

# 2021 Annual Implementation Plan

## for improving student outcomes

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 26 November, 2020 at 12:57 PM  
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 21 January, 2021 at 10:15 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

|  | <b>FISO Improvement Model Dimensions</b><br>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  | Embedding                         |
|  | Curriculum planning and assessment  | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies  | Emerging                          |
|  | Evaluating impact on learning   | Emerging moving towards Evolving  |
| <b>Professional leadership</b>             | Building leadership teams   | Embedding                         |
|  | 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 moving towards Excelling |
|                               | Setting expectations and promoting inclusion  | Embedding moving towards Excelling |
|                               | Health and wellbeing                          | Embedding                          |
|                               | Intellectual engagement and self-awareness    | Emerging                           |

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

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| <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.</li> <li>- Curriculum Leader and Learning Specialists have developed a 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, PAT testing.</li> <li>- The school has worked with the VSBA, FMSA Architects, to design and upgrade the front foyer and the library.</li> <li>- The school is working with NEVR and VSBA to upgrade the bus shelter and front carpark</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 2021</b>          | <p>Considerations for 2021:</p> <ul style="list-style-type: none"> <li>- Further development of the moderation process in the area of literacy/communication.</li> <li>- Implementation of the PLC process.</li> <li>- Collaborative planning embedded into the new 4 year curriculum planner.</li> <li>- Implementation of the instructional model, Gradual Release of Responsibility.</li> <li>- Improving student learning outcomes through the use of the High Impact Teaching strategies (HITS).</li> <li>- To ensure the school continues to provide a learning environment where the students and school community feels safe.</li> </ul> |
| <b>Documents that support this plan</b> | Draft 5 Whole School Planner.docx (0.03 MB)  |

## 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><br>Curriculum planning and assessment | Learning, catch-up and extension priority  |
| <b>Key Improvement Strategy 1.b</b><br>Health and wellbeing               | Happy, active and healthy kids priority  |
| <b>Key Improvement Strategy 1.c</b><br>Building communities               | Connected schools priority   |
| <b>Goal 2</b>   | To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.  |
| <b>Target 2.1</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 <b>each two school years</b> during the SSP (for example, from end 2019 to end 2022)</i></p> |
| <b>Key Improvement Strategy 2.a</b>                                       | Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics).   |

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| Evidence-based high-impact teaching strategies                                       |   |
| <b>Key Improvement Strategy 2.b</b><br>Building practice excellence                  | Use the Professional Learning Community inquiry cycle and other PL activities to embed the instructional model.   |
| <b>Key Improvement Strategy 2.c</b><br>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 3</b>  | To create empowered learners who are actively engaged in communication and their learning.  |
| <b>Target 3.1</b>  | 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>• Social engagement domain</li> <li>• Student Voice and agency</li> <li>• Sense of inclusion</li> </ul> |
| <b>Target 3.2</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 3.a</b><br>Empowering students and building school pride | Develop a whole-school approach to activating student agency in learning.   |
| <b>Key Improvement Strategy 3.b</b><br>Empowering students and building school pride | Continue to build Glenallen capacity to be a leading Communication Accessible School (CAS).   |

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| <p><b>Key Improvement Strategy 3.c</b><br/>Empowering students and building school pride</p> | <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 strategies</li> </ul> |
| <p><b>Goal 4</b></p>   | <p>To enhance the safety, connectedness and wellbeing of all students.</p>  |
| <p><b>Target 4.1</b></p>   | <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>   |
| <p><b>Target 4.2</b></p>   | <p>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.</p>  |
| <p><b>Key Improvement Strategy 4.a</b><br/>Health and wellbeing</p>                          | <p>Continue to build the whole-school approach to student health, wellbeing and inclusion.</p>  |

## 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>The school will ensure that the health and wellbeing of staff and students is a priority. Strategies to support the health and wellbeing of staff and students will be embedded into the policies and practices across the school.</p> <p>The school will continue to support and reengage students and their families who have found attendance at school difficult due to Covid19 and other factors. The school will continue to provide high level literacy and numeracy instruction to ensure the students maintain or improve on their current levels of achievement against the standards A-10 in the Victorian Curriculum.</p> |
| To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics. | No                                    | <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> |  |

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|--|----|---|--|
|  |    | <i>To be monitored each two school years during the SSP (for example, from end 2019 to end 2022)</i>  |  |
| To create empowered learners who are actively engaged in communication and their learning. | 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>• 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.   |  |

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|---|--|---|
| <b>Goal 1</b>   | 2021 Priorities Goal   |   |
| <b>12 Month Target 1.1</b>  | <p>The school will ensure that the health and wellbeing of staff and students is a priority. Strategies to support the health and wellbeing of staff and students will be embedded into the policies and practices across the school.</p> <p>The school will continue to support and reengage students and their families who have found attendance at school difficult due to Covid19 and other factors. The school will continue to provide high level literacy and numeracy instruction to ensure the students maintain or improve on their current levels of achievement against the standards A-10 in the Victorian Curriculum.</p> |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Curriculum planning and assessment  | Learning, catch-up and extension priority  | Yes                                       |
| <b>KIS 2</b><br>Health and wellbeing  | Happy, active and healthy kids priority  | Yes                                       |
| <b>KIS 3</b><br>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

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|--|---|
| <b>Goal 1</b>                                      | 2021 Priorities Goal  |
| <b>12 Month Target 1.1</b>                         | The school will ensure that the health and wellbeing of staff and students is a priority. Strategies to support the health and wellbeing of staff and students will be embedded into the policies and practices across the school.<br>The school will continue to support and reengage students and their families who have found attendance at school difficult due to Covid19 and other factors. The school will continue to provide high level literacy and numeracy instruction to ensure the students maintain or improve on their current levels of achievement against the standards A-10 in the Victorian Curriculum.   |
| <b>KIS 1</b><br>Curriculum planning and assessment | Learning, catch-up and extension priority   |
| <b>Actions</b>                                     | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- establish PLC structures to support teacher collaboration and reflection to strengthen teaching practices</li> <li>- plan whole school professional learning on identified core-curriculum priority areas throughout the year, in particular the Gradual Release of Responsibility</li> <li>- with staff input, establish a targeted support program for students</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- establish consistent approaches to formative assessment</li> <li>- use PLC's to collaboratively plan units of work with a focus on differentiation</li> </ul> |
| <b>Outcomes</b>                                    | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- regularly update data walls</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- participate in PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons</li> <li>- consistently and explicitly implement the school's instructional model</li> <li>- provide regular feedback and monitor student progress using data walls</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- know what their next steps are to progress their learning</li> </ul>   |

| <b>Success Indicators</b>  | <p>Whole School Level:</p> <ul style="list-style-type: none"> <li>- teacher's formative assessment data and teacher judgment data</li> <li>- teacher records and observations of student progress</li> <li>- on-site, off-site attendance records</li> </ul> <p>Classroom Level:</p> <ul style="list-style-type: none"> <li>- documentation and data from formative assessments</li> <li>- a documented assessment schedule and evidence of teachers inputting data and moderating assessments</li> <li>- data walls indicating clearly student progress</li> </ul> <p>Individual and tailored Level:</p> <ul style="list-style-type: none"> <li>- progress against Individual Learning Plans</li> </ul> |  |                                  |  |
|--|--|--|----------------------------------|--|
| <b>Activities and Milestones</b>   | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year | <input checked="" type="checkbox"/> Assessment & Reporting Coordinator<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> School Leadership Team   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Establish processes for regular moderation of assessment   | <input checked="" type="checkbox"/> Assessment & Reporting Coordinator<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Develop an agreed assessment schedule in collaboration with staff  | <input checked="" type="checkbox"/> Assessment & Reporting Coordinator<br><input checked="" type="checkbox"/> School Leadership Team<br><input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b>   | Happy, active and healthy kids priority  |  |                                  |  |

|   |   |                                       |                 |               |
|---|---|---------------------------------------|-----------------|---------------|
| Health and wellbeing  |   |                                       |                 |               |
| <b>Actions</b>  | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- establish an agreed approach to monitoring and responding to student wellbeing concerns</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- establish and embed routines and prioritise time in the school day and classes to revisit these regularly</li> <li>- build relationships and engage with families of at risk students</li> </ul>  |                                       |                 |               |
| <b>Outcomes</b>   | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- identify families of at risk students and provide regular communication and support</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- model and be consistent in agreed routines</li> <li>- identify at risk students and provide targeted support in a timely manner</li> </ul> <p>Student will:</p> <ul style="list-style-type: none"> <li>- feel supported and engaged in home groups and contribute to a strong classroom culture</li> <li>- have strong relationships with peers</li> </ul>                                  |                                       |                 |               |
| <b>Success Indicators</b>   | <p>Whole School Level:</p> <ul style="list-style-type: none"> <li>- documentation of frameworks, policies or programs</li> </ul> <p>Classroom Level:</p> <ul style="list-style-type: none"> <li>- documentation of resources of wellbeing programs</li> <li>- teacher surveys on effectiveness of programs referral process</li> <li>- teacher reports of student wellbeing concerns</li> </ul> <p>Individual and tailored Level:</p> <ul style="list-style-type: none"> <li>- data of counselling services accessed by students and families</li> <li>- student engagement and assessment data from classes</li> </ul> |                                       |                 |               |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>     | <b>Budget</b> |
| Engage a health and wellbeing officer (part time) to provide a counselling service for students | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal  | <input type="checkbox"/> PLP Priority | from:<br>Term 1 | \$9,309.00    |

|   |   |                                       |                                  |  |
|---|---|---------------------------------------|----------------------------------|--|
|   |   |                                       | to:<br>Term 2                    | <input checked="" type="checkbox"/> Equity funding will be used        |
| <b>KIS 3</b><br>Building communities  | Connected schools priority  |                                       |                                  |  |
| <b>Actions</b>  | Leaders will:<br>- strengthen engagement in regional and network communities of practice<br>- investigate the opportunities and potential needs for off-site learning for students  |                                       |                                  |  |
| <b>Outcomes</b>   | Teachers will:<br>- have strong relationships with students and parents/carers/kin<br><br>Students will:<br>- alongside parents/carers/kin, feel as though they belong and are seen<br>- be connected to resources and learning opportunities |                                       |                                  |  |
| <b>Success Indicators</b>   | Whole School Level:<br>- whole School Surveys (SSS and AToSS)<br>Individual and tailored Level:<br>- student perception and survey data<br>- parent/carer/kin surveys   |                                       |                                  |  |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>  |
| Expand community access to school newsletters, website, social media, Global2 and information sessions. | <input checked="" type="checkbox"/> School Leadership Team  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$3,450.00<br><br><input 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 | \$9,309.00                 | \$9,309.00         |
| Additional Equity funding                                | \$9,392.00                 | \$9,392.00         |
| <b>Grand Total</b>                                       | <b>\$18,701.00</b>         | <b>\$18,701.00</b> |

### Activities and Milestones

| Activities and Milestones   | When                             | Category   | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| Engage a health and wellbeing officer (part time) to provide a counselling service for students | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT<br><input checked="" type="checkbox"/> Support services | \$9,309.00                 | \$9,309.00        |
| <b>Totals</b>   |                                  |  | <b>\$9,309.00</b>          | <b>\$9,309.00</b> |

### Additional Equity spend

| Outline here any additional Equity spend for 2021   | When                             | Category   | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| The additional funding will be used for resourcing the three sub schools to implement health and wellbeing activities, for example incursions and excursions. | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$9,392.00                 | \$9,392.00        |

|               |            |            |
|---------------|------------|------------|
| <b>Totals</b> | \$9,392.00 | \$9,392.00 |
|---------------|------------|------------|

## 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 and collecting, analysing, responding to and monitoring data throughout the year | <input checked="" type="checkbox"/> Assessment & Reporting Coordinator<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><br><input checked="" type="checkbox"/> School Leadership Team | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><br><input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning | <input checked="" type="checkbox"/> On-site |