

# 2020 Annual Implementation Plan

## for improving student outcomes

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 17 December, 2019 at 03:46 PM  
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 17 December, 2019 at 03:53 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	<p>On reflection of our self-evaluation against the FISO Continua of Practice we have identified the school is currently evolving to embedding in most areas. We have selected the following key elements for ongoing work;</p> <ul style="list-style-type: none"> <li>- Teacher moderation of student work against the standards using student data to reflect on teaching practice for example data walls (see image 3667).</li> <li>- Curriculum PLT 4 year curriculum planner and assessment cycle Collecting student data to improve student learning outcomes at a class, sub school and whole school level.</li> <li>- Observational rounds Professional development opportunities Collaborative planning, reflection, feedback and adjustments.</li> <li>- Use of ABLES assessments Emergent literacy assessments PM Benchmarking.</li> <li>- The school has worked with the VBA , FMSA Architects, and Newpol Construction to design and renovate the accessible bathrooms and change rooms.</li> <li>- The school has identified the need to implement collaborative planning.</li> <li>- The school will include Welcome to Country at whole school and sub school assemblies. The school will display the Australian, Aboriginal and Torres Strait Island flag in the school hall and meeting room 1.</li> </ul>
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	<ul style="list-style-type: none"> <li>- The school has identified the need to review the curriculum planner to ensure that global citizenship and sustainability is included.</li> </ul>
<b>Considerations for 2020</b>	<p>Considerations for 2020:</p> <ul style="list-style-type: none"> <li>- Further development of the moderation process in the area of literacy/communication.</li> <li>- Implement a Respectful Relations action Plan.</li> <li>- Implementation of the PLC process.</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.
<b>Target 1.1</b>	<p>Ninety-five per cent of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years during the SSP period in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Number and Algebra</li> </ul> <p><i>To be monitored each two school years during the SSP (for example, from end 2019 to end 2022)</i></p>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics).
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Use the Professional Learning Community inquiry cycle and other PL activities to embed the instructional model.
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Continue to build leadership capacity at various levels to guide, support and direct implementation of the instructional model, the improvement of instructional practice, and improvement of student learning.
<b>Goal 2</b>	To create empowered learners who are actively engaged in communication and their learning.
<b>Target 2.1</b>	<p>By 2022, the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:</p> <ul style="list-style-type: none"> <li>• Social engagement domain</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Voice and agency</li> <li>• Sense of inclusion</li> </ul>
<b>Target 2.2</b>	By 2022, the percentage of parents responding positively to the Parent Opinion Survey student agency and voice measure to be at or above 85 per cent (75 per cent in 2018).
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a whole-school approach to activating student agency in learning.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Continue to build Glenallen capacity to be a leading Communication Accessible School (CAS).
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	<p>The school will develop a communication data wall using the Roadmap of Communication Competence (ROCC). The ROCC was developed as a tool to map progress made by schools in smaller increments to ensure 2 key things:</p> <ul style="list-style-type: none"> <li>• There is a shared understanding of what competent communication looks like – the big picture.</li> <li>• Teams are not overwhelmed by the big picture in setting goals, prioritizing strategie</li> </ul>
<b>Goal 3</b>	To enhance the safety, connectedness and wellbeing of all students.
<b>Target 3.1</b>	<p>By 2022 the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness</li> <li>• I feel safe at this school</li> </ul>

<b>Target 3.2</b>	By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey to be at or above 90 per cent.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Continue to build the whole-school approach to student health, wellbeing and inclusion.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.	Yes	<p>Ninety-five per cent of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years during the SSP period in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Number and Algebra</li> </ul> <p><i>To be monitored <b>each two school years</b> during the SSP (for example, from end 2019 to end 2022)</i></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>85% of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress in Reading and Viewing, Writing, Number and Algebra.</p>
To create empowered learners who are actively engaged in communication and their learning.	No	<p>By 2022, the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:</p> <ul style="list-style-type: none"> <li>• Social engagement domain</li> <li>• Student Voice and agency</li> <li>• Sense of inclusion</li> </ul>	

		By 2022, the percentage of parents responding positively to the Parent Opinion Survey student agency and voice measure to be at or above 85 per cent (75 per cent in 2018).	
To enhance the safety, connectedness and wellbeing of all students.	No	By 2022 the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:	
		<ul style="list-style-type: none"> <li>• Sense of connectedness</li> <li>• I feel safe at this school</li> </ul>	
		By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey to be at or above 90 per cent.	

<b>Goal 1</b>	To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.	
<b>12 Month Target 1.1</b>	85% of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress in Reading and Viewing, Writing, Number and Algebra.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics).	Yes

<b>KIS 2</b> Building practice excellence	Use the Professional Learning Community inquiry cycle and other PL activities to embed the instructional model.	Yes
<b>KIS 3</b> Instructional and shared leadership	Continue to build leadership capacity at various levels to guide, support and direct implementation of the instructional model, the improvement of instructional practice, and improvement of student learning.	No
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.	In 2020, we will focus on provide professional learning on the implementation of the instructional model (Gradual Release of Responsibility). The school has chosen to focus on this as our self evaluation against the FISO Continua of Practice indicated that we were emerging in the area of HITS and evaluating the impact on learning. Using the data from the whole school PLC maturity matrix, we identified that we were evolving and needed to develop the staffs understanding of how a PLC structure is able to improve student learning outcomes.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.			
<b>12 Month Target 1.1</b>	85% of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress in Reading and Viewing, Writing, Number and Algebra.			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics).			
<b>Actions</b>	<ol style="list-style-type: none"> <li>Review whole school meeting schedule to: <ul style="list-style-type: none"> <li>- prioritise time for staff to meet as a PLC</li> <li>- allow teachers to undertake professional learning on the Gradual Release of Responsibility.</li> </ul> </li> <li>Deliver Professional Learning for staff on the pedagogical model (Gradual Release of Responsibility).</li> <li>Develop a consistent approach to writing work programs across the school.</li> </ol>			
<b>Outcomes</b>	<p>Leaders will: oversee the development and implementation of an agreed pedagogical model, use multiple sources of evidence to track the new pedagogical model and work program implementation including barriers and enablers.</p> <p>Teachers will: understand the structure of the pedagogical model and use the pedagogical model regularly to plan and deliver lessons.</p> <p>Students will: where appropriate, identify the learning intentions of a lesson.</p>			
<b>Success Indicators</b>	<p>Leaders: Revised meeting schedule for 2020, SIT minutes, PD committee minutes, notes from learning walks, pre and post professional learning survey.</p> <p>Teachers: lesson plans will demonstrate the Gradual Release of Responsibility.</p> <p>Students: leader notes from conversations with students during learning walks (investigate students attitude to school survey)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Review/redevelop meeting schedule	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Gradual Release of Responsibility professional learning	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of consistent whole school work programs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Use the Professional Learning Community inquiry cycle and other PL activities to embed the instructional model.			
<b>Actions</b>	1. Review whole school meeting schedule to: - prioritise time for staff to meet as a PLC - allow teachers to undertake professional learning on the Gradual Release of Responsibility. 2. Implement a PLC structure.			
<b>Outcomes</b>	Leaders will: use multiple sources of evidence to identify improvement in student learning outcomes during the PLC process. Participate in the PLC inquiry cycle to monitor the data being evaluated and the HIT strategies utilised. Teachers will: use student learning data to implement an inquiry cycle. Identify which HITS has improved student learning outcomes as part of the PLC process. Students will: provide feedback on their own learning process.			
<b>Success Indicators</b>	Leaders: whole school learning data, PLC maturity matrix, 2020 meeting schedule, SIT minutes, leadership minutes. Teachers: class level student data, work programs, student reports. Students: Sustained and/or improved student learning outcomes.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Implementation of PLC structure	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$17,623.10	\$17,623.10
<b>Grand Total</b>	<b>\$17,623.10</b>	<b>\$17,623.10</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Glenallen consists of three sub schools. The equity spend for 2020 will be divided between sub schools to enable them to provide accessible incursions which will complement the student learning program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$17,623.10	\$17,623.10
<b>Totals</b>			<b>\$17,623.10</b>	<b>\$17,623.10</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Gradual Release of Responsibility professional learning	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Development of consistent whole school work programs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implementation of PLC structure	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site