

2020 Annual Implementation Plan

for improving student outcomes

Gladstone Views Primary School (5093)



Submitted for review by Belinda Karlsson (School Principal) on 07 February, 2020 at 10:36 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 13 February, 2020 at 10:09 AM
Awaiting endorsement by School Council President

SSP Goals Targets and KIS

Goal 1	<p>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.</p>
Target 1.1	<p>Victorian Curriculum will show growth of at least 1.0 progression point per year in all areas of literacy and numeracy. Greater alignment between teacher judgements (Victorian Curriculum) and NAPLAN data. No more than 0.5 difference in years 3 and 5. The percentage of students achieving high growth on NAPLAN relative growth matched cohort reports to be at or more than 40% in each area. The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in each area.</p>
Key Improvement Strategy 1.a Curriculum planning and assessment	<p>Build data literacy</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Build teacher capacity in Writing</p>
Key Improvement Strategy 1.c Building practice excellence	<p>Build teacher capacity in Mathematics</p>
Key Improvement Strategy 1.d Evaluating impact on learning	<p>Establish and implement protocols for collaboration in Professional Learning Communities</p>
Goal 2	<p>To enhance students' engagement by developing students' capacity to monitor, evaluate and guide their own learning.</p>
Target 2.1	<p>Use the staff opinion survey data to monitor the relevant correlates. Student Attitudes to School Survey Variables in the teaching and learning section. To maintain scores at or above state and regional means in: Learning Confidence, School Connectedness, Stimulated Learning, Student Motivation, Teacher Effectiveness and Teacher Empathy.</p>

Key Improvement Strategy 2.a Health and wellbeing	Promote student voice across the whole school community.
Goal 3	For every student to reach their full potential in a safe, stimulating and evolving learning environment.
Target 3.1	<p>Monitor and review relevant data from the Student Attitudes to School Survey to ensure scores remain at or above the state and regional mean in: Classroom Behaviour, Student Safety, Student Morale, Stimulated Learning, Student Motivation and Learning Confidence.</p> <p>To improve Parent Opinion Survey scores to at or above both the state and regional mean in the variables of: School Ethos and Environment, Student Safety, Stimulating Learning, Social Skills and Transitions.</p> <p>To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	To continue from 2019 and implement 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).
Goal 4	To develop and optimize resources so that GVPS is a world class, inclusive and collaborative learning community.
Target 4.1	<p>Expenditure is within budget.</p> <p>Student achievement data supports the effective allocation and expenditure of budgets.</p> <p>Regular auditing to ensure effective, equitable allocation of resources across all budget areas.</p> <p>To improve Parent Opinion Survey scores to at or above both the state and regional mean in the variables of: School Ethos and Environment, Student Safety, Stimulating Learning, Social Skills and Transitions.</p> <p>To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.</p>
Key Improvement Strategy 4.a Building practice excellence	To develop and implement a master plan for professional learning to ensure improved student outcomes for all students.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To maximize the literacy and numeracy outcomes of every student in the school.</p> <p>The annual learning growth of every student in literacy and numeracy is at least 12 months.</p> <p>Students demonstrate significant, measurable growth across all learning domains.</p>	Yes	<p>Victorian Curriculum will show growth of at least 1.0 progression point per year in all areas of literacy and numeracy.</p> <p>Greater alignment between teacher judgements (Victorian Curriculum) and NAPLAN data. No more than 0.5 difference in years 3 and 5.</p> <p>The percentage of students achieving high growth on NAPLAN relative growth matched cohort reports to be at or more than 40% in each area.</p> <p>The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in each area.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Victorian Curriculum will show at least 1.0 progression point growth for all students in Writing.</p> <p>Percentage of students in the top two bands of NAPLAN (year 5) to increase from 12% (2019) to 25% (2020).</p>
<p>To enhance students' engagement by developing students' capacity to monitor, evaluate and guide their own learning.</p>	No	<p>Use the staff opinion survey data to monitor the relevant correlates.</p> <p>Student Attitudes to School Survey Variables in the teaching and learning section.</p> <p>To maintain scores at or above state and regional means in: Learning Confidence, School Connectedness, Stimulated Learning, Student Motivation, Teacher Effectiveness and Teacher Empathy.</p>	

<p>For every student to reach their full potential in a safe, stimulating and evolving learning environment.</p>	<p>Yes</p>	<p>Monitor and review relevant data from the Student Attitudes to School Survey to ensure scores remain at or above the state and regional mean in: Classroom Behaviour, Student Safety, Student Morale, Stimulated Learning, Student Motivation and Learning Confidence.</p> <p>To improve Parent Opinion Survey scores to at or above both the state and regional mean in the variables of: School Ethos and Environment, Student Safety, Stimulating Learning, Social Skills and Transitions.</p> <p>To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.</p>	<p>To improve the Students Attitude to School survey in Classroom Behaviour, Student Safety, Student Morale, Stimulated Learning, Student Motivation and Learning Confidence To improve the Parent Opinion survey on School Ethos and Environment.</p>
<p>To develop and optimize resources so that GVPS is a world class, inclusive and collaborative learning community.</p>	<p>Yes</p>	<p>Expenditure is within budget.</p> <p>Student achievement data supports the effective allocation and expenditure of budgets.</p> <p>Regular auditing to ensure effective, equitable allocation of resources across all budget areas.</p> <p>To improve Parent Opinion Survey scores to at or above both the state and regional mean in the variables of: School Ethos and Environment, Student Safety, Stimulating Learning, Social Skills and Transitions.</p> <p>To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.</p>	<p>Continue to monitor the effective allocation and expenditure of budgets.</p> <p>Continue with the equitable allocation of resources across all budget areas.</p>

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 Writing. Percentage of students in the top two bands of NAPLAN (year 5) to increase from 12% (2019) to 25% (2020).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build data literacy	Yes
KIS 2 Building practice excellence	Build teacher capacity in Writing	Yes
KIS 3 Building practice excellence	Build teacher capacity in Mathematics	Yes
KIS 4 Evaluating impact on learning	Establish and implement protocols for collaboration in Professional Learning Communities	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.	<p>A review of FISO highlighted the following areas as 'next steps' for the school:</p> <ul style="list-style-type: none"> -Teachers work collaboratively, using data to reflect on the impact of their teaching. -Informed by peer review systems, with coaching and mentoring, a reflective culture is built and sustained across all levels of the school. -Analysis of student assessment data, using strategies such as item analysis and identifying zone of proximal development, underpins and informs goal setting for individual students. <p>NAPLAN Data (Writing) Percentage of students in the top two bands (year 5) 12%</p>	

	<p>Percentage of students in the bottom two bands (year 5) 10%</p> <p>Percentage of students with high relative learning growth (year 3 to 5) 19%</p> <p>Percentage of students with medium relative learning growth (year 3 to 5) 50%</p> <p>Percentage of students with low relative learning growth (year 3 to 5) 31%</p> <p>NAPLAN writing data indicates that students in the middle and top bands need to be stretched in their learning.</p> <p>Staff Survey Data: These results indicate that there is a need to develop the individual capacity of staff to develop their understanding and best practice around the instruction and teaching of Writing. Teachers also need to develop and use data in a systematic, focused and effective manner and to establish systems and protocols to promote teacher collaboration, observations of practice and provision of feedback.</p>	
Goal 2	For every student to reach their full potential in a safe, stimulating and evolving learning environment.	
12 Month Target 2.1	<p>To improve the Students Attitude to School survey in Classroom Behaviour, Student Safety, Student Morale, Stimulated Learning, Student Motivation and Learning Confidence</p> <p>To improve the Parent Opinion survey on School Ethos and Environment.</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Empowering students and building school pride	<p>To continue from 2019 and implement 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).</p>	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.	<p>A review of FISO highlighted the following areas as 'next steps' for the school:</p> <ul style="list-style-type: none"> -Students are familiar with behaviour expectations and consequences for inappropriate behaviour. -The schools safety and well-being policies and practices are implemented and seen as important to supporting student learning and in reducing risk. -Behaviour management, well-being and engagement strategies are evidence based and sufficiently flexible to support all students. -All classes provide a safe and welcoming learning environments in which students respect and value on-task learning. <p>SWPBS: Positive school-wide behaviour commenced in 2019, we will continue the implementation of SWPBS in 2020 by:</p>	

	<p>-strengthening teacher capacity and understanding -providing professional learning for all staff</p> <p>Tiered Fidelity Inventory (informal data): This data collected in November 2019 indicated that respondents believe that there was 67% effectiveness of the implementation of SWBPS. A score of 75% indicates that level of implementation that will result in improved student outcomes.</p>	
Goal 3	To develop and optimize resources so that GVPS is a world class, inclusive and collaborative learning community.	
12 Month Target 3.1	<p>Continue to monitor the effective allocation and expenditure of budgets.</p> <p>Continue with the equitable allocation of resources across all budget areas.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To develop and implement a master plan for professional learning to ensure improved student outcomes for all students.	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.	<p>Staff Survey Data (2019): Percentage positive endorsement to 'Guaranteed and viable curriculum' was 42% Percentage positive endorsement to 'Teacher collaboration' was 43% Percentage positive endorsement to 'Applicability of Professional Learning' was 63% Percentage positive endorsement to 'Professional Learning - School Level support' was 30% Percentage positive endorsement to 'Professional Learning - Collective participation' was 32%</p> <p>NAPLAN comparison to Teacher Judgement Grade 5 Naplan - Reading data has 15% of students in the bottom 2 bands compared to Teacher Judgement having 23% below the expected level. Grade 5 Naplan - Writing data has 10% of students in the bottom 2 bands compared to Teacher Judgement having 31% below the expected level. Grade 3 Naplan - Writing data has 48% of students in the top 2 bands compared to Teacher Judgement having 18% above the expected level. Grade 3 Naplan - Writing data has 3% of students in the bottom 2 bands compared to Teacher Judgement having 31% below the expected level.</p>	

Define Actions, Outcomes and Activities

Goal 1	<p>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.</p>
12 Month Target 1.1	<p>Victorian Curriculum will show at least 1.0 progression point growth for all students in Writing. Percentage of students in the top two bands of NAPLAN (year 5) to increase from 12% (2019) to 25% (2020).</p>
KIS 1 Curriculum planning and assessment	<p>Build data literacy</p>
Actions	<p>School Leadership:</p> <ul style="list-style-type: none"> -Appointment of a Leading Teacher (Curriculum) to oversee curriculum and development and implementation -introduce Data Walls to all staff and model how to use effectively to inform teaching -Introduce and implement Peer Observations where all staff have the opportunity to observe best practice (teachers to visit two classes per term) -Provision of professional development for all school leaders and all staff in Writing (Narissa Leung). -Professional development for all staff led by Literacy Learning Specialist (implementation of Workshop Model, use of anchor charts, conferencing and peer feedback, LI and SC, mentor texts and 6+1 Traits) -Development and implementation of a whole-school professional development plan. -Professional development for all staff Michael Ymer in Planning and Instruction of Mathematics (introduce to all staff the Numeracy Workshop Model, continue with Number Fluency focus, development of sequence, instruction and differentiated learning, assessment and data collections/analysis) -Leadership group will avail themselves to BASTOW and other courses professional learning (based on individual roles). <p>Professional Learning Communities:</p> <ul style="list-style-type: none"> -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>	<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 provide 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. + students will provide feedback on their learning and teacher's use this as part of their planning <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 + development of consistent vocabulary of Learning Intention and Success Criteria + implementation of school wide planning documents + articulate and set learning goals with students, including possible steps to reach these goals + 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 + 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.
<p>Success Indicators</p>	<p>School Leadership</p> <ul style="list-style-type: none"> -Appointment of new school leaders (Leading Teacher - Curriculum) -Development of role descriptions for all school leaders. -Provision of professional development for school leaders. -Development of a whole-school professional development plan. <p>Staff Survey Data</p> <p>Teachers in this school have a deep understanding of how to use formative data (2019 School - 37.5%, State 79.1%).</p> <p>Teachers in this school have the skills to measure the impact of their teaching on student learning (school 2019 - 50%, State 81.8%).</p> <p>Teachers in this school have a deep understanding of how to analyze data (school 2019 - 43.8%, State 71.2%).</p>

NAPLAN Data (Writing)

Percentage of students in the top two bands (2019 year 3 - 48%)

Percentage of students in the bottom two bands (2019 year 3 - 3%)

Percentage of students in the top two bands (2019 year 5 - 12%)

Percentage of students in the bottom two bands (2019 year 5 - 10%)

Percentage of students with high and medium relative learning growth (2019 year 3 to 5 - 69%)

School Based Surveys (Writing)

-To monitor students' knowledge of own learning goals and ability to articulate learning success and areas for improvement (through Narissa Leung via student opinion survey on their attitudes to writing)

-To monitor visual changes in individual teacher work programs.

Team Planning Documents (Writing)

-To show changes in approach to planning, differentiated learning activities based on specific needs and explicit use of data.

Student Data

-Fountas and Pinnell Running Records

-Essential Assessments data

-Mathematics Online Interview

-On Demand

-Ongoing formative assessments

-Anecdotal notes

-Work samples

-Observations

-Checklists

-Rubrics

-Data Walls

KIS 2 Building practice excellence	Build teacher capacity in Writing
Actions	<p>School Leadership:</p> <ul style="list-style-type: none"> -Appointment of a Leading Teacher (Curriculum) to oversee curriculum and development and implementation -Introduce and implement Peer Observations where all staff have the opportunity to observe best practice (teachers to visit two classes per term) -Provision of professional development for all school leaders and all staff in Writing (Narissa Leung). -Professional development for all staff led by Literacy Learning Specialist (implementation of Workshop Model, use of anchor charts, conferencing and peer feedback, LI and SC, mentor texts and 6+1 Traits) -Development and implementation of a whole-school professional development plan. -Leadership group will avail themselves to BASTOW and other courses professional learning (based on individual roles). <p>Professional Learning Communities:</p> <ul style="list-style-type: none"> -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.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> + explain how they develop and refine a piece of writing and determine what they need to do next to improve. <p>Teachers will:</p> <ul style="list-style-type: none"> + development of a consistent vocabulary of Learning Intention and Success Criteria + implementation of school-wide planning documents + articulate and set learning goals with students, including possible steps to reach these goals + demonstrate and document a repertoire of strategies based on the HITS + 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"> + evaluate curriculum alignment with Victorian Curriculum Standards and identify areas for amendment and review + set high professional standards and challenge the thinking of their team members + use the Victorian Teaching and Learning Model to guide best practice + Facilitate collaboration to support staff to improve their capacity to teach writing. + monitor the progress of PLC work against set goals and support necessary changes to practice to improve outcomes.

Success Indicators	<ul style="list-style-type: none"> + Moderation to more effectively align teacher judgment + Progression point data increase + An increased amount of students working in the top two bands for writing in NAPLAN + Peer observation feedback and documentation posters + Closer correlation between NAPLAN writing data and teacher judgments + Students can articulate the progression of their learning through specific reflection and documentation on the achievement
KIS 3 Building practice excellence	Build teacher capacity in Mathematics
Actions	<p>School Leadership:</p> <ul style="list-style-type: none"> -Appointment of a Leading Teacher (Curriculum) to oversee curriculum and development and implementation -introduce Data Walls to all staff and model how to use effectively to inform teaching -Introduce and implement Peer Observations where all staff have the opportunity to observe best practice (teachers to visit two classes per term) -Development and implementation of a whole-school professional development plan. -Professional development for all staff Michael Ymer in Planning and Instruction of Mathematics (introduce to all staff the Numeracy Workshop Model, continue with Number Fluency focus, development of sequence, instruction and differentiated learning, assessment and data collections/analysis) -Leadership group will avail themselves to BASTOW and other courses professional learning (based on individual roles). <p>Professional Learning Communities:</p> <ul style="list-style-type: none"> -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.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> + make increased learning growth + complete differentiated assessments and learning tasks <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 + development of the consistent vocabulary of Learning Intention and Success Criteria

	<ul style="list-style-type: none"> + articulate and set learning goals with students, including possible steps to reach these goals + provide explicit differentiated learning activities for students <p>Leaders will:</p> <ul style="list-style-type: none"> + 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. + Facilitate collaboration to support staff to improve their capacity to teach Mathematics. 			
Success Indicators	<ul style="list-style-type: none"> + Progression point data increase + An increased amount of students working in the top two bands for Mathematics in NAPLAN + A decrease in the amount of students working in the bottom two bands for Mathematics in NAPLAN + Peer observation feedback and documentation posters + An increase in the percentage of Med-High relative growth (Gr 3-5) from students working in the top two bands for Mathematics in NAPLAN. + Students can articulate the progression of their learning through specific reflection and documentation on the achievement 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
KIS 4 Evaluating impact on learning	Establish and implement protocols for collaboration in Professional Learning Communities			
Actions	<p>School Leadership:</p> <ul style="list-style-type: none"> -Appointment of a Leading Teacher (Curriculum) to oversee curriculum and development and implementation -Introduce and implement Peer Observations where all staff have the opportunity to observe best practice. -Development and implementation of a whole-school professional development plan. -Develop a regular meeting schedule for PLCs to meet <p>Professional Learning Communities:</p> <ul style="list-style-type: none"> -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. 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> + complete differentiated assessments and learning tasks + students will provide feedback on their learning and teacher's use this as part of their planning <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 + development of a consistent vocabulary of Learning Intention and Success Criteria + will be timetabled to have 2 in-school meeting sessions and a 1 hour weekly after school meeting session with their PLC + articulate and set learning goals with students, including possible steps to reach these goals + 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"> + Create a PLC meeting space will enable staff to monitor student progress + 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 + 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
Success Indicators	<ul style="list-style-type: none"> + Greater consistency in planning documentation across the school + Progression point data increase + Peer observation feedback and documentation posters + An increase in Staff Survey data in the area of Teacher Collaboration (63% - 2020) (43% - 2019) + An increase in Staff Survey data in the area of Collective focus on student learning (73% - 2020) (53% - 2019)
Goal 2	For every student to reach their full potential in a safe, stimulating and evolving learning environment.
12 Month Target 2.1	To improve the Attitude to School Survey in Classroom Behaviour, Student Safety, Student Morale, Stimulated Learning, Student Motivation and Learning Confidence To improve the Parent Opinion survey on School Ethos and Environment.
KIS 1 Empowering students and building school pride	To continue from 2019 and implement 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	<ul style="list-style-type: none"> -Continuation and development of the Positive School Wide Behaviour Action Team. -Professional development in regard to Positive School Wide Behaviour for all staff. -Professional development for Well-being Leader on the implementation of Positive School Wide Behaviour -Development of a system to monitor student behaviour, and identify areas of need and students at risk -Revise current policy to include SWPBS -introduce GVPs Code of Conduct to all staff -Professional Development on the Staff Handbook (i.e. minor and major flowchart and consequences)
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> + be able to articulate the school values, expectations and behaviours that demonstrate each value + 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 and expectations of behaviour with students and the school community + explicitly teach academic and social behaviours + provide positive reinforcement and rewards + follow through with consequences for undesirable/unexpected behaviors + capturing and documenting data of behaviours on Compass <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 emphasis 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 school's 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 environment in which students respect and value on-task learning.</p> <p>Parent Opinion Survey responses to improve in regard to:</p>

	<p>Response to 'Promoting positive behaviour' (2019 - 89% positive) Response to 'Managing bullying' (2019 - 76% positive) Response to 'Not Experience of bullying' (2019 - 63%) Response to 'Respect for diversity' (2019 - 96%)</p> <p>Student Attitudes to School Survey responses to improve in regard to: +Percentage positive endorsement to 'Managing Bullying' (66% overall 2019, Grade 4: 83% positive, Grade 5: 58% positive) + Percentage positive endorsement to 'Students at this school treat each other with respect' (54% overall 2019 - Grade 4: 64% positive Grade 5: 60% positive) + Percentage positive endorsement to 'Sense of Connectedness" (72% overall 2019, Grade 4: 77% positive Grade 5: 71% positive)</p> <p>School-based surveys and school monitoring system to: + monitor student feelings of safety and inclusion + show a decrease in incidents + show a decrease in behaviour being managed by Principal and Assistant Principal</p>
Goal 3	To develop and optimize resources so that GVPS is a world class, inclusive and collaborative learning community.
12 Month Target 3.1	<p>Continue to monitor the effective allocation and expenditure of budgets.</p> <p>Continue with the equitable allocation of resources across all budget areas.</p>
KIS 1 Building practice excellence	To develop and implement a master plan for professional learning to ensure improved student outcomes for all students.
Actions	<p>-The development of PDP for all staff in 2020. -The development of roles and responsibilities for all staff members. -A structured and timetabled Professional Learning meeting weekly for all teaching staff. -Funding provided for professional development opportunities for staff leading curriculum areas.</p>
Outcomes	<p>Students: + demonstrate improvement in Writing and Mathematics + be able to monitor and reflect on their own learning and individual goals</p> <p>Teachers: +Improve teacher confidence and capacity in Writing and Mathematics</p>

	<ul style="list-style-type: none"> +be involved in ongoing data collection and analysis +provide explicit, differentiated learning activities to cater for student needs + utilize DET literacy and numeracy tool kits to support planning, teaching and differentiation. + review approaches used to improve student outcomes and embed successful practices in school based curriculum documents. <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 + 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.
<p>Success Indicators</p>	<p>Student Data:</p> <ul style="list-style-type: none"> -Fountas and Pinnell Running Records -Essential Assessments data -Mathematics Online Interview -On-Demand -Ongoing formative assessments -Anecdotal notes -Work samples -Observations -Checklists -Rubrics -Data Walls <p>Teacher use of Curriculum Planners</p> <ul style="list-style-type: none"> - Mathematic Unit Planner - Investigations planner - Work Programs show reference to the Workshop Model - Visible school documents in classrooms