Annual Implementation Plan - 2024

Select annual goals and KIS

Carranballac P-9 College (5486)

Department of Education

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.	Yes	Support for the priorities	Numeracy - NAPLAN(Exceeding or Strong)Year 3 51%Year 5 58%Year 7 62%Year 9 61%Numeracy - NAPLAN(Needs Additional Support)Year 3 19%Year 5 15%Year 7 9%Year 9 12%Numeracy NAPLAN - (AT or ABOVE Benchmark Growth)no data available***(AT or ABOVE Relative Growth - interim)Year 9 35% (from 32% in 2023)Teacher Judgement Number & AlgebraAbove age expected level F – Year 6 24.8%Years 7–9 20.5%Teacher Judgement Number & AlgebraBelow age expected level Years 7–9 46%
Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.	Yes	NAPLAN - By 2025 increase the percentage of students achieving in the top two bands in NAPLAN for: Year 3 • Reading to 56% or above (from 46% in 2021) • Numeracy to 35% or above (from 25% in 2021) • Writing to 41% or above (from 31% in 2021) Year 5 • Reading to 43% or above (from 33% in 2021) • Writing to 20% or above (from 14% in 2021) • Numeracy to 31% or above (from 27% in 2021)	Numeracy NAPLAN Targets - see Priority Goal. LITERACY TARGETSLiteracy - NAPLAN - Reading(Exceeding or Strong)Year 3 60%Year 5 78%Year 7 65%Year 9 63%Literacy - NAPLAN - Writing(Exceeding or Strong)Year 3 61%Year 5 68%Year 7 42%Year 9 52%Literacy - NAPLAN(Needs Additional Support) Year 7 - Writing 10% (from 14% in 2023)Year 9 - Reading 12% (from 13% in 2023)Year 9 - Writing 8% (from 9% in 2023)Literacy NAPLAN - (AT or ABOVE Benchmark Growth)no data available***(AT or ABOVE Relative Growth - interim)Year 5 -

		Year 7 • Reading to 30% or above (from 26% in 2021) {sim 31%} • Writing to 18% or above (from 12% in 2021) • Numeracy to 30% or above (from 22% in 2021) Year 9 • Reading to 22% or above (from 16% in 2021) • Writing to 10% or above (from 6% in 2021) • Numeracy to 18% or above (from 12% in 2021) By 2025 decrease the percentage of students achieving in the bottom two bands in NAPLAN for: • Year 3 Numeracy to 25% or less (from 31% in 2021) • Year 7 Writing to 25% or less (from 34% in 2021) • Numeracy to 20% or less (from 25% in 2021) • Year 9 Reading to 30% or less (from 37% in 2021) • Writing to 40% or less (from 53% in 2021) By 2025 increase the percentage of students achieving At or Above benchmark growth in NAPLAN to 80% or above for: • Year 5 Reading (from 74% in 2021) • Writing (from 71% in 2021) • Year 9 Reading (from 68% in 2021) • Writing (from 77% in 2021) • Numeracy (from 65% in 2021)	Reading 33% (from 30% in 2023)Year 5 - Writing ?% (no data available)Year 9 - Reading 30% (from 27% in 2023)Year 9 - Writing ?% (no data available)
		Teacher Judgement - By 2025, using Teacher Judgement data, the percentage of students across Foundation–Year 6 and Years 7–9 who achieve Above age expected level will increase for: Foundation–Year 6 • Reading & Viewing to 28% or more (from 21% in Semester 2 2020) • Writing to 12% or more (from 8% in Semester 2 2020)	Numeracy Teacher Judgement Targets -see Priority Goal. Teacher Judgement Reading & ViewingAbove age expected level F – Year 6 36%Years 7–9 32%Teacher Judgement WritingAbove age expected level F – Year 6 17%Years 7–9 32%Teacher Judgement ReadingBelow age expected level Years 7–9

		• Number & Algebra to 20% or more (from 13% in Semester 2 2020) Years 7–9 • Reading & Viewing to 28% or more (from 6% in Semester 2 2020) • Writing to 12% or more (from 5% in Semester 2 2020) • Number & Algebra to 20% or more (from 13% in Semester 2 2020) And 35% or less students across Years 7–9 will achieve at Below age expected level for: • Reading & Viewing (from 52% in Semester 2 2020) • Writing (from 55% in Semester 2 2020) • Number & Algebra (from 50% in Semester 2 2020)	42%Teacher Judgement WritingBelow age expected level Years 7–9 41%
		SSS - By 2025, the percent positive endorsement on the SSS will be 70% or above for: • Guaranteed and viable curriculum (from 57% in 2020) • Teacher collaboration (from 39% in 2020) • Use data for curriculum planning (from 55% in 2020) • Academic emphasis (from 42% in 2020)	Guaranteed and viable curriculum 68%Teacher collaboration 63%Use data for curriculum planning 80%Academic emphasis 55%
Improve student voice and learner agency.	No	AToSS - By 2025 the overall percent positive score on the AToSS for Foundation–Year 9 will be 70% or above for: • Sense of confidence (from 60% in 2020) • Stimulated learning (from 65% in 2020) • Student voice and agency (from 51% in 2020)	
		SSS - By 2025, the percent positive endorsement scores on the SSS will be 70% or above for: • Use student feedback to improve practice (from 51% in 2021) • Promote student ownership of learning (from 57% in 2020)	

		POS - By 2025, the percent positive endorsement scores on the POS will be 70% or above for: • Student agency and voice (from 65% in 2020)	
Improve student wellbeing and engagement.	Yes	AToSS - By 2025, the AToSS shows 65% or more per cent positive endorsement for: • Managing bullying (from 58% in 2020) • Sense of connectedness (from 59% in 2020) • Teacher concern (from 52% in 2020) • Resilience (from 60% in 2019)	Managing bullying 50%Sense of connectedness 55%Teacher concern 55%Resilience 72.5% (4-6 70%, 7-9 75%)
		POS - By 2025, the percent positive endorsement scores on the POS will be 70% or above for: • Teacher communication (from 56% in 2020)	Teacher communication 65%
		Attendance: By 2025 students with 20 or more absence days will be 25% or less for Foundation–Year 6 (26% in 2020) and Years 7–9 (34% in 2020) and unapproved absences will be five days or less (from 9.1 days for Years 7–9 in 2020)	F-9 20+ absences- 29%Unexplained absences:F-9 = 6 days per/student avg. F-6= 5 or less 7-9= 7 or less

Goal 1	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.
12-month target 1.1-month target	Numeracy - NAPLAN (Exceeding or Strong) Year 3 51% Year 5 58% Year 7 62% Year 9 61%

	Numeracy - NAPLAN (Needs Additional Support) Year 3 19% Year 5 15% Year 7 9% Year 9 12% Numeracy NAPLAN - (AT or ABOVE Benchmark Growth) no data available ***(AT or ABOVE Relative Growth - interim) Year 9 35% (from 32% in 2023) Teacher Judgement Number & Algebra Above age expected level F – Year 6 24.8% Years 7–9 20.5% Teacher Judgement Number & Algebra Below age expected level Years 7–9 46%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.
Goal 2	**Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.**
12-month target 2.1-month target	Numeracy NAPLAN Targets - see Priority Goal. LITERACY TARGETS Literacy - NAPLAN - Reading (Exceeding or Strong) Year 3 60% Year 5 78% Year 7 65% Year 9 63% Literacy - NAPLAN - Writing (Exceeding or Strong) Year 3 61% Year 5 68% Year 7 42% Year 9 52% Literacy - NAPLAN (Needs Additional Support) Year 7 - Writing 10% (from 14% in 2023) Year 9 - Reading 12% (from 13% in 2023) Year 9 - Writing 8% (from 9% in 2023) Literacy NAPLAN - (AT or ABOVE Benchmark Growth)

	no data available ***(AT or ABOVE Relative Growth - interim) Year 5 - Reading 33% (from 30% in 2023) Year 5 - Writing ?% (no data available) Year 9 - Reading 30% (from 27% in 2023) Year 9 - Writing ?% (no data available)
12-month target 2.2-month target	Numeracy Teacher Judgement Targets - see Priority Goal. Teacher Judgement Reading & Viewing Above age expected level F – Year 6 36% Years 7–9 32% Teacher Judgement Writing Above age expected level F – Year 6 17% Years 7–9 32% Teacher Judgement Reading Below age expected level Years 7–9 42% Teacher Judgement Writing Below age expected level Years 7–9 41%
12-month target 2.3-month target	Guaranteed and viable curriculum 68% Teacher collaboration 63% Use data for curriculum planning 80% Academic emphasis 55%

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 2.a Excellence in teaching and learning	Embed the agreed college IM, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.	No
KIS 2.b Professional leadership	Further develop the PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation.	Yes
KIS 2.c Excellence in teaching and learning	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.	Yes
KIS 2.d Excellence in teaching and learning	Embed a guaranteed and viable whole school curriculum.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The college has been in the process of developing and refining planning and assessment processes throughout the last two years. The next stage of this is the development of whole school curriculum documentation to improve and ensure a guaranteed and viable curriculum across F-9.	
Goal 4	**Improve student wellbeing and engagement.**	
12-month target 4.1-month target	Managing bullying 50% Sense of connectedness 55% Teacher concern 55% Resilience 72.5% (4-6 70%, 7-9 75%)	
12-month target 4.2-month target	Teacher communication 65%	
12-month target 4.3-month target	F-9 20+ absences- 29% Unexplained absences: F-9 = 6 days per/student avg. F-6= 5 or less 7-9= 7 or less	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Embed the SWPBS and Respectful Relationships across the college.	Yes
KIS 4.b Positive climate for learning	Embed consistent processes to promote and monitor whole-school attendance.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	4a- SWPBS has been embedded across F-9, our subsequent steps are to develop a scope and sequence to support the implementation. 4b- Attendance continues to be a statewide initiative with a focus on Tier 3 student attendance (in accordance with our tiered response to attendance).	