

# 2021 Annual Implementation Plan

For improving student outcomes

Cairnlea Park Primary School (1434)



Submitted for review by Fiona Lo Presti (Assistant Principal) on 12 February, 2021 at 02:02 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding
Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

### Enter your reflective comments

Our review found that the school had assessment processes to triangulate data for reading and numeracy. Formative assessment practices were being strengthened. Moderation of assessments was occurring at the team and whole-school level to increase the consistency of assessment. Leadership regularly reviewed data to monitor the school's progress in priority areas and used evidence as the basis for the strategic deployment of resources and to inform professional learning for staff. The collaborative team processes to use data in PLTs to guide planning, pedagogy and monitor student learning growth was developing.

<b>Considerations for 2021</b>	<p>Identify key drivers to demonstrate exemplary practice in writing.          Identify professional learning requirements across the school.          Continue to embed collaborative structures across the school, including PLCs.          Build teacher capacity in formative assessment and embed structures to support them.</p>
<b>Documents that support this plan</b>	

## SSP Goals Target and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.ay</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.by</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.cy</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve the student learning outcomes in literacy
<b>Target 2.1</b>	By 2024, increase the percentage of students in the top 2 bands of NAPLAN writing for Year 5 from 17% in 2019 to 25% in 2024
<b>Target 2.2</b>	By 2024, increase the percentage of students with high benchmark growth for NAPLAN writing from 20% in 2019 to 24% in 2024
<b>Target 2.3</b>	By 2024, increase the percentage of student with medium and high benchmark growth in reading from 79% in 2019 to 85% in 2024
<b>Target 2.4</b>	By 2024, increase the percentage of students making high expected growth using teacher judgement for reading from 18% in 2019 to 25% in 2024 and for writing from 13% in 2019 to 20% in 2024
<b>Key Improvement Strategy 2.ay</b> Building practice excellence	Develop the pedagogical skills of teachers to embed a whole-school approach to the teaching of reading and writing
<b>Key Improvement Strategy 2.by</b> Curriculum planning and assessment	Strengthen formative assessment practices
<b>Key Improvement Strategy 2.cy</b> Building practice excellence	Develop a professional learning team process that engages teachers in a reflective cycle of planning, pedagogy and assessment using evidence-based strategies
<b>Goal 3</b>	Improve the student learning outcomes in numeracy
<b>Target 3.1</b>	By 2024, increase the percentage of students with NAPLAN high benchmark growth for numeracy from 21% in 2019 to 30% in 2024

<b>Target 3.2</b>	By 2024, increase the percentage of students making at or above expected growth using teacher judgement data for number and algebra from 81% in 2019 to 85% in 2024
<b>Target 3.3</b>	By 2024, increase the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 from 26% in 2019 to 32% in 2024
<b>Key Improvement Strategy 3.ay</b> Curriculum planning and assessment	Develop teacher curriculum knowledge to confidently move students along the numeracy continuum
<b>Key Improvement Strategy 3.by</b> Building practice excellence	Deepen teacher effectiveness in applying the instructional model to target the learning opportunities for each student
<b>Key Improvement Strategy 3.cy</b> Intellectual engagement and self-awareness	Develop and embed the use of rubrics for the essential learnings in numeracy to support students to be self-regulated learners
<b>Goal 4</b>	Empower students to have agency in their learning
<b>Target 4.1</b>	By 2024, increase the percentage positive endorsement on the SSS for: <ul style="list-style-type: none"> <li>• collective efficacy from 78% in 2019 to 81% in 2024</li> <li>• seek feedback to improve from 73% in 2019 to 81% in 2024</li> <li>• professional learning through peer observation and feedback from 44% in 2019 to 55% in 2024</li> </ul>
<b>Target 4.2</b>	By 2024, increase the percentage positive response on the AtoS for: <ul style="list-style-type: none"> <li>• sense of confidence from 87% in 2019 to 89% in 2024</li> <li>• student voice and agency from 77% in 2019 to 84% in 2024</li> <li>• effective classroom behaviour from 83% in 2019 to 86% in 2024</li> </ul>
<b>Target 4.3</b>	By 2024, increase the percentage positive response on the POS for: <ul style="list-style-type: none"> <li>• effective teaching from 82% in 2019 to 88% in 2024</li> <li>• student voice and agency from 77% in 2019 to 82% in 2024</li> <li>• student motivation and support from 81% in 2019 to 88% in 2024</li> </ul>
<b>Key Improvement Strategy 4.ay</b> Empowering students and building school pride	Develop a shared understanding of student voice and agency, and the pedagogy that supports it
<b>Key Improvement Strategy 4.by</b> Building practice excellence	Build the capabilities of teachers to plan and implement classroom practices that support students to take responsibility for their learning

**Key Improvement Strategy 4.cy**  
Empowering students and building school pride

Develop the capabilities of students to set goals, monitor their progress and provide feedback about their learning

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2021 the percentage of students at or above expected level using teacher judgement will be at or above 94% for reading, 87% for writing and 93% for number.</p> <p>In 2021, increase the percentage positive response on the AtoS for sense of confidence to from 73% in 2020 to 87%.</p> <p>In 2021, increase the percentage positive response on the POS for student motivation and support from 75% in 2020 to 81%.</p>
Improve the student learning outcomes in literacy	No	By 2024, increase the percentage of students in the top 2 bands of NAPLAN writing for Year 5 from 17% in 2019 to 25% in 2024	
		By 2024, increase the percentage of students with high benchmark growth for NAPLAN writing from 20% in 2019 to 24% in 2024	
		By 2024, increase the percentage of student with medium and high benchmark growth in reading from 79% in 2019 to 85% in 2024	
		By 2024, increase the percentage of students making high expected growth using teacher judgement for reading from 18% in 2019 to 25% in 2024 and for writing from 13% in 2019 to 20% in 2024	
Improve the student learning outcomes in numeracy	No	By 2024, increase the percentage of students with NAPLAN high benchmark growth for numeracy from 21% in 2019 to 30% in 2024	
		By 2024, increase the percentage of students making at or above expected growth using teacher judgement data for number and algebra from 81% in 2019 to 85% in 2024	
		By 2024, increase the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 from 26% in 2019 to 32% in 2024	

Empower students to have agency in their learning	No	By 2024, increase the percentage positive endorsement on the SSS for: <ul style="list-style-type: none"> <li>• collective efficacy from 78% in 2019 to 81% in 2024</li> <li>• seek feedback to improve from 73% in 2019 to 81% in 2024</li> <li>• professional learning through peer observation and feedback from 44% in 2019 to 55% in 2024</li> </ul>	
		By 2024, increase the percentage positive response on the AtoS for: <ul style="list-style-type: none"> <li>• sense of confidence from 87% in 2019 to 89% in 2024</li> <li>• student voice and agency from 77% in 2019 to 84% in 2024</li> <li>• effective classroom behaviour from 83% in 2019 to 86% in 2024</li> </ul>	
		By 2024, increase the percentage positive response on the POS for: <ul style="list-style-type: none"> <li>• effective teaching from 82% in 2019 to 88% in 2024</li> <li>• student voice and agency from 77% in 2019 to 82% in 2024</li> <li>• student motivation and support from 81% in 2019 to 88% in 2024</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>In 2021 the percentage of students at or above expected level using teacher judgement will be at or above 94% for reading, 87% for writing and 93% for number.</p> <p>In 2021, increase the percentage positive response on the AtoS for sense of confidence to from 73% in 2020 to 87%.</p> <p>In 2021, increase the percentage positive response on the POS for student motivation and support from 75% in 2020 to 81%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	<p>In 2021 the percentage of students at or above expected level using teacher judgement will be at or above 94% for reading, 87% for writing and 93% for number.</p> <p>In 2021, increase the percentage positive response on the AtoS for sense of confidence to from 73% in 2020 to 87%.</p> <p>In 2021, increase the percentage positive response on the POS for student motivation and support from 75% in 2020 to 81%.</p>			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Refine PLC structures to support teacher collaboration and reflection, and strengthen teaching practice.</li> <li>• Revise school instructional model with a focus on embedding the HITS.</li> <li>• Plan whole school professional learning on literacy and numeracy.</li> <li>• Prioritise curriculum 'essentials' in mathematics, reading and writing.</li> <li>• Embed consistent approaches to formative assessment.</li> <li>• Work with ES and other teaching staff to assess learning and map progress against ILP/LSP goals.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</li> <li>• Teachers will consistently and explicitly implement the school's instructional model.</li> <li>• Students in need of targeted academic support or intervention will be identified and supported.</li> <li>• Students will have personal learning goals and will know their next steps to progress their learning.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Teachers' formative assessment data and teacher judgement data.</li> <li>• A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</li> <li>• Student feedback on differentiation and the instructional model.</li> <li>• Assessment data and student surveys from intervention groups.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Deliver professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Refine processes for regular moderation of assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Data Coach to continue to build the data literacy of staff to use triangulated data to ensure greater alignment of data with Victorian Curriculum teacher judgements	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,030.00  <input checked="" type="checkbox"/> Equity funding will be used
Classroom TVs with wallmount	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,600.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Strengthen school structures that build community (house teams, values program, buddies)</li> <li>Ensure all students can re-engage in all areas of the curriculum.</li> <li>Build the capabilities of teachers to plan and implement classroom practices that support students.</li> <li>Strengthen in-class relationships through peer and group learning activities.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Teachers and leaders will integrate social-emotional learning into school practice.</li> <li>Students will have strong relationships with peers, teachers and ESS.</li> <li>At-risk students will be identified and receive targeted support in a timely manner.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Curriculum documentation reflecting social and emotional learning.</li> <li>School based wellbeing surveys.</li> <li>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole school Wellbeing Week	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00  <input type="checkbox"/> Equity funding will be used
Lunch time clubs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00  <input type="checkbox"/> Equity funding will be used
House system	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Values Program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Student recognition - Principal's Morning Tea, Star of the Week, Principal's Award	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00  <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)			
Disability and Inclusion PL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
School based psychologist	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,100.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Strengthen and embed the school-wide approach to communication with parents/carers/kin.</li> <li>• Use digital channels of communication to provide regular updates on student learning programs.</li> <li>• Develop a plan for increasing the engagement of parents/carers/kin and/or community groups.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will feel connected to their school and have positive attitudes to attendance.</li> <li>• All students will be connected to resources and learning opportunities.</li> <li>• Teachers can regularly connect with the parents/carers/kin of all students.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Whole school surveys ( AToSS, POS).</li> <li>• Number of referrals, documented outcomes of student referral meetings.</li> <li>• Attendance.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Document engagements with parents/carers/kin and follow up when difficult situations arise.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Strengthen collaboration processes for parents/carers/kin to external support agencies or community organisations.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Appointment of Transition, Community and Student Engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$115,000.00  <input checked="" type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$282,730.00	\$282,730.00
Additional Equity funding	\$226,900.00	\$226,900.00
<b>Grand Total</b>	<b>\$509,630.00</b>	<b>\$509,630.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Data Coach to continue to build the data literacy of staff to use triangulated data to ensure greater alignment of data with Victorian Curriculum teacher judgements	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$120,030.00	\$120,030.00
Classroom TVs with wallmount	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$1,600.00	\$1,600.00
School based psychologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$46,100.00	\$46,100.00
Appointment of Transition, Community and Student Engagement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$115,000.00	\$115,000.00
<b>Totals</b>			<b>\$282,730.00</b>	<b>\$282,730.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Take home books	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$16,500.00	\$16,500.00
iPads - purchase 185	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$111,400.00	\$111,400.00
Educational consultant	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$48,000.00	\$48,000.00

Library books	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$28,000.00	\$28,000.00
CITW PD	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Rollout of eWrite program for years 4-6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
<b>Totals</b>			\$226,900.00	\$226,900.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Deliver professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<input checked="" type="checkbox"/> PLC/PLT Meeting	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<input checked="" type="checkbox"/> On-site
Disability and Inclusion PL	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants TBC</li> </ul>	<input checked="" type="checkbox"/> On-site