2021 Annual Implementation Plan

for improving student outcomes

Glenferrie Primary School (1508)

Glenferrie Primary School

Submitted for review by Susan O'Sullivan (School Principal) on 15 December, 2020 at 12:04 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 29 December, 2020 at 08:16 AM
Endorsed by Andrew Tait (School Council President) on 08 February, 2021 at 10:09 AM

Self-evaluation Summary - 2021

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	Achievements in 2020 - pivoting in and out of remote learning Lead to a broader understanding of the breadth of possibilities around student learning, differentiation, feedback and engagement Connectedness between communities, parents, staff and student cohorts. Difference between phase 1 and phase 2 - building teacher capability, use of technology and ability to respond to feedback. Increase in student agency Integration of parent feedback and input into student learning Use of technology (and associated flexibility, independence, creativity and differentiation) embedded in student learning and strongly transitioning from remote learning back into the classroom.
Considerations for 2021	Staffing considerations Room allocations Statewide priorities

	Budgets SRP International student uncertainty Tutor Learning Program (specific focus on cohorts identified as needing catchup or extension) Remote learning has provided opportunities to strengthen community engagement COVID-19 recovery - focus on student and staff wellbeing
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve literacy outcomes for all students.
Target 2.1	Increase the percentage of students in the top two bands in Year 5 NAPLAN writing from 21 per cent in 2018 to 60 per cent in 2022.
Target 2.2	Increase the percentage of students achieving high growth in NAPLAN reading from 35 per cent in 2018 to 45 per cent in 2022.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop consistent and collaborative assessment practices which targets point of need learning for all students in literacy.
Key Improvement Strategy 2.b Building practice excellence	Build teacher pedagogy through the consistent use of highly effective teaching strategies in literacy.

Key Improvement Strategy 2.c Instructional and shared leadership	Build leadership capacity to drive school improvement in literacy.
Goal 3	To improve numeracy outcomes for all students.
Target 3.1	Increase the percentage of students achieving high growth in NAPLAN numeracy from 32 per cent in 2018 to 45 per cent in 2022.
Target 3.2	Increase the percentage of students in the top two bands in Year 5 NAPLAN numeracy from 52 per cent in 2018 to 60 per cent in 2022.
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop consistent and collaborative assessment practices which targets point of need learning for all students in numeracy.
Key Improvement Strategy 3.b Building practice excellence	Build teacher pedagogy through the consistent use of highly effective numeracy teaching strategies.
Key Improvement Strategy 3.c Instructional and shared leadership	Build leadership capacity to drive school improvement in numeracy.
Goal 4	To improve student voice and agency
Target 4.1	Increase positive responses in the Attitudes to School survey for Year 6 students for Student voice and agency from 76 per cent in 2018 to 85 per cent in 2022, and Stimulated learning from 81 per cent in 2018 to 88 per cent in 2022.
Target 4.2	Increase positive responses in the School Staff Survey for Promote ownership of learning goals from 82 per cent in 2018 to 88 per cent in 2022 and Use of student feedback to improve practice from 82 per cent in 2018 to 88 per cent 2022.

Key Improvement Strategy 4.a Empowering students and building school pride	Develop and embed instructional practices that promote student voice and agency.
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Embed reflective and feedback practices for all students in inquiry, literacy and numeracy.

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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	1.A Learning catch-up and extension Each student in P-6 will make at least 12 months of growth based on teacher judgement in literacy and numeracy. Students in Years 3 to 6 to show an average of greater than expected growth over 2020-2021 PAT Reading and Maths assessment period. 1.B Happy, active and healthy kids Increase positive responses in the Attitudes to School survey for Year 4-6 students for Student Voice and Agency from 69% (2019) to 73% in 2021, and Stimulated Learning from 76% (2019) to 80% in 2021. 1.C Connected schools Increase parent positive responses in the Parent Opinion Survey on Teacher communication with parents from 85% (2019) to 88% in 2021.

To improve literacy outcomes for all students.	No	Increase the percentage of students in the top two bands in Year 5 NAPLAN writing from 21 per cent in 2018 to 60 per cent in 2022.	
		Increase the percentage of students achieving high growth in NAPLAN reading from 35 per cent in 2018 to 45 per cent in 2022.	
To improve numeracy outcomes for all students.	No	Increase the percentage of students achieving high growth in NAPLAN numeracy from 32 per cent in 2018 to 45 per cent in 2022.	
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To improve student voice and agency	No	Increase positive responses in the Attitudes to School survey for Year 6 students for Student voice and agency from 76 per cent in 2018 to 85 per cent in 2022, and Stimulated learning from 81 per cent in 2018 to 88 per cent in 2022.	
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Goal 1	2021 Priorities Goal	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 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

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1.A Learning catch-up and extension Each student in P-6 will make at least 12 months of growth based on teacher judgement in literacy and numeracy. Students in Years 3 to 6 to show an average of greater than expected growth over 2020-2021 PAT Reading and Maths assessment period. 1.B Happy, active and healthy kids Increase positive responses in the Attitudes to School survey for Year 4-6 students for Student Voice and Agency from 69% (2019) to 73% in 2021, and Stimulated Learning from 76% (2019) to 80% in 2021. 1.C Connected schools Increase parent positive responses in the Parent Opinion Survey on Teacher communication with parents from 85% (2019) to 88% in 2021.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	• Set up and implement the tutor learning program. • Develop and extend teacher capability in data analysis, targeted planning and point-of-need teaching. • Refine and effectively implement the whole school assessment schedule and data reporting using Student Achievement Tracker (SAT). • Review and refine GPS Instructional Model and provide targeted capability building.
Outcomes	Leaders will: • appoint tutor, tutor learning coordinator, and oversee tutor learning program • provide professional learning to teachers to write IEP for targeted students, data literacy and Student Achievement Tracker (SAT) • develop guidelines and establish protocols for developing IEPs • provide PLT time to teachers to discuss, upload and report on data

	• create effective whole school data page and data walls and communicate with teachers • engage with and participate in the Riversdale Assessment CoP • participate in learning walks with a focus on the GPS Instructional Model. Teachers will: • use data to identify, track and monitor student progress through the Victorian Curriculum SAT • use the agreed school planning documentation • embed GPS instructional model in classroom practice • write targeted IEP for identified students • participate in peer observations and learning walks • implement the assessment schedule • input data into GPS whole school data page. Students will: • be aware of and working towards individual learning goals • demonstrate growth in their learning • know which part of the GPS instructional model they are in at any given point • articulate their learning intentions and success criteria.
Success Indicators	Planning documentation will be consistent. Planning documents will reflect a differentiated learning program. Minutes from PLTs will reflect use of assessment schedule. Tutor Learning Program, learning walks and peer observation will be timetabled. Staff survey will reflect teacher confidence with teaching students at their point of need. Consistent use of data walls and Whole School Data page. A revised GPS Instructional Model will be evident.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create Tutor Learning Program timetable.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Allocate students to Tutor Learning Program.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
PYP workshops for new staff.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$25,000.00 ☐ Equity funding will be used
Support teachers to use data to identify students for targeted support (Tutor Learning Program - TLP).	☑ Leadership Team ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Appoint TLP coordinator and tutors.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$15,000.00 ☑ Equity funding will be used
Develop protocols for IEPs and provide professional learning for staff on IEPs.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use data to monitor individual and targeted support progress.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2	Happy, active and healthy kids priority

Health and wellbeing	
Actions	• Establish an agreed whole school approach to monitoring and responding to student wellbeing (with an emphasis on School Wide Positive Behaviour program model). • Provide consistent structures and routines to support student wellbeing. • Ensure students are having input and providing feedback into their learning goals and content.
Outcomes	Leaders will: • investigate and implement best practice whole school positive behaviour strategies • provide professional learning to support student wellbeing • provide structures and allocate time to support teachers in supporting student wellbeing • provide professional learning to support teachers to allow input and feedback using SAT Teachers will: • implement the agreed school wide approach to wellbeing • collaborate in teams using data to support wellbeing of students • conference with students to allow input and feedback into learning goals • track students wellbeing issues via Chronicle on Compass Students will: • provide feedback and input into their learning and wellbeing • know and own their learning goals and their 'next steps'
Success Indicators	Minutes showing conversations taking place around wellbeing, student voice and agency Planning documents reflect student voice Reduced Chronicle entries Referrals for at risk students

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate best practice whole school wellbeing approaches.	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

				to: Term 1	☐ Equity funding will be used
Review whole school wellbeing program.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Support teachers to implement the newly-devised whole school wellbeing program through professional learning and PLT dialogue.	☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
Build teacher capacity to use SAT to track student progress	☑ Leadership Team ☑ Literacy Support	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Build teacher capacity around understanding Student Voice and Agency	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	• Ensure student learning goals are communicated with families on a regular basis. • Review and refine whole school communication between the school and families (e.g. Gazette to include student input). • Provide opportunities to encourage families to be part of their child's learning.

Outcomes	Leaders will: • provide a structure around the expectations for communicating with parents and sharing student work • appoint Communications Officer responsible for fortnightly Gazette • develop a consistent approach around using Seesaw as a digital portfolio. Teachers will: • support students to provide input into the Gazette on a regular basis • implement a consistent approach around using Seesaw as a digital portfolio. Students will: • create their own digital portfolio on Seesaw.
Success Indicators	A well-read and anticipated Gazette. Student contributions in Gazette. Parents are part of student learning. Student and parent surveys indicate connectedness.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff to support students to input into the Gazette. Media Captains to work with the Communications officer to input into the Gazette.	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Appoint a Communications officer to coordinate and work with staff and students to produce a fortnightly Gazette.	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$15,000.00	$5,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$15,000.00	$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Appoint TLP coordinator and tutors.	from: Term 1 to: Term 1	☑ CRT	$15,000.00	$5,000.00
Totals			$15,000.00	$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PYP workshops for new staff.	☑ Leading Teacher(s)	from: Term 1 to: Term 1	☑ Preparation	☑ Network Professional Learning	☑ Subject association	☑ Off-site TBC
Support teachers to use data to identify students for targeted support (Tutor Learning Program - TLP).	☑ Leadership Team ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning	☑ Whole School Pupil Free Day	☑ Learning Specialist	☑ On-site
Develop protocols for IEPs and provide professional learning for staff on IEPs.	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Support teachers to implement the newly-devised whole school wellbeing program through professional learning and PLT dialogue.	☑ Leadership Team	from: Term 2 to: Term 2	☑ Planning	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site
Build teacher capacity to use SAT to track student progress	☑ Leadership Team ☑ Literacy Support	from: Term 1 to: Term 1	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Student Achievement Manager	☑ On-site

| Build teacher capacity around understanding Student Voice and Agency | ☑ Leading Teacher(s) | from: Term 1 to: Term 4 | ☑ Planning | ☑ Whole School Pupil Free Day | ☑ Pedagogical Model | ☑ On-site |