8% below in 2023 to 6% below in 2024

At expected age level (Reading) -end of year
Foundation
Above - 10% in 24
At - 90% in 24
Below -0% in 24

Year 1
Above - 7% in 23 to 12% in 24
At - 93% in 23 to 88% in 24
Below - 0% in 23 to 0% in 24

Year 2
Above - 16% in 23 to 22% in 24
At - 77% in 23 to 73% in 24
Below - 6% in 23 to 5% in 24

Year 3
Above - 28% in 23 to 32% in 24
At - 67% in 23 to 63% in 24
Below - 5% in 23 to 5% in 24

Year 4
Above - 53% in 23 to 55% in 24
At - 35% in 23 to 35% in 24
Below - 12% in 23 to 10% in 24

Year 5
Above - 39% in 23 to 43% in 24
At - 53% in 23 to 51% in 24
Below - 8% in 23 to 6% in 24

Year 6
Above - 43% in 23 to 50% in 24
At - 49% in 23 to 44% in 24
Below - 8% in 23 to 6% in 24

Growth - (12mths in 12mths)

	Year 1 15% below in 2024 and 5% above in 2024 Year 2 from 21% below in 2023 to 16% in 2024 and 3% above in 2023 to 4% in 2024 Year 3 from 18% below in 2023 to 14% below in 2024 and 9% above in 2023 to 10% in 2024 Year 4 from 17% below in 2023 to 12% below in 2024 and 5% above in 2023 to 7% in 2024 Year 5 from 16% below in 2023 to 12% in 2024 and 7% above in 2023 to 10% in 2024 Year 6 from 4% below in 2023 to 2% below in 2024 and 18% above in 2023 to 18% in 2024
12-month target 2.2-month target	Improve the positive endorsement for 'understand how to analyse data' from 72 per cent in 2023 to 80 per cent in 2024 Improve the positive endorsement for 'academic emphasis' from 70 per cent in 2023 to 72 per cent in 2024 Improve the positive endorsement for 'teacher collaboration' from 80 per cent in 2023 to 82 per cent in 2024 Improve % of positive endorsement in Collective Efficacy from 83% in 2023 to 86% Maintain % of positive endorsement in Instructional leadership of 93% in 2023 to 93% in 2024 Improve % of positive endorsement in Feedback from 59% in 2023 to 69%

12-month target 2.3-month target	Improve the positive endorsement for 'stimulating learning' from 72 per cent in 2023 to 80 per cent in 2024	
	Improve the positive endorsement of Managing Bullying from 73% in 2023 to 76% in 2024	
	Improve the positive endorsement of Sense of confidence from 72% in 2023 to 79% in 2024	
12-month target 2.4-month target	Improve the positive endorsement for 'effective teaching' from 76 per cent in 2023 to 80 per cent in 2024	
	Improve the positive endorsement of Managing Bullying from 81% in 2023 to 83% in 2024	
	Improve the positive endorsement of Not Experiencing Bullying from 75% in 2023 to 77% in 2024	
	Improve the positive endorsement of Confidence and resiliency skills from 85% in 2023 to 87% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Develop teacher capability to collect, analyse and use data effectively to inform teaching and learning.	No
KIS 2.b Excellence in teaching and learning	Develop teacher knowledge and understanding of the Victorian curriculum.	Yes
KIS 2.c Excellence in teaching and learning	Develop teacher capability to utilise HITS to improve student learning outcomes.	Yes
Goal 3	**To empower students to be engaged in their learning.**	
12-month target 3.1-month target	Improve the positive endorsement for 'student voice and agency' from 66 per cent in 2023 to 70 per cent in 2024	
	Improve the positive endorsement for 'self-regulation in goal setting' from 81 per cent in 2023 to 84 per cent in 2024	
	Attendance 30+ 9% in 2023 to 7% in 2024 20-29.5 - 14% in 2023 to 12% in 2024	

	10-19.5 - 42% in 2023 to 46% in 2024 0.5-9.5 - 35% in 2023 to 35% in 2024 0 days - 0% in 2023 to 0% in 2024 Decrease the % of 17+ days (t2023 targets as at 12th Dec 2023) Foundation - 24% in 2023 (current foundation) to 22% in 2024 Year 1 - 24% in 2023 (Foundation) to 22% in 2024 Year 2 - 35% in 2023 (Yr 1) to 30% in 2024 Year 3 - 31% in 2023 (Yr 2) to 28% in 2024 Year 4 - 26% in 2023 (Yr 3) to 24% in 2024 Year 5 - 32% in 2023 (Yr 4) to 30% in 2024 Year 6 - 31% in 2023 (Yr 5) to 29% in 2024	
12-month target 3.2-month target	Improve the positive endorsement for student voice and agency from 74 per cent in 2023 to 78 per cent in 2024.	
12-month target 3.3-month target	Improve the positive endorsement for used student feedback to improve practice' from 64 per cent in 2023 to 70 per cent in 2024 Improve the positive endorsement for 'promote student ownership of learning goals' from 92 per cent in 2023 to 94 per cent in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop a common understanding of student voice, agency and leadership amongst teachers, students and parents.	No
KIS 3.b Positive climate for learning	Develop a learning environment that engages students in their learning in a purposeful and meaningful way.	Yes

Define actions, outcomes, success indicators and activities

Goal 2	Improving student learning outcomes in English and Mathematics.
12-month target 2.1 target	Dibels EOY Foundation Well below 15% Below 9% Benchmark 21% Above 55% Yr 1 Well below 8% Below 9% Benchmark 16% Above 67% Y 2 Well below 6% Below 3% Benchmark 16% Above 75% Yr 3 Well below 5% Below 10% Benchmark 27% Above 58% Yr 4 Well below 15% Below 9% Benchmark 11% Above 65% Y 5

Well below 13%
Below 10%
Benchmark 36%
Above 41%

Yr 6
Well below 8%
Below 8%
Benchmark 28%
Above 56%

PAT Maths Data
Year 1 - Achievement Band
115 and above 9%
105-114   30% (above)
95-104   44% (at)
85-94   10% (below)
93 below 7%

Year 2 - Achievement Band
125 and above 8.4%
115-124   32.3%
105-114   44%
95-104   11.9%
94 and below 3.4%

Year 3 - Achievement Band
134 and above 3.51%
125-134   29.31%
115-124   41.38%
105-114   24.08%
104 and below 1.72%

Year 4 - Achievement Band
135 and above 5.68%
125-134   21%
115-124   41.58%

105-114   22.5%
104 and below 9.24%

Year 5 - Achievement Band
145 and above 5.37%
135-144   32.25%
125-134   40.78%
115-124   21.6%
114 and below - 0%

Year 6 - Achievement Band
145 and above 6.24%
135-144   15.66%
125-134   35.94%
115-124   29.64%
114 and below 12.48%

PAT Reading Data
Year 1 - Achievement Band
100 and above 30%
90-99 30% (above)
80-89   20% (at)
70-79   13.32% (below)
69 below 6.68%

Year 2 - Achievement Band
120 and above 20%
110-119   33%
105-114   20.8%
95-104   21.2%
94 and below 5%

Year 3 - Achievement Band
130 and above 21%
120-129 37%
110-119   19.29%
99-109   17.6%

98 and below 5.11%

Year 4 - Achievement Band
140 and above 10%
130-139 31.5%
120-129   24.62%
110-119   18.8%
109 and below 15.1%

Year 5 - Achievement Band
140 and above 3.34%
130-139 6.68 %
120-129   41.75%
110-119   28.23%
109 and below 20%

Year 6 - Achievement Band
140 and above 8.82%
130-139 38.22 %
120-129   35.29%
110-119   11.79%
109 and below 5.88%

Teacher judgement data for Reading and Viewing (age expected)
from 36% above in 2023 to 38% above in 2024
from 8% below in 2023 to 6% below in 2024

At expected age level (Reading) -end of year
Foundation
Above - 10% in 24
At - 90% in 24
Below -0% in 24

Year 1
Above - 7% in 23 to 12% in 24
At - 93% in 23 to 88% in 24
Below - 0% in 23 to 0% in 24

Year 2
Above - 16% in 23 to 22% in 24
At - 77% in 23 to 73% in 24
Below - 6% in 23 to 5% in 24

Year 3
Above - 28% in 23 to 32% in 24
At - 67% in 23 to 63% in 24
Below - 5% in 23 to 5% in 24

Year 4
Above - 53% in 23 to 55% in 24
At - 35% in 23 to 35% in 24
Below - 12% in 23 to 10% in 24

Year 5
Above - 39% in 23 to 43% in 24
At - 53% in 23 to 51% in 24
Below - 8% in 23 to 6% in 24

Year 6
Above - 43% in 23 to 50% in 24
At - 49% in 23 to 44% in 24
Below - 8% in 23 to 6% in 24

Growth - (12mths in 12mths)
Year 1
 15% below in 2024
and 5% above in 2024

Year 2
from 21% below in 2023 to 16% in 2024
and 3% above in 2023 to 4% in 2024

Year 3
from 18% below in 2023 to 14% below in 2024

	and 9% above in 2023 to 10% in 2024 Year 4 from 17% below in 2023 to 12% below in 2024 and 5% above in 2023 to 7% in 2024 Year 5 from 16% below in 2023 to 12% in 2024 and 7% above in 2023 to 10% in 2024 Year 6 from 4% below in 2023 to 2% below in 2024 and 18% above in 2023 to 18% in 2024
12-month target 2.2 target	Improve the positive endorsement for 'understand how to analyse data' from 72 per cent in 2023 to 80 per cent in 2024 Improve the positive endorsement for 'academic emphasis' from 70 per cent in 2023 to 72 per cent in 2024 Improve the positive endorsement for 'teacher collaboration' from 80 per cent in 2023 to 82 per cent in 2024 Improve % of positive endorsement in Collective Efficacy from 83% in 2023 to 86% Maintain % of positive endorsement in Instructional leadership of 93% in 2023 to 93% in 2024 Improve % of positive endorsement in Feedback from 59% in 2023 to 69%
12-month target 2.3 target	Improve the positive endorsement for 'stimulating learning' from 72 per cent in 2023 to 80 per cent in 2024 Improve the positive endorsement of Managing Bullying from 73% in 2023 to 76% in 2024 Improve the positive endorsement of Sense of confidence from 72% in 2023 to 79% in 2024
12-month target 2.4 target	Improve the positive endorsement for 'effective teaching' from 76 per cent in 2023 to 80 per cent in 2024 Improve the positive endorsement of Managing Bullying from 81% in 2023 to 83% in 2024 Improve the positive endorsement of Not Experiencing Bullying from 75% in 2023 to 77% in 2024

	Improve the positive endorsement of Confidence and resiliency skills from 85% in 2023 to 87% in 2024
KIS 2.b Curriculum planning and assessment	Develop teacher knowledge and understanding of the Victorian curriculum.
Actions	To build staff understanding of evidence based reading practices, with a specific focus on reading comprehension, through a knowledge based approach.
Outcomes	Students will: 1) understand that reading is the construction of meaning from printed texts 2) utilise their learning environment (e.g. LI/SC, worked examples and classroom library) to support their learning 3) develop their reading comprehension and knowledge by responding to texts in a variety of ways (e.g. reader's notebook, collaborative discussions) 4) improve their comprehension by expanding their vocabulary of tier two and tier three words 5) engage in student talk throughout the phases of the Karoo Instructional Model. Teachers will: 1) Create a learning environment that supports student learning, EG classroom library, anchor charts, learning intentions and success criteria and worked examples 2) use formative assessments to track students reading comprehension capabilities throughout units of work 3) select purposeful mentor texts to support KPS comprehension strategies and key vocabulary to build student's knowledge 4) use their own Reader's Notebook to model reading responses through 'think alouds' 5) provide opportunities throughout the instructional model for student talk and collaborative discussion with peers and teachers (incl. conferring) Leaders will: 1) provide resources to support the development of reading (e.g. timetabling, documentation, assessments, staffing, funding, professional learning) 2) lead learning and model co-learning with teams 3) attend collaborative planning to support staff to effectively teach the Karoo comprehension strategies and Tier 2 and 3 vocabulary 4) build staff capabilities to review and adjust formative and summative assessments and use data to inform teaching and learning. 6) Collaborative build staff understanding and knowledge about Karoo Comprehension Strategies and Tier 2 and tier 3 vocabulary

	5) revise, implement and monitor the KPS agreed practices 6) use the FISO Improvement model to support whole school improvement 7) collaboratively provide Professional Learning in classroom environments, Karoo comprehension strategies, Reader's Notebook, Tier 2 and Tier 3 words
Success Indicators	Early Indicators Learning environment supports a rich reading community Teachers accessing mentor texts and referring to these in their planning documents Evidence of Reader's Notebooks (teacher and student) in classrooms and referred to in planning documentation Teachers modelling and students articulating their thinking Tier 2 and Tier 3 words are evident in the classroom environment Teacher's documented formative assessment data and summative judgements against the curriculum LWTs demonstrating use of strategies from professional learning A documented assessment schedule and evidence of teachers inputting data and moderating assessments Completed PLC Inquiry results and PLT Action Plans Staff goals in their PDP link to the AIP Building on the English Guide so that it supports the reading pedagogy Whole school scope and sequence that works across a range of curriculum areas Differentiated curriculum documents and evidence of student learning Late Indicators Student, staff and parent perception survey results Post-test results from assessments eg, PAT, Naplan, LLARS, DIBELS Semester Two teacher judgements

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build a mentor text library to to support access to a knowledge based system	☑ PLT leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Professional learning for staff about Vocabulary (Tier 2 and Tier 3 words)	☑ Assistant principal ☑ Learning specialist(s) ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00	
Professional Learning about Notebooks, what they are for and how to use them	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00	
Professional learning about Karoo Comprehension strategies -	☑ Assistant principal ☑ Learning specialist(s) ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00	
Whole School Curriculum Day Provide staff with professional learning opportunities that further develop their pedagogical knowledge of the the Big 6 Phonological Awareness Phonics Fluency Vocabulary Comprehension Oral Language	☑ Assistant principal ☑ Learning specialist(s) ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 1	$0.00	
Create and build upon a whole school Reading guidebook (outlining research, processes, expectations, teaching practices and assessments)	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
LS present in Collaborative planning	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1	$0.00	

			to: Term 4	
Provide a parent education session about Reading and a Structured Literacy approach	☑ Learning specialist(s) ☑ Literacy leader	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
LWT to track and monitor comprehension strategies	☑ Literacy leader ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Observing to learn - unpack with staff what effective peer observations are and action ideas	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Reflect on PLC Inquiry cycle progress and celebration	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Victorian academy and network PL for middle leaders	☑ PLC leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00

KIS 2.c Evidence-based high-impact teaching strategies	Develop teacher capability to utilise HITS to improve student learning outcomes.
Actions	To build teacher's capabilities to effectively apply teaching strategies to improve student outcomes in Reading with a specific focus on conferring, goal setting and feedback.

Outcomes	Students will: identify and articulate their strengths and learning goals, along with the strategies required to achieve them recognise what success looks like and be able to self reflect on their progress be able to provide evidence of achieving their goal and determine what their next steps are Teachers will: support students agency through supporting goal setting and guide students toward strategies to explicitly teach skills, knowledge and strategies to improve student learning confer with students regularly to set personalised goals and track progress (refer to agreed practices) use agreed whole school resources to inform teaching and learning and ensure consistency engage in professional learning, including Observing to Learn to enhance teacher practice use curriculum documentation to make the sequence of learning visible to students and to support goal setting use PLC Inquiry Cycles to improve teacher practice Leaders will: provide scaffolds to support Observing to Learn provide professional learning around goal setting, feedback and conferring determine whole school resources to be used by PLCs lead the development of a KPS conferring template develop a shared understanding of why and how conferring supports student agency to support and provide professional learning on how to utilising conferring throughout the instructional model provide opportunities to observe a planned conferring session schedule time for PLCs to share their inquiry celebrations
Success Indicators	Early Indicators students articulating their learning goals and strategies learning environment has evidence of goal setting and conferring (E.g anchor charts) evidence of conferring in planning documentation scheduled observing to learn sessions whole school resources visible at collaborative planning evidence of conferring data walls tracking student achievement Professional learning present in meeting schedule Completed PLC Inquiry results and PLT Action Plans Documentation of strengthening of teaching practice in staff PDP

	Late Indicators Student, staff and parent perception survey results Post-test results from assessments eg, PAT, Naplan, LLARS, DIBELS Semester Two teacher judgements Whole school moderation

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Observing to Learn (Including peer observations and LS) with a conferencing focus	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide professional learning about student led conferences	☑ Learning specialist(s) ☑ School leadership team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00
Professional learning about conferences and learning goals	☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Learning Walk and Talk about student learning goals	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Reflect and finalise school wide template for conferences in Reading	☑ Learning specialist(s) ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Moderate twice a year with a reading focus	☑ Literacy leader ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 3	To empower students to be engaged in their learning.
12-month target 3.1 target	Improve the positive endorsement for 'student voice and agency' from 66 per cent in 2023 to 70 per cent in 2024 Improve the positive endorsement for 'self-regulation in goal setting' from 81 per cent in 2023 to 84 per cent in 2024 Attendance 30+ 9% in 2023 to 7% in 2024 20-29.5 - 14% in 2023 to 12% in 2024 10-19.5 - 42% in 2023 to 46% in 2024 0.5-9.5 - 35% in 2023 to 35% in 2024 0 days - 0% in 2023 to 0% in 2024 Decrease the % of 17+ days (t2023 targets as at 12th Dec 2023) Foundation - 24% in 2023 (current foundation) to 22% in 2024 Year 1 - 24% in 2023 (Foundation) to 22% in 2024 Year 2 - 35% in 2023 (Yr 1) to 30% in 2024 Year 3 - 31% in 2023 (Yr 2) to 28% in 2024 Year 4 - 26% in 2023 (Yr 3) to 24% in 2024 Year 5 - 32% in 2023 (Yr 4) to 30% in 2024 Year 6 - 31% in 2023 (Yr 5) to 29% in 2024
12-month target 3.2 target	Improve the positive endorsement for student voice and agency from 74 per cent in 2023 to 78 per cent in 2024.
12-month target 3.3 target	Improve the positive endorsement for used student feedback to improve practice' from 64 per cent in 2023 to 70 per cent in 2024 Improve the positive endorsement for 'promote student ownership of learning goals' from 92 per cent in 2023 to 94 per cent in 2024.
KIS 3.b	Develop a learning environment that engages students in their learning in a purposeful and meaningful way.

Setting expectations and promoting inclusion	
Actions	*Build staff capabilities to strengthen implementation of a whole school approach to student wellbeing and inclusive practices *Establish SWPBS the essential features of Tier 1
Outcomes	Students will: 1) Demonstrate KPS School Values 2) Articulate the expected behaviours and major and minor problems 3) Identify expected behaviours in different settings 4) Identify and articulate their emotions and the emotions in others (E.g Zones of Regulation, Circle Time). Staff will: 1) Understand and support the SWPBS philosophy 2) Use agreed practices and consistent language to correct behaviour errors (E.g. Zones of Regulation, Circle Time) 3) Collaboratively develop social skills lessons to teach expected behaviours (Teachers) 4) Engage in PL opportunities and apply strategies to support students with additional needs 5) Know students IEP goals and track student learning goals 6) Understand RR and teach RRRR according to curriculum and apply PL to teaching practice 7) Lead wellbeing dog program. Wellbeing PLT/SWBP Team will: 1) Engage in professional learning on SWPBS and lead its implementation in the school 2) Work collaboratively analyse data and implement SWPBS into schools 3) Support staff to implement SWPBS into school. 4) Communicate to the school community about SWPBS and the expected school behaviours and procedures. 5) Lead restorative practice PL and further embed practices within the school community (linked to Real Schools Partnership) 6) Lead professional learning on RR and RRRR (use other drivers of change to do this) TBC Leaders will: 1) Ensure that the whole school community has been consulted to establish the SWPBS mission statement and shared vision. 2) Identify the members of the SWPBS team 3) Monitor and analyse behaviour referral data 4) Provide opportunities for the school level SWPBS team to lead and sustain the implementation and monitoring of SWBPS. 5) Analyse survey data and identify priorities for learning (E.g LWT, Surveys) 6) Review and monitor planning and implementation of the RRRR program 7) Provide staff PL on students with additional needs, IEPs, DI with links to assessment and tracking student learning

	8) Provide opportunities for community (parents/carers) to engage in learning for SWPB and restorative practices 8) Provide resources and partnerships to embed restorative practices throughout the school (E.g. Real Schools, SWBPS). Community (parents/carers) will: 1) Understand the desired school behaviours and the procedures for responding to major and minor behaviours 2) Recognise positive student behavious through the student management system.
Success Indicators	Early Indicators: At least 80% progress on SWPBS Universal Prevention Part A Action Plan SWPB Survey indicates at least 70% of school-wide features in place Tiered Fidelity score of at least 70% Data gathered from learning walks and talks Teacher reports on Chronicle of student wellbeing concerns Internal survey based on ATOSS questions Late Indicators: Reduction in exclusionary discipline as measured through - staff behavioural referrals Results in DET student, staff and parent surveys Attendance data Teacher reports on Chronicle of student wellbeing concerns Data gathered from learning walks and talks

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Inclusive learning space - Prepare and apply for funding for an inclusive learning space including a sensory garden/space.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Equity funding will be used
Wellbeing dog - Complete Wellbeing Dog course and develop risk management plan	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1	$16,000.00

			to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Create and complete survey from ATOSS data to monitor students attitudes to 'sense of confidence' and 'managing bullying' factors	☑ Assistant principal ☑ PLT leaders ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
REAL SCHOOLS partnership	☑ Assistant principal ☑ PLT leaders ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$18,000.00 ☑ Equity funding will be used
Provide opportunities for community learning through a Real Schools/Restorative Practices Parent Information evening.	☑ Assistant principal	☐ PLP Priority	from: Term 3 to: Term 3	$1,000.00 ☑ Equity funding will be used
Restorative Practices Pupil Free Day	☑ Assistant principal	☑ PLP Priority	from: Term 3 to: Term 3	$4,124.50 ☑ Equity funding will be used
Monitor the implementation of the RRRR Curriculum by providing PL and Scope & Sequence documentation	☑ Assistant principal ☑ Respectful relationships implementation team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Respectful Relationships - appoint a Respectful Relationship Leader to engage in RR PL, lead the audit of the 6 elements of the whole school approach (Respectful relationships) and implentation of identified key areas.	☑ Assistant principal ☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint a Wellbeing and Inclusion Leading AP	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$125,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Appoint Disability Inclusion ES Staff member	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Establish a SWPBS team comprising of key stakeholders	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course (Term 1)	☑ Assistant principal ☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 1	$7,208.47 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences	☑ Assistant principal ☑ SWPBS leader/team	☑ PLP Priority	from: Term 2 to: Term 2	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise and schedule whole school professional learning directed by the Action Plan to develop knowledge and skills to implement SWPBS (Wellbeing PL sessions)	☑ Assistant principal ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop whole school matrix (SWPBS)	☑ Assistant principal ☑ SWPBS leader/team	☑ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Implement a school wide system to encourage expected behaviour and discourage inappropriate behaviour	☑ Assistant principal ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Review current student management systems to determine whether it is suitable for collecting and monitoring SWPBS data (E.g. Compass data systems (pulse) - data through compass chronicles)	☑ Assistant principal ☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Display SWPB expectations and vision throughout the school.	☑ Assistant principal ☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Review current curriculum structure to ensure social skills are explicitly taught	☑ Assistant principal ☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Present SWPBS information to parents/carers	☑ Assistant principal ☑ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in evaluation activities (SWPB)	☑ Assistant principal ☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint Mental Health Practitioner	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$18,899.41 ☑ Disability Inclusion Tier 2 Funding will be used
Develop Sensory space to support self regulation and inclusion	☑ Assistant principal ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Research and develop Sensory Space to promote inclusion	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00