

Monitoring and assessment - 2026

Karingal Heights Primary School (5053)



Submitted for review by Jeremy Bodley (School Principal) on 05 February, 2026 at 07:37 PM

Endorsed by Andrew Schneider (Senior Education Improvement Leader) on 14 April, 2026 at 03:28 PM

Monitoring and assessment - 2026

Term 1 monitoring (optional)

Goal 1	To maximise learning growth and achievement for all students in Numeracy and Literacy.		
KIS 1.b	To embed consistent, high quality instructional practices across the school.		
Actions	Review and refine the curriculum documentation for literacy. Build teacher capability in planning and assessment.		
Delivery of the annual actions for this KIS			
Evidence of change	Teachers are using a shared language, structure and approach to teaching literacy. Unit plans and lesson sequences are more purposeful. The percentage of students achieving at or above the expected levels in literacy increase. Teachers utilising assessment data with more confidence and reflecting in their planning.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Refine the work already undertaken on daily review.	✅ School improvement team	-1%

		☒ Learning specialist(s) ☒ Principal ☒ Teacher(s)	
Task 2	Refine the school's approach to explicit teaching and assessment of writing	☒ School improvement team ☒ School leadership team	-1%
Task 3	Create a literacy block framework used across the school	☒ School improvement team ☒ School leadership team	-1%
Task 4	Utilise the Grammar Project, AERO resources and department lesson planning to strengthen and refine the school's approach to writing.	☒ School improvement team ☒ Teacher(s)	-1%
Task 5	Build teacher ability to utilise formative assessments to understand student needs and inform their planning.	☒ Teacher(s) ☒ School leadership team ☒ School improvement team	-1%

Goal 3	To improve student engagement and wellbeing.
KIS 3.a	To build staff capacity to support complex social, emotional and wellbeing needs.
Actions	Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement. Improve student attendance.
Delivery of the annual actions for this KIS	
Evidence of change	Teachers use common language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion. Attitudes to School Survey results for the 'Effective classroom behaviour & Sense of connectedness' domains have

	improved from the strategic plan targets. Teachers communicating student wellbeing needs in a consistent way. Attendance data shows positive improvement.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Wellbeing team and school leadership provide professional learning on implementing multi-tiered systems of support.	☒ Mental health and wellbeing leader ☒ Wellbeing team	-1%
Task 2	Review and refine the school's approach to school-wide positive behaviour support.	☒ Mental health and wellbeing leader ☒ SWPBS leader/team	-1%
Task 3	Review the effectiveness of current Tier 2 and 3 supports to identify gaps or past offerings that have not been effective.	☒ All staff	-1%
Task 4	Review and refine documentation of processes for identifying and supporting students requiring Tier 2 or 3 support, and ensure these are communicated with teachers	☒ Wellbeing team ☒ School leadership team	-1%

Task 5	Review and develop constant whole school routines and classroom strategies.	☒ School leadership team ☒ School improvement team	-1%
Task 6	Establish an attendance team to develop processes to improve whole school student attendance.	☒ Leadership team	-1%

Monitoring and assessment - 2026

Mid-year monitoring

Goal 1	To maximise learning growth and achievement for all students in Numeracy and Literacy.		
KIS 1.b	To embed consistent, high quality instructional practices across the school.		
Actions	Review and refine the curriculum documentation for literacy. Build teacher capability in planning and assessment.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Teachers are using a shared language, structure and approach to teaching literacy. Unit plans and lesson sequences are more purposeful. The percentage of students achieving at or above the expected levels in literacy increase. Teachers utilising assessment data with more confidence and reflecting in their planning.		
Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☒ Sufficient time allocated ☒ Positive staff culture and readiness for change		
Barriers	☒ Workforce constraints		
OPTIONAL: Upload evidence	1. 2026 Administration and Meeting Calendar.docx (2.87 MB) 2. Term 2 2026 KHPS PLC Rolling Agenda.docx (0.46 MB)		
Tasks	Task	Who	Percentage Complete

Task 1	Refine the work already undertaken on daily review.	☒ School improvement team ☒ Learning specialist(s) ☒ Principal ☒ Teacher(s)	75%
Task 2	Refine the school's approach to explicit teaching and assessment of writing	☒ School improvement team ☒ School leadership team	50%
Task 3	Create a literacy block framework used across the school	☒ School improvement team ☒ School leadership team	50%
Task 4	Utilise the Grammar Project, AERO resources and department lesson planning to strengthen and refine the school's approach to writing.	☒ School improvement team ☒ Teacher(s)	100%
Task 5	Build teacher ability to utilise formative assessments to understand student needs and inform their planning.	☒ Teacher(s) ☒ School leadership team ☒ School improvement team	50%

Goal 3	To improve student engagement and wellbeing.
KIS 3.a	To build staff capacity to support complex social, emotional and wellbeing needs.
Actions	Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement. Improve student attendance.
Delivery of the annual actions for this KIS	Completed

Evidence of change	Teachers use common language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion. Attitudes to School Survey results for the 'Effective classroom behaviour & Sense of connectedness' domains have improved from the strategic plan targets. Teachers communicating student wellbeing needs in a consistent way. Attendance data shows positive improvement.		
Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☒ Key improvement strategies are able to be implemented ☒ The school was able to prioritise well		
Barriers	☒ Workforce capability ☒ Other staff workload		
OPTIONAL: Upload evidence	1. 2026 Karingal Heights PS Agile Leadership Framework.pdf (0.48 MB)		
Tasks	Task	Who	Percentage Complete
Task 1	Wellbeing team and school leadership provide professional learning on implementing multi-tiered systems of support.	☒ Mental health and wellbeing leader ☒ Wellbeing team	0%
Task 2	Review and refine the school's approach to school-wide positive behaviour support.	☒ Mental health and wellbeing leader ☒ SWPBS leader/team	50%

Task 3	Review the effectiveness of current Tier 2 and 3 supports to identify gaps or past offerings that have not been effective.	☑ All staff	0%
Task 4	Review and refine documentation of processes for identifying and supporting students requiring Tier 2 or 3 support, and ensure these are communicated with teachers	☑ Wellbeing team ☑ School leadership team	50%
Task 5	Review and develop constant whole school routines and classroom strategies.	☑ School leadership team ☑ School improvement team	75%
Task 6	Establish an attendance team to develop processes to improve whole school student attendance.	☑ Leadership team	50%

Monitoring and assessment - 2026

Term 3 monitoring (optional)

Goal 1	To maximise learning growth and achievement for all students in Numeracy and Literacy.		
KIS 1.b	To embed consistent, high quality instructional practices across the school.		
Actions	Review and refine the curriculum documentation for literacy. Build teacher capability in planning and assessment.		
Delivery of the annual actions for this KIS			
Evidence of change	Teachers are using a shared language, structure and approach to teaching literacy. Unit plans and lesson sequences are more purposeful. The percentage of students achieving at or above the expected levels in literacy increase. Teachers utilising assessment data with more confidence and reflecting in their planning.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Refine the work already undertaken on daily review.	☑ School improvement team	-1%

		☒ Learning specialist(s) ☒ Principal ☒ Teacher(s)	
Task 2	Refine the school's approach to explicit teaching and assessment of writing	☒ School improvement team ☒ School leadership team	-1%
Task 3	Create a literacy block framework used across the school	☒ School improvement team ☒ School leadership team	-1%
Task 4	Utilise the Grammar Project, AERO resources and department lesson planning to strengthen and refine the school's approach to writing.	☒ School improvement team ☒ Teacher(s)	-1%
Task 5	Build teacher ability to utilise formative assessments to understand student needs and inform their planning.	☒ Teacher(s) ☒ School leadership team ☒ School improvement team	-1%

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KIS 3.a	To build staff capacity to support complex social, emotional and wellbeing needs.
Actions	Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement. Improve student attendance.
Delivery of the annual actions for this KIS	
Evidence of change	Teachers use common language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion. Attitudes to School Survey results for the 'Effective classroom behaviour & Sense of connectedness' domains have

	improved from the strategic plan targets. Teachers communicating student wellbeing needs in a consistent way. Attendance data shows positive improvement.		
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Enablers			
Barriers			
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Task 1	Wellbeing team and school leadership provide professional learning on implementing multi-tiered systems of support.	☒ Mental health and wellbeing leader ☒ Wellbeing team	-1%
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Task 3	Review the effectiveness of current Tier 2 and 3 supports to identify gaps or past offerings that have not been effective.	☒ All staff	-1%
Task 4	Review and refine documentation of processes for identifying and supporting students requiring Tier 2 or 3 support, and ensure these are communicated with teachers	☒ Wellbeing team ☒ School leadership team	-1%

Task 5	Review and develop constant whole school routines and classroom strategies.	☒ School leadership team ☒ School improvement team	-1%
Task 6	Establish an attendance team to develop processes to improve whole school student attendance.	☒ Leadership team	-1%

Monitoring and assessment - 2026

End-of-year monitoring

Goal 1	To maximise learning growth and achievement for all students in Numeracy and Literacy.		
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Actions	Review and refine the curriculum documentation for literacy. Build teacher capability in planning and assessment.		
Delivery of the annual actions for this KIS			
Evidence of change	Teachers are using a shared language, structure and approach to teaching literacy. Unit plans and lesson sequences are more purposeful. The percentage of students achieving at or above the expected levels in literacy increase. Teachers utilising assessment data with more confidence and reflecting in their planning.		
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Enablers			
Barriers			
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		☒ Learning specialist(s) ☒ Principal ☒ Teacher(s)	
Task 2	Refine the school's approach to explicit teaching and assessment of writing	☒ School improvement team ☒ School leadership team	-1%
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Task 4	Utilise the Grammar Project, AERO resources and department lesson planning to strengthen and refine the school's approach to writing.	☒ School improvement team ☒ Teacher(s)	-1%
Task 5	Build teacher ability to utilise formative assessments to understand student needs and inform their planning.	☒ Teacher(s) ☒ School leadership team ☒ School improvement team	-1%

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Evidence of change	Teachers use common language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion. Attitudes to School Survey results for the 'Effective classroom behaviour & Sense of connectedness' domains have

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Task 5	Review and develop constant whole school routines and classroom strategies.	☒ School leadership team ☒ School improvement team	-1%
Task 6	Establish an attendance team to develop processes to improve whole school student attendance.	☒ Leadership team	-1%

Future planning	
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Monitoring and Self-assessment - 2026

SEIL Feedback