

# Annual Implementation Plan - 2024

## Define actions, outcomes, success indicators and activities

Glengarry Primary School (2888)



Submitted for review by Julie Telford (School Principal) on 30 December, 2023 at 05:15 PM

Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 16 February, 2024 at 09:59 AM

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## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve student outcomes in literacy
<b>12-month target 2.1 target</b>	By end of 2024, increase the % of year 3 students achieving Exceeding or Strong for NAPLAN Reading from, 22% (2023) to 32%. By 2026 increase the % of year 5 students achieving Exceeding or Strong for NAPLAN Reading from, 50% (2023) to 57%
<b>12-month target 2.2 target</b>	By 2026 Increase % of students achieving high and medium NAPLAN Relative Growth (Interim) reading from 31% (2023) to 33%
<b>12-month target 2.3 target</b>	By 2026 increase the percentage, based upon a 3-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 in Reading as being at or above level from 78% in 2022 to 81%
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the consistent use of the Glengarry Instructional Model
<b>Actions</b>	Develop a Glengarry PS approach for teaching of Reading
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Lead whole school agreement on Glengarry reading practices/philosophy where expectations are documented</li> <li>- Implement the strategic use of Breakspear tools in the SIT Meeting to monitor and track progress against goals</li> <li>- Use whole school formative and summative data as evidence for decision making (PAT, inquiry data, learning walks etc.)</li> <li>- Lead whole school in reviewing instructional model in alignment with our new learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Trial and implement the agreed expectations from the Professional Learning (in an area of Reading)</li> <li>- Have clarity in the school's agreed expectations and philosophy of Reading</li> <li>- Deliver low variance instructional practices that are aligned to the agreed and reviewed, Instructional Model</li> <li>- Use formative data to notice patterns of impact in student outcomes.</li> </ul> <p>Students will:</p>

	<ul style="list-style-type: none"> <li>- Be able to articulate the phases of the Instructional Model</li> <li>- Have increased engagement through anticipation of the agreed Instructional Model phases</li> <li>- Show awareness of the LI and SC and be able to describe what they are learning and how success will be measured</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- Understand the school's philosophy of Reading and how teachers deliver this in the classroom.</li> </ul>			
<b>Success Indicators</b>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> <li>- Increased dialogue and confidence to share reflections on current and proposed Reading practices (leaders to develop staff pre/post survey)</li> <li>- Active participation, discussion, trial and reflection of agreements from Professional Learning</li> <li>- Teacher planning on SharePoint shows planning that correlate to each phase of our agreed Instructional Model.</li> <li>- Students can describe what they are learning and how they know they are successful</li> <li>- Formative data sets through trialling /inquiry are used as evidence for agreed expectations</li> </ul> <p>Lagging Indicators:</p> <ul style="list-style-type: none"> <li>- Instructional Leadership observe agreed expectations with low variance across classrooms</li> <li>- Fountas and Pinnell data sets indicate at least 12-month growth</li> <li>- Teacher Judgements in Reading</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish an inquiry and professional learning around Whole Language/Science of Learning approached.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Nathaniel Swain whole staff professional learning focused on the Science of Reading. - trial of instructional approaches - refinement of our instructional model based on this learning.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$825.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>Fortnightly, 1-hour literacy whole staff meetings focused on building teacher knowledge and capacity to teach Reading :</p> <ul style="list-style-type: none"> <li>- building staff knowledge of Reading approaches</li> <li>- developing agreement on Reading practices to trial/implement at Glengarry PS</li> <li>- build awareness of resources currently available at the school and how use these</li> </ul>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Complete training in systematic synthetic phonics for implementation from P-2</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$12,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Create an observation and feedback approach to build teacher capacity to deliver agreed Reading approaches</p>	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<p>Model and develop a clear process for the strategic use of Breakspear Tools in SIT meetings to monitor and track progress of goals</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p><b>KIS 2.c</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop a high-quality evidence -based whole school curriculum for Literacy			
<p><b>Actions</b></p>	Develop a scope and sequence for Literacy, beginning with the component of Reading			

<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Lead whole school agreement on Glengarry reading practices/philosophy where expectations are documented</li> <li>- Lead whole school learning and the development of a scope and sequence for Reading F-6.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Develop a high-quality evidence-based scope and sequence for Reading (or a component of)</li> <li>- Plan according to the developed scope and sequence.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be delivered learning that aligns with the planned scope and sequence for Reading</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- Understand the school's philosophy of Reading and how teachers deliver this in the classroom.</li> </ul>			
<b>Success Indicators</b>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> <li>- Increased dialogue and confidence to share reflections on current and proposed Reading practices</li> <li>- Teacher planning on SharePoint shows planning that correlates to the scope and sequence</li> <li>- Formative data sets through trialling /inquiry are used as evidence for agreed expectations</li> </ul> <p>Lagging Indicators:</p> <ul style="list-style-type: none"> <li>- Instructional Leadership observe agreed expectations within planning and enacted in the classroom</li> <li>- Teacher Judgements in Reading</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop a scope and sequence for reading (or a component of)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Create a role for literacy intervention and whole school testing as required to establish schedule of students requiring support	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$56,141.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 3</b>	To improve student outcomes in numeracy			
<b>12-month target 3.1 target</b>	By 2026 increase the % of year 3 students achieving Exceeding or Strong for NAPLAN Numeracy from, 56% (2023) to 68% By 2026 increase the % of year 5 students achieving Exceeding or Strong for NAPLAN Numeracy from, 71% (2023) to 73%			
<b>12-month target 3.2 target</b>	By 2026 Increase % of students achieving high and medium NAPLAN Relative Growth (Interim) Numeracy from 70% (2023) to 73%			
<b>12-month target 3.3 target</b>	By 2026 increase the percentage, based upon a 3-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 for Number and Algebra as being at or above level from 89% in 2022 to 90%			
<b>KIS 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build effectiveness of PLCs to inform planning and link to implementation of high-quality classroom practice.			
<b>Actions</b>	Weekly PLC meetings with a numeracy focus Instructional coaching and feedback cycles for all classroom teachers on best practice in mathematics			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Lead PLC leader development with weekly leadership meeting</li> <li>- Provide instructional leadership through coaching and feedback cycles around implementation of effective practice in numeracy to all classroom teachers</li> <li>- Monitor whole school data sets for mathematics</li> <li>- PLC leaders will plan professional learning of high impact teaching practices for numeracy</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Set goals for improving the implementation of high impact teaching strategies</li> <li>- Reflect and act on feedback to improve practice.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Deliver low variance instructional practices that are aligned to the agreed Instructional Model</li> <li>- Use formative data to notice patterns of impact in student outcomes.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Know the LI and SC in mathematics and what their next step will be.</li> <li>- Demonstrate increasing level of engagement in maths learning</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- Understand the school's instructional practices for numeracy.</li> </ul>			
<b>Success Indicators</b>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> <li>- Increased dialogue and confidence to share reflections on high impact strategies for teaching of mathematics.</li> <li>- Active participation, discussion, trial and reflection in PLC forums.</li> <li>- Teacher planning on SharePoint shows planning that correlate to each phase of our agreed Instructional Model.</li> <li>- Students can describe what they are learning and how they know they are successful</li> </ul> <p>Lagging Indicators:</p> <ul style="list-style-type: none"> <li>- Instructional Leadership observe agreed expectations with low variance across classrooms</li> <li>- PAT maths data sets show 12 months or more growth in mathematics</li> <li>- Teacher Judgements in Mathematics</li> <li>- Growth for each PLC on the PLC Maturity Matrix</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Create PLC improvement plan to increase consistency and fidelity to PLC practices	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Observation and feedback cycles for classroom teachers on teaching and learning in mathematics	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

PLC leaders engage in leadership learning on a fortnightly basis utilizing the PLC Leader observation tool to pinpoint development areas	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 4</b>	Develop and embed a whole-school approach to engagement, well-being and inclusion which is reflective of school values.			
<b>12-month target 4.1 target</b>	Student voice and agency from 76% (2022) to 67% (2023) to 78% Resilience from 62% (2022) to 79% (2023) to 80% and increase high resilience from 17% (2023) to 20% School safety domain, managing bullying factor from 72% (2022) to 69% (2023) to 75% Social engagement domain, sense of connectedness factor from 70% (2022) to 65% (2023) to 72%			
<b>12-month target 4.2 target</b>	The percentage of F-6 students with 20+ days of absence will decrease from 43% (2022) to 40% (2023) to 30%			
<b>12-month target 4.3 target</b>	Student agency and voice 74% (2022) to 78% (2023) to 80% Respect for diversity 82% (2022) to 84% (2023) to 86% Managing Bullying 77% (2022) to 68% (2023)			
<b>KIS 4.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a cohesive whole – school approach to student well – being and management.			
<b>Actions</b>	Implementation of the IGA approach to Student Attendance Refine school expectations around the school values and refine and implement the schools social skills program ( inclusive of RR, school values, Berry St practices) Student behaviour, attendance and wellbeing data discussions to be timetabled into identified leadership meetings to monitor progress and to identify areas requiring support			
<b>Outcomes</b>	Leaders will: - Lead differentiated professional development on DI practices for teachers and ES. - Monitor school data sets to inform decisions on student well-being and engagement (including Student Survey and attendance data0 - Model the use of agreed documentation for DI evidence.			



	<ul style="list-style-type: none"> <li>- Present student engagement and well-being data to staff</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use agreed school-wide Disability Inclusion documentation criteria</li> <li>- Reflect and act on feedback to strengthen DI practices</li> <li>- Lead student teams to build student voice, student agency and student leadership.</li> <li>- Trial and reflect on effectiveness of strategies to support student well-being and engagement.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Engage in partnership discussion with staff and parents to plan and reflect on strategies for their own engagement and well-being.</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- Engage in partnership discussion with staff and students to plan and reflect on strategies for student engagement and well-being.</li> <li>- Know the school's approach to student well-being.</li> </ul>			
<b>Success Indicators</b>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> <li>- Teacher planning on SharePoint show differentiation for students with particular adjustments</li> <li>- Successful Disability Improvement Profile applications</li> <li>-</li> </ul> <p>Lagging Indicators:</p> <ul style="list-style-type: none"> <li>- Quality of IEPs and SSGs show improvement against the department rubric.</li> <li>- Student Attitude to school survey data shows improvement</li> <li>- Student absence decrease</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Build staff, student and community expectations around Glengarry Approach to attendance.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish a whole school scope and sequence based on RRRR and school values.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Wellbeing team		to: Term 2	
Create an attendance officer role	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish an observation timetable for DI coordinator to visit classroom and provide feedback	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Weekly wellbeing team meetings (including Student Well-being Officer) incorporate a focus on Student behaviour, attendance and wellbeing data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement a fortnightly ES PLC focussed on best practices for classroom support	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Regular staff professional learning scheduled into the meeting schedule to build capacity in whole school Behaviour Management Processes	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create a Student wellbeing role position description to enhance the schools social skills approach based on existing programs	<input checked="" type="checkbox"/> Administration team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,753.25  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

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