

# Annual Implementation Plan - 2021

## Define Actions, Outcomes and Activities

Mount Evelyn Primary School (3642)



Submitted for review by Angela O'Hare (School Principal) on 15 December, 2020 at 08:08 AM  
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 27 January, 2021 at 10:25 AM  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	LEARNING, CATCH-UP AND EXTENSION HAPPY, ACTIVE AND HEALTHY KIDS CONNECTED SCHOOLS
<b>KIS 1</b> Evaluating impact on learning	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.</li> <li>- Embed PLC structures to support teacher collaboration and use data to initiate and inform a case management approach.</li> <li>- Revisit and strengthen the use of HITS in classrooms using peer observation and self-reflection.</li> <li>- Collaborate with local schools to build teacher capacity to develop practice excellence in the teaching of writing.</li> <li>- Source and train targeted teachers in evidence based practices that support high quality learning.</li> </ul>
<b>Outcomes</b>	<p>By the end of the 2021 school year:</p> <p><b>LEADERS WILL</b></p> <ul style="list-style-type: none"> <li>- Communicate high expectations around the use of data through PLCs and prioritise strategic resourcing of PLCs.</li> <li>- Facilitate and resource continuous improvement through observation and feedback processes.</li> <li>- Develop effective meeting structures to facilitate data driven conversations with a focus on improving student outcomes.</li> <li>- Actively engage in Network Community of Practice sessions.</li> <li>- Resource and support staff to engage in the Lilydale Network Writing Initiative.</li> <li>- Strategically manage, track and resource the Tutor Learning Project and the High Ability Initiative</li> </ul> <p><b>TEACHERS WILL</b></p> <ul style="list-style-type: none"> <li>- Actively engage and collaborate with schools in the Lilydale Network Writing Initiative, trialing recommendations and reflecting on the impact on student outcomes</li> <li>- Embed the structure of high quality PLCs and a case management approach into weekly planning and preparation time and utilise data to engage in regular conversations</li> <li>- Participate in regular peer observation and feedback to improve and embed High Impact Teaching strategies</li> <li>- Develop, co-construct and track individual student learning goals and monitor growth</li> </ul>

	<p><b>STUDENTS WILL</b></p> <ul style="list-style-type: none"> <li>- Be able to articulate their learning goals, progress, achievement, learning, strategies used and next steps.</li> <li>- Become more aware of themselves as learners, celebrating mistakes and increasing their ability to take risks with their learning</li> </ul>			
<b>Success Indicators</b>	<p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>- Minutes from Staff, CoP, PLC and Network meetings</li> <li>- Development of agreed meeting templates and structures</li> <li>- Multiple sources of growth data for students participating in individualised programs</li> <li>- Data demonstrating improved student skills and attitudes to writing</li> <li>- Evidence of effective feedback and observation process monitored through staff PDPs</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>- Evidence of student progress using the PLC cycle and PLC maturity matrix</li> <li>- Identify progress and growth using HITS matrix</li> <li>- Evidence of case management discussion and actions to meet students at their point of need</li> <li>- Planning documents reflect the use of HITS</li> <li>- Planning documents demonstrate new learning from the Lilydale Network Writing Initiative</li> <li>- PDP and PLC evidence of collaboration with tutors to ensure differentiation</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>- Tracking student writing goals; engagement survey, conference notes, dot and date survey, work samples</li> <li>- Feedback to teachers using formative assessment strategies</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Improve student outcomes in writing and phonological awareness through targeted professional development. Working with Misty Adoniou and network schools we aim to develop a collaborative community of practice focused on building teacher capacity to improve student outcomes in writing.	<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	\$12,500.00  <input type="checkbox"/> Equity funding will be used
Build teacher capacity to use a case management and PLC approach to effectively analyse and utilise data.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
To build teacher capacity through a formal whole school mentoring and feedback process that promotes strong partnerships and learning between staff.		<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <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
To strategically manage, track and resource and implement the tutor learning program and high ability initiative.		<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority				
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build and embed The Berry Street Education Model to ensure whole school approaches to Student Wellbeing aligns with school's wellbeing philosophy</li> <li>- Build teacher capacity, through a case management approach, to ensure Student Wellbeing needs are met</li> <li>- Build teacher capacity to embed consistent school wide expectations to create a learning environment that is safe, respectful, trusting, supportive and open to healthy risk taking</li> <li>- Incorporate student voice and student feedback to design authentic meaningful activities to deeply engage students</li> </ul>				
<b>Outcomes</b>	<p><b>LEADERS WILL</b></p> <ul style="list-style-type: none"> <li>- Design and lead professional learning using the Amplify document as a guide</li> <li>- Continue to build teacher capacity, whole school consistency and commitment to the Berry Street Education Model</li> <li>- Liaise with student representatives to identify potential areas of student involvement in whole school matters</li> <li>- Actively seek and resource opportunities to increase student physical activity and wellbeing</li> <li>- Resource extra-curricular activities and engage with external organisations to provide opportunities for increased student engagement</li> </ul>				

	<p><b>TEACHERS WILL</b></p> <ul style="list-style-type: none"> <li>- Continue to build and share their toolkit of wellbeing strategies and resources</li> <li>- Consistently implement the non-negotiable elements of the Berry Street Education Model</li> <li>- Increase their awareness of Amplify strategies to create opportunities for student voice and agency</li> <li>- Create more opportunities for active play</li> <li>- Consistently role model healthy relationships and respectful interactions</li> </ul> <p><b>STUDENTS WILL</b></p> <ul style="list-style-type: none"> <li>- Lead and model active play sessions during recess breaks</li> <li>- Liaise with leadership and teachers to identify opportunities for student input</li> <li>- Model problem solving strategies using a peer mentoring and mediation approach</li> <li>- Explore and participate in a wider range of in-school and extra-curricular activities</li> </ul>			
<b>Success Indicators</b>	<p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>- Maintain records of staff meeting minutes, term activity calendar</li> <li>- Timetable of professional development activities</li> <li>- Learning walks to ensure consistent implementation of Berry Street Education Model</li> <li>- Resource creative and physical play opportunities</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>- PDP notes and evidence will reflect increased teacher capacity to include student voice and agency in learning</li> <li>- Consistently implement non-negotiable Berry Street Education Model strategies</li> <li>- Create opportunities for, and participate in creative, physical and active play with students</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>- Engage in opportunities that provide creative, physical and active play</li> <li>- SRC meeting minutes and peer mediation records</li> <li>- Survey responses and formative assessment feedback</li> <li>- Student led newsletter articles</li> <li>- Reduction of significant incidents in GradeXpert</li> <li>- High level positive responses to Mt Evelyn PS Student Wellbeing Survey</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Review curriculum to incorporate opportunities for student voice and agency	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Development and implementation of professional learning program based on Amplify to support staff understanding of student voice and agency	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Embed peer mediation program to support all students.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Embed evidence-based student wellbeing practices (Berry Street, Respectful Relationships) across the school.	<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
Embed CUST training into all school practices and ensure that indigenous and inclusion champions oversee inclusion into curriculum planning	<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>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	- Strengthen and embed a school-wide approach to communication with families by incorporating the new ways in which schools connected during remote and flexible learning			

	<ul style="list-style-type: none"> <li>- Build staff capacity to further integrate and expand digital learning</li> <li>- Strengthen connections between families and promote and deepen school-home partnerships</li> </ul>
<p><b>Outcomes</b></p>	<p><b>LEADERS WILL</b></p> <ul style="list-style-type: none"> <li>- Create opportunities for more regular and flexible meetings using digital technologies</li> <li>- Provide resources and training for staff to upskill digital capabilities</li> <li>- Source and resource school and wider community relationship building activities</li> <li>- Timetable sharing and feedback sessions with staff</li> </ul> <p><b>TEACHERS WILL</b></p> <ul style="list-style-type: none"> <li>- Utilise multiple opportunities and platforms to regularly connect and strengthen home-school partnership</li> <li>- Share the school's learning journey during the Network Writing Initiative and gather parent feedback around student learning and engagement</li> <li>- Develop targeted surveys around school initiatives for parents to provide feedback</li> <li>- Source opportunities to engage and include local community groups and resources</li> </ul> <p><b>STUDENTS WILL</b></p> <ul style="list-style-type: none"> <li>- Feel connected to their school and have a positive attitude to attendance</li> <li>- Develop greater skills and confidence using various digital technologies</li> <li>- Have strong relationships with their teachers, support staff and other key school staff</li> <li>- Have a greater awareness and understanding of their local community</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>- Record higher level of parent participation and attendance at school events</li> <li>- High level of response to surveys</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>- Survey feedback from parents and the wider community identifying satisfaction and community connection</li> <li>- Attendance Records</li> <li>- Parent responses to information shared about the Writing Learning journey</li> <li>- More positive responses to Parent Opinion Survey</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>- More positive responses to Student Attitudes to School Survey</li> <li>- Higher levels of attendance</li> <li>- High level of attendance at community events and activities</li> <li>- Positive feedback around connection and engagement with community events and activities</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create a calendar of whole school and level events to promote community engagement.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Build parent capacity to support learning at school and at home.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Build teacher capacity to authentically incorporate digital technologies into key learning areas.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used