# Annual Implementation Plan - 2023
## Define Actions, Outcomes and Activities

Glen Waverley South Primary School (5436)



Submitted for review by Con Vellios (School Principal) on 08 December, 2022 at 10:13 AM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 17 February, 2023 at 11:59 AM
Awaiting endorsement by School Council President

# Define Actions, Outcomes and Activities

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| **Goal 1** | **2023 Priorities Goal**<br>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| **12 Month Target 1.1** | To increase the percentage of Year 5 students in the top two NAPLAN bands in:<br><br>Writing from 34% (2022) to 36%<br>Numeracy from 34% (2022) to 40% or above<br><br>To increase positive endorsement on the AToSS for:<br>Teacher concern from 66% (2022) to 72% |
| **KIS 1.a**<br>Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| **Actions** | SIT will:<br>- monitor whole school data sets to inform the learning needs in numeracy and literacy<br>- provide professional learning around teaching and learning in literacy and numeracy<br>- establish PLC structures to support teacher collaboration and strengthen teaching practice<br>- conduct Learning Walks to plan for future professional learning and provide timely feedback<br>- develop a writing moderation rubric<br>- focus on developing the instructional model across the school in Numeracy<br>- facilitate regular meetings with PLC leaders<br>- participate in leadership coaching<br><br>PLCs will:<br>- monitor their cohort data to inform the learning needs in numeracy and literacy<br>- implement professional learning around teaching and learning in literacy and numeracy in their teams<br>- conduct meetings to support teacher collaboration and strengthen teaching practice<br>- conduct Learning Walks and provide timely feedback<br>- implement writing moderation in their team<br>- implement the Numeracy instructional model across the school<br>- participate in regular meetings with Learning Specialist<br>- participate in leadership coaching |

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| | Teachers will:<br>- use student data to teach to students' point of need in numeracy and literacy<br>- utilise PL in their classrooms<br>- actively participate in PLC meetings to support teacher collaboration and strengthen teacher practice<br>- receive timely feedback from Learning Walks<br>- participate in writing moderation with student work samples<br>- implement the Numeracy instructional model in their classroom<br><br>Students will:<br>- complete assessment tasks<br>- engage in learning tasks informed by the PL |
| **Outcomes** | SIT will have:<br>- used whole school data sets to inform the learning needs in numeracy and literacy<br>- provided professional learning around teaching and learning in literacy and numeracy<br>- established PLC structures to support teacher collaboration and strengthened teaching practice<br>- conducted Learning Walks to plan for future professional learning and provided timely feedback<br>- developed a writing moderation rubric<br>- documented the instructional model across the school in Numeracy<br>- facilitated regular meetings with PLC leaders<br>- participated in leadership coaching and have a documented coaching plan<br><br>PLCs will have:<br>- monitored their cohort data to inform the learning needs in numeracy and literacy<br>- participated and implemented professional learning around teaching and learning in literacy and numeracy in their teams<br>- conducted meetings to support teacher collaboration and strengthen teaching practice<br>- conducted Learning Walks and provided timely feedback<br>- used the writing rubric and collated assessed student work samples and have planned to teach at students' point of need<br>- facilitated the discussion of the implementation of the Numeracy instructional model<br>- participated in regular meetings with Learning Specialist<br>- participated in leadership coaching and have a documented coaching plan<br><br>Teachers will have:<br>- used student data to teach to students' point of need in numeracy and literacy |

|  | - utilised PL in their classrooms<br>- actively participated in PLC meetings<br>- received timely feedback from Learning Walks<br>- participated in writing moderation with student work samples and have planned to teach at students' point of need<br>- implemented the Numeracy instructional model in their classroom<br><br>Students will have articulated their learning answering the following questions:<br>- What are you learning? Why?<br>- How are you going?<br>- How do you know?<br>- How can you improve?<br>- Where do you go for help with your learning? |
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| **Success Indicators** | Teacher weekly planners to show evidence of differentiation and be visible through learning walks<br>Documented online data walls regularly updated<br>NAPLAN results<br>Student feedback on differentiation, the instructional model, and use of common strategies via classroom roving conferences<br>Teacher records and observations of student progress (formative assessment)<br>Staff Opinion Survey to show improvement in all quality teaching factors<br>AtoSS - Improvement in Differentiated Learning Challenge and Teacher Concern factors<br>PLC agendas/minutes with a data, curriculum & pedagogy focus rather than admin |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
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| - monitor whole school data sets to inform the learning needs in numeracy and literacy | ☑ Learning Specialist(s)<br>☑ Literacy Leader<br>☑ Numeracy Leader<br>☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $38,379.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which |

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| | | | | may include DET funded or free items |
| - provide professional learning around teaching and learning in literacy and numeracy | ☑ Learning Specialist(s)<br>☑ Literacy Leader<br>☑ Numeracy Leader<br>☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - establish PLC structures to support teacher collaboration and strengthen teaching practice | ☑ Learning Specialist(s)<br>☑ PLC Leaders<br>☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - conduct Learning Walks to plan for future professional learning and provide timely feedback | ☑ Assistant Principal<br>☑ Learning Specialist(s) | ☐ PLP Priority | from:<br>Term 1 | $0.00 |

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| | ☑ PLC Leaders<br>☑ Principal<br>☑ School Improvement Team | | to:<br>Term 4 | ☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - develop a writing moderation rubric | ☑ Literacy Leader | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - document the instructional model across the school in Numeracy | ☑ Numeracy Leader<br>☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used |

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| | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - facilitate regular meetings with PLC leaders | ☑ Learning Specialist(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - participate in leadership coaching and have a documented coaching plan | ☑ PLC Leaders<br>☑ School Improvement Team | ☑ PLP Priority | from: Term 1 to: Term 4 | $30,000.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| KIS 1.b<br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
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| **Actions** | SIT will:<br>- monitor whole school data sets to identify the student wellbeing needs and inform teacher practice<br>- provide professional learning around teaching and learning in student wellbeing<br>- establish a link between Student Voice & Agency and wellbeing<br>- establish PLC structures to support teacher collaboration and strengthen teaching practice in relation to student wellbeing<br>- conduct Learning Walks to plan for future student wellbeing professional learning and provide timely feedback<br>- participate in leadership coaching<br><br>PLCs will:<br>- monitor cohort data sets to identify the student wellbeing needs and inform teacher practice<br>- participate in professional learning around teaching and learning in student wellbeing<br>- communicate the link between Student Voice & Agency and wellbeing, and develop strategies<br>- conduct meetings to support teacher collaboration and strengthen teaching practice in relation to student wellbeing<br>- conduct Learning Walks to plan for future student wellbeing professional learning and provide timely feedback<br>- participate in leadership coaching<br><br>Teachers will:<br>- monitor class data sets to identify the student wellbeing needs and inform teacher practice<br>- participate in professional learning around teaching and learning in student wellbeing<br>- use the link between Student Voice & Agency and wellbeing, and implement strategies<br>- actively participate in meetings to support teacher collaboration and strengthen teaching practice in relation to student wellbeing<br>- receive timely feedback from Learning Walks<br><br>Students will:<br>- engage in learning tasks informed by the PL in wellbeing<br>- have an opportunity to have a voice and agency in their learning |
| **Outcomes** | SIT will have:<br>- monitored whole school data sets to identify the student wellbeing needs and inform teacher practice<br>- provided professional learning around teaching and learning in student wellbeing<br>- established a link between Student Voice & Agency and wellbeing<br>- established PLC structures to support teacher collaboration and strengthen teaching practice in relation to student wellbeing<br>- conducted Learning Walks to plan for future student wellbeing professional learning and provide timely feedback<br>- participated in leadership coaching |

| | PLCs will have:<br>- monitored cohort data sets to identify the student wellbeing needs and inform teacher practice<br>- participated in professional learning around teaching and learning in student wellbeing<br>- communicated the link between Student Voice & Agency and wellbeing, and developed strategies<br>- conducted meetings to support teacher collaboration and strengthen teaching practice in relation to student wellbeing<br>- conducted Learning Walks to plan for future student wellbeing professional learning and provided timely feedback<br>- participated in leadership coaching<br><br>Teachers will have:<br>- monitored class data sets to identify the student wellbeing needs and inform teacher practice<br>- participated in professional learning around teaching and learning in student wellbeing<br>- used the link between Student Voice & Agency and wellbeing, and implemented strategies<br>- actively participated in meetings to support teacher collaboration and strengthen teaching practice in relation to student wellbeing<br>- received timely feedback from Learning Walks<br><br>Students will have:<br>- engaged in learning tasks informed by the PL in wellbeing<br>- been provided with opportunities to have a voice and agency in their learning |
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| **Success Indicators** | Curriculum documentation will show social and emotional learning<br>Data shows improvement in:<br>- Victorian Curriculum: Personal and Social Capability<br>- SSS factors: instructional leadership, collective efficacy, trust in colleagues<br>- AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience<br>Observations of changes to classroom practices<br>Documentation of policies or programs<br>Internal and external professional learning attendance for staff are documented<br>Documentation of referrals/communication<br>Students, staff and parent perception survey results<br>Attendance data<br>PLC agendas/minutes |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
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| - monitor whole school data sets to identify the student wellbeing needs and inform teacher practice | ☑ Learning Specialist(s)<br>☑ School Improvement Team<br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - provide professional learning around teaching and learning in student wellbeing | ☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - establish a link between Student Voice & Agency and wellbeing | ☑ School Improvement Team<br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |

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| | | | | ☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - establish PLC structures to support teacher collaboration and strengthen teaching practice in relation to student wellbeing | ☑ Learning Specialist(s)<br>☑ PLC Leaders<br><br>☑ School Improvement Team<br><br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| - conduct Learning Walks to plan for future student wellbeing professional learning and provide timely feedback | ☑ School Improvement Team<br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which |

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| - participate in leadership coaching | ☑ School Improvement Team<br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |