**2021 Annual Implementation Plan**

Submitted for review by Kerryn Riley (School Principal) on 04 December, 2020 at 10:13 AM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 15 December, 2020 at 04:32 PM  
Endorsed by Stacey Taylor (School Council President) on 18 December, 2020 at 09:13 AM

**for improving student outcomes**

Karingal Heights Primary School (5053)



**Self-evaluation Summary - 2021**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving |
|  | Curriculum planning and assessment | Evolving |
|  | Evidence-based high-impact teaching strategies | Evolving |
|  | Evaluating impact on learning | Evolving |

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| **Professional leadership** |  | Building leadership teams | Evolving moving towards Embedding |
|  | Instructional and shared leadership | Evolving moving towards Embedding |
|  | Strategic resource management | Evolving moving towards Embedding |
|  | Vision, values and culture | Evolving |

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| **Positive climate for learning** |  | Empowering students and building school pride | Evolving moving towards Embedding |
|  | Setting expectations and promoting inclusion | Embedding |
|  | Health and wellbeing | Evolving |
|  | Intellectual engagement and self-awareness | Emerging moving towards Evolving |

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| **Community engagement in learning** |  | Building communities | Evolving |
|  | Global citizenship | Emerging |
|  | Networks with schools, services and agencies | Evolving |
|  | Parents and carers as partners | Evolving moving towards Embedding |

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| **Enter your reflective comments** | Many processes could not be worked on in 2020 due to COVID. We have realised that our nominated values developed during our last School Review do not reflect the direction our school is going in and do not align with SWPBs in the way that we would like so these need to be reviewed. |
| **Considerations for 2021** | Review of school values to align with SWPBS Continuation of goals from 2020. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | To improve the literacy and numeracy outcomes for all students. |
| Target 2.1 | To decrease the low growth of students in NAPLAN in reading, writing and numeracy at Year 5.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Reading | 33% | 30% | 27% | 25% | | Writing | 33% | 30% | 27% | 25% | | Numeracy | 14% | 13% | 12% | 11% | |
| Target 2.2 | To increase the top two bands of students in reading, writing and numeracy, in Year 3 and Year 5.     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Grade 3 |  |  |  |  | | Reading | 25% | 28% | 31% | 33% | | Writing | 33% | 35% | 37% | 39% | | Numeracy | 22% | 25% | 29% | 33% | |  |  |  |  |  | | Grade 5 |  |  |  |  | | Reading | 20% | 25% | 30% | 33% | | Writing | 10% | 17% | 25% | 33% | | Numeracy | 23% | 26% | 30% | 33% | |
| Target 2.3 | To show 12 months or more growth for all students deemed capable based on teacher judgement.  To show 12 months or more growth for all students deemed capable based on teacher judgement |
| Key Improvement Strategy 2.a Building practice excellence | Develop and implement a consistent instructional model throughout the school that promotes high quality teaching and learning |
| Key Improvement Strategy 2.b Building practice excellence | Develop teacher capacity to use effective learning and teaching strategies |
| Key Improvement Strategy 2.c Building practice excellence | Develop depth of teacher understanding of curriculum, assessment and data to teach to students’ point of need |
| Goal 3 | To increase student voice and agency to enhance engagement of students in their learning. |
| Target 3.1 | Using data from the AToSS (Student Survey)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Self-regulation and Goal Setting | 91% | 92% | 93% | 95% | | Student Voice and Agency | 70% | 73% | 76% | 80% | | Stimulated Learning | 82% | 84% | 87% | 90% | | Motivation and Interest | 85% | 87% | 89% | 90% | |
| Target 3.2 | Using data from the SSS: (Staff Survey   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Support Growth and Learning of Whole Student | 83% | 85% | 88% | 90% | | Believe Student Engagement is Key | 90% | 91% | 93% | 95% | | Academic Focus | 75% | 78% | 81% | 85% | |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Increase student awareness and understanding of assessment to inform effective goal setting |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop a consistent approach to student input into curriculum content or focus |
| Key Improvement Strategy 3.c Empowering students and building school pride | Develop capacity and provide opportunities for students and teachers to provide effective feedback to each other |
| Goal 4 | To improve the positive climate for learning in the school to enhance wellbeing. |
| Target 4.1 | Suspension data and incident reporting data shows a continual improvement across the 4 years of the SSP. No formal data has been kept previously but this will be addressed during work on School Wide Positive Behaviours. |
| Target 4.2 | Using data from the AToSS:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Classroom Behaviour | 78% | 80% | 83% | 85% | | Student Safety: Managing Bullying | 87% | 88% | 89% | 90% | | Learner Characteristics and Dispositions: Resilience | 78% | 80% | 83% | 85% | | Teacher Student Relationships | 88% | 88% | 90% | 90% | |
| Target 4.3 | Using data from the Parent Opinion Survey (POS)  Safety at or above 85 per cent positive responses (2018 79 per cent positive responses)     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Safety | 80% | 82% | 84% | 85% | |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Develop and implement a consistent whole school approach to behaviour management |
| Key Improvement Strategy 4.b Health and wellbeing | Develop teacher capacity to implement effective wellbeing approaches. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | The follow assessments will be used to check 12 month growth of all children when compared to end of 2020:  Fountas and Pinnell benchmark data PAT Reading, Maths and Vocab data Teacher judgements.  Children involved in the tutoring program will be provided with Individual Education Plans with small growth goals documented and assessed regularly.   NAPLAN data will be used to assess against 2019 data with the previously stated goals used as a guide.  ATOSS, Staff Survey and Parent Opinion Survey data will be used as stated for 2021. |
| To improve the literacy and numeracy outcomes for all students. | No | To decrease the low growth of students in NAPLAN in reading, writing and numeracy at Year 5.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Reading | 33% | 30% | 27% | 25% | | Writing | 33% | 30% | 27% | 25% | | Numeracy | 14% | 13% | 12% | 11% | |  |
| To increase the top two bands of students in reading, writing and numeracy, in Year 3 and Year 5.     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Grade 3 |  |  |  |  | | Reading | 25% | 28% | 31% | 33% | | Writing | 33% | 35% | 37% | 39% | | Numeracy | 22% | 25% | 29% | 33% | |  |  |  |  |  | | Grade 5 |  |  |  |  | | Reading | 20% | 25% | 30% | 33% | | Writing | 10% | 17% | 25% | 33% | | Numeracy | 23% | 26% | 30% | 33% | |  |
| To show 12 months or more growth for all students deemed capable based on teacher judgement.  To show 12 months or more growth for all students deemed capable based on teacher judgement |  |
| To increase student voice and agency to enhance engagement of students in their learning. | No | Using data from the AToSS (Student Survey)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Self-regulation and Goal Setting | 91% | 92% | 93% | 95% | | Student Voice and Agency | 70% | 73% | 76% | 80% | | Stimulated Learning | 82% | 84% | 87% | 90% | | Motivation and Interest | 85% | 87% | 89% | 90% | |  |
| Using data from the SSS: (Staff Survey   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Support Growth and Learning of Whole Student | 83% | 85% | 88% | 90% | | Believe Student Engagement is Key | 90% | 91% | 93% | 95% | | Academic Focus | 75% | 78% | 81% | 85% | |  |
| To improve the positive climate for learning in the school to enhance wellbeing. | No | Suspension data and incident reporting data shows a continual improvement across the 4 years of the SSP. No formal data has been kept previously but this will be addressed during work on School Wide Positive Behaviours. |  |
| Using data from the AToSS:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Classroom Behaviour | 78% | 80% | 83% | 85% | | Student Safety: Managing Bullying | 87% | 88% | 89% | 90% | | Learner Characteristics and Dispositions: Resilience | 78% | 80% | 83% | 85% | | Teacher Student Relationships | 88% | 88% | 90% | 90% | |  |
| Using data from the Parent Opinion Survey (POS)  Safety at or above 85 per cent positive responses (2018 79 per cent positive responses)     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Safety | 80% | 82% | 84% | 85% | |  |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | The follow assessments will be used to check 12 month growth of all children when compared to end of 2020:  Fountas and Pinnell benchmark data PAT Reading, Maths and Vocab data Teacher judgements.  Children involved in the tutoring program will be provided with Individual Education Plans with small growth goals documented and assessed regularly.   NAPLAN data will be used to assess against 2019 data with the previously stated goals used as a guide.  ATOSS, Staff Survey and Parent Opinion Survey data will be used as stated for 2021. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  Building communities | Connected schools priority | 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 2021. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | The follow assessments will be used to check 12 month growth of all children when compared to end of 2020:  Fountas and Pinnell benchmark data PAT Reading, Maths and Vocab data Teacher judgements.  Children involved in the tutoring program will be provided with Individual Education Plans with small growth goals documented and assessed regularly.   NAPLAN data will be used to assess against 2019 data with the previously stated goals used as a guide.  ATOSS, Staff Survey and Parent Opinion Survey data will be used as stated for 2021. | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | Whole School: Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support  Classroom Level: Embed consistent approaches to formative and summative assessments  Individual and Tailored Level: With staff input, establish targeted supports for students | | | | |
| **Outcomes** | Whole School: Teachers will confidently and accurately identify the learning needs of their students  Classroom Level: Teachers will consistently implement the agreed assessment schedule  Individual and Tailored Level: Students in need of targeted academic support or intervention will be identified and supported | | | | |
| **Success Indicators** | Whole School Level: Teachers' formative and summative assessment data and teacher judgement data  Classroom Level: A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Individual and Tailored Level: Data used to identify students for tailored supports and their progress against Individual Education Plans | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Whole School Level: Establish processes/structures for collecting and monitoring school-wide data | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Classroom Level: Establish processes for regular moderation of assessment | | 🗹 All Staff  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Individual and Tailored Level: Schedule times, staffing and resources for individual and tailored support to occur | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | Whole School Level: Strengthen and embed whole school approaches to School Wide Positive Behaviours framework  Classroom Level: Strengthen in-class relationships through peer and group learning activities  Individual and Tailored Level: Build relationships and engage with families of at-risk students | | | | |
| **Outcomes** | Whole School Level: Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing  Classroom Level: Students will feel supported and engaged and contribute to a strong classroom culture  Individual and Tailored Level: High needs students (Tier 3) will be identified and receive targeted supports | | | | |
| **Success Indicators** | Whole School Level: Documentation of frameworks, policies and programs for School Wide Positive Behaviours Classroom Level: Documentation of resources for School Wide Positive Behaviours framework Individual and Tailored Level: Data used to identify students in need of targeted support | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Whole School Level: Schedule professional learning, including subsequent sessions to determine impact and review actions to continue the development of the schools School Wide Positive Behaviour framework | | 🗹 All Staff  🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Classroom Level: Develop/refine peer based classroom observation processes | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Individual and Tailored Level: Tier 3 student management/support plans are updated | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Communities of Practice: Whole staff attendance at Andrew Fuller Resilient Mindset PD and follow up discussion | | 🗹 All Staff | 🗹 PLP Priority | from: Term 3  to: Term 3 | $5,000.00  🗹 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | Whole School Level: Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning  Classroom Level: Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers   Individual and Tailored Level: Ensure the benefits of digital learning continue to be available to every student | | | | |
| **Outcomes** | Whole School Level: Students and parents/carers/kin will feel as though they belong and are seen  Classroom Level: Teachers will have strong relationships with students and parents/carers/kin   Individual and Tailored Level: Teachers can regularly connect with the parents/carers/kin of all students | | | | |
| **Success Indicators** | Whole School Level: Whole school surveys (Parent Opinion Survey, AToSS)   Classroom Level: Positive student survey data (internal surveys, AToSS)  Individual and Tailored Level: Student perception and survey data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Whole School Level: Enhance community access to school newsletters, social media, and information sessions | | 🗹 All Staff  🗹 Leading Teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Classroom Level: Identify digital tools that were used successfully for during flexible and remote learning and how they can continue to be implemented within school systems | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Individual and Tailored Level: Provide education and support to individuals in accessing digital tools | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $10,000.00 | $8,000.00 |
| Additional Equity funding | $50,000.00 | $30,000.00 |
| **Grand Total** | $60,000.00 | $38,000.00 |

Activities and Milestones

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| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Individual and Tailored Level: Schedule times, staffing and resources for individual and tailored support to occur | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $5,000.00 | $3,000.00 |
| Communities of Practice: Whole staff attendance at Andrew Fuller Resilient Mindset PD and follow up discussion | from: Term 3  to: Term 3 | 🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| **Totals** | | | $10,000.00 | $8,000.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Upgrade of grade 5/6 classroom including new carpet, painting, furniture and storage | from: Term 1  to: Term 2 | 🗹 Other  Upgrade of grade 5/6 classroom including new carpet, painting, furniture and storage | $40,000.00 | $20,000.00 |
| Professional Development: Jolly Phonics BASTOW | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $5,000.00 | $5,000.00 |
| Excursions/In school excursions: Buses Musica Viva | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| **Totals** | | | $50,000.00 | $30,000.00 |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Whole School Level: Schedule professional learning, including subsequent sessions to determine impact and review actions to continue the development of the schools School Wide Positive Behaviour framework | 🗹 All Staff  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  Anthony King SWPB | 🗹 On-site |
| Individual and Tailored Level: Tier 3 student management/support plans are updated | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  Anthony King SWPB | 🗹 On-site |
| Communities of Practice: Whole staff attendance at Andrew Fuller Resilient Mindset PD and follow up discussion | 🗹 All Staff | from: Term 3  to: Term 3 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Whole School Pupil Free Day | 🗹 External consultants  Andrew Fuller. This is work being completed by the Karingal Cluster | 🗹 Off-site  McClelland SC |