

Annual Implementation Plan - 2020
Define Actions, Outcomes and Activities
Glen Huntly Primary School (3703)



Define Actions, Outcomes and Activities

Goal 1	To optimise student learning growth across all curriculum areas and levels of ability
12 Month Target 1.1	Maintain the percentage of students making high relative growth in writing at 40.6% and decrease the percentage of students making low growth from 15.6 to 9.3.
12 Month Target 1.2	Maintain the percentage of students making high relative growth in numeracy at 40.6%.
12 Month Target 1.3	Increase the percentage of students making high relative growth from 34.3% to 35%.
KIS 1 Building practice excellence	Implement the Writing Instructional Model including 6 + 1 Traits of Writing. Collect, analyse and evaluate teacher practices, including identifying barriers to achievement and student achievement data. Using the Observation Rubric criteria which are aligned to school wide Learning walks and Peer Observations.
Actions	Implement PLCs with an emphasis on using the Instructional Model.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Communicate high expectations about collaborating as a PLC using multiply sources of evidence -Track the progression of behaviours as described in the Maturity Matrix -Model how to use 6 + 1 Traits of Writing -Conduct Learning Walks each term and provide feedback -Attend PLC data and planning meetings 3 times per term

	<p>Teachers will:</p> <ul style="list-style-type: none"> -Use PLC time to evaluate the impact of teaching writing on student outcomes -Reflect on observations, give and receive feedback to/from school leaders -Engage in regular conversations about student achievement in writing -Collaborate to develop Mentor Texts tasks in Writing -Embed the EAL Writing Continuum in planning and assessment to include the EAL success criteria -Advance their use of GHPS Build a Picture of a Writer 			
Success Indicators	<p>Leaders: minutes/agendas/presentations from staff meetings; survey data, observations or other evidence related to PLC implementations; notes/records of conversations where feedback has been given/received (e.g. PDP conversations); financial and organisational documents.</p> <p>Teachers: PLC notes/minutes, evidence used to evaluate impact on teaching on student outcomes; staff survey data for factors. Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice from 80% to 82%. Professional Learning through Peer Observation from 78% to 80%.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop protocols and build on structure for PLCs at GHPS in Writing.</p> <p>All staff complete professional learning workshops on 6 + 1 Traits and attend Curriculum Day 2 Misty Ardinou</p>	<ul style="list-style-type: none"> □ Assistant Principal □ Learning Specialist(s) □ Teacher(s) 	□ PLP Priority	<p>from: Term 1</p> <p>to: Term 2</p>	<p>\$3,960.00</p> <p>× Equity funding will be used</p>
KIS 2 Building practice excellence	<p>Implement the Numeracy Instructional Model including MAV enablers and extenders which include teachers providing students with rich open ended tasks and students approach the work using a range of individual and collaborative techniques. Collect, analyse and evaluate teacher practices and student achievement data.</p>			
Actions	<p>To implement the Numeracy Instructional Model.</p>			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Communicate high expectations about collaborating as a PLC using multiply sources of evidence 			

	<p>-Track the progression of behaviours as described in the Maturity Matrix -Model how to use enablers and extenders and rich open ended learning tasks -Attend PLC data and planning meetings 3 times per term</p> <p>Teachers will: -Use PLC time to evaluate the impact of teaching numeracy on student outcomes -Reflect on observations, give and receive feedback to/from school leaders -Engage in regular conversations about student achievement in numeracy -Use unit planners that align with the scope and sequence</p>			
Success Indicators	<p>Leaders:minutes/agendas/presentations from staff meetings; survey data, observations or other evidence related to PLC implementations; notes/records of conversations where feedback has been given/received (e.g. PDP conversations); financial and organisational documents.</p> <p>Teachers: PLC notes/minutes, evidence used to evaluate impact on teaching on student outcomes; staff survey data for factors. Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice from 80% to 82%. Professional Learning through Peer Observation from 78% to 80%.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop protocols and build on structure for PLCs at GHPS in Numeracy. All classroom staff participate in MAV coaching and PL in 2020. Complete Bastow Leading Numeracy.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal <input type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p>× Equity funding will be used</p>
<p>KIS 3 Evidence-based high-impact teaching strategies</p>		<p>Fully integrate the Reading Instructional Model (GRM) to ensure that high impact evidence based strategies and assessment practices are enacted by all teachers and students are becoming more independent learners. Using the Observation Rubric criteria which are aligned to school wide Learning Walks and Peer Observations.</p>		

Actions	Fully integrate the Reading Instructional Model (GRM) Commit to changing teaching practice using the strategies learned as a result of developing the Instructional Model			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Circle back to shared beliefs and understandings of the GRM and articulate the purpose and vision - Communicate high expectations about collaborating as a PLC using multiply sources of evidence -Track the progression of behaviours as described in the Maturity Matrix -Model how to use GRM -Attend PLC data and planning meetings 3 times per term <p>Teachers will:</p> <ul style="list-style-type: none"> -Use PLC time to evaluate the impact of teaching reading on student outcomes -Reflect on observations, give and receive feedback to/from school leaders -Engage in regular conversations about student achievement in reading -Use unit planners that align with the scope and sequence -Collaborate to develop Mentor Texts tasks in Reading 			
Success Indicators	<p>Leaders:minutes/agendas/presentations from staff meetings; survey data, observations or other evidence related to PLC implementations; notes/records of conversations where feedback has been given/received (e.g. PDP conversations); financial and organisational documents.</p> <p>Teachers: PLC notes/minutes, evidence used to evaluate impact on teaching on student outcomes; staff survey data for factors. Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice from 80% to 82%. Professional Learning through Peer Observation from 78% to 80%.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed protocols and build on structure for PLCs at GHPS in Reading. Professional Learning for all ES in Multilit programs	<ul style="list-style-type: none"> □ Assistant Principal □ Education Support □ Learning Specialist(s) □ Teacher(s) 	□ PLP Priority	from: Term 1 to: Term 4	\$9,000.00 × Equity funding will be used

Goal 2	To enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school.
12 Month Target 2.1	Increase the percentage of positive endorsement of staff in academic emphasis. Increase in Staff Survey Implementation factor from 87 to 88.5 understands formative assessment.
12 Month Target 2.2	Minutes from staff professional learning workshops on analysing and using data show attendance. Increase in Staff Survey Evaluation factor from 87 to 88.5 understands how to analyse data. Increase parent opinion positive percent in Teacher Communication often enough with them about their child's progress from 76% to 77.5%.
KIS 1 Evaluating impact on learning	Leaders share data that helps teachers understand all learners and ensure staff develop skills to use a whole school tracking system which will allow data to follow the student over time.
Actions	Implement Compass as the new whole school tracking system. Ensure all staff are data literate, including ES staff as well. Use data, including student work samples to have conversations about practice with teachers
Outcomes	Leaders will: <ul style="list-style-type: none"> - Review the plan for professional learning to deliver the next modules in Compass - Unpack our school data and determine how we share this data with the whole staff - Share data that helps staff understand our school and its learners and try to triangulate that data to give a comprehensive picture of our school - Make sure staff have a planned schedule of formative assessments (common assessment tasks) that we adhere to - Develop data skills in others including asking students the 5 Questions to collect data on the clarity of learning in classrooms Staff will: <ul style="list-style-type: none"> - Be part of the PLC that commits to taking part in professional learning of Compass Modules - Collect student data and have it ready for each scheduled data discussion - Use the data to plan for student learning including the 5 Questions - Be data literate and help others understand the reading of data - Ensure their students know how they are being assessed
Success Indicators	PLCs track and monitor individuals and cohorts' progress using Compass. Compass Modules are

	delivered. PLCs are effective at using a wide range of data for improvement and use a range of evidence to provide feedback on teaching and student learning. PLC meetings evidence that data is informing and driving all work of the PLC and they routinely analyse data at the individual and cohort level. Teachers and leaders are becoming more data literate. 5 Questions Data is collected and analysed,			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Compass is being rolled out and teachers are confident in using it	<input type="checkbox"/> All Staff <input type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 × Equity funding will be used
Minutes of PLC Data meetings show staff are becoming more data literate and are routinely analysing shared data 5 Questions for students are displayed and data reveals increased numbers of students know the answers	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 × Equity funding will be used
Goal 3	To create a stimulating and safe learning environment in order to maximise Student Engagement, Wellbeing and Transitions			
12 Month Target 3.1	Staff Survey data for factors: Promote student ownership of learning goals.			
12 Month Target 3.2	Set targets for the 2021-2025 SSP Student Engagement using the Pivot survey results, in order to identify priority focus areas.			
KIS 1 Setting expectations and promoting inclusion	Maximize success for all students by setting inspirational learning goals which are monitored to evaluate progress.			
Actions	Draft and develop a professional learning plan for staff to support students to set and co-construct Big Ideas and Essential Questions Debrief each component of the Assessment Waterfall Chart (Lyn Sharratt: Clarity)			

	Use Learning Walks and Peer Observations as a part of data collection and student learning			
Outcomes	<p style="text-align: center;">Leaders will:</p> <ul style="list-style-type: none"> - Plan and deliver the next phase of PL based on Lyn Sharratt's "Clarity" to include The Assessment Waterfall Chart, Big Ideas and Essential Questions - Plan PL for staff that demonstrates how to debrief each component of the Assessment Waterfall Chart - Design PL to include Co-construction process to develop student's ability to articulate how they are doing and how they can improve <p style="text-align: center;">Teachers will:</p> <ul style="list-style-type: none"> - use the PL to plan and develop the Big Ideas to answer the question: Why are we learning this?" - Link Learning Intentions & Success Criteria the Steps in the Co-construction of Success Criteria <ul style="list-style-type: none"> - Explicitly teach higher order thinking skills (HOTS) of analysis, interpretation, evaluation and synthesis of a text or curriculum unit. - Model HOTS for students and give them opportunities to think through text or essential questions critically 			
Success Indicators	<p>Leaders and teachers will have drafted and trialed using planners which describe Big Ideas and Essential Questions which are at the core of their learning. The concepts will be woven through the teaching and learning cycle. The development of big ideas has included the HOTS</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review curriculum to incorporate opportunities for student agency at each year/specialist level	<input type="checkbox"/> All Staff <input type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$450.00 × Equity funding will be used
Development of professional learning to support staff understanding of Essential questions (EQ) and the big ideas that PLC teams have agreed that students need to know and be able to do. (The EQ are added to as the learning unit evolves)	<input type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$900.00 × Equity funding will be used

KIS 2 Empowering students and building school pride	Each teacher uses Pivot student feedback to reflect on student engagement and teachers support students through purposeful feedback and learning conversations based on identified priority for the PLC.			
Actions	Develop processes that support collaborative inquiry with students including having students articulate their ponderings/wonderings and thinking Use the PIVOT Survey across all levels (2019 - year 3-6 /Specialists) Identify and select a focus area and model and scaffold literacy strategies to allow students/groups to access the curriculum content			
Outcomes	Leaders will: - Circle back and revisit: Accountable Talk discussion starters - Provide PL on creating Anchor Charts including Critical Thinking -Dedicate time to unpack PIVOT survey - Provide PL for teachers to know how to empower their students to own their own learning: 'Pull out your best thinking, demonstrate it through your work, show us how you got there and be able to share your knowledge with others.' Teachers will: - Revisit Accountable Talk Discussion Starters and implement in their planning - Create anchor charts to provide visual prompts so students can clearly articulate what they are learning and why - Conduct the PIVOT Survey with their class and build on information to connect student responses to big ideas overarching the curriculum expectations			
Success Indicators	Survey information from the PIVOT survey/ student responses has connected their views and big ideas to be overarching with the curriculum expectations. Anchor charts in all classrooms provide visual prompts so students can clearly articulate what they are learning and why Accountable Talk is being used by students and staff			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development and implementation of professional learning program to support staff professional	□ Assistant Principal	□ PLP Priority	from: Term 2	\$1,500.00

knowledge and practice as to how to maximise student engagement Staff PDP Plan includes strategies	PLC Leaders		to: Term 3	× Equity funding will be used
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