

2018 Annual Implementation Plan

for improving student outcomes

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 22 November, 2017 at 11:35 AM

Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 26 November, 2017 at 11:16 AM

Endorsed by Kate Wheller (School Council President) on 21 February, 2018 at 10:23 AM

Self-evaluation Summary - 2018

Glenallen School (4968)

	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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<p>The self evaluation tool enabled us to reflect more deeply on our current practice in the areas of excellence in teaching and learning, professional leadership, positive climate for learning and community engagement in learning.</p> <p>The process highlighted the areas where we are evolving, embedding and excelling. We recognised the importance of using data sets to inform and support our evaluations.</p> <p>The key findings were that we need to look at continuous improvement in all areas however the evidence and data indicates that we are evolving in curriculum development, embedding in all other areas including one embedding working towards excelling.</p>
Considerations for 2019	<ol style="list-style-type: none"> 1. FISO priority and/or network of schools: The school will investigate/research into becoming a professional learning community in collaboration with other schools. 2. Curriculum planning and assessment: Formalising teacher planning in teams at a department level. 3. Student agency: students will be given further opportunities to determine learning goals and learning intentions with

	support and scaffolding. 4. Review the PLT structure for the 2019 Strategic plan
Documents that support this plan	2017_School_Annual_Implementation_Plan_GlenallenSchool final.docx (0.14 MB) Parent Opinion Survey - Mean Factor Scores - Trend Analysis.pdf (0.27 MB) Parent Opinion Survey - Percentile by Factor for Single Year.pdf (0.17 MB) School Staff Survey - Summary of Module Component Means.pdf (0.36 MB) Strategic Plan Glenallen School 2015 - 2108.docx (0.14 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Glenallen School (4968)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
ACHIEVEMENT To improve individual student learning outcomes in literacy/communication.	By the end of 2018, 90% of students will achieve at a satisfactory or above level in their literacy/communication goals (Benchmark 2015).	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Self selected Reading implemented across the school. 90% of students will achieve at a satisfactory or above level in their literacy/communication.	Curriculum planning and assessment
ENGAGEMENT Increase the active participation of	By the end of 2018:	No	• Collation and review of data relating to staff	

<p>students in their extra curricula learning.</p>	<ul style="list-style-type: none"> • 50 % of parents will respond positively on the parent opinion survey in relation to extra curricula activities. • there will be a 10% improvement in the area of engagement within the students attitude to schools survey. 		<p>capacity to be an effective communication partner</p> <ul style="list-style-type: none"> • Improve the parent opinion survey response rate in relation to extra curricula activities by 10% • Increase in student feedback data (4%) 	
<p>WELLBEING To enhance the safety and wellbeing of all students in the school.</p>	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • 90% of students will achieve a satisfactory or above level in their Health and Safety Program goals. • 10% improvement in the area of wellbeing within the attitudes to school survey. 	<p>No</p>	<ul style="list-style-type: none"> •Recommendations from staff, students and parents survey taken to SLT for staff to discuss. • All changes completed and final document presented to staff 	
<p>PRODUCTIVITY To improve the Performance and Development Culture within the school community.</p>	<p>By the end of 2018, there will be an improvement in the school staff survey response rate in relation to:</p> <ul style="list-style-type: none"> • Teacher/Team collaboration (whole school) by 10%. • Principal Class/Teacher/Team collaboration by 8%. <p>By the end of 2018, there will be an improvement in the P&D culture of self-assessment in relation to multiple sources of feedback from Level 1 to Level 3.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Staff improvement guided by multiple sources of feedback • Established structures and processes that enable regular observation and feedback. <p>Teacher/Team collaboration (whole school) by 10%.</p> <ul style="list-style-type: none"> •Principal Class/Teacher/Team collaboration by 8%. 	<p>Building practice excellence</p>

<p>ACHIEVEMENT To improve teacher capacity in delivering the Victorian Curriculum.</p>	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • planning and curriculum mapping documentation will be developed to ensure all students are receiving a broad educational program. • staff will be provided with the tools to enable formative and summative assessments, thereby placing the student within the learning continuum of A to 10. • supporting documentation/PD will be provided to assist teachers/teams in developing comprehensive work programs that demonstrate the area/s of learning that students are working within. 	<p>Yes</p>	<ul style="list-style-type: none"> • To build/ develop teacher/PLC capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum. • Establish and define the role of the Learning Specialist. 100% teaching staff will have been provided with access to and developed comprehensive work programs. 	<p>Curriculum planning and assessment</p>
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<p>Improvement Initiatives Rationale</p>
<ul style="list-style-type: none"> •Glenallen School will focus on self-selected reading component of The Four Blocks to Literacy approach. This framework is for both emergent and conventional literacy learners particularly students with additional and complex communication needs. •Glenallen School has a focus on strengthening teacher practice to improve student outcomes by creating a whole school culture of accountability and feedback through effective professional learning, including introduction of the four Professional Practice Days. •Glenallen School aims to ensure all students are receiving a broad educational program within the Victorian Curriculum and have individual learning plans. Staff will be provided with mentoring and coaching in how the curriculum is structured. This will assist teachers to develop and deliver high quality learning outcomes for our students.

<p>Goal 1</p>	<p>ACHIEVEMENT To improve individual student learning outcomes in literacy/communication.</p>
<p>12 month target 1.1</p>	<p>Self-selected Reading implemented across the school. 90% of students will achieve at a satisfactory or above level in their literacy/communication.</p>

FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	To build teacher/team capacity to plan, deliver and assess individualised literacy and / or communication programs.

Goal 2	PRODUCTIVITY To improve the Performance and Development Culture within the school community.
12 month target 2.1	<ul style="list-style-type: none"> • Staff improvement guided by multiple sources of feedback • Established structures and processes that enable regular observation and feedback. Teacher/Team collaboration (whole school) by 10%. •Principal Class/Teacher/Team collaboration by 8%.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Create a whole school culture of accountability and feedback

Goal 3	ACHIEVEMENT To improve teacher capacity in delivering the Victorian Curriculum.
12 month target 3.1	<ul style="list-style-type: none"> • To build/ develop teacher/PLC capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum. • Establish and define the role of the Learning Specialist. 100% teaching staff will have been provided with access to and developed comprehensive work programs.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	To build teacher/team capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum

Define Evidence of Impact and Activities and Milestones - 2018

Glenallen School (4968)

Goal 1	ACHIEVEMENT To improve individual student learning outcomes in literacy/communication.			
12 month target 1.1	Self-selected Reading implemented across the school. 90% of students will achieve at a satisfactory or above level in their literacy/communication.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	To build teacher/team capacity to plan, deliver and assess individualised literacy and / or communication programs.			
Actions	<ul style="list-style-type: none"> • Provide professional learning linked to the Self-selected Reading component of the Four Blocks model for literacy • Implement the Self-selected Reading component of the 4 Blocks Literacy program across the school 			
Evidence of impact	<ul style="list-style-type: none"> • 90% of students achieve (satisfactory or above) their literacy/communication goals (Benchmark 2015). • All classroom teachers weekly planning will reflect implementation of the four blocks of literacy. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Literacy PLT to induct staff on the Self-selected Reading at a whole staff meeting	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLT to provide a resource bank of Self-selected Reading activities and purpose	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Work programs reflect implementation of The Four Blocks of Literacy	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	PRODUCTIVITY To improve the Performance and Development Culture within the school community.			
12 month target 2.1	<ul style="list-style-type: none"> • Staff improvement guided by multiple sources of feedback • Established structures and processes that enable regular observation and feedback. Teacher/Team collaboration (whole school) by 10%. <ul style="list-style-type: none"> •Principal Class/Teacher/Team collaboration by 8%. 			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Create a whole school culture of accountability and feedback			
Actions	<ul style="list-style-type: none"> • School leaders to support all staff in developing their understanding the AITSL standards through the PDP process. • Review the Glenallen observational rounds, processes and/or protocols 			
Evidence of impact	100% of teaching staff participating in observational rounds twice per year Teaching staff will demonstrate an understanding of the AITSL standards to improve their teaching practices through the PDP process.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers to self-evaluate their progress against The AITSL standards	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Survey teachers on the effectiveness of the observational rounds protocols and processes	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Observational rounds embedded in the school calendar	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	ACHIEVEMENT To improve teacher capacity in delivering the Victorian Curriculum.			
12 month target 3.1	<ul style="list-style-type: none"> To build/ develop teacher/PLC capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum. Establish and define the role of the Learning Specialist. 100% teaching staff will have been provided with access to and developed comprehensive work programs.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	To build teacher/team capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum			
Actions	PLT to develop planning and curriculum mapping documentation to ensure all students are receiving a broad educational program PLT to develop supporting documentation/PD to assist teachers/teams in developing comprehensive work programs that demonstrate the area/s of learning the students are working in. To develop a role description for the learning specialist			
Evidence of impact	Suite of weekly work program templates available for teachers Mapping documentation completed Document outlining the role and responsibilities for the learning specialist			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning to explain the implementation and assessment of the Victorian Curriculum	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
•PLT to research and develop planning and mapping documentation	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Ongoing targeted Professional Development introducing a range of weekly work program templates	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum and assessment PLT to trial mapping documents	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum and assessment PLT to trial weekly work program documents	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Glenallen School (4968)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Literacy PLT to induct staff on the Self-selected Reading at a whole staff meeting	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLT to provide a resource bank of Self-selected Reading activities and purpose	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Teachers to self-evaluate their progress against The AITSL standards	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning to explain the implementation and assessment of the Victorian Curriculum	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Ongoing targeted Professional Development introducing a range of weekly work program templates	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

[2017 School Annual Implementation Plan GlenallenSchool final.docx \(0.14 MB\)](#)

[Parent Opinion Survey - Mean Factor Scores - Trend Analysis.pdf \(0.27 MB\)](#)

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