



CURRICULUM FRAMEWORK STATEMENT

GLEN HUNTLY PRIMARY SCHOOL

PURPOSE

The purpose of this framework is to outline Glen Huntly Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight Learning Areas are substantially addressed; unless an exemption applies. The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practices will be reviewed, how we assess student learning, and when and how we report to parents/carers. The scope of this document also provides detailed commentary on the Professional Learning Communities structures in the school and a description of the school's Performance and Development processes. It should be read alongside our whole school, curriculum area, year level and unit/lesson curriculum planning documents.

OVERVIEW

Glen Huntly Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

Glen Huntly Primary School is committed to offering a comprehensive curriculum based on and derived from the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content that is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents/carers/carers in line with the Department of Education and Training (DET's) [Reporting Student Achievement and Progress Foundation to 10](#) policy.

Glen Huntly Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the

partnership between our school and parents/carers and carers to support student learning, engagement and wellbeing. We share a commitment to and responsibility for, creating an inclusive and safe school environment for our students and staff.

The programs and teaching at Glen Huntly Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- [Victorian Human Rights Equal Opportunity Commission](#)
- [Australian Human Rights Commission](#)
- freedom of speech and association
- the values of openness and tolerance
- Inclusive education

Our school's vision, mission, objective, values and expectations of our school community:

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote our values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VISION

Glen Huntly Primary School's vision is to optimise student learning growth across all curriculum areas derived directly from the [Victorian Curriculum F-10](#) and levels of ability, enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school. Students are at the heart of every decision we make and we implement a shared belief and understanding about student and staff success.

Glen Huntly Primary School has a deep commitment to:

- Inspire our students to be respectful, caring and resilient citizens of the local and global community; *Learning Today, Leading Tomorrow*
- be a high performing school with embedded evidence and informed best practice that is visible in each classroom

School Context

Glen Huntly Primary School has consistently and strongly achieved improving high academic results, whilst having socially and emotionally connected students at the school. Glen Huntly Primary School has a very welcoming and inclusive community that has focused on helping to build the resilience of students. The school's challenge is to continue this work and strive for continued learning growth with highly proficient and capable students, including students with English as an Additional Language.

MISSION

Glen Huntly Primary School's mission is to provide high quality education and prepare our students to become active, engaged and responsible citizens of the local and global community. The school

aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative teamwork and connectedness to the world and adaptability are key features.

OBJECTIVE

Glen Huntly Primary School's objective is to develop the whole student academically, socially and emotionally and as connected and resilient twenty-first century global citizens.

VALUES

The school values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, resilience, inclusiveness, respect for diversity, compassion, honesty and equity. The school also believes in having high expectations for all students and a commitment to diligent, persistent and resilient work and deep learning; where students acquire the knowledge and skills to become self-directed, autonomous, independent and curious life-long learners.

At Glen Huntly Primary School, the school values are:

- **Respect** *and care for each other and the environment*
- **Pride** *in our actions and striving for personal best for ourselves and our school*
- **Resilience** *to accept and adapt to challenges, persist, be diligent and build positivity and self confidence*
- **Teamwork** *and learning together with optimism and enthusiasm to achieve*
- **Creativity** *to allow us to view, develop and realise new possibilities to meet our goals*

Intent Rationale Focus

Glen Huntly Primary School will continue to utilise the platform of a well-connected, happy, resilient community to continue to improve the excellent results achieved in student learning and growth. A focus on enriching Literacy and Numeracy teaching to improve growth from the younger years to the senior years of primary school is of particular importance, along with teaching students further how to be self-directed learners and understand how they learn.

Glen Huntly Primary School will aim to capitalise on the great work achieved so far. We will continue to foster an environment where students strive to be their best, can confidently understand their next steps in learning more independently and have teachers with the capacity to guide students to improvement.

Challenging high performing students will also be a focus. The percentage of students in the top two bands has increased over time and we need to continue to seek and support growth in these students.

Students will be provided with scaffolded and differentiated work to track and celebrate their own learning growth and teachers will take pride in knowing how to support their students. The school will actively develop students' ideas about student-led learning, opportunities to practise these and persevere to facilitate point of need goal setting.

Glen Huntly Primary School will have a particular focus on continuing to enrich the Literacy program and engage in high level responses to rich texts to improve reading and writing outcomes, with a specific focus on writing. The school has implemented a consistent instructional model and will continue to build teachers' capabilities. To improve reading and writing results, the school is developing a knowledge rich pedagogy to ensure Literacy Circles, Readers Notebook, Mentor Texts

and the Gradual Release Model improve ideas, vocabulary and links to strategies when reading and writing.

At Glen Huntly Primary School, there is a focus on developing a whole school approach to Numeracy. The curriculum reflects the importance of building a strong foundation of mathematical concepts, skills and processes. Our program focuses on personalising the learning, to engage all students through open ended, exploratory, differentiated and real-life authentic tasks. This also ensures that we are effectively preparing our upper year students for secondary school and life.

The PLC (Professional Learning Community) challenge is to engage students in facilitating goal setting and monitoring to reflect on teaching practices that will enable students to be successful in reaching their targets. To do this effectively, Glen Huntly Primary School needs to further develop a strong Professional Learning Community with the FISO 2.0 improvement cycle as a core way of working.

STATEMENT OF VALUES:

Our Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all school staff, parents/carers/carers, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities, promoting and embedding respectful relationships.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected, as specified by current Child Safe Standards
- Identify and support students who are or may be at risk
- Do our best to ensure every child achieves their personal and learning potential
- Work with parents/carers to understand their child's needs and, where necessary, adapt the learning environment accordingly
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate DET specified interventions and sanctions when required
- Make known to parents/carers the school's communication and complaints procedures

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviours to students consistent with the standards of our profession
- Proactively engage with parents/carers about student outcomes
- Work with parents/carers to understand the needs of each student and, where necessary, adapt the learning environment accordingly

- Work collaboratively with parents/carers to improve learning and wellbeing outcomes for students with additional needs
- Communicate with the Principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents/carers
- Treat all members of the school community with respect

PARENTS/CARERS WILL BE EXPECTED TO:

- Model positive behaviour to their own child and other students
- Ensure our child **attends school on time**, every day the school is open for learning and instruction
- Take an interest in and positively support their child's school and learning
- Work with the school to achieve the best outcomes for their child
- Communicate constructively with the school and use expected processes and protocols when raising concerns
- Support school staff to maintain a safe learning environment for all students
- Follow the school's complaints processes if there are complaints
- Treat all school leaders, staff, students and other members of the school community with respect

STUDENTS WILL BE EXPECTED TO:

- Model positive behaviours to other students
- Comply with and model school values
- Behave in a safe and responsible manner
- Respect themselves, other members of the school community and the school environment
- Actively participate in school
- Not disrupt the learning of others and make the most of their educational opportunities
- Be pro-actively responsive to their formulated and co-constructed learning goals

IMPLEMENTATION

Glen Huntly Primary School implements its curriculum derived directly from the current [Victorian Curriculum F-10](#) requirements, including the Learning Areas as specialist domains of Visual Arts, Physical Education, Music, Science and the LOTE area of Japanese, and as per Department's [School Hours](#)

At Glen Huntly Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into five sixty-minute sessions each school day. A breakdown of time allocated to each Learning Area and Capabilities is documented below as:

Domain/Learning Area	Minutes Per Week
English	600
Mathematics	300
Sciences	60 (for six months per year)
The Arts	120
Health and Physical Education	120
Languages	60
Information and Communication Technology and Design and Technology	60
Humanities	60
Capabilities	120
Total	1500

Pedagogy

The pedagogical approach at Glen Huntly Primary School is to use the Instructional Model Approach of the Gradual Release Model, the HITS principles of stimulated engaged learning and the DET Tutor Learning Intervention (TLI) program, where students experience and are exposed each week to English, Mathematics, Science (for six months per year), Humanities, Health and Physical Education, the Arts (Visual Arts and Music), LOTE (Japanese), Digital Technology/Design and Technology and Capabilities learning, to the hours prescribed and outlined above, following a weekly timetable divided into five one hour learning sessions per school day, five days a week.

Assessment:

Glen Huntly Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Assessment and reporting are integral to the planning of curriculum. Glen Huntly Primary School's assessment practices are based on collaborative and moderated decision-making involving students, parents/carers and teachers. It is the policy of the school that the forms of assessment and reporting aim to:

- Promote a positive attitude towards learning
- Encourage the pursuit of excellence and set high expectations
- Provide method of assessment that enable access for all students
- Provide an accurate assessment of the student's progress to parents/carers
- Provide a basis for program evaluation and continually evolving curriculum improvements based on and informed by current best practice
- Inform teachers using the school's well established and deeply embedded team Professional Learning Community (PLC) organisation, structure and approach; of areas where additional scaffolded assistance or extension are needed, in order to achieve SMART individual learning goals
- Provide analyses to inform teacher practice and strategically support, target and differentiate future learning and continued student growth
- Follow the important PLC maxim that *reliable data analyses come first then planning*. Initiatives must be student focused, strategic and in response to data analyses, where the primary focus is on learning and where there has been use of triangulated multiple sources of evidence.

- Facilitate the success of all students

Assessment and Reporting:

At Glen Huntly Primary School assessment and reporting will be in accordance with Department of Education and Training (DET) guidelines and based on and aligned with the Victorian F-10 Curriculum that:

- Reflects the total development of the student
- Encourages students to reach their learning goals
- Works towards providing students with the opportunity to participate in the setting and assessment of individual goals
- Is appropriate to suit the variety of learning styles and varying situations
- Develops and maintains a cumulative record for each student
- Assists in and documents the diagnosis of student strengths and weaknesses
- Ensure that teachers follow the school's Assessment Schedules

Glen Huntly Primary School implements the methodology that Assessment and Reporting involves the use of a variety of assessment tools to measure student progress which vary across the curriculum areas and levels within the school. These may include but are not limited to, English Online Interview, Early Years Numeracy Interview, NAPLAN, PATReading, PATMaths, Fountas and Pinnell, Essential Assessments; ICAS exams in English, Writing, Digital Technologies, Science and Mathematics; diagnostic tests, Running Records, observation and student feedback surveys, teacher checklists, anecdotal notes, annotated work samples, student self-evaluation or peer evaluation and feedback, formative and summative assessments.

Assessment as Learning (Formative Assessment)

At Glen Huntly Primary School, teachers use assessment tools and strategies which search for deep understanding and higher order thinking, not simply for recall of information. Students are constantly required to reflect on and monitor their progress to inform and develop their future learning goals throughout the year. Emphasis is placed on developing students' metacognitive abilities, enabling them to understand how and what they learn and to be able to formulate the next stages in their life-long learning journey.

Examples of formative assessment utilised at Glen Huntly Primary School:

- Teacher observation/anecdotal records
- Teacher checklists (eg: skills linked to Victorian Curriculum Learning Standards)
- Running records and comprehension tests
- Rubrics – a set of categories or criteria that define and describe the important components of work being completed, exhibited, critiqued and assessed
- Student Work Samples
- Mathematical mastery and diagnostic tests
- Portfolios/Digital Portfolios – students' learning journeys and work samples
- Student Self-Assessment
- Peer Assessment

Glen Huntly Primary School acknowledges that formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students

to answer questions such as: How is learning progressing? What will be learned next? What kind of scaffolded support will be required? What extension learning activities are needed?

Assessment of Learning (Summative Assessment)

Teachers at Glen Huntly Primary School use evidence of student learning to make judgements on student achievement against goals and Victorian Curriculum Assessment Standards. It is important that the *process* of inquiry is assessed as well as the *product* of inquiry. Teachers should be looking for an increase in the substance and depth of student inquiry over time and that students are learning how to learn.

Examples of summative assessment used at Glen Huntly Primary School:

- Summative Assessment Tasks in (Units of inquiry)
- Pre and Post tests
- Student presentations/performances
- Portfolios
- NAPLAN testing for students in Years 3 & 5
- ICAS exam programs for students from Years 2 to 6
- Essential Assessments (school wide)
- Online assessment resources (at all year levels)

Glen Huntly Primary School's summative assessment practices are aligned with the approach that these evaluations usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively, since they can inform future planning for student learning.

Glen Huntly Primary School ensures there is ongoing assessment of each student's performance and that this assessment is embedded into the school's curriculum planning program.

Further to this:

- Assessment information is formally recorded for every student
- Student performance is closely and regularly monitored by PLC teams and PLC processes
- The school has policies and procedures that outline expectations for the assessment, recording and monitoring of student performance
- Glen Huntly Primary School ensures that teachers, parent/carer(s) and students have access to accurate information about student performance
- The school documents how they will assess student learning as part of their school-based curriculum program, including formative and summative assessment
- The mandated English Online Interview (EOI) is implemented annually for all Prep students at Glen Huntly Primary School. From 2023, the EOI will also be mandated for all Year 1 students in Victorian government schools.
- The Guidance tab (link below) will be used to provide further information on developing and implementing quality school-based assessment across F–10 for EAL students.

Glen Huntly Primary School follows the principles that Quality Assessment forms a foundation upon which:

- teaching can be targeted to each student's learning needs, thereby maximising the potential for optimal growth in learning

- informed and consistent teacher judgements against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and global citizen.

Glen Huntly Primary School is committed to the approach that any account of a student's learning and development needs to be rich, robust and comprehensive, and backed by credentialed research which requires that triangulated multiple sources of data and evidence are collected and used, to determine necessary and optimal future learning.

Glen Huntly Primary School will make sure that teachers, parent/carer(s) and students have access to accurate information about student performance. This requirement can be met through the minimum requirement for twice-annual formal reporting to parent/carer(s) in June and December.

The school acknowledges that effective school reporting systems are continuous, including the sharing of assessment information formally and informally with parents/carers throughout the term/semester.

Glen Huntly Primary School will resource and consult:

- [Guide to formative assessment rubrics](#)
- [Develop your own formative assessment rubrics](#)
- [Put formative assessments into practice.](#)
- The [Guidance](#) and [Resources](#) tabs provide further information and support around formative assessment strategies

Glen Huntly Primary School will support teachers to evaluate the impact of their teaching on student learning growth, utilising what the Department has created online with [Evaluate the impact of your teaching toolkit](#).

Reporting:

Glen Huntly Primary School reports formally on student progress to parents/carers in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition to this, the school provides scheduled three-way conference feedback times at the end of Term I and the beginning of Term III, where individual student progress and future learning goals are presented, formulated, discussed and set for the remainder of each semester.

At Glen Huntly Primary School, students with additional needs or students and their parents/carers who are part of the PDS or PSDMS programs, are provided with and supported by PSD and SSD formal consultation opportunities, at a minimum of one per term, to review the achievement and future required support of established IEP and/or DIP learning goals.

CURRICULUM AND TEACHING PRACTICE REVIEW

The curriculum and teaching practice at Glen Huntly Primary school is reviewed against the [Framework for Improving Student Outcomes](#) (FISO 2.0) at June and December and the reports and required documentation is uploaded by the Leadership SIT to SPOT, thus evaluating the implementation of our current AIP and SSP. The FISO 2.0 and the FISO 2.0 improvement cycle assists the school to identify focus areas for improvement and to evaluate the impact of introduced initiatives. These evaluations directly influence school direction in the form of what goals are set in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

Glen Huntly Primary School recognises that the FISO 2.0 has been redesigned to place *learning* and *wellbeing* at the centre of school improvement and is a direct response to the findings of the Royal Commission into Victoria's Mental Health System and advice from the profession, where The FISO 2.0 is comprised of:

- the two outcomes of learning and wellbeing
- the five core elements of leadership, teaching and learning, assessment, engagement, and support and resources
- the ten dimensions that underpin the elements and, indicate priority areas of practice to improve students' learning and wellbeing.

Glen Huntly Primary School will endeavour to integrate, these elements to build a positive environment through strong relationships that enables all students to become:

- happy, healthy, and resilient
- successful lifelong learners
- active, informed members of just and sustainable communities.

FISO 2.0



Outcomes:

Learning

Glen Huntly Primary School adopts the approach where learning is seen as the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum.

Wellbeing

At Glen Huntly Primary School Wellbeing is highly valued and our teaching and learning practices promote the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

Core elements:

Outlined below are the descriptors of the five core elements that Glen Huntly Primary School will aim to implement, that reflect the evidence of what makes the most difference to student outcomes.

1. Leadership

Leadership is the development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust.

2. Teaching and learning

Teaching and learning refers to responsive and continually reviewed practices and curriculum programs through which students develop their knowledge, skills and capabilities.

3. Assessment

Assessment is the use of evidence and multiple sourced data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities to design and implement priorities for improvement.

4. Engagement

Engagement refers to the relationships and actions that support student learning, participation and sense of belonging and connectedness to their school community.

5. Support and resources

Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.

Dimensions:

Glen Huntly Primary School endorses that the five core elements are each underpinned by two dimensions. These dimensions indicate priority areas of practice to improve students' learning and wellbeing and are outlined below.

Leadership

- The strategic direction and deployment of resources to create shared goals and values; high expectations; and a positive, safe and orderly learning environment
- Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core

Teaching and learning

- Documented teaching and learning program based on the Victorian Curriculum, incorporating extra-curricular programs
- Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships

Assessment

- Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities
- Systematic use of multiple sourced data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms

Engagement

- Activation, empowering and embedding of student voice, agency, leadership and learning to strengthen students' participation, engagement and connectedness in school
- Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school

Support and resources

- Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion
- Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students

ADDITIONAL CURRICULUM REVIEW PROCESSES:

In addition to the aforementioned cyclic curriculum review processes, Glen Huntly Primary School implements a term-by-term schedule of curriculum review whole Staff PLC meetings, where developments, innovations, current programs, curriculum planning and best practice are discussed shared and evaluated. This covers each term, reviewing the eight Learning Areas and Capabilities of the Victorian F – 10 Curriculum (<https://victoriancurriculum.vcaa.vic.edu.au/> or <https://victoriancurriculum.vcaa.vic.edu.au/overview/about>). As part of and in addition to these to these pre-planned scheduled meetings, the school also reviews and analyses of current developments in Wellbeing and pedagogy, as determined by our Annual Implementation and School Strategic Plans and by current DET requirements. The Leadership SIT of Glen Huntly Primary School formulates the content and foci of these meetings, as is determined by the current needs and initiatives of the school and in response to whole Staff PLC feedback and required support, in order to build staff capacity and capabilities.

Professional Learning Communities (PLC)

Glen Huntly Primary School uses deeply embedded and well-established PLC structures and organisation across the school, to create a culture that is:

- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs at Glen Huntly Primary School help our teachers to evaluate the effect of high impact teaching strategies, as well as trialling new curriculum plans and innovations.

Glen Huntly Primary School implements the approach that the leading and management of effective collaborative learning teams that develop *collective efficacy* in a school is vitally important to the

achievement of necessary curriculum directions and goals and improving student learning. The school has amongst its personnel and larger school community, a vast array of knowledge and talent, which must be utilised for positive participation and the maximisation of students' learning opportunities. Glen Huntly Primary School supports the belief that it is essential that *all* participants feel that their contribution is of worth, that they can affect positive change and that they have opportunities to contribute and develop their talents.

The Leadership SIT at Glen Huntly Primary School, promotes the methodology that effective teams underpin, support, develop and implement effective student learning programs. Through creating, supporting and developing these effective teams and communities of life-long learners in our school, the successful management of major curriculum evaluation and development activities, are able to be effectively achieved. In turn, the school's collegiate PLC team approach supports and reflects the goals and priorities established in the school's Strategic and Annual Implementation Plans and through other educational initiatives.

Glen Huntly Primary School has strong structures in place which support the *PLC team oriented* approaches, that the Leadership team utilises as mentoring Instructional Leaders, which have resulted in significant improvements in the quality of curriculum delivery, teaching methodologies, data literacy and analyses, PLC Inquiry foci and processes; all leading to the maximisation of student outcomes.

At Glen Huntly Primary School the motivation of staff, the targeted development of specific talents and the building of effective teams, are powerful methods by which the school effectively implements whole school improvement initiatives, requiring constant attention and energy. In relation to annual workforce planning, the school adopts the approach that teaching PLC teams are best built *strategically* to utilise staff strengths and provide a balance and spread of expertise and experience in each team.

Glen Huntly Primary School as part of Intake 2 (2018) learning of the Education State's PLC initiatives, has embedded and is committed to the six key elements for effectively leading PLCs and the ten principles found in effective PLCs, that bring together the best available research on school improvement:

1. Forming teams in which members all share responsibility to help all students learn
2. Provide teams with time to *collaborate*
3. Helping to clarify the work that teams need to do: Inquiry Questions
4. Use evidence of student learning to improve their teaching
5. Analyse results *collectively* and discuss which instructional strategies seem most effective
6. PLCs have a **relentless** focus on **continuous improvement** through **deep collaborative inquiry** to significantly **impact student learning** growth.

Ten effective PLC principles:

1. **Student learning focus:** School improvement starts with an unwavering focus on student learning.
2. **Collective responsibility:** For every student to achieve, every adult must take responsibility for their learning.
3. **Instructional leadership:** Effective school leaders focus on teaching and learning.
4. **Collective efficacy:** Teachers make better instructional decisions together.
5. **Adult learning:** Teachers learn best with others, on the job.

6. **Privileged time:** Effective schools provide time and forums for teacher conversations about student learning.
7. **Continuous improvement:** Effective teams improve through recurring cycles of diagnosing student learning needs, and planning, implementing and evaluating teaching responses to them.
8. **Evidence driven:** Effective professional learning and practice are evidence-based and data-driven.
9. **System focus:** The most effective school leaders contribute to the success of other schools.
10. **Integrated regional support:** Schools in improving systems are supported by teams of experts who know the communities they in which they work.

The protocols and intended outcomes of the PLC approach at Glen Huntly Primary School, where the school sustains improving staff talents, builds effective teams and *authentically develops collective efficacy*, valued to be worthy of prolonged focus are:

- Teachers work together in collaborative PLC teams to gather evidence of student learning, analyse that evidence, and identify and implement the most effective teaching strategies to address gaps in student learning
- PLC teams are considered to be a unified body, sharing a common interest or goal, or an Inquiry Question focus, where team members share expertise and learn from each other
- PLCs provide the structure that teachers need to effectively collaborate, reflect on and evaluate the impact of their teaching on student learning and determine what they can do to improve their professional practice
- Collaborative expertise is improved. Strong collaborative systems and practices can help overcome inconsistencies in teacher practice to improve all students' achievements. (Professor John Hattie).
- PLCs develop collective responsibility for improving student outcomes
- PLCs create a new collaborative culture, based on interdependence, shared responsibility and mutual accountability
- PLCs encourage teachers to seek expertise from each other and external sources where needed
- PLCs develop collective efficacy and distributed leadership
- PLCs are based on and develop high impact teaching strategies
- PLCs provide for differentiated planning and assessment based on the Victorian Curriculum
- Data is used to focus and drive collaborative improvement, evaluate impacts on learning and build teacher capacity
- There is a focus on what can we do as educators to help students learn at higher levels – results orientation, ensuring that students learn to achieve targets
- Has there been close monitoring of student progress through common assessment and has the PLC team successfully used intervention plans to promote student learning to higher levels? – using assessments to make a difference
- Has the PLC team addressed the discrepancies when some students do not learn as expected, by designing timely, intervention-based strategies to ensure struggling students receive the time and scaffolded support needed to succeed?
- There is extensive use of Data Walls to *“put faces on the data,” to provide ownership of the data, to make Human and Emotional connections to the data* and to efficiently and visually represent and communicate current student data achievements
- Has there been a relentless questioning of the status quo; interrogating data, use of the PLC Inquiry Cycle, a constant reflection on results and an openness to new possibilities?

The philosophy of the Leadership SIT at Glen Huntly Primary School is that effective schools build an improvement culture by developing the capabilities of their leadership team. That schools achieve this by using evidence-based data, implementing proven coaching and feedback techniques and strengthening succession planning and the induction of new teachers.

Consequently, the Leadership teams at Glen Huntly Primary School are driven by the moral purpose of improving the educational outcomes of all students. The Leadership SIT endeavour to empower and develop staff, collectively and individually at their point of need, expect consistency of practice and establish high levels of accountability. Glen Huntly Primary School creates and strengthens safe environments where teachers are able to develop their practice with others.

At Glen Huntly Primary School we support the notions that effective leaders contribute to a school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust building and support. The school establishes, shapes and adds value to the conditions where leadership thrives; by building team capacity, collectively and individually, with a shared purpose based on the school's vision and values, context and data.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Glen Huntly Primary School in meeting its responsibilities to students, parents/carers and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP SMART goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, principal class member and education support staff, during which staff have to demonstrate evidence of achievement in the focus areas.

Since the commencement of 2021, the previous PDP process has made available to DET employees in government schools, to choose to undertake the standard Performance and Development Plan (PDP) process or an alternative Statement of Expectation process, the process and scheduling of which is detailed at:

<https://docs.google.com/document/d/1u7lcetdlkWriCzSXgdnS8IQyYSVlb7n67kAkZVLeAds/edit#heading=h.fze54rm854pk> and at:

1. <https://www2.education.vic.gov.au/pal/performance-and-development-principal-class/overview>
2. <https://www2.education.vic.gov.au/pal/performance-and-development-teacher-class-employees/overview>
3. <https://www2.education.vic.gov.au/pal/performance-development-education-support/overview>

At the end of Semester 2, staff will reflect on and be acknowledged for their learning, growth and contribution to the Statement of Expectation with their reviewers. It is assumed that teacher class

employees who opt-in to this process will meet the Statement of Expectation, in which case no action is required in eduPay.

Details for the 2023 PDP Statement of Expectation can be found at:

1. <https://www2.education.vic.gov.au/pal/performance-and-development-principal-class/policy-and-guidelines/2023-statement-expectation>
2. <https://www2.education.vic.gov.au/pal/performance-and-development-teacher-class-employees/policy-and-guidelines/2023-statement>
3. <https://www2.education.vic.gov.au/pal/performance-development-education-support/policy-and-guidelines/2023-statement-expectation>

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - Framework for Improving Student Outcomes (FISO 2.0)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [School Hours \(including variation to hours\)](#)

This policy should be read alongside:

- Glen Huntly Primary School Strategic Plan:
https://docs.google.com/document/d/1YKR2nLluZmrXO6hiJ_4QSnrYHVlvEOzmsCv_p2OYEXO/edit
- AIP 2023 Professional Learning Plan:
<https://docs.google.com/document/d/1GakxnQWzhxxS8sfV2WzN0UtVZ0Ckyrym/edit#heading=h.gjdgxs>
- GHPS 2023 Annual Implementation Plan:
<https://docs.google.com/document/d/1rCNdXPQ6d2Q0PyvcmkCVD-LirCH0jKK2/edit#heading=h.gjdgxs>

POLICY REVIEW AND APPROVAL

Policy last reviewed	January 2023
Approved by	
Next scheduled review date	February 2024