**Annual Implementation Plan - 2021**

**Define Actions, Outcomes and Activities**

Kurunjang Primary School (5256)



Submitted for review by Jennifer Robinson (School Principal) on 18 December, 2020 at 11:36 AM  
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**Define Actions, Outcomes and Activities**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | By the end of 2021: Learning, catch up and extension: PAT Maths- Year 2-6- increase the percentage of students achieving greater than 12 months growth from 10% to 20% Decrease the percentage of students achieving less than 12 months growth from 19% to 11% PAT Reading-Year 2-6- Increase the percentage of students achieving greater than 12 months growth from 5% to 20% Decrease the percentage of students achieving less than 12 months growth from 26% to 18% Happy, Active and Healthy Kids: Improve the positive endorsement for the AToSS factors: Student voice and Agency from 56% to 70% Teacher and student relations- teacher concern from 69% to 80% Connected Schools: Improve the positive endorsement for the AToSS factors: Sense of connectedness from 66% to 77% Improve the positive endorsement for the SOS factors: Understanding formative assessment from 54% to 70% Understanding curriculum from 61% to 78% | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | - Develop and implement the Professional Learning Community improvement cycle for differentiated learning in collaboration with the Differentiated Support for School Improvement team.  - Increase teacher capacity to embed the KPS literacy and numeracy instructional model and high impact teaching strategies.   - Embed consistent approach to formative assessment and develop data literacy of teachers to inform understanding of student needs and progress.   - Establish and implement DET Tutoring initiative for differentiated support of students in literacy and numeracy. | | | | |
| **Outcomes** | Leaders will: - support teachers to consistently and explicitly plan and implement the KPS instructional model and evidenced based high impact teaching strategies. - lead regular update of data walls informed by student assessment data. - identify students and cohorts in need of targeted academic support or intervention. - establish intervention/small group in class and withdrawal tutoring.  Teachers will: - confidently and accurately identify learning needs of their students. - engage in reflective practice, evaluate and plan curriculum, assessments, and lessons within the PLC improvement cycle. - incorporate HITS (Differentiated teaching, Setting Goals, Feedback and Questioning) to plan units and lessons. - provide regular feedback and monitor student progress using data walls.  Students will:  - know how lessons are structured and how this supports their learning. - work at their level using differentiated resources and intervention. - receive regular feedback in their learning and know what their next steps/goals are to progress. | | | | |
| **Success Indicators** | Leaders: - Documented Improvement cycle within curriculum unit and lesson planning. - Classroom observations and learning walks; and notes from coaching conversations. - Leadership and SIT meeting minutes. - Documented tutoring model and timetable.  Teachers: - Formative assessment data and teacher judgement data. - Notes of Peer Observations and coaching conversations. - Differentiated curriculum documents and evidence of student learning at different levels . - Data walls indicating clear student progress.  Students: - Articulated progress against Individual Learning Plan goals. - Student feedback on differentiation, the instructional model, and use of common strategies. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Design and deliver professional learning on formative assessment and collecting, moderating, analysing, responding to and monitoring data throughout the year. | | 🗹 School Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Align the DSSI theory of action document with the 2021 AIP goals and Key Improvement Strategies. | | 🗹 Leadership Partners (DSSI)  🗹 School Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish processes/structures for coaching/mentoring and observation of the KPS instructional model and high impact teaching strategies. | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| Incorporate instructional practice and high impact teaching strategies focus into teachers' Performance and Development plans. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Appoint equivalent EFT 3.6 tutors for 12 months. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $279,000.00  🗹 Equity funding will be used |
| Establish criteria for identifying students requiring individual and tailored support, tutoring and intervention; and develop a model and and schedule times for support/tutoring to occur. | | 🗹 Teaching and Learning Coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | - Embed the KPS Engagement model for social-emotional learning, and student engagement and inclusion.  - Refine classroom Key Learning Areas to prioritize Social and Emotional Learning (SEL) cognitive and behavioural skills, and physical exercise and relaxation.  - Build staff capacity to collect, analyse, monitor and respond to student engagement data.  - Build relationships and engage with all students and families; and ensure all students know there is someone who cares about them. | | | | |
| **Outcomes** | Leaders will: - enhance strong school and community culture and values. - embed wellbeing supports and positive support planning (PSP) for students and families. - identify at risk and vulnerable students and provide targeted support in conjunction with teaching staff in a timely manner.  Teachers will: - incorporate SWPBS, BSEM, AVID and Respectful Relationships practices and strategies in planning units of work. - consistently use and model agreed routines and practices for student engagement and inclusion. - provide regular communication and support/monitoring to all students and families.  Students will: - develop strong relationships with peers. - demonstrate strategies and behaviors for self awareness and regulation. | | | | |
| **Success Indicators** | Leaders: - Documented Engagement strategies within curriculum unit and lesson planning. - Classroom observations and learning walks focusing on positive classroom climate; and notes from coaching conversations. - Wellbeing and SIT meeting minutes. - Documented PSP (positive support planning) model and timetable.  Teachers: - Visual representation of KPS engagement model visible in classrooms.  - Anecdotal, COMPASS and attendance data. - Refine documentation of referrals and communication process regarding monitoring and escalating wellbeing concerns via issue tracker. - Notes of Peer Observations of Positive Climate routines and practices. - Lesson planning reflecting SEL curriculum, health and physical activity.  Students: - Co- constructed classroom anchor charts and visuals of expected behaviors and AVID strategies. - participation in emotional regulation strategies such as brain breaks, rhythmic, repetitive activity. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Develop curriculum units of social, emotional learning and respectful relationships collaboratively within teams. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish "Healthy minds & bodies" after-school club. | | 🗹 Student Wellbeing Co-ordinator  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Refine roles and responsibility of teachers, education support staff and middle leaders for establishing and maintaining positive relationships with all students and families. | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Embed clear referral processes for identifying at risk and vulnerable students. | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Establish a rostered process for regular check-ins with all families. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | - Strengthen and embed the school-wide approach for communication with parents/carers/kin, incorporating the effective ways in which KPS connected during flexible and remote learning.  - Build staff capability to integrate digital learning.  - Celebrate the multiculturalism of the KPS community. | | | | |
| **Outcomes** | Leaders will: - Develop a plan for increasing the engagement of parents/carers/kin or community groups that are under-represented or harder to reach.  Teachers will: - be confident to integrate digital learning tools and strategies. - have strong relationships with students and parents/carers.  Students will:  - feel as though they belong and are known. - feel connected to school and have positive attitudes to school and attendance. | | | | |
| **Success Indicators** | Leaders: - Updated documentation of school digital policy and scope and sequence. - Feedback from Parent/carer/kin ( eg VOX Pops- voice snapshot of the people).  Teachers: - Positive endorsements in whole school surveys (SOS, POS). - Digital tools and strategies used to support and enhance learning. - Frequent communications with parents/carers.   Students: - Positive endorsements in survey data Years 4-6 (AToSS). | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Establish school-based Aboriginal and Torres Strait Islander Education and Multicultural community events. | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Provide relevant and timely COMPASS notifications and virtual information to the parent community. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Identify digital tools that were successful during flexible and remote learning and how they can continue to be implemented. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Provide access to and promote information in appropriate community languages and engage translation services. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |