

2021 Annual Implementation Plan

for improving student outcomes

Mount Eliza North Primary School (5140)



Submitted for review by Julie O'Brien (School Principal) on 25 November, 2020 at 01:00 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 15 December, 2020 at 04:34 PM
Awaiting endorsement by School Council President

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	Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

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

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

Enter your reflective comments	<ul style="list-style-type: none"> - PLC model is utilised to track and monitor progress towards achieving whole-school PDP goals in Student Outcomes, Practice and Knowledge - staff work collaboratively within the PLC model to analyse data, to plan for effective teaching and learning - meeting schedule allows for PLC, mid and end of year PDP meetings to report on progress and reflect on achievement of whole school Student Outcomes, Practice and Knowledge goals - planned Professional Learning for all staff to reflect on the pedagogical model and its use in all subjects - school conducted own student feedback survey (Years 4-6) and student forums (Year P-6) - teachers utilise data templates to record and triangulate data to support teacher judgement and planning - designated planning days and leadership Curriculum auditing - Leaders utilise data to minimise student disengagement through Learning Intervention, SIT meetings, sub-school and PLC meetings - use of class creator to ensure classes are safe and welcoming learning environments - School Wellbeing program includes processes for ILPs and SSGs to ensure parents participate in the decision making process to support students
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	<ul style="list-style-type: none"> - community groups are invited to provide student programs before during and after school hours - strengthened home to school learning and communication through a variety of forums
<p>Considerations for 2021</p>	<ul style="list-style-type: none"> - review and implement revised Peer Observation and Learning walk process to provide feedback to staff to enhance consistency in practice and use of the High Impact Teaching Strategies - utilise HITS strategies through all aspects of planning and intervention so they will become a strong feature of the school's culture - introduce HITS self evaluation staff survey at the start and end of the year - evidence for end of PDP - survey students to provide teachers with feedback regarding their use of high impact teaching strategies and for teachers to reflect and develop their pedagogy accordingly - through the Approaches To Learning, students will develop goals and have more agency in their learning - make stronger connections between global citizenship and the unit of inquiry - form a Global Citizenship working group to collaboratively develop school-wide plan - making stronger connections between RRRR, capabilities and ATLs and Learner Profile - students have more opportunity to provide feedback and input into curriculum planning and collaborate with teachers utilising data - continue to develop students voice and agency in all aspects of learning - share updated Wellbeing process with staff and ensure student-friendly version is created and shared with students - Invite SRC and other leaders to SIT, leadership and SC meetings to discuss planning and improvement - Student leaders to collect own data representing their peers focussing on Wellbeing, the Environment and Sustainability - The school will continue to strive to be a learning hub for the community to educate parents eg. Cyber safety, Fire safety, RRRR and parenting courses etc. - continue High ability program to support teachers extending students - use appropriate feedback from students to teachers to ensure they appropriately challenged - utilising the community to strengthen relationships and learning - offer more online forum/information nights - continue to strengthen school to home communication
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Empowering students and building school pride	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy
Target 2.1	<p>School Staff Survey</p> <p>The following variables to be at least 90% endorsement:</p> <ul style="list-style-type: none"> • Teacher Collaboration • Collective Efficacy • Collective Focus on Student Learning • Instructional Leadership • Understand How to Analyse Data

Target 2.2	Teacher Judgements and NAPLAN <ul style="list-style-type: none"> • All students to achieve at least one years growth every year • To increase the proportion of students achieving 12 - 18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands
Key Improvement Strategy 2.a Building practice excellence	Implement Professional Learning Communities with an emphasis on data literacy to drive student achievement
Goal 3	Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment
Target 3.1	Student Attitude to School Survey <p>The following variables to reflect at least 85% endorsement:</p> <ul style="list-style-type: none"> • Stimulating Learning • Learning Confidence • Motivation and Interest • Self-regulation and Goal Setting • Student Voice and Agency • Teacher Concern

<p>Target 3.2</p>	<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice • Collective participation • Time to share pedagogical content knowledge
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Develop students as active and empowered learners</p>

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>School Staff Survey The following variables to be at least 90% endorsement: Teacher Collaboration Collective Efficacy Collective Focus on Student Learning Instructional Leadership Understand How to Analyse Data</p> <p>Teacher Judgements All students to achieve at least one years growth every year To increase the proportion of students achieving 12 - 18 months above expected level</p> <p>Student Attitude to School Survey The following variables to reflect at least 85% endorsement: Stimulating Learning Learning Confidence Motivation and Interest Self-regulation and Goal Setting Student Voice and Agency Teacher Concern</p>

To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy	No	<p>School Staff Survey</p> <p>The following variables to be at least 90% endorsement:</p> <ul style="list-style-type: none"> • Teacher Collaboration • Collective Efficacy • Collective Focus on Student Learning • Instructional Leadership • Understand How to Analyse Data 	
		<p>Teacher Judgements and NAPLAN</p> <ul style="list-style-type: none"> • All students to achieve at least one years growth every year • To increase the proportion of students achieving 12 - 18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands 	
Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment	No	<p>Student Attitude to School Survey</p> <p>The following variables to reflect at least 85% endorsement:</p> <ul style="list-style-type: none"> • Stimulating Learning • Learning Confidence • Motivation and Interest 	

		<ul style="list-style-type: none"> • Self-regulation and Goal Setting • Student Voice and Agency • Teacher Concern 	
		<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice • Collective participation • Time to share pedagogical content knowledge 	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>School Staff Survey</p> <p>The following variables to be at least 90% endorsement:</p> <p>Teacher Collaboration</p> <p>Collective Efficacy</p> <p>Collective Focus on Student Learning</p> <p>Instructional Leadership</p> <p>Understand How to Analyse Data</p> <p>Teacher Judgements</p>

	<p>All students to achieve at least one years growth every year To icrease the proportion of students achieving 12 - 18 months above expected level</p> <p>Student Attitude to School Survey The following variables to reflect at least 85% endorsement: Stimulating Learning Learning Confidence Motivation and Interest Self-regulation and Goal Setting Student Voice and Agency Teacher Concern</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Empowering students and building school pride	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

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>School Staff Survey The following variables to be at least 90% endorsement: Teacher Collaboration Collective Efficacy Collective Focus on Student Learning Instructional Leadership Understand How to Analyse Data</p> <p>Teacher Judgements All students to achieve at least one years growth every year To increase the proportion of students achieving 12 - 18 months above expected level</p> <p>Student Attitude to School Survey The following variables to reflect at least 85% endorsement: Stimulating Learning Learning Confidence Motivation and Interest Self-regulation and Goal Setting Student Voice and Agency Teacher Concern</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	Maintain Professional Learning Communities structure to support teacher collaboration and strengthen teacher practice
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Teachers and leaders will regularly update the data trackers to provide feedback and monitor student progress <p>Teachers will:</p> <ul style="list-style-type: none"> Utilise the characteristics of high-quality PLCS to engage in reflective practice, evaluate and plan curriculum, assessment and lessons

	Students: <ul style="list-style-type: none"> In need of targeted academic support or intervention will be identified and supported 			
Success Indicators	Teacher summative assessment and teacher judgement data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revisit the Mount Eliza North Primary School instructional model and pedagogical practices, and align with learning walks and peer observations <ul style="list-style-type: none"> Curriculum day – leadership team to outline the instructional model and pedagogical practices Review and continue to implement learning walks and peer observations to provide feedback to staff to enhance consistency in pedagogical practice and use of HITS across the school 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
MENPS meeting and events schedule <ul style="list-style-type: none"> Assistant Principal in conjunction with Professional Learning Community (PLC) leaders maintain protocols and procedures aligned to the DET PLC model Regular PLC, sub school, SIT and Learning Intervention Team meetings will focus on data analysis in reading, writing and numeracy using the improvement cycle 	<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
Undertake professional learning in relation to whole school priorities <ul style="list-style-type: none"> 2 Curriculum Days - IB PYP Concept Thinking - Critical and Creative Inquiry Literacy Intervention teacher to conduct observations, provide feedback and relevant professional learning to individuals, sub-schools and whole staff Learning specialists to lead whole school professional 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used

learning in literacy and numeracy - IB coordinator to conduct professional learning in IB ATLS - Principal to conduct Middle Leaders professional learning - Leaders to conduct in-house workshops to support PL in whole-school priorities ie SMART spelling, Advanced Phonemic Awareness, Resilience, Rights and Respectful Relationships program, digital learning, growth mindset				
Tutors employed to work with students to catch-up with a focus on literacy & numeracy (1.6 FT 3 part-time 15 hours per week)	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$111,000.00 <input type="checkbox"/> Equity funding will be used
Employ speech therapist to conduct phonological awareness program and support teachers to build thier capacity in the teaching of spelling	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority			
Actions	Strengthen whole school approach to social-emotional learning and engagement			
Outcomes	A culture of collaboration and collective efficacy will be developed through the PLC, pedagogy and planning model Leaders will: <ul style="list-style-type: none"> Establish a whole school approach to social-emotional learning and engagement Teachers will: <ul style="list-style-type: none"> Strengthen in-class relationships through peer and group learning activities Students: <ul style="list-style-type: none"> Target support for individual students and families with acute needs 			

Success Indicators	Student participation in wellbeing programs (feedback, participation, classroom observations)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
MENPS meeting and events schedule <ul style="list-style-type: none"> Plan for and schedule professional learning on school approach to wellbeing & sessions to determine impact and review actions Monitor and track student absence data through Sentral 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All students to regularly participate in the Resilience, Rights and Respectful Relationships program	<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
KIS 3 Building communities	Connected schools priority			
Actions	Build staff capacity to integrate digital learning			
Outcomes	A culture of collaboration and collective efficacy will be developed through the PLC, pedagogy and planning model Leaders will: <ul style="list-style-type: none"> Prioritise time for staff to collaborate & share effective digital learning & relationship building strategies Teachers will: <ul style="list-style-type: none"> Be confident in integrating digital learning pedagogy Students: <ul style="list-style-type: none"> Feel stronger connection between school and home and have positive attitude to attendance 			
Success Indicators	Learning Walks and observations demonstrate use of digital learning in classrooms			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>MENPS meeting and events schedule</p> <ul style="list-style-type: none"> • Schedule time for professional learning on integrating digital learning into planning and teaching • Schedule time in meetings for staff to collaborate and share effective digital learning 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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	\$6,000.00	\$5,391.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$6,000.00	\$5,391.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ speech therapist to conduct phonological awareness program and support teachers to build their capacity in the teaching of spelling	from: Term 1 to: Term 4	<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"/> Support services	\$6,000.00	\$5,391.00
Totals			\$6,000.00	\$5,391.00

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>Revisit the Mount Eliza North Primary School instructional model and pedagogical practices, and align with learning walks and peer observations</p> <ul style="list-style-type: none"> - Curriculum day – leadership team to outline the instructional model and pedagogical practices - Review and continue to implement learning walks and peer observations to provide feedback to staff to enhance consistency in pedagogical practice and use of HITS across the school 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Undertake professional learning in relation to whole school priorities</p> <ul style="list-style-type: none"> - 2 Curriculum Days - IB PYP Concept Thinking - Critical and Creative Inquiry - Literacy Intervention teacher to conduct observations, provide feedback and relevant professional learning to individuals, sub-schools and 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants External Consultants - experts in Concept Thinking - Critical and Creative Inquiry <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

<p>whole staff</p> <ul style="list-style-type: none"> - Learning specialists to lead whole school professional learning in literacy and numeracy - IB coordinator to conduct professional learning in IB ATLS - Principal to conduct Middle Leaders professional learning - Leaders to conduct in-house workshops to support PL in whole-school priorities ie SMART spelling, Advanced Phonemic Awareness, Resilience, Rights and Respectful Relationships program, digital learning, growth mindset 					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Employ speech therapist to conduct phonological awareness program and support teachers to build their capacity in the teaching of spelling</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants speech therapist	<input checked="" type="checkbox"/> On-site
<p>MENPS meeting and events schedule</p> <ul style="list-style-type: none"> • Plan for and schedule professional learning on school approach to wellbeing & sessions to determine impact and review actions 	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Resilience, Rights and Respectful Relationships program	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> Monitor and track student absence data through Sentral 						
<p>MENPS meeting and events schedule</p> <ul style="list-style-type: none"> Schedule time for professional learning on integrating digital learning into planning and teaching Schedule time in meetings for staff to collaborate and share effective digital learning 	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Google Classrooms FUSE	<input checked="" type="checkbox"/> On-site