

# 2024 Annual Implementation Plan

## for improving student outcomes

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 01 December, 2023 at 03:10 PM  
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 05 December, 2023 at 01:57 PM  
Endorsed by Danny Williams (School Council President) on 05 December, 2023 at 03:07 PM

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To optimise students' learning growth	Yes	<p>By 2026, increase the percentage of students assessed against the Victorian Curriculum F-10 from 95% in 2022 to 96% in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Number and Algebra</li> </ul> <p>(Excluding students who experience severe chronic illness or who have a degenerative medical condition)</p>	Maintain the percentage of students making expected growth in Reading and Viewing, Writing and Number and Algebra at 96% or higher.
		By 2026, the 50th percentile for students assessed against PAT Reading will improve from 102.6 in 2022 to 111.6	By the end of 2024, the 50th percentile for students assessed against PAT Reading (adaptive) will improve from 110.9 in 2023 to 111.1

		By 2026, the 50th percentile for students assessed against PAT Mathematics will improve from 99.4 in 2022 to 109.4	By the end of 2024, the 50th percentile for students assessed against PAT Mathematics will improve from 104.4 to 106.4
		By 2026, the percentage of students assessed against: <ul style="list-style-type: none"> <li>• The Glenallen Emergent Literacy Assessment (Levels A-D) will improve from 36% at stages 2+ in 2022 to 40%</li> <li>• The Little Learners Love Literacy Assessment (Levels D-F) will improve from 27% at stage 4 in 2022 to 35%</li> </ul>	By the end of 2024, the percentage of students assessed against: - The Glenallen Emergent Alphabet Assessment (levels A-D) will improve to 37% of students at stages 2+ in 2024. - The Little Learners Love Literacy Assessment (LLARS) (Levels D-2) will remain at 35% or higher at stage 4 and above
		By 2026, the percentage of students assessed against the Developmental Writing Scale (Level B) will improve from 50% at stage 3 in 2022 to 60%	By the end of 2024, the percentage of students assessed against the Developmental Writing Scale will be at or above 60% at stage 3+
		By 2026, the percentage of students assessed against: <ul style="list-style-type: none"> <li>• The Glenallen Emergent Numeracy Assessment (Levels A-C) will improve from 18% in 2022 to 25%</li> <li>• The Top Ten Mathematics Assessment (Levels D-F) will improve from 38% in 2022 to 48%</li> </ul>	By the end of 2024, students assessed using the Glenallen Emergent Numeracy Assessment or the Glenallen Modified TopTen 1:1 interview will improve to a score of 20% in 2024
To enhance student voice and agency	Yes	By 2026, positive responses to the AtoSS factors: <ul style="list-style-type: none"> <li>• Effective teaching time will increase from 77% in 2022 to 86%</li> <li>• Stimulated learning will increase from 79% in 2022 to 86%</li> </ul>	In 2024 maintain or increase:- Effective teaching at or above 86%- Stimulated learning at or above 86%

		<p>By 2026, positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness will increase from 84% in 2022 to 88%</li> <li>• Perseverance will increase from 69% in 2022 to 77%</li> <li>• Sense of confidence will increase from 82% in 2022 to 88%</li> </ul>	<p>In 2024 maintain or increase:- Sense of connectedness at or above 88% In 2024 increase:- Perseverance to 76%- Sense of confidence to 83%</p>
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<b>Goal 2</b>	<b>To optimise students' learning growth</b>
<b>12-month target 2.1-month target</b>	Maintain the percentage of students making expected growth in Reading and Viewing, Writing and Number and Algebra at 96% or higher.
<b>12-month target 2.2-month target</b>	By the end of 2024, the 50th percentile for students assessed against PAT Reading (adaptive) will improve from 110.9 in 2023 to 111.1
<b>12-month target 2.3-month target</b>	By the end of 2024, the 50th percentile for students assessed against PAT Mathematics will improve from 104.4 to 106.4
<b>12-month target 2.4-month target</b>	<p>By the end of 2024, the percentage of students assessed against:</p> <ul style="list-style-type: none"> <li>- The Glenallen Emergent Alphabet Assessment (levels A-D) will improve to 37% of students at stages 2+ in 2024.</li> <li>- The Little Learners Love Literacy Assessment (LLARS) (Levels D-2) will remain at 35% or higher at stage 4 and above</li> </ul>
<b>12-month target 2.5-month target</b>	By the end of 2024, the percentage of students assessed against the Developmental Writing Scale will be at or above 60% at stage 3+
<b>12-month target 2.6-month target</b>	By the end of 2024, students assessed using the Glenallen Emergent Numeracy Assessment or the Glenallen Modified TopTen 1:1 interview will improve to a score of 20% in 2024
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?

<b>KIS 2.a</b> Teaching and learning	Develop a consistent and rigorous approach for implementing literacy and numeracy goals within individual education plans	Yes
<b>KIS 2.b</b> Assessment	Build staff data literacy and confidence working with student data	No
<b>KIS 2.c</b> Assessment	Embed opportunities for peer and self-assessment in teaching and learning across the school.	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.	<ul style="list-style-type: none"> <li>- With the changes to the Disability Inclusion Profile next year, we believe it is important to revise our IEPs ensuring we have a consistent and rigorous approach to implementing literacy and numeracy goals.</li> <li>- The School Staff Survey indicated further work needs to be carried out in the area of 'peer and self-assessment'. We would like to strengthen the opportunities for staff to engage in peer and self-assessment.</li> </ul>	
<b>Goal 3</b>	<b>To enhance student voice and agency</b>	
<b>12-month target 3.1-month target</b>	In 2024 maintain or increase: <ul style="list-style-type: none"> <li>- Effective teaching at or above 86%</li> <li>- Stimulated learning at or above 86%</li> </ul>	
<b>12-month target 3.2-month target</b>	In 2024 maintain or increase: <ul style="list-style-type: none"> <li>- Sense of connectedness at or above 88%</li> </ul> In 2024 increase: <ul style="list-style-type: none"> <li>- Perseverance to 76%</li> <li>- Sense of confidence to 83%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b>	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes	Yes

Teaching and learning		
<b>KIS 3.b</b> Engagement	Establish a schoolwide approach to student voice with a focus on student input into wellbeing	No
<b>KIS 3.c</b> Engagement	Strengthen instructional leadership in learning and wellbeing	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 2023, a variety of approaches to increase student voice and agency were trialled with small cohorts of students using strategies developed through the PLCs. This included daily check-ins, the Zones of Regulation program and the development of Bump It Up Walls allowing students to set their own learning goals. We would like to continue this work across the whole student cohort in 2024.	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To optimise students' learning growth
<b>12-month target 2.1 target</b>	Maintain the percentage of students making expected growth in Reading and Viewing, Writing and Number and Algebra at 96% or higher.
<b>12-month target 2.2 target</b>	By the end of 2024, the 50th percentile for students assessed against PAT Reading (adaptive) will improve from 110.9 in 2023 to 111.1
<b>12-month target 2.3 target</b>	By the end of 2024, the 50th percentile for students assessed against PAT Mathematics will improve from 104.4 to 106.4
<b>12-month target 2.4 target</b>	By the end of 2024, the percentage of students assessed against: <ul style="list-style-type: none"> <li>- The Glenallen Emergent Alphabet Assessment (levels A-D) will improve to 37% of students at stages 2+ in 2024.</li> <li>- The Little Learners Love Literacy Assessment (LLARS) (Levels D-2) will remain at 35% or higher at stage 4 and above</li> </ul>
<b>12-month target 2.5 target</b>	By the end of 2024, the percentage of students assessed against the Developmental Writing Scale will be at or above 60% at stage 3+
<b>12-month target 2.6 target</b>	By the end of 2024, students assessed using the Glenallen Emergent Numeracy Assessment or the Glenallen Modified TopTen 1:1 interview will improve to a score of 20% in 2024
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent and rigorous approach for implementing literacy and numeracy goals within individual education plans
<b>Actions</b>	Build staff capacity in creating, implementing and monitoring IEP goals.

<b>Outcomes</b>	<p>Leaders will develop a new template and models for IEPs  Leaders will develop banks of 'I can' statements, adjustments, barriers and supports to go in IEPs to ensure consistency  Leaders will provide professional development to staff on the new approach to IEPs  Staff will consult with students to find out their strengths, interests and long-term goals  Staff will create IEPs that align with students' strengths, interests and long-term goals  Students will have input into the long-term goals of their IEP</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- 'I Can' statements</li> <li>- Adjustments, barriers and supports bank</li> <li>- IEP Template</li> <li>- PAT Reading and Maths data</li> <li>- Teacher judgement data</li> <li>- Emergent English and maths assessment data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop a new template and model for IEPs	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,723.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop banks of 'I can' statements, adjustments, barriers and supports to go in IEPs to ensure consistency	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,723.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide professional development to staff on the new approach to IEPs	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,723.00  <input checked="" type="checkbox"/> Equity funding will be used



<b>KIS 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed opportunities for peer and self-assessment in teaching and learning across the school.			
<b>Actions</b>	Review and further develop our peer observation structures. Strengthen opportunities for peer observation across the school.			
<b>Outcomes</b>	Leaders will create opportunities for staff to participate in peer observation Leaders will provide professional development to staff on effective strategies for peer observation Staff will participate in peer observation Staff will reflect on their practices Students will be given the opportunity to provide feedback on effective teaching and learning			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Peer observation sheets</li> <li>- Student feedback proformas</li> <li>- Staff Survey Data</li> <li>- PAT Reading and Maths data</li> <li>- Teacher judgement data</li> <li>- Emergent English and maths assessment data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop a peer observation structure	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,723.00  <input checked="" type="checkbox"/> Equity funding will be used

Provide professional development to staff on effective strategies for peer observation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,723.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff will participate in peer observation and reflect on their practices	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,723.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To enhance student voice and agency			
<b>12-month target 3.1 target</b>	In 2024 maintain or increase: - Effective teaching at or above 86% - Stimulated learning at or above 86%			
<b>12-month target 3.2 target</b>	In 2024 maintain or increase: - Sense of connectedness at or above 88% In 2024 increase: - Perseverance to 76% - Sense of confidence to 83%			
<b>KIS 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes			
<b>Actions</b>	Develop opportunities for students to have greater input into their learning goals. Strengthen the schoolwide approach for students to provide feedback on their learning and wellbeing.			

<b>Outcomes</b>	<p>Leaders will develop IEPs to include student input into their strengths, challenges and long term goals  Leaders will provide professional development for staff on student voice and agency  Staff will consult with students to find out their strengths, interests and long-term goals  Staff will create IEPs that align with students' strengths, interests and long-term goals  Staff will work in a wellbeing PLC to establish systems for students to provide feedback on their learning and wellbeing  Students will have input into their IEP goals  Students will provide feedback on their learning and wellbeing</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- IEP Templates</li> <li>- Student Goals</li> <li>- PLC reports</li> <li>- Staff professional development sessions</li> <li>- Bump It Up Walls</li> <li>- Student feedback systems</li> <li>- AtoSS data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Provide profesional development for staff on student voice and agency.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,723.00
Wellbeing PLC to establish systems for students to provide feedack on their learning and wellbeing.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,723.00
Staff create opportunities for students to provide feedback	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,723.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$33,506.80	\$55,844.80	-\$22,338.00
Disability Inclusion Tier 2 Funding	\$37,240.08	\$37,240.08	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$98,704.38	-\$70,746.88
<b>Total</b>	<b>\$98,704.38</b>	<b>\$191,789.26</b>	<b>-\$93,084.88</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Develop a new template and model for IEPs	\$3,723.00
Develop banks of 'I can' statements, adjustments, barriers and supports to go in IEPs to ensure consistency	\$3,723.00
Provide professional development to staff on the new approach to IEPs	\$3,723.00
Develop a peer observation structure	\$3,723.00
Provide professional development to staff on effective strategies for peer observation	\$3,723.00
Staff will participate in peer observation and reflect on their practices	\$3,723.00
<b>Totals</b>	<b>\$22,338.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop a new template and model for IEPs	from: Term 1 to: Term 2	\$3,723.00	<input checked="" type="checkbox"/> CRT
Develop banks of 'I can' statements, adjustments, barriers and supports to go in IEPs to ensure consistency	from: Term 1 to: Term 4	\$3,723.00	<input checked="" type="checkbox"/> CRT
Provide professional development to staff on the new approach to IEPs	from: Term 1 to: Term 4	\$3,723.00	
Develop a peer observation structure	from: Term 2 to: Term 2	\$3,723.00	<input checked="" type="checkbox"/> CRT
Provide professional development to staff on effective strategies for peer observation	from: Term 2 to: Term 4	\$3,723.00	<input checked="" type="checkbox"/> CRT
Staff will participate in peer observation and reflect on their practices	from: Term 3 to: Term 4	\$3,723.00	<input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$22,338.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Whole school curriculum coordination leading teacher	\$125,735.00
Disability Inclusion Program Coordination	\$179,182.00
Mental Health Practitioner	\$98,704.38
<b>Totals</b>	\$403,621.38

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Whole school curriculum coordination leading teacher	from: Term 1 to: Term 4	\$33,506.80	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Disability Inclusion Program Coordination	from: Term 1 to: Term 4	\$0.00	
Mental Health Practitioner	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$33,506.80	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Whole school curriculum coordination leading teacher	from: Term 1 to: Term 4	\$0.00	
Disability Inclusion Program Coordination	from: Term 1 to: Term 4	\$37,240.08	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul>
Mental Health Practitioner	from: Term 1	\$0.00	

	to: Term 4		
<b>Totals</b>		\$37,240.08	

**Additional funding planner – Schools Mental Health Fund and Menu**

Activities and milestones	When	Funding allocated (\$)	Category
Whole school curriculum coordination leading teacher	from: Term 1 to: Term 4	\$0.00	
Disability Inclusion Program Coordination	from: Term 1 to: Term 4	\$0.00	
Mental Health Practitioner	from: Term 1 to: Term 4	\$98,704.38	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$98,704.38	



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide professional development to staff on the new approach to IEPs	<input checked="" type="checkbox"/> Curriculum co-ordinator (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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provide professional development to staff on effective strategies for peer observation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> On-site
Provide professional development for staff on student voice and agency.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site