2022 Annual Implementation Plan

for improving student outcomes

Glenallen School (4968)

Submitted for review by Michael Cole (School Principal) on 15 December, 2021 at 01:03 PM
Endorsed by Rhys Coulson (Senior Education Improvement Leader) on 15 December, 2021 at 01:13 PM
Endorsed by Danny Williams (School Council President) on 15 December, 2021 at 03:34 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	The Glenallen SIT have identified the school is currently evolving (1) to embedding (4). We have selected the following key elements for ongoing work; - Teacher moderation of student work against the standards using student data to reflect on teaching practice for example data walls (assessment). - Continue to implement the 4 year curriculum planner and assessment cycle, collecting student data to improve student learning outcomes at a class, sub school and whole school level (teaching and learning & assessment). - Observational rounds Professional development opportunities Collaborative planning, reflection, feedback and adjustments

	(teaching and learning & assessment). - Use of ABLES assessments Emergent literacy assessments PM Benchmarking, PAT testing (teaching and learning & assessment). - The school has worked with the VSBA , FMSA Architects, to design and upgrade the pool, front foyer, library, car parks and Therapy areas (leadership, engagement & support and resources). - The school will continue to implement collaborative planning, through timetabling and the meeting schedules (leadership). - Review the curriculum planner to ensure the inclusion of the senior secondary school curriculum is included (leadership, teaching and learning & engagement).
Considerations for 2022	Considerations for 2022: - Further development of the moderation process in the area of Numeracy. - Continue the implementation of the PLC process. - Collaborative planning embedded into the 4 year curriculum planner. - strengthen the use of the instructional model, Gradual Release of Responsibility. - Improving student learning outcomes through the use of the High Impact Teaching strategies (HITS). - To ensure the school continues to provide a learning environment where the students and school community feels safe.
Documents that support this plan	Whole School Planner 2021-2024.pdf (0.5 MB)

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.
Target 2.1	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: • Reading and Viewing • Writing • Number and Algebra *To be monitored **each two school years** during the SSP (for example, from end 2019 to end 2022)*

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

Key Improvement Strategy 3.c Empowering students and building school pride	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: • There is a shared understanding of what competent communication looks like – the big picture. • Teams are not overwhelmed by the big picture in setting goals, prioritizing strategie
Goal 4	To enhance the safety, connectedness and wellbeing of all students.
Target 4.1	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: • Sense of connectedness • I feel safe at this school
Target 4.2	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.
Key Improvement Strategy 4.a 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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	- The school will ensure that the health and wellbeing of staff and students is a priority. - 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. - An increased focus on numeracy instruction will ensure the students maintain or improve on their current levels of achievement against the standards A-10 in the Victorian Curriculum.
To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.	No	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: • Reading and Viewing • Writing	

		• Number and Algebra *To be monitored **each two school years** during the SSP (for example, from end 2019 to end 2022)*	
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Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	- The school will ensure that the health and wellbeing of staff and students is a priority. - 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. - An increased focus on numeracy instruction will ensure the students maintain or improve on their current levels of achievement against the standards A-10 in the Victorian Curriculum.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Leaders will: - Continue school PLC structures to support teacher collaboration and reflection to strengthen teaching practices with a focus on numeracy - plan whole school professional learning on in the delivery of numeracy throughout the year, using the Gradual Release of Responsibility (GRR) - continue to strengthen student well-being by establishing a targeted support program for students - Tutor Learning Initiative (TLI) Teachers will: - establish consistent approaches to formative assessment - use PLC's to collaboratively plan units of work with a focus on differentiation - implement and increase the use of Gradual Release of Responsibility (GRR)
Outcomes	Leaders will: - implement PD to support the whole school focus on numeracy achievement - collaborate with the TLI network coordinator and school tutor to develop an action plan to identify and target students that require extra numeracy and literacy support - work with the tutor to monitor student progress through the TLI

	- regularly update data walls in the area of numeracy Teachers will: - participate in PLC's to engage in reflective practice, evaluate and plan numeracy lessons and assessments - consistently and explicitly implement the school's instructional model - provide regular feedback and monitor student progress using data walls Students will: - know what their next steps are to progress their learning
Success Indicators	Early indicators: Whole School Level: - teacher's formative assessment data and teacher judgment data - teacher records and observations of student progress - on-site, off-site attendance records Classroom Level: - documentation and data from formative assessments - a documented assessment schedule and evidence of teachers inputting data and moderating assessments - data walls indicating clearly student progress Individual and tailored Level: - progress against Individual Learning Plans Late indicators: - Semester 1 &2 student reports (maintain and achieving ILP goals) - Published pathways process for year 11 & 12 students

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Assessment & Reporting Coordinator ☑ Learning Specialist(s) ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed processes for regular moderation of assessment	☑ Assessment & Reporting Coordinator ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to embed the PLC process throughout the school including establishing a PLC to develop the Victorian Pathways Certificate	☑ Assessment & Reporting Coordinator ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

	may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Leaders will: - establish an agreed approach to monitoring and responding to student wellbeing concerns - ensure that the students health, well-being and safety is a priority though the implementation of the Respectful Relationships curriculum program to include: * Stress Management * Help Seeking * Gender and Identity * Positive Gender relations - Provide parents/families with information outlining what the students are learning by participating in the Respectful Relationship program/curriculum. - Investigate and implement an online platform to centrally record and monitor student well being including SWPBS, mental health referrals Teachers will: - establish and embed routines and prioritise time in the school day and classes to revisit these regularly - build relationships and engage with families of at risk students - timetable Respectful Relationships into weekly timetable
Outcomes	Leaders will: - identify families of at risk students and provide regular communication and support - roll out the use of online recording systems to track student well being Teachers will: - model and be consistent in agreed routines - identify at risk students and provide targeted support in a timely manner - begin to upload data onto online platform Students will: - feel supported and engaged in home groups and contribute to a strong classroom culture - have strong relationships with peers

Success Indicators	Early indicators: Whole School Level: - documentation of frameworks, policies or programs Implementation of online data system Classroom Level: - documentation of resources of wellbeing programs - teacher surveys on effectiveness of programs referral process - teacher reports of student wellbeing concerns Individual and tailored Level: - data of counselling services accessed by students and families - student engagement and assessment data from classes Late indicators: - Parent opinion survey (overall satisfaction) - Staff opinion survey (collective responsibility) - ATOS (well-being domain) - MHP & Well-being Officer access data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide support and resources to staff to enable them to confidently implement the respectful relations curriculum	☑ Assistant Principal ☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Investigate and implement an online platform to centrally record and monitor student well being including SWPBS, mental health referrals	☑ Assessment & Reporting Coordinator ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$20,405.00	$5,000.00	$15,405.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$65,173.00	$0.00	$65,173.00
Total	**$85,578.00**	**$5,000.00**	**$80,578.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide support and resources to staff to enable them to confidently implement the respectful relations curriculum	$5,000.00
Totals	**$5,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provide support and resources to staff to enable them to confidently implement the respectful relations curriculum	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		**$5,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

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	☑ Assessment & Reporting Coordinator ☑ Learning Specialist(s) ☑ School Leadership Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Embed processes for regular moderation of assessment	☑ Assessment & Reporting Coordinator ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Continue to embed the PLC process throughout the school including establishing a PLC to develop the Victorian Pathways Certificate	☑ Assessment & Reporting Coordinator ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

	☑ PLC Leaders					
Provide support and resources to staff to enable them to confidently implement the respectful relations curriculum	☑ Assistant Principal ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Respectful Relations Curriculum ☑ High Impact Teaching Strategies (HITS)	☑ On-site