2020 Annual Implementation Plan

for improving student outcomes

Gardenvale Primary School (3897)

Submitted for review by Janine Hall (School Principal) on 13 February, 2020 at 12:48 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 14 February, 2020 at 10:55 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding

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

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

Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	The Self-evaluation process identified a disparity of teachers' understanding and application of student voice and agency. Therefore it was selected as a goal for the 2020 AIP. As part of this goal areas for professional learning will include; student goal setting, consistent language and use of learning intentions and success criteria, development of rubrics and further develop the students ability to evaluate their own progress. Through the Self-evaluation it is apparent that another area to be addressed is to ensure there is consistent use of student data and to build teacher capacity to analyse data across their PLT so that all teachers adapt their teaching practices to best meet the needs of their students. This will be a focus area in 2020 for our Learning Specialist and will involve coaching and modelling with each Professional Learning Team. As part of the Self-evaluation and Review process another focus area will be imbedding a Professional Learning Culture across the school, with the aim of further developing the quality of teaching and professional collaboration across the school. The HITS, peer observation, coaching and modelling will continue to ensure consistency in pedagogical practice within and across year levels and the school. The Self-Evaluation also identified many areas of strength, where the school is excelling such as in the area of 'Positive Climate for Learning' - Setting Expectations and Promoting Inclusion and Student Wellbeing and 'Professional Leadership' –

	Building Leadership Teams and Strategic Resource Management.
Considerations for 2020	A consideration for 2020 would be the involvement in the development of a PLC culture at Gardenvale Primary School. As our school has been selected to participate in the PLC Program, financial and time allocations will need to be managed. We aim, through our involvement in the PLC program, that there is increased alignment in the use of data across the school and that staff confidence and capabity in this area is further refined.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student engagement in their learning.
Target 1.1	By 2023, increase the percentage of positive endorsements on AToSS: Student voice and agency from 88% to 92% Increase teacher student relationships: sense of concern (yr 6 boys) from 71% to 80%.
Target 1.2	By 2023 increase the percentage of positive endorsements on SSS: Use student feedback to improve practice from 60% to 72%
Target 1.3	By 2023 increase the percentage of positive endorsements on POS result: Student voice and agency result from 82% to 85%
Key Improvement Strategy 1.a Intellectual engagement and self-awareness	Develop capacity of teachers to engage student voice and agency in teaching and learning
Key Improvement Strategy 1.b Empowering students and building school pride	Develop student capacity to monitor and evaluate their own progress and achievement in their learning
Goal 2	To improve student literacy outcomes.

Target 2.1	By 2023, reduce the percentage of students with low relative gain in NAPLAN: • Writing from 18% (2018) to 16% • Reading from 21% (2018) to 16%
Target 2.2	By 2023, increase the percentage of students with high relative gain in NAPLAN: • Writing from 32% (2018) to 38% • Reading from 28% (2018) to 35%
Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capacity to utilise data, evidence and a range of assessment strategies to plan and teach students at their point of learning need
Key Improvement Strategy 2.b Building practice excellence	Develop and embed an effective Professional Learning Community (PLC) culture
Goal 3	To improve student Numeracy outcomes.
Target 3.1	By 2023, increase the percentage of students with high relative gain in NAPLAN: • Numeracy from 30% (2018) to 38% By 2023, SSS result: 'Teacher collaboration' to increase from 62% to 72% (TBC)

Target 3.2	By 2023, SSS result: 'Monitor effectiveness using data' to increase from 65% to 75%.
Key Improvement Strategy 3.a Curriculum planning and assessment	Build teacher capacity to use data to inform teaching and learning at each student's point of need.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Embed a consistent approach to instructional practice.
Key Improvement Strategy 3.c Building practice excellence	Enhance teacher capacity to collaborate professionally.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student engagement in their learning.	Yes	By 2023, increase the percentage of positive endorsements on AToSS: Student voice and agency from 88% to 92% Increase teacher student relationships: sense of concern (yr 6 boys) from 71% to 80%.	AtoSS Student voice and agency 88%-89% Student teacher relationships (sense of concern yr 6 boys) 71%- 73%
		By 2023 increase the percentage of positive endorsements on SSS: Use student feedback to improve practice from 60% to 72%	SSS Student feedback to improve practice 60-%-73%
		By 2023 increase the percentage of positive endorsements on POS result: Student voice and agency result from 82% to 85%	1.3 POS Student voice and agency 82%-83%
To improve student literacy outcomes.	Yes		To reduce the percentage of students with low relative gain in NAPLAN: Writing from 18% (2018) to 17% Reading from 21% (2018) to 20%

		By 2023, reduce the percentage of students with low relative gain in NAPLAN: • Writing from 18% (2018) to 16% • Reading from 21% (2018) to 16%	
		By 2023, increase the percentage of students with high relative gain in NAPLAN: • Writing from 32% (2018) to 38% • Reading from 28% (2018) to 35%	By 2023, increase the percentage of students with high relative gain in NAPLAN: Writing from 32% (2018) to 34% Reading from 28% (2018) to 30%
To improve student Numeracy outcomes.	Yes	By 2023, increase the percentage of students with high relative gain in NAPLAN: • Numeracy from 30% (2018) to 38% By 2023, SSS result: 'Teacher collaboration' to increase from 62% to 72% (TBC)	Increase the percentage of students with high relative gain in NAPLAN: Numeracy from 30% (2018) to 32% Teacher collaboration to increase from 62% to 65%
		By 2023, SSS result: 'Monitor effectiveness using data' to increase from 65% to 75%.	Monitor effectiveness using data' to increase from 65% to 68%.

Goal 1	To improve student engagement in their learning.
12 Month Target 1.1	AtoSS Student voice and agency 88%-89% Student teacher relationships (sense of concern yr 6 boys) 71%- 73%
12 Month Target 1.2	SSS Student feedback to improve practice 60-%-73%
12 Month Target 1.3	1.3 POS Student voice and agency 82%-83%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop capacity of teachers to engage student voice and agency in teaching and learning	Yes
KIS 2 Empowering students and building school pride	Develop student capacity to monitor and evaluate their own progress and achievement in their learning	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.	The panel found that there are embedded HERRRby values throughout the school that enable student input and leadership in partnership with staff, however pedagogical practice was predominately teacher centered in the classroom. There was lack of clarity of understanding of student voice and agency among the staff. The school's focus will be to provide professional learning to improve capacity of staff to engage in student voice and agency in teaching and learning. The school will develop a consistent use of language to set learning goals for a lesson and ensure that the learning intention and success criteria are aligned. Students will be able to articulate the goal of the lesson, know when they have achieved that goal and what their next stage of learning is. Staff will develop a whole school scope and sequence of learning intentions and success criteria linked to	

	reading and number aligned with Victorian Curriculum Standards and this will be evident in weekly planning documents. The school will develop a consistent approach to allow students to monitor and evaluate their own progress and achievement in their learning as currently this practice is teacher dominated. Staff will develop and use rubrics to support student goal setting. To further develop student voice and agency within the classroom, the 'going further' element of inquiry will be audited and improved throughout the school to allow for a more student centered approach.	
Goal 2	To improve student literacy outcomes.	
12 Month Target 2.1	To reduce the percentage of students with low relative gain in NAPLAN: Writing from 18% (2018) to 17% Reading from 21% (2018) to 20%	
12 Month Target 2.2	By 2023, increase the percentage of students with high relative gain in NAPLAN: Writing from 32% (2018) to 34% Reading from 28% (2018) to 30%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build teacher capacity to utilise data, evidence and a range of assessment strategies to plan and teach students at their point of learning need	Yes
KIS 2 Building practice excellence	Develop and embed an effective Professional Learning Community (PLC) culture	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.	To improve student literacy outcomes: In 2019 in reading we started working toward developing a common language using the CAFE reading strategies, a whole school scope and sequence of strategies, a common instructional model and redoing the assessment schedule. The panel heard from staff that in the teaching of reading there was inconsistent practices and this had limited the capacity to align reading data. The panel found different reading models were being partially implemented or were blended with existing teaching of reading practices and professional learning to build teacher capacity and analysis of data was needed. The staff have clearly indicated that they need another year to focus on reading, strengthen the use of data and assessment to plan and teach students at their point of learning need, develop a school wide consistent criteria aligned to Victorian	

	Curriculum to determine teacher judgments and refine the assessment schedule to ensure triangulation of data. The HITS and Peer Observation will continue to support this process. Coaching and modelling among staff will continue to ensure consistency in pedagogical practice within and across classroom that aligns with our instructional model for reading. The panel reported that a consistent, whole school instruction model was needed in writing. A whole school instructional model and a consistent language will be developed in literacy. The panel also noted there was no protocol for data analysis and not all leaning areas focused on data and shared ownership of the learning progress of year level cohorts as common practice was yet to be achieved inconsistency of data management. A data specialist will be appointed from the staff, data collection methods audited and a consistent method agreed upon and implemented. Staff will receive professional learning in this area. The school will focus on increasing the teacher capacity through professional development of a PLC culture across the school.
Goal 3	To improve student Numeracy outcomes.
12 Month Target 3.1	Increase the percentage of students with high relative gain in NAPLAN: Numeracy from 30% (2018) to 32% Teacher collaboration to increase from 62% to 65%
12 Month Target 3.2	Monitor effectiveness using data to increase from 65% to 68%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to use data to inform teaching and learning at each student's point of need.	No
KIS 2 Evidence-based high-impact teaching strategies	Embed a consistent approach to instructional practice.	No
KIS 3 Building practice excellence	Enhance teacher capacity to collaborate professionally.	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.	The panel reported that a consistent, whole school instruction model was needed in mathematics. A whole school instructional model and a consistent language will be developed numeracy. The panel also noted there was no protocol for data analysis and not all leaning areas focused on data and shared ownership of the learning progress of year level cohorts as common practice was yet to be achieved inconsistency of data management. A data specialist will be appointed from the staff, data collection methods audited and a consistent method agreed upon and implemented. Staff will receive professional learning in this area. Further developing the capacity of teachers to use the assessment schedule and data from literacy and numeracy assessment for planning of student learning as a cohort. The school will focus on increasing the teacher capacity through professional development of a PLC structure and enhance teacher capacity to collaborate professionally. The HITS and Peer Observation will continue to support this process. Coaching and modelling among staff will continue to ensure consistency in pedagogical practice within and across classroom that aligns with our instructional model for numeracy.

Define Actions, Outcomes and Activities

Goal 1	To improve student engagement in their learning.
12 Month Target 1.1	AtoSS Student voice and agency 88%-89% Student teacher relationships (sense of concern yr 6 boys) 71%- 73%
12 Month Target 1.2	SSS Student feedback to improve practice 60-%-73%
12 Month Target 1.3	1.3 POS Student voice and agency 82%-83%
KIS 1 Intellectual engagement and self-awareness	Develop capacity of teachers to engage student voice and agency in teaching and learning
Actions	Develop a whole school understanding of what student voice and agency looks like. Identify opportunities to activate student agency in learning.
Outcomes	Leaders will: Be able to clearly articulate what student agency and voice looks like at Gardenvale Primary School Regularly observe lessons to monitor the implementation progress Teachers will: Be able to articulate what student agency and voice looks like in the classroom Explicitly teach students to set goals and track progress against learning goals

	Students Will: Identify what voice and agency is in the classroom
Success Indicators	Leaders will: Peer observation model Minutes from PLC meetings, professional learning presentations Notes from classroom observations Teachers: PDP goals reflecting on progress, lesson plans, curriculum plannning Students:

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Audit of Going Further component of Inquiry Units across each year level.	☑ All Staff ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Develop student capacity to monitor and evaluate their own progress and achievement in their learning
Actions	Develop and implement consistent approach and common language to learning intentions and success criteria Develop consistent goal setting approach linked to HERRRby 'be you' Implement a goal reflection process
Outcomes	Leaders will: Be able to clearly articulate to staff what learning intentions and success criteria should look like. Provide support for staff through peer observation model to Regularly observe lessons to monitor the implementation progress. Teachers will: Include lesson learning intentions and success criteria in their planning documentation.

	Be able to articulate to students the learning intentions and success criteria at the beginning and close of lesson Students will: Be able to articulate what the learning intention of the lesson is and how they know they have been successful Set and track their own progress against learning goals
Success Indicators	Leaders: Peer observation model Minutes from PLC meetings, professional learning presentations Notes from classroom observations Teachers: PDP goals reflecting on progress, lesson plans, curriculum plans Students: individual learning goal progress

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of rubrics for Inquiry Units	☑ All Staff ☑ PLT Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Setting personal goals linked to our HERRRby (Be You). Student reflection on goals.	☑ All Staff ☑ PLT Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Professional learning to support staff to develop and implement a consistent approach and language to learning intentions and success criteria.	☑ Leadership Team	☑ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used

Goal 2	To improve student literacy outcomes.
12 Month Target 2.1	To reduce the percentage of students with low relative gain in NAPLAN: Writing from 18% (2018) to 17% Reading from 21% (2018) to 20%
12 Month Target 2.2	By 2023, increase the percentage of students with high relative gain in NAPLAN: Writing from 32% (2018) to 34% Reading from 28% (2018) to 30%
KIS 1 Evaluating impact on learning	Build teacher capacity to utilise data, evidence and a range of assessment strategies to plan and teach students at their point of learning need
Actions	Further embed the use of whole school assessment schedule to triangulate data, and collaboratively plan and teach students at their point of learning need. Develop teacher capacity to support the consistent implementation of the Gardenvale pedagogical model based on best practice.
Outcomes	Leaders will: *provide PD and develop a coaching model to support staff in the implementation of the pedagogical model. *track and reflect on peer observations and learning walks/pedagogical model implementation including barriers and enablers. *time allocation and resourcing Teachers will: *understand the structure of the pedagogical model, establish/improve observation skills; use the pedagogical model regularly to collaboratively plan and deliver lessons *unpack the literacy toolkit to develop and embed best practice
Success Indicators	Leaders: *agendas and minutes of meetings/meeting schedules *Internal professional development

	*survey data *PDP conversations *Learning walks Teachers: *PLC minutes *work program and planning *peer observation *staff survey data for factors: discuss problems of practice; timetabled meetings to support collaboration; monitor effectiveness using data; use evidence to inform teaching practice. Students will: * be able to articulate the usual structure of the lessons * have greater voice and independence reading lessons

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Refine the assessment schedule to ensure triangulation of data.	☑ All Staff ☑ PLC Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
All staff to complete professional learning on analysing and using data.	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Provide professional learning on teaching practices related to the pedagogical model.	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

KIS 2 Building practice excellence	Develop and embed an effective Professional Learning Community (PLC) culture			
Actions	Develop capacity of PLC leaders to ensure the utilisation of data to drive planning and collaboration. Develop and implement a peer observation model to support consistent implementation of the Gardenvale Instructional model incorporating the relevant HITS.			
Outcomes	Leaders will: *communicate high expectations about PLC program, use multiple sources of evidence to track implementation of PLCs including barriers and enablers and prioritise strategic resourcing of PLCs. *track and reflect on peer observations and learning walks/pedagogical model implementation including barriers and enablers. Teachers will: *understand the characteristics of high quality PLCs, engage in regular conversations about student learning, use PLC time to evaluate the impact of teaching on student outcomes, give and receive feedback. *understand the structure of the instructional model; establish/improve observation skills; use the pedagogical model regularly to plan and deliver lessons.			
Success Indicators	Leaders: *agendas and minutes of meetings *PLC external professional development *survey data *PDP conversations Teachers: *PLC minutes *staff survey data for factors: discuss problems of practice; timetabled meetings to support collaboration; monitor effectiveness using data; use evidence to inform teaching practice.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop structure and protocols for PLCs.	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 2	$0.00

				to: Term 4	☐ Equity funding will be used
PLT leaders and leadership team to participate in professional learning and school visits.	☑ Leadership Team ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

Goal 3	To improve student Numeracy outcomes.
12 Month Target 3.1	Increase the percentage of students with high relative gain in NAPLAN: Numeracy from 30% (2018) to 32% Teacher collaboration to increase from 62% to 65%
12 Month Target 3.2	Monitor effectiveness using data' to increase from 65% to 68%.
KIS 1 Building practice excellence	Enhance teacher capacity to collaborate professionally.
Actions	Develop capacity of PLC leaders to ensure the utilisation of data to drive planning and collaboration. Develop and implement a peer observation model to support consistent implementation of the Gardenvale Instructional model incorporating the relevant HITS.
Outcomes	Leaders will: *communicate high expectations about PLC program, use multiple sources of evidence to track implementation of PLCs including barriers and enablers and prioritise strategic resourcing of PLCs. *track and reflect on peer observations and learning walks/pedagogical model implementation including barriers and enablers. Teachers will: *understand the characteristics of high quality PLCs, engage in regular conversations about student learning, use PLC time to evaluate the impact of teaching on student outcomes, give and receive feedback. *understand the structure of the instructional model; establish/improve observation skills; use the pedagogical model regularly to plan and deliver lessons.

Success Indicators	Leaders: *agendas and minutes of meetings *PLC external professional development *survey data *PDP conversations Teachers: *PLC minutes *staff survey data for factors: discuss problems of practice; timetabled meetings to support collaboration; monitor effectiveness using data; use evidence to inform teaching practice.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
PLT leaders and leadership team to participate in professional learning and school visits.		☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

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

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Provide professional learning on teaching practices related to the pedagogical model.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services ☑ Other camps/excursions	$5,000.00	
Totals			$5,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning to support staff to develop and implement a consistent approach and language to learning intentions and success criteria.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning	☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Develop structure and protocols for PLCs.	☑ Assistant Principal ☑ Leadership Team	from: Term 2 to: Term 4	☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ SEIL ☑ PLC Initiative ☑ Internal staff	☑ Off-site network TBA
PLT leaders and leadership team to participate in professional learning and school visits.	☑ Leadership Team ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Pedagogical Model ☑ Numeracy leader	☑ Off-site visiting other schools