

# **2020 Annual Implementation Plan**

## **for improving student outcomes**

Mount Eliza Primary School (1368)



Submitted for review by Brett Bell (School Principal) on 26 November, 2019 at 09:20 AM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 07 January, 2020 at 11:02 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

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

<b>Enter your reflective comments</b>	Our initial work in the development and implementation of a PLC approach across the school in 2019 has allowed us to self-reflect and progress in many areas of the FISO document. Some of these practices are still not fully embedded but our teams are continuing to work and develop their understanding of the approach, which will continue throughout 2020 and beyond. Our whole-school review of our approach to the inquiry curriculum has also directed us towards further future improvements in our FISO self-reflection once these practices are implemented and embedded in 2020. Our reflection showed that we still need to target 2 aspects in the area of 'excellence in teaching and learning' - 'staff design and use of high quality summative and formative assessments' and 'teachers understand how to facilitate effective feedback' - if we are to meet our target of achieving 'embedding' in all areas of FISO by our next review in 2021.
<b>Considerations for 2020</b>	Based on our self-reflection against FISO, we have decided to set an AIP goal based around improving teacher's data literacy, accessing DET resources to support our whole-school developments. PLC reflections on how teams are progressing will continue in 2020. We would also like to begin collecting evidence against our Strategic Plan and FISO in readiness for our 2021 whole-school review.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>By the end of the current Strategic Plan, the MEPS team will have developed and implemented a school-wide approach to the effective Teaching and Learning of Writing that results in NAPLAN low growth being below 20% and high growth above 35% while maintaining quality results in Reading and Numeracy.</p>
<b>Target 1.1</b>	<p>To reduce the percentage of students with low growth in NAPLAN to below 20% in Reading, Writing and Numeracy</p> <p>To increase the percentage of students with high growth in NAPLAN to above 35% in Reading, Writing and Numeracy</p>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	<p>To provide professional learning in relation to the implementation of high impact teaching strategies and to focus on providing challenging tasks for students</p>
<b>Goal 2</b>	<p>By the end of the current Strategic Plan, our team will self-assess as being in at least the 'embedding' stage for all areas of FISO. The main focus will be in 'Excellence in teaching and learning' and 'Community engagement in learning', resulting in a highly effective school.</p>
<b>Target 2.1</b>	<p>The FISO continua document is completed annually and shows continual improvement of the School's maturity in relation to FISO.</p>
<b>Key Improvement Strategy 2.a</b> Evaluating impact on learning	<p>Audit of staff understanding of FISO and development of each person's understanding of their role in the improvement strategy.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>By the end of the current Strategic Plan, the MEPS team will have developed and implemented a school-wide approach to the effective Teaching and Learning of Writing that results in NAPLAN low growth being below 20% and high growth above 35% while maintaining quality results in Reading and Numeracy.</p>	<p>Yes</p>	<p>To reduce the percentage of students with low growth in NAPLAN to below 20% in Reading, Writing and Numeracy</p> <p>To increase the percentage of students with high growth in NAPLAN to above 35% in Reading, Writing and Numeracy</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To reduce the percentage of students with low growth in NAPLAN to below 20% in Reading.</p> <p>To increase the percentage of students with high growth in NAPLAN to above 30% in Reading.</p> <p>** This may not appear until NAPLAN in 2021.</p>
<p>By the end of the current Strategic Plan, our team will self-assess as being in at least the 'embedding' stage for all areas of FISO. The main focus will be in 'Excellence in teaching and learning' and 'Community engagement in learning', resulting in a highly effective school.</p>	<p>Yes</p>	<p>The FISO continua document is completed annually and shows continual improvement of the School's maturity in relation to FISO.</p>	<p>We will self-assess against the FISO document as 'embedding' in the Priority area of 'Excellence in teaching and learning', Dimension area of 'Evaluating impact on learning', Section: 'The school builds assessment literacy' and 'The school connects student assessment with learning'.</p>

<b>Goal 1</b>	By the end of the current Strategic Plan, the MEPS team will have developed and implemented a school-wide approach to the effective Teaching and Learning of Writing that results in NAPLAN low growth being below 20% and high growth above 35% while maintaining quality results in Reading and Numeracy.	
<b>12 Month Target 1.1</b>	To reduce the percentage of students with low growth in NAPLAN to below 20% in Reading. To increase the percentage of students with high growth in NAPLAN to above 30% in Reading. ** This may not appear until NAPLAN in 2021.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	To provide professional learning in relation to the implementation of high impact teaching strategies and to focus on providing challenging tasks for students	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.	A review of our 2019 NAPLAN data has shown a lack of expected high growth (and reduction in low growth). A significant amount of resources and effort has gone into implementing the CAFE approach to reading across the school. Our results show that students across the ability spectrum have shown high growth (except for the top 7 students who all showed medium growth). Students showing low growth are also spread across the ability spectrum, with a portion clustered in the top third of students (based on their year 3 results). The 2019 data was influenced by a significant number of students transferring out between their grade 3 and 5 years but reviewing our approach to reading and making suitable adjustments is required if we are to achieve our goals by the end of the strategic plan cycle.	
<b>Goal 2</b>	By the end of the current Strategic Plan, our team will self-assess as being in at least the 'embedding' stage for all areas of FISO. The main focus will be in 'Excellence in teaching and learning' and 'Community engagement in learning', resulting in a highly effective school.	
<b>12 Month Target 2.1</b>	We will self-assess against the FISO document as 'embedding' in the Priority area of 'Excellence in teaching and learning', Dimension area of 'Evaluating impact on learning', Section: 'The school builds assessment literacy' and 'The school connects student assessment with learning'.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	Audit of staff understanding of FISO and development of each person's understanding of their role in the improvement strategy.	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.

In 2019, we have begun to implement our PLC approach in line with the DET resourcing. We have also developed and begun to implement a Peer Observation and Feedback approach to support teachers in their ongoing development. Both of these initiatives have gone a long way to progress our self-assessment against FISO and the ongoing work of developing and embedding our approaches will see us easily meet our goal within the strategic plan period. In October 2019, the SIT team again reflected against the FISO Dimensions and found that there was a need to focus on developing assessment literacy in all staff. This will support the further development of our PLC work and we believe requires intentional focus if we are to be successful.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	By the end of the current Strategic Plan, the MEPS team will have developed and implemented a school-wide approach to the effective Teaching and Learning of Writing that results in NAPLAN low growth being below 20% and high growth above 35% while maintaining quality results in Reading and Numeracy.
<b>12 Month Target 1.1</b>	To reduce the percentage of students with low growth in NAPLAN to below 20% in Reading. To increase the percentage of students with high growth in NAPLAN to above 30% in Reading. ** This may not appear until NAPLAN in 2021.
<b>KIS 1</b> Curriculum planning and assessment	To provide professional learning in relation to the implementation of high impact teaching strategies and to focus on providing challenging tasks for students
<b>Actions</b>	Use the FISO improvement cycle to evaluate and refine our approach to the teaching and learning of Reading at Mt Eliza Primary School.
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Have a clear understanding of what effective teaching and learning of Reading looks like at MEPS.</li> <li>* Maintain a regular focus on Reading development</li> <li>* Support staff to employ effective classroom practices</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Understand how highly effective PLCs work and how to employ these to assist all students in making appropriate progress in Reading</li> <li>* Consistently implement high impact teaching strategies to support student learning in Reading</li> <li>* Be able to articulate how to effectively impact all learners in Reading</li> <li>* Draw on a variety of professional development to improve their teaching practice in Reading</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* Set and track progress against individual CAFE learning goals</li> <li>* Be able to articulate how they are being challenged in their Reading development</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Fortnightly SIT meeting minutes</li> <li>* SIT Data discussion planning document</li> <li>* PDP conversations/documentation</li> <li>* Literacy Priority team minutes</li> <li>* Professional Learning sessions on Reading</li> </ul>

- \* Teacher Judgement data - Reading collected each semester
- \* Common collection point for assessment data in Sentral
- \* Team planning minutes
- \* Individual Learning Plans
- \* Notes from student voice focus groups on Reading

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Produce goal document for Literacy Priority team that outlines what activities they are to work on throughout the year.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop Literacy Priority team with appointed leader and representation from each grade level.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Create an example PDP goal for staff to adopt based on Reading and school's AIP focus	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Sit team to review Reading data and recent student feedback focus on challenge in Reading	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Sub teams to discuss Reading data and student feedback based on developing strategies to improve Reading	<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

Literacy team to develop a plan that will address the need to challenge all students in Reading	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage Lyn Watts to develop staff professionally in the area of high impact teaching strategies in Reading	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Set expectation that Peer Observations will be based on the teaching and learning of Reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Literacy team to hold regular professional development sessions to support all staff in their ongoing implementation of high impact teaching strategies in Reading	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All teams to focus on Reading in their PLC approach	<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
<b>Goal 2</b>	By the end of the current Strategic Plan, our team will self-assess as being in at least the 'embedding' stage for all areas of FISO. The main focus will be in 'Excellence in teaching and learning' and 'Community engagement in learning', resulting in a highly effective school.			
<b>12 Month Target 2.1</b>	We will self-assess against the FISO document as 'embedding' in the Priority area of 'Excellence in teaching and learning', Dimension area of 'Evaluating impact on learning', Section: 'The school builds assessment literacy' and 'The school connects student assessment with learning'.			

<b>KIS 1</b> Evaluating impact on learning	Audit of staff understanding of FISO and development of each person's understanding of their role in the improvement strategy.			
<b>Actions</b>	To develop the assessment literacy of all staff at Mt Eliza Primary School.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Continue to use a variety of data to track school progress and inform future direction</li> <li>* Clearly articulate what the assessment expectations are at MEPS</li> <li>* Be able to support teachers in their development of assessment literacy</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Understand the characteristics of high quality assessment and data analysis</li> <li>* Regularly engage in conversation about student learning based on a variety of data sources as part of their PLC discussions</li> <li>* Be able to collaborate and design high quality assessment tools</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* Provide feedback to teachers on the effectiveness of assessment tools</li> <li>* Increase their ability to self and peer assess with meaningful feedback</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Self reflection against FISO</li> <li>* School-wide assessment schedule</li> <li>* Team shared data</li> <li>* Minutes from PLC meetings</li> <li>* PDP conversations/documentation</li> <li>* Fortnightly SIT meeting minutes</li> <li>* Professional Learning sessions on Data Literacy</li> <li>* Notes from student voice focus groups on Data Literacy</li> <li>* School Staff Survey results</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop assessment schedule with details of what tools are used and why	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Produce goal document for Literacy and Numeracy Priority teams that outlines what activities they are to work on throughout the year to support the development of data literacy.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage DET Data Literacy Coach to lead staff in the design and use of high quality summative and formative assessments.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Place regular moderation time in the meeting schedule.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Create an example PDP goal for staff to adopt based on Data Literacy and school's AIP focus	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Fortnightly team leader meetings have a data literacy component	<input checked="" type="checkbox"/> Leading Teacher(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
Engage DET Data Literacy Coach to support teachers in understanding how to facilitate effective feedback: Teacher to Students / Student to Teacher / Student to Student	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

Meeting for teams to share time about progress in their Data Literacy development	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Review the effectiveness of the assessment schedule and update as required	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$2,500.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$2,500.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Engage Lyn Watts to develop staff professionally in the area of high impact teaching strategies in Reading	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	\$0.00
<b>Totals</b>			<b>\$2,500.00</b>	<b>\$0.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage Lyn Watts to develop staff professionally in the area of high impact teaching strategies in Reading	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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"/> External consultants Lyn Watts	<input checked="" type="checkbox"/> On-site
Set expectation that Peer Observations will be based on the teaching and learning of Reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Literacy team to hold regular professional development sessions to support all staff in their ongoing implementation of high impact teaching strategies in Reading	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Engage DET Data Literacy Coach to lead staff in the design and use of high quality summative and formative assessments.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants DET data literacy coach	<input checked="" type="checkbox"/> On-site
Fortnightly team leader meetings have a data literacy component	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Engage DET Data Literacy Coach to support teachers in understanding how to facilitate effective feedback: Teacher to Students / Student to Teacher / Student to Student	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 3	<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"/> SEIL <input checked="" type="checkbox"/> External consultants DET data literacy coach	<input checked="" type="checkbox"/> On-site
Meeting for teams to share time about progress in their Data Literacy development	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site