

2021 Annual Implementation Plan

for improving student outcomes

Carlisle River Primary School (3497)



Submitted for review by Jeff Douma (School Principal) on 17 November, 2020 at 03:42 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 27 January, 2021 at 10:28 AM
Endorsed by Nick Lucas (School Council President) on 28 January, 2021 at 12:58 PM

Self-evaluation Summary - 2021

	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 moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	We are continuing working towards achieving a better understanding of what we need to reflect and work on
Considerations for 2021	Embedding the respectful relations program . Working towards identifying students in need of targeted support To implement the the three priorities - 1. Learning catch up and extension 2. Happy, active and healthy kids 3. Connected schools
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Evaluating impact on learning	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 practice excellence	Connected schools priority
Goal 2	Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.
Target 2.1	All students to demonstrate their progression through the standards in a “critical and creative thinking” matrix. Using MAPPEN Program
Key Improvement Strategy 2.a Empowering students and building school pride	1. Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards. *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Observations and learning walks demonstrate use of digital learning Classroom observations and learning walks demonstrating take up of professional learning strategies Revisit and strengthen the use of HITS in classrooms strengthen in-class relationships through peer and group learning activities
Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.	Yes	All students to demonstrate their progression through the standards in a “critical and creative thinking” matrix. Using MAPPEN Program	All students are undertaking the standards in a “critical and creative thinking” matrix. Using MAPPEN Program

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Observations and learning walks demonstrate use of digital learning Classroom observations and learning walks demonstrating take up of professional learning strategies Revisit and strengthen the use of HITS in classrooms strengthen in-class relationships through peer and group learning activities

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building practice excellence	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.	
Goal 2	Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.	
12 Month Target 2.1	All students are undertaking the standards in a “critical and creative thinking” matrix. Using MAPPEN Program	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	1. Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards.	Yes

Empowering students and building school pride	*(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.	
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.	To develop students who are inquiring, creative, critical thinkers, engaged in and connected to their learning.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	Observations and learning walks demonstrate use of digital learning Classroom observations and learning walks demonstrating take up of professional learning strategies Revisit and strengthen the use of HITS in classrooms strengthen in-class relationships through peer and group learning activities			
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority			
Actions	Establish processes for regular moderation of assessment Establish resourcing for individual and tailored support programs Establish a tutor program			
Outcomes	Teachers will develop an understanding of curriculum essentials to ensure mastery Teachers will confidently and accurately identify student learning needs Students in need of targeted academic support or intervention will be identified			
Success Indicators	Documentation and data from formative assessments Teachers' formative assessment data and teacher judgement data Data used to identify students for tailored supports			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish processes for regular moderation of assessment Establish resourcing for individual and tailored support programs Establish tutor program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Develop curriculum resources which reflect well-being and social-emotional learning focus Through a consultation process, establish a student monitoring and referral process.			
Outcomes	Teachers will integrate social-emotional learning into school practice and programs Students will feel supported and engaged and contribute to a strong classroom culture Students with acute needs will receive individualised support			
Success Indicators	Self- assessment against the DET inclusive schooling index tool Students engagement in well-being program (feedback, participation, classroom observations) Data used to identify students in need of targeted support			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop curriculum resources which reflect well-being and social-emotional learning focus Consult with staff on monitoring and referral processes Establish clear referral processes	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Connected schools priority			
Actions	Plan for on-going professional development in integrating digital learning Prioritise collaboration in PLCc/PLTs and share effective digital learning and relationship building strategies Identify barriers for individual students to engage in digital learning			
Outcomes	Teachers will be confident in integrating digital learning pedagogy All students will be connected to resources and learning opportunities			

Success Indicators	Observations and learning walks demonstrate use of digital learning Class participation data Student perception and survey data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning Prioritise collaboration in PLCs/PLTs and share effective digital learning and relationship building strategies Identify barriers for individual students to engage in digital learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.			
12 Month Target 2.1	All students are undertaking the standards in a “critical and creative thinking” matrix. Using MAPPEN Program			
KIS 1 Empowering students and building school pride	1. Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards. *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.			
Actions	All students to demonstrate their progression through the standards in a “critical and creative thinking” matrix.			
Outcomes	Critical and creative thinking matrix for students to track their progression through the standards is embedded			
Success Indicators	All students to demonstrate their progression through the standards in a critical and creative thinking matrix			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All students to demonstrate their progression through the standards in a critical and creative thinking matrix	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$30,000.00	\$30,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$30,000.00	\$30,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish processes for regular moderation of assessment Establish resourcing for individual and tailored support programs Establish tutor program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
Develop curriculum resources which reflect well-being and social-emotional learning focus Consult with staff on monitoring and referral processes Establish clear referral processes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00

Plan for on-going professional development on integrating digital learning Prioritise collaboration in PLCs/PLTs and share effective digital learning and relationship building strategies Identify barriers for individual students to engage in digital learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00
Totals			\$30,000.00	\$30,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Establish processes for regular moderation of assessment</p> <p>Establish resourcing for individual and tailored support programs</p> <p>Establish tutor program</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Develop curriculum resources which reflect well-being and social-emotional learning focus</p> <p>Consult with staff on monitoring and referral processes</p> <p>Establish clear referral processes</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Plan for on-going professional development on integrating digital learning</p> <p>Prioritise collaboration in PLCs/PLTs and share effective digital learning and relationship building strategies</p> <p>Identify barriers for individual students to engage in digital learning</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Other like schools