2021 Annual Implementation Plan

for improving student outcomes

Essex Heights Primary School (4903)

Submitted for review by George Perini (School Principal) on 15 December, 2020 at 10:27 AM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 16 December, 2020 at 09:44 AM
Endorsed by Jennifer Bittner (School Council President) on 16 December, 2020 at 12:21 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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	The COVID-19 affected year meant that our priorities changed to allow for the provision of remote and flexible learning. Despite this we were still able to make headway on many of our planned actions and milestones for 2020. We are in a state of readiness to reinforce our prior actions such as Learning intentions and success criteria, the writer's workshop model, using data to track and monitor student progress and to inform planning for differentiation, planning for the proficiencies in Mathematics. We are also primed to build upon the successes of this year with the use of Seesaw as a communication technology to capture students' work in a portfolio that parents can view and comment, further reinforcing our strong links between parents, the school and their child's learning. We have also identified a need to continue to focus on our students' health and wellbeing and we will engage the services of The Resilience Project to implement a program that complements our already established ArtSEL program.
Considerations for 2021	Within the new priorities set by the DET, we are still able to make progress towards our School Strategic Plan as some of our activities and milestones also support these new priority areas. Assessment and handover practices will be even more crucial this year as students will be entering their new year level from an uneven playing field as some students thrived during remote learning while others didn't engage. Teachers will need to take this into account when planning for 2021. We have two graduate teachers that will need strong mentor support to help them understand our approach to planning, assessment and teaching at Essex Heights. We also have two new year level coordinators that will need support in their new role. We will be able to strategically use the mentor program to support students that have fallen behind during COVID and complement our already strong intervention program.
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 Curriculum planning and assessment	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 communities	Connected schools priority
Goal 2	Improve student outcomes in literacy and numeracy.
Target 2.1	By 2022 reduce NAPLAN numeracy low growth to 18 percent or less and high growth to at or above 30 percent.
Target 2.2	By 2022 increase the percentage of students with high growth in Writing and Reading to be at or above similar schools.
Target 2.3	By 2022 improve the percentage endorsement of teachers and principal class in the Staff Opinion survey in the components of Teacher Collaboration to 70 percent or more, Guaranteed Viable Curriculum to 65 percent or more and Academic Emphasis to 85 percent or more.
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to cater for diversity within the classroom.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity and leadership to track and monitor student progress to inform future learning.

Key Improvement Strategy 2.c Building practice excellence	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies.
Key Improvement Strategy 2.d Intellectual engagement and self-awareness	Action Plan to accelerate improvement
Goal 3	Empower students' agency and voice in their learning.
Target 3.1	By 2022 improve the component of Student Voice and Agency in the Attitudes to School Student survey to a minimum positive response percentage of 88 percent.
Target 3.2	By 2022 improve the component of Student Voice and Agency in the Parent Opinion survey to a minimum positive response percentage of 85 percent.
Target 3.3	By 2022 improve the components of Promote Student Ownership of Learning Goals from 64 percent to a minimum of 79 percent and Use Student Feedback to Improve Practice from 52 percent to a minimum of 67 percent in the Staff Opinion survey.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency.
Key Improvement Strategy 3.b Empowering students and building school pride	Embed the high impact teaching strategies that support student voice and agency.
Key Improvement Strategy 3.c Empowering students and building school pride	Co-design opportunities for students to exercise authentic agency in their own learning.

Goal 4	Build a positive climate for learning.
Target 4.1	By 2022 improve the component of Teacher Concern in the Attitudes to School Student survey to a minimum positive response percentage of 90 percent.
Target 4.2	By 2022 improve the component of Teacher Communication in the Parent Opinion survey to a minimum positive response percentage of 85 percent.
Target 4.3	By 2022 improve the components of Collective Responsibility and Collective Focus on Student Learning in the Staff Opinion survey to a minimum positive response percentage of 85 percent.
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Embed practices that enhance student social and emotional learning.
Key Improvement Strategy 4.b Building practice excellence	Build staff capacity to engage in peer to peer feedback to develop their professional practice.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen community partnerships to have a whole of community commitment to the school's vision, values and high expectation policies to support a learning environment that maximises success for all students.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	a. Learning Catch-Up and Extension Priority To reduce the percent of students below level for Essential Assessment Numeracy by 5% and increase the percent of students above level by 5% for years 1 to 6. To reduce the percent of students below level for Essential Assessment Literacy by 5% and increase the percent of students above level by 5% for years 1 to 6. b. Happy, Active and Healthy Kids Priority To increase the percent endorsement of Managing Bullying in the AtoSS from 77% to 81%. c. Connected Schools Priority To increase the percent endorsement of Parent Communication from 71% (2019) to 76% in the Parent Opinion Survey.
Improve student outcomes in literacy and numeracy.	No	By 2022 reduce NAPLAN numeracy low growth to 18 percent or less and high growth to at or above 30 percent.	

		By 2022 increase the percentage of students with high growth in Writing and Reading to be at or above similar schools.	
		By 2022 improve the percentage endorsement of teachers and principal class in the Staff Opinion survey in the components of Teacher Collaboration to 70 percent or more, Guaranteed Viable Curriculum to 65 percent or more and Academic Emphasis to 85 percent or more.	
Empower students' agency and voice in their learning.	No	By 2022 improve the component of Student Voice and Agency in the Attitudes to School Student survey to a minimum positive response percentage of 88 percent.	
		By 2022 improve the component of Student Voice and Agency in the Parent Opinion survey to a minimum positive response percentage of 85 percent.	
		By 2022 improve the components of Promote Student Ownership of Learning Goals from 64 percent to a minimum of 79 percent and Use Student Feedback to Improve Practice from 52 percent to a minimum of 67 percent in the Staff Opinion survey.	
Build a positive climate for learning.	No	By 2022 improve the component of Teacher Concern in the Attitudes to School Student survey to a minimum positive response percentage of 90 percent.	
		By 2022 improve the component of Teacher Communication in the Parent Opinion survey to a minimum positive response percentage of 85 percent.	
		By 2022 improve the components of Collective Responsibility and Collective Focus on Student Learning in the Staff Opinion survey to a minimum positive response percentage of 85 percent.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	a. Learning Catch-Up and Extension Priority To reduce the percent of students below level for Essential Assessment Numeracy by 5% and increase the percent of students above level by 5% for years 1 to 6. To reduce the percent of students below level for Essential Assessment Literacy by 5% and increase the percent of students above level by 5% for years 1 to 6. b. Happy, Active and Healthy Kids Priority To increase the percent endorsement of Managing Bullying in the AtoSS from 77% to 81%. c. Connected Schools Priority To increase the percent endorsement of Parent Communication from 71% (2019) to 76% in the Parent Opinion Survey.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	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	a. Learning Catch-Up and Extension Priority To reduce the percent of students below level for Essential Assessment Numeracy by 5% and increase the percent of students above level by 5% for years 1 to 6. To reduce the percent of students below level for Essential Assessment Literacy by 5% and increase the percent of students above level by 5% for years 1 to 6. b. Happy, Active and Healthy Kids Priority To increase the percent endorsement of Managing Bullying in the AtoSS from 77% to 81%. c. Connected Schools Priority To increase the percent endorsement of Parent Communication from 71% (2019) to 76% in the Parent Opinion Survey.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	*Whole School Level* Develop data literacy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support *Classroom Level* Establish/support staff to embed the use of data walls for Number and Algebra and Writing to inform targeted planning Level teams provided a 2 hour planning block together. Learning Specialists work with teams and individual teachers to embed actions from sprints. *Individual and Tailored Level* Plan whole school professional learning on: - differentiation including extenders and enablers, IEPs and EAL continua - assessment - data wall analysis and student tracking - planning - conferencing and focus groups - individual learning goals

Outcomes	*Whole School Level* Teachers will confidently and accurately identify student learning needs of their students PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. *Classroom Level* Teachers and leaders will regularly update data walls Teacher will provide regular feedback and monitor student progress using data walls *Individual and Tailored Level* Students will know what their next steps are to progress their learning
Success Indicators	*Whole School Level* Teachers' formative assessment data and teacher judgement data Student feedback on differentiation, the instructional model, and use of common strategies *Classroom Level* Data walls clearly indicating student progress *Individual and Tailored Level* Data used to identify students for tailored supports Student selection of work samples that demonstrate progress toward learning goals

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on: - formative assessment - collecting, analysing, responding to & monitoring data throughout the year - further incorporation of EAL including new curriculum advice - IEP and SMART goals	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to Term 4	$7,000.00 ☑ Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to Term 4	$0.00 ☐ Equity funding will be used
Learning Specialists and Principal team to attend scheduled team planning meetings to focus on using the data to inform planning and differentiation.	☑ SIT Team ☑ Year Level Coords.	☐ PLP Priority	from: Term 1 to Term 4	$1,000.00 ☐ Equity funding

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	*Whole School Level* Review the whole school approach to social-emotional learning or belonging and engagement Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year Establish and embed routines and prioritise time in the school day and classes to revisit these regularly *Classroom Level* Establish an agreed approach to monitoring and responding to student wellbeing concerns Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation Build staff capacity to collect, analyse, monitor and respond to student engagement data *Individual and Tailored Level* Target counselling for individual students with acute needs (consider resourcing for the wellbeing team) Assign teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them
Outcomes	*Whole School Level* Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will integrate social-emotional learning into school practice, policies and programs *Classroom Level* At-risk students will be identified and receive targeted support in a timely manner Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use *Individual and tailored Level* Relevant teachers and leaders will establish a preventative mentoring program Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes Students and families will be connected to allied health and mental health services
Success Indicators	*Whole School Level* Classroom and peer observations Observation of changes to classroom practices Documentation of frameworks, policies or programs

Internal and external professional learning attendance and shared readings for staff are documented
Shared PL goals documented in staff PDPs
Curriculum documentation reflecting social and emotional learning

Classroom Level
Students engagement in wellbeing programs (feedback, participation, classroom observations)
Samples of student work - student journals
Documentation of resources for wellbeing programs
Teacher surveys on effectiveness of programs, referral process
Teacher reports of student wellbeing concerns

Individual and Tailored Level
Data of counselling services accessed by students and families
Documentation of strategies students will use in classes and at school

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal ☑ Year Level Coords	☑ PLP Priority	from: Term 1 to Term 4	$7,000.00 ☑ Equity funding
Develop curriculum resources which reflect wellbeing and social-emotional learning focus - ArtSEL - The Resilience Project	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to Term 1	$1,000.00 ☑ Equity funding will be used
Consult with staff on monitoring and referral processes Document an agreed processes and feedback on these	☑ All Staff	☑ PLP Priority	from: Term 1 to Term 1	$1,000.00 ☑ Equity funding
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions - SWPBS - Student monitoring - student risk tracker	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to Term 4	$1,000.00 ☑ Equity funding will be used
Establish fortnightly check-ins with families of at-risk students	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to Term 4	$0.00 ☐ Equity funding

KIS 3 Building communities	Connected schools priority
Actions	*Whole School Focus* Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning Build staff capability to integrate digital learning *Classroom Level* Strengthen and embed digital learning in classes Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy *Individual and Tailored Level* Ensure the benefits of digital learning continue to be available to every student Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach
Outcomes	*Whole School Level* Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin *Classroom Level* Teachers will be confident in integrating digital learning pedagogy Teachers will have strong relationships with students and parents/carers/kin *Individual and Tailored Level* All students will be connected to resources and learning opportunities Teachers can regularly connect with the parents/carers/kin of all students
Success Indicators	*Whole School Level* Observations and learning walks demonstrate use of digital learning Whole school surveys (SSS, AToSS) Student/staff/parent/carer/kin focus groups and interviews *Classroom Level* Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks

	Individual and Tailored Level Attendance in intervention/tailored support programs Number of referrals, documented outcomes of student referral meetings Frequency of communications with parents/carers/kin

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning: - Seesaw - Google Suite including Google Classroom (Year 6) - Wushka/Readworks - Matific	☑ All Staff	☑ PLP Priority	from: Term 1 to Term 2	$5,000.00 ☑ Equity funding
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented Increase parent engagement through Compass and Essential Assessment	☑ All Staff	☐ PLP Priority	from: Term 1 to Term 1	$2,000.00 ☑ Equity funding
Identify barriers for individual students to engage in digital learning - investigate e-pen for individual students - use Dragon software - use Ipads, particularly to develop skills of ESO's working with DSD students.	☑ All Staff	☐ PLP Priority	from: Term 2 to Term 2	$2,500.00 ☑ Equity funding

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$26,500.00	$7,200.00
Additional Equity funding	$100,000.00	$5,000.00
Grand Total	$126,500.00	$12,200.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Schedule and organise professional learning on: - formative assessment - collecting, analysing, responding to and monitoring data throughout the year - further incorporation of EAL including new curriculum advice - IEP and SMART goals	from: Term 1 to 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$7,000.00	$1,200.00
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	from: Term 1 to 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$7,000.00	$1,200.00
Develop curriculum resources which reflect wellbeing and social-emotional learning focus - ArtSEL - The Resilience Project	from: Term 1	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$1,000.00	$400.00

Consult with staff on monitoring and referral processes Document an agreed processes and feedback on these	from: Term 1	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$1,000.00	$400.00
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions - SWPBS - Student monitoring - student risk tracker	from: Term 1 to 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$1,000.00	$400.00
Plan for on-going professional development on integrating digital learning: - Seesaw/Google Suite & Google Classroom (Year 6) - Wushka/Readworks - Matific	from: Term 1 to 2	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$5,000.00	$1,200.00
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented Increase parent engagement through Compass and Essential Assessment	from: Term 1	☑ Teaching and learning programs & resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$2,000.00	$1,200.00
Identify barriers for individual students to engage in digital learning - investigate e-pen for individual students - use Dragon software - use Ipads, particularly to develop skills of ESO's working with DSD students.	from: Term 2	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$2,500.00	$1,200.00
Totals			$26,500.00	$7,200.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
School Based decision to run small prep classes in 2021	from: Term 1 to 4	☑ School-based staffing	$100,000.00	$5,000.00
Totals			$100,000.00	$5,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on: - formative assessment - collecting, analysing, responding to and monitoring data throughout the year - further incorporation of EAL including new curriculum advice - IEP and SMART goals	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Bastow program/course ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish processes/ structures for collecting and monitoring school-wide data	☑ Assistant Principal ☑ Learning Specialists	from: Term 1	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ DET resources NEVR Assessment Framework resources	☑ On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal ☑ Year Level Coordinators	from: Term 1 to 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Develop curriculum resources which reflect wellbeing and social-emotional learning focus - ArtSEL - The Resilience Project	☑ Assistant Principal	from: Term 1	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ External consultants The Resilience Project	☑ On-site

Consult with staff on monitoring and referral processes Document an agreed processes and feedback on these	☑ All Staff	from: Term 1	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions - SWPBS - Student monitoring - student risk tracker	☑ Assistant Principal	from: Term 1 to 4	☑ Planning ☑ Individualised Reflection	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Plan for on-going professional development on integrating digital learning: - Seesaw - Google Suite including Google Classroom (Year 6) - Wushka/Readworks - Matific	☑ All Staff	from: Term 1 to 2	☑ Planning ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site