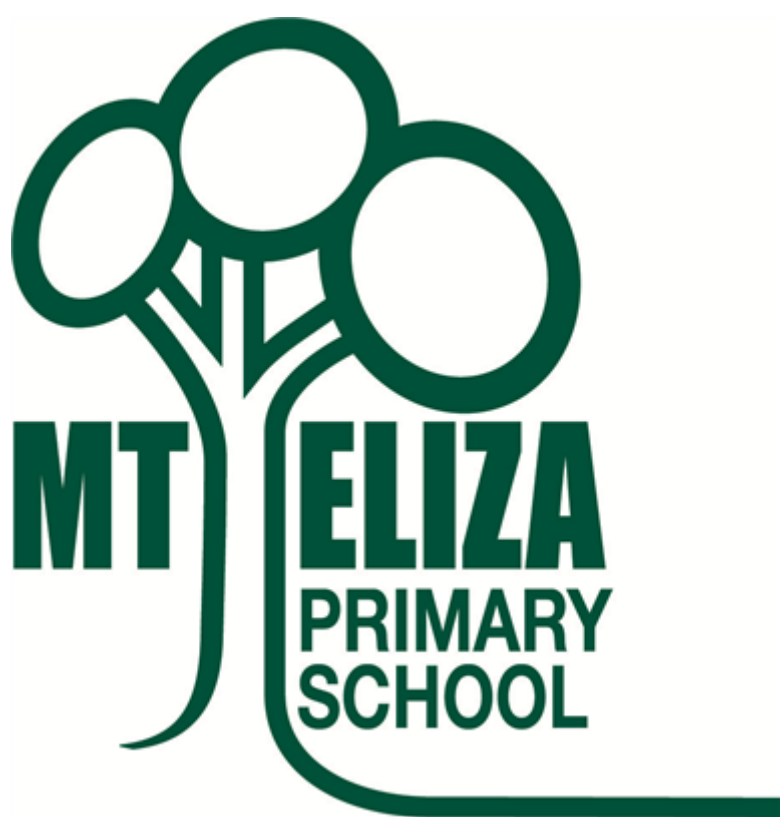


2021 Annual Implementation Plan

for improving student outcomes

Mount Eliza Primary School (1368)



Submitted for review by Kim Wheeler (School Principal) on 17 December, 2020 at 03:45 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 17 December, 2020 at 05:03 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	Evolving
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding
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	Evolving

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

Enter your reflective comments	SIT felt that it would be appropriate to keep the self-evaluation ratings the same as those for 2019/2020 considering the disjointed year that has occurred, changes in leadership and an inability to completely address the FISO dimensions across 2020.
Considerations for 2021	Leadership, SIT, PLC leaders and Teachers will unpack the FISO model in conjunction with the priorities to ensure clarity around 'where to next' in terms of the model dimensions.
Documents that support this plan	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	2021 Priorities will provide the framework for our 2021 School Review and address areas of need that have arisen as a result of the challenges of 2020.
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	Develop data literacy of teachers, educational support staff and students.
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> - Ensure that students in need of targeted academic support or intervention are identified and supported, with teachers and leaders establishing intervention/small group tutoring. - Provide the ACER suite of assessments for triangulation of data <p>Teachers will:</p> <ul style="list-style-type: none"> - Confidently and accurately identify student learning needs through the use of the PLC structure, engaging in reflective practice, evaluating, and planning curriculum, assessments and lessons accordingly. - Consistently and explicitly implement the gradual release of responsibility model (instructional model - I do, we do, you do) incorporating HITS, and provide students with the opportunity to work at their level using differentiated resources. - Consistently implement the agreed assessment schedule and regularly update data on Sentral. - Provide regular feedback and monitor student progress using data. <p>Students will:</p> <ul style="list-style-type: none"> - Understand how lessons are structured and know what their next steps are to progress their learning
Success Indicators	<ul style="list-style-type: none"> - Classroom observations and learning walks demonstrating up-take of PLC structure and HITS strategies - Teachers' formative assessment data and teacher judgement data - Student results in ACER suite; comparison between AGAT and PAT - Teacher anecdotal records, observations and self-reflection - Student feedback on the instructional model and use of common strategies (in relation to the mini lesson) - Teacher self-assessment against the PLC maturity matrix/FISO continua - Review of student and staff survey 2021

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide Professional Learning on: 1. Data literacy and transferal to planning for learning in English and Mathematics 2. Differentiation 3. Visible Thinking Routines	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
In-house vocabulary refresher PD training for all staff and establish classroom expectations for embedding vocabulary/MSL instruction in lessons.	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue moderation of Writing to develop greater consistency	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to complete the Harvard Data Wise Program	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
0.9 Tutoring staff allocation	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$103,000.00 <input type="checkbox"/> Equity funding will be used
Provision of ACER suite of assessments	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Review and refine the whole school approach to wellbeing, with a particular focus on school climate, to consider actions at the leadership, teacher, student and community levels.
Outcomes	<p>Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</p> <p>Leadership will:</p> <ul style="list-style-type: none"> - Facilitate a review of the values, vision and mission of the school - Strengthen engagement with regional and external support agencies - Provide professional learning for the Zones of Regulation as a means to promote self-regulation <p>Leaders and Teachers will:</p> <ul style="list-style-type: none"> - Integrate social-emotional learning (SEL) into school practice, policies and programs, including RRRR and Zones of Regulation - Establish agreed monitoring processes and protocols and leaders will ensure these are visible for everyone to understand and use - Identify 'at risk' students to receive targeted support - Provide clarity around leadership roles and roles of responsibility for staff and students <p>Students will:</p> <ul style="list-style-type: none"> - Feel supported and engaged in home-groups and contribute to a strong classroom culture - Be able to use a tool kit of strategies to self-regulate - Develop strong and respectful relationships with peers
Success Indicators	<ul style="list-style-type: none"> - Staff, parent and student 'Attitude to School' surveys and relevant school-devised surveys - Teacher planning, programming and implementation - Sentral notifications - Student engagement in wellbeing approaches (RRRR, Zones of Regulation etc.) through feedback, participation, observation etc. - Reviewed Engagement and Wellbeing Policy, protocols and procedures and communication of this with the whole community

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop surveys for parents, staff and students that are specific to the values, vision and mission of the school; and school climate in regard to behaviour and discipline.	<input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule one curriculum day to discuss/review the Engagement and Wellbeing Policy	<input 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
Facilitate SSS support re integrating Zones of Regulation into Grade 3 with a view to develop this approach across the school in 2022.	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Leverage technology to connect, communicate and share learning, within the school community and extended beyond.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Ensure that the wider community feels welcome and connected to the school through regular opportunities to be on site and through technology. - Facilitate a review /audit of current communication practices/modes with a view to streamlining processes - Ensure that the school's promotional material is up-to-date and reflective of the vision, mission and values <p>Teachers will:</p> <ul style="list-style-type: none"> - Confidently integrate digital learning pedagogy - Develop strong and respectful relationships with colleagues, students and families/carers - Follow and implement agreed protocols for communicating with colleagues, students and parents/carers <p>Students will:</p> <ul style="list-style-type: none"> - Feel connected to the school and have positive attitudes towards attendance - Feel empowered to drive their own learning - Develop a stronger voice through leadership opportunities, learning reflections, documentation, assemblies etc.
Success Indicators	<ul style="list-style-type: none"> - Parent/carer volunteers in classroom programs - Implementation of new processes and protocols as a result of the review/audit - Observations and learning walks demonstrate use of digital learning in action - Increased enrolments in Prep 2022 - Greater sense of continuity and clarity in the school messaging regarding learning and school priorities as reflected in surveys and feedback - Parents understand current learning levels and future goals of their child/ren

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Strengthen relationships with external support networks and agencies and secondary schools, early learning centres and community organisations.	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
During PLC meetings, share effective digital learning strategies and participate in Network Teach Meets and PD in relation to this.	<input type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document engagements with parents/carers and follow up when difficult situations arise	<input 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
Engage communication expert to provide advice re streamlining processes i.e., branding, messaging, impact, newsletter etc.	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide Professional Learning on: 1. Data literacy and transferal to planning for learning in English and Mathematics 2. Differentiation 3. Visible Thinking Routines	<input type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Departmental resources Assistance from Shaun Wells - PLC Regional Manager <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Continue moderation of Writing to develop greater consistency	<input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders	<input type="checkbox"/> On-site
Staff to complete the Harvard Data Wise Program	<input type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Collaborative Inquiry/Action Research team	<input type="checkbox"/> Whole School Pupil Free Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> PLC Initiative	<input type="checkbox"/> On-site

Schedule one curriculum day to discuss/review the Engagement and Wellbeing Policy	<input type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input type="checkbox"/> Collaborative Inquiry/Action Research team	<input type="checkbox"/> Whole School Pupil Free Day	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
During PLC meetings, share effective digital learning strategies and participate in Network Teach Meets and PD in relation to this.	<input type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative	<input type="checkbox"/> On-site