

# 2021 Annual Implementation Plan

## for improving student outcomes

Epping Primary School (5551)



Submitted for review by Tanya Kirkright (School Principal) on 20 January, 2021 at 09:54 PM  
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 29 January, 2021 at 05:45 PM  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2021

Epping Primary School (5551)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving	
	Curriculum planning and assessment	Evolving	
	Evidence-based high-impact teaching strategies	Emerging	
	Evaluating impact on learning	Evolving moving towards Embedding	
<b>Professional leadership</b>	Building leadership teams	Evolving	
	Instructional and shared leadership	Embedding	
	Strategic resource management	Evolving	
	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 moving towards Embedding	

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

<b>Enter your reflective comments</b>	Due to COVID we were limited in achieving our targeted goals.
<b>Considerations for 2021</b>	Staff and Student Wellbeing. 'Catch up' students from COVID. Revise and refresh structures and expectations. Year of review as it is our school review.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Connected schools priority
<b>Goal 2</b>	Implementation of the CAFÉ Reading Model
<b>Target 2.1</b>	<p><b>Growth targets:</b></p> <p>All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and other school assessments).</p> <p>At least 20% of all students P-6 to be at A or B level by teacher judgement in Reading, Writing and Maths.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to show: Less than 25% of students making low relative gain.</p> <p>An increasing percentage of students making high relative gain.</p>

**NAPLAN Band representation:**

The percentage of students achieving in the top two bands of NAPLAN in English (all subtests) in Year 3 will be 30%.

The percentage of students achieving in the top two bands of NAPLAN in English (all subtests) in Year 5 will be 25%.

The percentage of students achieving in the top two bands of NAPLAN in Maths in Year 3 will be 25%.

The percentage of students achieving in the top two bands of NAPLAN in Maths in Year 5 will be 20%.

**Implementation milestones:**

By the end of 2021 all staff have implemented at least six new instructional techniques.

Greater consistency in instructional practice is evident across the campuses.

**Key Improvement Strategy 2.a**

Build capacity of PLTs and PLCs to focus on student learning outcomes in Reading

Building practice excellence	
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Develop teacher knowledge and use of the high impact teaching strategies
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Enhance teacher instructional capacity and understanding in the CAFÉ Reading Workshop Model
<b>Goal 3</b>	Implementation of Professional Learning Communities
<b>Target 3.1</b>	<p><b>PLC:</b> Be at beginning of Evolving on the PLC Maturity Matrix by the end of 2021.</p> <p><b>FISO</b> Be at beginning of Evolving on the FISO Continua in Building Practice Excellence &amp; Evaluating Impact on Learning by the end of 2021.</p> <p><b>FISO</b> To be at the beginning of Evolving on the FISO Continua in Building Leadership Teams, Instructional and Shared Leadership &amp; Strategic Resource Management</p> <p><b>Staff Opinion Survey:</b> At least 50% have a positive response to Collective Efficacy and 70% with Academic Emphasis At least 50% of staff to have a positive response within Teaching &amp; Learning Implementation and Evaluation.</p> <p><b>Staff Survey :</b> At least 60% of staff to have a positive response within the School Leadership module</p>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Build capacity of PLCs through the participation of the DET PLC Initiative Enhance the data literacy of all staff to utilise achievement data to inform teacher practice through PLCs
<b>Goal 4</b>	Develop student leadership programs and opportunities to develop and build student voice
<b>Target 4.1</b>	<p><b>AtSS</b> At least 70% of students have a positive response to Student Voice &amp; Agency</p> <p>Connectedness to Peers factor to increase to 85%</p>

	Sense of inclusion to 80%
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Enhance the School Captains and other school Leader roles Re introduce and develop a JSC Develop regular student forums for open conversations amongst students and staff and the school community

## 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><b>CONNECTED TO SCHOOL (AtSS) &amp; HAPPY, HEALTHY, ACTIVE KIDS</b></p> <p>At least 70% of students have a positive response to Student Voice &amp; Agency</p> <p>Connectedness to Peers factor to increase to 85%</p> <p>Sense of inclusion to 80%</p> <p>Attendance - Less than 5% unexplained absences</p> <p><b>LEARNING, CATCH UP &amp; EXTENSION</b> Curriculum planners will identify differentiation for individual learners to provide support and/or extension.</p> <p>100% of students identified in the tutor program will be on an Individual Learning Plan.</p>
Implementation of the CAFÉ Reading Model	No	<p><b>Growth targets:</b></p> <p>All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English</p>	



		<p>and Mathematics (as measured by teacher judgement and other school assessments).</p> <p>At least 20% of all students P-6 to be at A or B level by teacher judgement in Reading, Writing and Maths.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to show: Less than 25% of students making low relative gain.</p> <p>An increasing percentage of students making high relative gain.</p> <p>NAPLAN Band representation: The percentage of students achieving in the top two bands of NAPLAN in English (all subtests) in Year 3 will be 30%.</p> <p>The percentage of students achieving in the top two bands of NAPLAN in English (all subtests) in Year 5 will be 25%.</p> <p>The percentage of students achieving in the top two bands of NAPLAN in Maths in Year 3 will be 25%.</p> <p>The percentage of students achieving in the top two bands of NAPLAN in Maths in Year 5 will be 20%.</p>	
--	--	--	--

		<p><b>Implementation milestones:</b></p> <p>By the end of 2021 all staff have implemented at least six new instructional techniques.</p> <p>Greater consistency in instructional practice is evident across the campuses.</p>	
Implementation of Professional Learning Communities	No	<p><b>PLC:</b> Be at beginning of Evolving on the PLC Maturity Matrix by the end of 2021.</p> <p><b>FISO</b> Be at beginning of Evolving on the FISO Continua in Building Practice Excellence &amp; Evaluating Impact on Learning by the end of 2021.</p> <p><b>FISO</b> To be at the beginning of Evolving on the FISO Continua in Building Leadership Teams, Instructional and Shared Leadership &amp; Strategic Resource Management</p> <p><b>Staff Opinion Survey:</b> At least 50% have a positive response to Collective Efficacy and 70% with Academic Emphasis At least 50% of staff to have a positive response within Teaching &amp; Learning Implementation and Evaluation.</p> <p><b>Staff Survey :</b> At least 60% of staff to have a positive response within the School Leadership module</p>	

Develop student leadership programs and opportunities to develop and build student voice	No	<p><b>AtSS</b> At least 70% of students have a positive response to Student Voice &amp; Agency</p> <p>Connectedness to Peers factor to increase to 85%</p> <p>Sense of inclusion to 80%</p>	

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>CONNECTED TO SCHOOL (AtSS) &amp; HAPPY, HEALTHY, ACTIVE KIDS</p> <p>At least 70% of students have a positive response to Student Voice &amp; Agency</p> <p>Connectedness to Peers factor to increase to 85%</p> <p>Sense of inclusion to 80%</p> <p>Attendance - Less than 5% unexplained absences</p> <p>LEARNING, CATCH UP &amp; EXTENSION Curriculum planners will identify differentiation for individual learners to provide support and/or extension.</p> <p>100% of students identified in the tutor program will be on an Individual Learning Plan.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Empowering students and building school pride	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

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>CONNECTED TO SCHOOL (AtSS) &amp; HAPPY, HEALTHY, ACTIVE KIDS</p> <p>At least 70% of students have a positive response to Student Voice &amp; Agency</p> <p>Connectedness to Peers factor to increase to 85%</p> <p>Sense of inclusion to 80%</p> <p>Attendance - Less than 5% unexplained absences</p> <p>LEARNING, CATCH UP &amp; EXTENSION</p> <p>Curriculum planners will identify differentiation for individual learners to provide support and/or extension.</p> <p>100% of students identified in the tutor program will be on an Individual Learning Plan.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Develop the data literacy of teachers and education support staff to inform their understanding of student needs and progress, and identify students requiring additional support.</li> <li>* Embed PLC/PLT structures to support teacher collaboration and reflection, and to strengthen teacher practice.</li> <li>* Introduce the SPA Platform to teachers.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Teachers confidently and accurately identify student learning needs of their students.</li> <li>* Teachers use the HITS to plan lessons and units.</li> <li>* Teachers consistently and explicitly implement the school's instructional model.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Teacher records/observations of student progress.</li> <li>* Classroom observations and learning walks demonstrate the uptake of professional learning strategies.</li> </ul>

\* Improved student feedback on teaching and learning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and the use of teacher focus groups in reading.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation.	<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
Implement SPA Platform.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00  <input type="checkbox"/> Equity funding will be used
Implement the tutoring program, intervention and EAL support programs, and allocate eligible students using relevant data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$153,411.00  <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>* Refine the whole school approach to wellbeing, considering actions at the leadership, teacher and student levels.</li> <li>* Maintain a whole school approach to social-emotional learning.</li> <li>* Establish and embed wellbeing routines and prioritise adequate time in the school day.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Teachers model and are consistent in agreed routines.</li> <li>* Teachers, leaders and the school community share a common understanding of the whole school approach to wellbeing.</li> <li>* Leaders continue to strengthen engagement with regional and external support agencies.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Observations of changes to classroom practices.</li> <li>* Documentation of frameworks, policies, procedures or programs.</li> <li>* Documentation of internal and external professional learning attendance and shared readings.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Revise school expectations of SEA and Mindfulness.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$400.00  <input type="checkbox"/> Equity funding will be used
Introduce scheduled 'active', movement-based sessions.	<input checked="" type="checkbox"/> Student(s) <input checked="" 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
Organise and schedule PL on Restorative Practices.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Document and share Wellbeing Team roles, responsibilities, programs and procedures.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Book Brainstorm Productions student wellbeing presentation.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Empowering students and building school pride	Connected schools priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* 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.</li> <li>* Continue to develop and strengthen student voice and agency across the school.</li> <li>* Continue to connect to our community.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Teachers have stronger relationships with students and parents/carers/kin.</li> <li>* Students and parents/carers/kin will feel more as though they belong and are seen.</li> <li>* Students feel more connected to their school and have positive attitudes to attendance.</li> <li>* Student leaders have a greater positive impact within the school.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Continued development of the student leadership program.</li> <li>* Parent/Carer involvement in school activities</li> <li>* Implementation of student-led activities.</li> <li>* Parent/student perception via whole school surveys.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



Continue to expand community access to school newsletters, social media, and information sessions.	<input checked="" type="checkbox"/> All Staff <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
Invite local community members and leaders to school open days, assemblies, concerts and other school events.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" 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
Student leaders attend student leadership meetings to encourage student voice, agency and action.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Implement and embed student-led activities.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Tuning into Kids (Parent Program).	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" 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	\$4,500.00	\$4,500.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$4,500.00</b>	<b>\$4,500.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Book Brainstorm Productions student wellbeing presentation.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,500.00	\$1,500.00
Tuning into Kids (Parent Program).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$3,000.00	\$3,000.00
<b>Totals</b>			<b>\$4,500.00</b>	<b>\$4,500.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2021	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
Schedule and organise professional learning on formative assessment and the use of teacher focus groups in reading.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site