

Annual Implementation Plan - 2019
Define Actions, Outcomes and Activities
Gladstone Views Primary School (5093)



Submitted for review by Catherine Morcom (School Principal) on 28 November, 2018 at 02:46 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To maximize the literacy and numeracy outcomes of every student in the school. The annual learning growth of every student in literacy and numeracy is at least 12 months. Students demonstrate significant, measurable growth across all learning domains.
12 Month Target 1.1	Victorian Curriculum will show at least 1.0 progression point growth for all students in reading. Percentage of students in the top two bands of NAPLAN (year 5) to increase from 19.2% (2018) to 30% (2019). This represents 15 children.
KIS 1 Curriculum planning and assessment	Improve teacher capacity to effectively analyze data, set challenging differentiated learning activities, and monitor the impact of their teaching on student outcomes.
Actions	<p>School Leadership Development of the school leadership structure to include a Leading Teacher (Well-being), and two Learning Specialists (literacy and mathematics). Distribution of leadership roles and role clarity for all school leaders. Provision of professional development for all school leaders. Development and implementation of a whole-school professional development plan.</p> <p>Professional Learning Communities Introduction of regular cycles of disciplined, collaborative inquiry linking the learning needs of students with the professional learning and practice of teachers. Development and alignment of planning and teaching practices with evidence-based processes, and systematic use of data. Professional development for School Improvement Team leaders.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> + make increased learning growth + complete differentiated assessments and learning tasks + have visible individual learning goals and will be able to articulate their goals and what they need to do to reach them + have both formal and informal opportunities to provided feedback to teachers regarding their learning progress and learning needs, and will see themselves as active participants in the learning process. + communicate their learning success and goals with their parents/carers with greater confidence.

	<p>Teachers will:</p> <ul style="list-style-type: none"> + be involved in ongoing data collection and analysis, and will explicitly monitor the impact of their teaching + evaluate the efficacy of unit plans and lessons + articulate and set learning goals with students, including the possible steps to reach these goals + provide opportunities for students to provide feedback on their learning and use this as part of their planning + provide explicit differentiated learning activities for students + design learning program based on evidence-based frameworks (Victorian Teaching and Learning Model) + review approaches used to improve student outcomes and embed successful practices into school-based curriculum outlines. <p>Leaders will:</p> <ul style="list-style-type: none"> + facilitate collaborative planning sessions with an emphasis on systematic effective use of data for precision teaching and learning + evaluate curriculum alignment with Victorian Curriculum Standards and identify areas for amendment and review + convey and sense of urgency in regard to student learning, set high professional standards and challenge the thinking of their team members + use the Victorian Teaching and Learning Model to guide best practice + ensure the alignment of goals from the Strategic Plan, Annual Implementation Plan and staff Professional Development Plans + monitor the progress of PLC work against set goals and support necessary changes to practice to improve outcomes.
Success Indicators	<p>School Leadership</p> <p>Appointment of new school leaders (LT Well-being, LS Literacy, LS Mathematics).</p> <p>Development of role descriptions for all school leaders.</p> <p>Provision of professional development for school leaders.</p> <p>Development of whole-school professional development plan.</p> <p>Documentation of school based structured change process.</p> <p>Staff Survey Data</p> <p>Teachers in this school have a deep understanding of how to use formative data (2018 School - 63.6%, State 79.1%).</p> <p>Teachers in this school have the skills to measure the impact of their teaching on student learning (school 2018 - 66.2%, State 81.8%).</p> <p>Teachers in this school have a deep understanding of how to analyze data (school 2018 - 57.1%, State 71.2%).</p> <p>NAPLAN Data (Reading)</p> <p>Percentage of students in the top two bands (2018 year 5 - 19.2 (very low).</p> <p>Percentage of students in the bottom two bands (2018 year 5 - 11.5 (medium).</p> <p>Percentage of students with high or medium relative learning growth (2018 year 3 to 5 - 64.4 (low).</p>

<p>School Based Surveys (Reading)</p> <p>To monitor students' knowledge of own learning goals and ability to articulate learning success and areas for improvement.</p> <p>To monitor teacher engagement in PLC work and changes in team planning.</p> <p>Team Planning Documents (Reading)</p> <p>To show changes in approach to planning, differentiated learning activities based on specific needs and explicit use of data.</p> <p>To show use of effect size data and other evidence measuring the impact of teaching.</p> <p>Student Data</p> <p>Fountas and Pinnel reading levels</p> <p>PROBE reading levels</p> <p>Essential Assessments reading data</p>					
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
<p>Leadership Structure</p> <p>+ new leaders appointed</p> <p>+ role descriptions developed</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>	
<p>Development of whole-school professional development plan.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>	

Use of Victorian Teaching and Learning Model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Student Goals + Visible goals established for all students. + process for goal review, re-establishment and communication to parents/carers established, documented and implemented.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Development Plans for teaching staff align directly with School Strategic Plan and Annual Implementation Plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Essential Assessments + Program used by teachers P-6 for reading assessments. + Regular use of EA data in PLCs. + Professional development provided on use of program. + School leaders monitor whole-school data. + PLC leaders monitor team data.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Student Feedback Approach to student feedback for reading established, documented and implemented.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School Visits School leaders and PLC leaders will have observed PLC planning in other schools.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Professional Development + Professional Learning Community initiative	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Professional Development + Literacy and mathematics (Bastow)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Establish and implement explicit systems for collaboration, classroom observations, the modelling of effective practice and feedback.			
Actions	School Leadership Development of the school leadership structure to include a Leading Teacher (Well-being), and two Learning Specialists (literacy and			

	<p>mathematics).</p> <p>Distribution of leadership roles and role clarity for all school leaders.</p> <p>Provision of professional development for all school leaders.</p> <p>Development and implementation of a whole-school professional development plan.</p> <p>School-wide Systems and Protocols</p> <p>Establishment, documentation and implementation of school-wide protocols for classroom observations, the modelling of effective practice and feedback.</p> <p>Monitoring of teacher practice in classrooms by school leaders.</p> <p>Provision of professional development through modelling of best practice.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> + become familiar with teachers observing each other and develop their understanding of how this improves their learning + develop confidence in discussing their learning with staff during classroom visits <p>Teachers will:</p> <ul style="list-style-type: none"> + use data to identify areas of teaching and learning requiring improvement and determine explicit focus areas for development through observations, modelling and feedback + be involved in ongoing formal observations of practice, review their observations and make changes to their own practice accordingly + be observed in their classroom and receive structured feedback on the teaching and learning program in their classroom + discuss classroom observations in Professional Learning Teams, review teaching approaches and embed successful practice into school-based curriculum outlines. <p>Leaders will:</p> <ul style="list-style-type: none"> + work with PLCs to use data to identify areas of teaching and learning requiring improvement and determine explicit focus areas for development through observations, modelling and feedback + lead ongoing formal observations of practice, support staff in reviewing observations, and assist with the implementation of changes to improve practice + lead discussions of practice and the review of teaching approaches in PLC, and embed successful practice in school-based curriculum outlines. + lead the development of school-based systems and protocols for observations, modelling and feedback + monitor school-based systems and protocols for observations, modelling and feedback + ensure staff Professional Development Plans include observations, modelling and feedback.

Success Indicators	<p>School Leadership</p> <p>Appointment of new school leaders (LT Well-being, LS Literacy, LS Mathematics).</p> <p>Development of role descriptions for all school leaders.</p> <p>Provision of professional development for school leaders.</p> <p>Development of whole-school professional development plan.</p> <p>Documentation of school based structured change process.</p> <p>Staff Survey Data</p> <p>Percentage positive endorsement to 'Staff seek advice from colleagues and participate in collaborative discussions to improve learning and teaching' 52.5%.</p> <p>Percentage positive endorsement to 'Teachers in this school regularly engage in professional learning through peer observation' 50%.</p> <p>Percentage positive endorsement to 'This school prioritizes time for teachers to share pedagogical content knowledge' 52.4%.</p> <p>School-based Surveys to Monitor</p> <ul style="list-style-type: none"> + student awareness of the purpose of classroom visits. + student confidence in discussing their learning with staff during classroom visits. + teacher attitudes towards classroom observations and the provision of feedback + change in teacher practice as a result of key improvement strategies 				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
<p>School Leadership</p> <p>Appointment of new school leaders (LT Well-being, LS Literacy, LS Mathematics).</p> <p>Development of role descriptions for all school leaders.</p> <p>Provision of professional development for school leaders.</p> <p>Development of whole-school professional development plan.</p> <p>These milestones have been recorded for goal one and will be reviewed from this section.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
<p>Development, documentation and implementation of school wide systems and protocols for observation, modelling and feedback.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00	

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC Leaders		to: Term 1	<input type="checkbox"/> Equity funding will be used
Teacher professional development plans to include observations, modelling and feedback.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	For every student to reach their full potential in a safe, stimulating and evolving learning environment.			
12 Month Target 2.1	Percentile for 'Promoting positive behaviour' in the Parent Opinion Survey to increase from 50th (2018) to 65th (2019). For the % positive endorsement in Managing Bullying (years 5-6) to increase from 78.2% (2018) to 86% (2019).			
KIS 1 Empowering students and building school pride	Introduce a tiered intervention framework which invests in prevention, identifies targeted support for individual students at risk, and provides intensive interventions for students with significant support needs (Positive School Wide Behaviour).			
Actions	Appointment of Leading Teacher (Well-being). Development of a Positive School Wide Behaviour Action Team. Professional development in regard to Positive School Wide Behaviour for key staff. Professional development for all school staff from Positive School Wide Behaviour Leading Teacher/Team. Development of system to monitor student behaviour, and identify areas of need and students at risk.			
Outcomes	Students will: + be able to articulate the school values and behaviours that demonstrate the values + be able to identify behaviours that interfere with academic and social success + be involved in proactive, instructive and/or restorative practices as needed + be able to communicate school behaviour expectations to their parents/carers.			

	<p>Teachers will:</p> <ul style="list-style-type: none"> + promote the school values with students and the school community + explicitly teach academic and social behaviours <p>Positive School Wide Behaviour Team and Leaders will:</p> <ul style="list-style-type: none"> + meet regularly (at least monthly) + develop a clear school definition of behaviours that interfere with academic and social success + document school policies and procedures that describe and emphasise proactive, instructive and/or restorative approaches to student behaviours + document school-wide expectations, routines, acknowledgements, in-class consequences and monitor implementation + use data to monitor implementation of Positive School Wide Behaviour and to identify areas of need.
Success Indicators	<p>A review of relevant FISO areas will show:</p> <p>Students are familiar with behaviour expectations and consequences for inappropriate behaviour.</p> <p>The schools safety and well-being policies and practices are implemented and seen as important to supporting student learning and in reducing risk.</p> <p>Behaviour management, well-being and engagement strategies are evidence based and sufficiently flexible to support all students.</p> <p>All classes provide a safe and welcoming learning environments in which students respect and value on-task learning.</p> <p>Parent Opinion Survey responses to improve in regard to:</p> <ul style="list-style-type: none"> Response to 'Promoting positive behaviour' (2018 - 50th percentile) Response to 'Managing bullying' (2018 - 48th percentile) Response to 'Experience of bullying' (2018 - 61.6th percentile) Response to 'Respect for diversity' (2018 - 44.3rd percentile). <p>Student Attitudes to School Survey responses to improve in regard to:</p> <ul style="list-style-type: none"> Percentage positive endorsement to 'I have been bullied at my school this term' (2018 - Y4 female 9%, Y4 male 15%, Y5 female 8%, Y5 male 29%) Percentage positive endorsement to 'My school deals fairly with bullying problems' (2018 - Y4 female 78%, Y4 male 68%, Y5 female 64%, Y5 male 71%) Percentage positive endorsement to 'Students at this school treat each other with respect' (2018 - Y4 female 48%, Y4 male 57%, Y5 female 44%, Y5 male 54%). <p>School based surveys and school monitoring system to:</p> <ul style="list-style-type: none"> + monitor student feelings of safety and inclusion + show a decrease in incidents

+ show a decrease in behaviour being managed by Principal and Assistant Principal			
Activities and Milestones			
Who	Is this a PL Priority		
When	Budget		
Appointment of Leading Teacher with a well-being focus.	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of Positive School Wide Behaviour Team.	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development for Leading Teacher and member/s of Positive School Wide Behaviour Action Team.	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of an Action Plan by the Positive School Wide Behaviour Team.	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development, including action focused work completed by Positive School Wide Behaviour Team with school staff.	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Regular Positive School Wide Behaviour Team meetings to work on action plan.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Documentation of school-wide expectations, routines, acknowledgements, in-class consequences (and implementation).	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Identification of behaviours that interfere with academic and social success.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Use data to monitor implementation of Positive School Wide Behaviour and to identify areas of need.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Employment of a psychologist one day a week.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00 <input checked="" type="checkbox"/> Equity funding will be used