

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Glen Waverley South Primary School (5436)

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R.E.S.P.E.C.T.

Submitted for review by Con Vellios (School Principal) on 04 December, 2023 at 12:21 PM

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Endorsed by Alec Yankos (School Council President) on 22 February, 2024 at 03:54 PM

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	To increase the percentage of year 5 students performing in the exceeding/strong proficiencies in Numeracy from 77% in 2023. To improve positive endorsement for Teacher Concern in the AtoSS from 60% in 2023. To improve positive endorsement for Student Voice in the AtoSS from 47% in 2023.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	SIT will: <ul style="list-style-type: none"> - monitor whole school data sets to inform the learning needs in numeracy, literacy and wellbeing/engagement - provide, where required, professional learning around teaching and learning in literacy and numeracy - Plan and deliver research-based PL on differentiation and engagement in Numeracy - Provide opportunities to reflect on the numeracy scope & sequence - Provide professional learning and workshopping on Mathematics 2.0 curriculum - Work towards developing a scope & sequence for spelling - Develop the writing rubric to incorporate Levels 7-8 curriculum - Monitor the effectiveness of Heggerty Phonemic awareness program in F-2 using data - participate in Learning Walks to plan for future professional learning and provide timely feedback - In consultation with Marrung lead, provide curriculum links to First Nations perspectives through literacy - Participate in leadership coaching - Use PLC structures to support teacher collaboration and strengthen teaching practice - Prepare PRSE for school review PLC will:

- monitor their cohort data to inform the learning needs in numeracy and literacy
- implement professional learning around teaching and learning in literacy and numeracy in their teams
- incorporate research-based PL on differentiation and engagement in Numeracy planning
- Reflect on the numeracy scope & sequence
- Participate in professional learning and workshopping on Mathematics 2.0 curriculum
- Continue using PLD as a resource to plan for student point of need in spelling
- implement writing moderation using the Level 7-8 curriculum rubric
- Continue to include Heggerty Phonemic awareness program (F-2)
- participate in Learning Walks and provide timely feedback
- Plan, where appropriate, to incorporate First Nations perspectives through Literacy based tasks
- Participate in leadership coaching
- Use PLC structures to support teacher collaboration and strengthen teaching practice
- Contribute to PRSE for school review

Teachers will:

- use student data to teach to students' point of need in numeracy and literacy
- utilise PL in their classrooms
- Teach differentiated and engaging numeracy lessons
- Reflect on the numeracy scope & sequence
- Participate in professional learning and workshopping on Mathematics 2.0 curriculum
- Plan for spelling instruction using the PLD resource
- Use the Level 7-8 curriculum rubric when moderating writing
- Use Heggerty Phonemic awareness program (F-2)
- receive timely feedback from Learning Walks
- Teach, where appropriate, First Nations perspectives through Literacy based tasks
- Participate in PLC structures to support collaboration and strengthen teaching practice
- Contribute to PRSE for school review

Students will:

- Participating in engaging numeracy tasks directed at individual point of need
- Engage in spelling learning tasks
- Engage in writing moderation tasks
- Engage in daily Heggerty Phonemic awareness program (F-2)
- Respond to questions about their learning during learning walks
- Engage in learning tasks with First Nations perspectives

	<ul style="list-style-type: none"> - Contribute to PRSE for school review
<p>Outcomes</p>	<p>SIT will have:</p> <ul style="list-style-type: none"> - used whole school data sets to inform the learning needs in numeracy, literacy and wellbeing/engagement - provided, where required, professional learning around teaching and learning in literacy and numeracy - Delivered research-based PL on differentiation and engagement in Numeracy - Provided opportunities to reflect on the numeracy scope & sequence - Provided professional learning and workshopping on Mathematics 2.0 curriculum - Worked towards developing a scope & sequence for spelling - Developed the writing rubric to incorporate Levels 7-8 curriculum - Monitored the effectiveness of Heggerty Phonemic awareness program in F-2 using data - participated in Learning Walks to plan for future professional learning and provide timely feedback - In consultation with Marrung lead, provided curriculum links to First Nations perspectives through literacy - Participated in leadership coaching - Used PLC structures to support teacher collaboration and strengthen teaching practice - Prepared PRSE for school review <p>PLC will have:</p> <ul style="list-style-type: none"> - used their cohort data to inform the learning needs in numeracy and literacy - implemented professional learning around teaching and learning in literacy and numeracy in their teams - incorporated research-based PL on differentiation and engagement in Numeracy planning - Reflected on the numeracy scope & sequence - Participated in professional learning and workshopping on Mathematics 2.0 curriculum - Continued to use PLD as a resource to plan for student point of need in spelling - implemented writing moderation using the Level 7-8 curriculum rubric - Continued to include Heggerty Phonemic awareness program (F-2) - participated in Learning Walks and provide timely feedback - Incorporated, where appropriate, First Nations perspectives through Literacy based tasks - Participated in leadership coaching - Used PLC structures to support teacher collaboration and strengthen teaching practice - Contributed to PRSE for school review <p>Teachers will have:</p> <ul style="list-style-type: none"> - used student data to teach to students' point of need in numeracy and literacy - utilised PL in their classrooms - Taught differentiated and engaging numeracy lessons

	<ul style="list-style-type: none"> - Reflected on the numeracy scope & sequence - Participated in professional learning and workshopping on Mathematics 2.0 curriculum - Planned for spelling instruction using the PLD resource - Used the Level 7-8 curriculum rubric when moderating writing - Used Heggerty Phonemic awareness program (F-2) - received timely feedback from Learning Walks - Taught, where appropriate, First Nations perspectives through Literacy based tasks - Participated in PLC structures to support collaboration and strengthen teaching practice - Contributed to PRSE for school review <p>Students will have:</p> <ul style="list-style-type: none"> - Participated engaging numeracy tasks directed at individual point of need - Engaged in spelling learning tasks - Engaged in writing moderation tasks - Engaged in daily Heggerty Phonemic awareness program (F-2) - Responded to questions about their learning during learning walks - Engaged in learning tasks with First Nations perspectives - Contributed to PRSE for school review
Success Indicators	<p>Increase in:</p> <ul style="list-style-type: none"> - Teacher judgement data - English Online Data - NAPLAN data - Increase in SSS Instructional leadership, collective efficacy, teacher collaboration and time to share pedagogical knowledge <ul style="list-style-type: none"> - Leadership coaching plans - SIT meeting minutes - Level PLC meeting minutes - Professional learning calendar/attendance - Level planning documentation - Numeracy scope & sequence - Writing rubric L7-8 - Spelling scope & sequence

<p>KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Actions</p>	<p>SIT will:</p> <ul style="list-style-type: none"> - Develop a role description for the Wellbeing & Engagement Learning Specialist - Plan and deliver research-based PL on differentiation and engagement in Numeracy - Integrate whole school wellbeing and engagement strategies through all curriculum areas in the Instructional Model - Encourage a culture of prioritising teacher-student relationships - Focus on developing whole school strategies to encourage Student Voice, Agency & Leadership - Utilise the High Impact Wellbeing Strategies evaluation tool to monitor progress - Work towards developing and documenting a whole school wellbeing framework <p>PLC will:</p> <ul style="list-style-type: none"> - Understand the role of the Wellbeing & Engagement Learning Specialist - Participate in research-based PL on differentiation and engagement in Numeracy - Integrate whole school wellbeing and engagement strategies through all curriculum areas in the Instructional Model - Encourage a culture of prioritising teacher-student relationships - Leading the implementation of whole school strategies to encourage Student Voice, Agency & Leadership - Utilise the High Impact Wellbeing Strategies evaluation tool to monitor progress - Contribute to developing and documenting a whole school wellbeing framework <p>Teachers will:</p> <ul style="list-style-type: none"> - Articulate the role of the Wellbeing & Engagement Learning Specialist - Use the learning from PL on differentiation and engagement in Numeracy lessons - Integrate whole school wellbeing and engagement strategies through all curriculum areas in the Instructional Model - Contribute to a culture of prioritising teacher-student relationships - Implement whole school strategies to encourage Student Voice, Agency & Leadership - Participate in the evaluation of the High Impact Wellbeing Strategies - Contribute to developing and documenting a whole school wellbeing framework <p>Students will:</p>

	<ul style="list-style-type: none"> - Participate in differentiated and engaging learning tasks - be provided with opportunities to discuss their learning and wellbeing needs
<p>Outcomes</p>	<p>SIT will have:</p> <ul style="list-style-type: none"> - Developed a role description for the Wellbeing & Engagement Learning Specialist - Planned and delivered research-based PL on differentiation and engagement in Numeracy - Integrated whole school wellbeing and engagement strategies through all curriculum areas in the Instructional Model - Encouraged a culture of prioritising teacher-student relationships - Focussed on developing whole school strategies to encourage Student Voice, Agency & Leadership - Utilised the High Impact Wellbeing Strategies evaluation tool to monitor progress - Worked on developing and documenting a whole school wellbeing framework <p>PLC will have:</p> <ul style="list-style-type: none"> - Understood the role of the Wellbeing & Engagement Learning Specialist - Participated in research-based PL on differentiation and engagement in Numeracy - Integrated whole school wellbeing and engagement strategies through all curriculum areas in the Instructional Model - Encouraged a culture of prioritising teacher-student relationships - Lead the implementation of whole school strategies to encourage Student Voice, Agency & Leadership - Utilised the High Impact Wellbeing Strategies evaluation tool to monitor progress - Contributed to developing and documenting a whole school wellbeing framework <p>Teachers will have:</p> <ul style="list-style-type: none"> - Articulated the role of the Wellbeing & Engagement Learning Specialist - Used the learning from PL on differentiation and engagement in Numeracy lessons - Integrated whole school wellbeing and engagement strategies through all curriculum areas in the Instructional Model - Contributed to a culture of prioritising teacher-student relationships - Implemented whole school strategies to encourage Student Voice, Agency & Leadership - Participated in the evaluation of the High Impact Wellbeing Strategies - Contributed to developing and documenting a whole school wellbeing framework <p>Students will have:</p> <ul style="list-style-type: none"> - Participated in differentiated and engaging learning tasks - had opportunities to discuss their learning and wellbeing needs
<p>Success Indicators</p>	<p>Increase in:</p> <ul style="list-style-type: none"> - AtoSS in student voice & agency, sense of confidence, teacher concern, managing bullying & resilience.

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| | <ul style="list-style-type: none">- High impact wellbeing strategies evaluation tool documentation-SIT minutes- PLC minutes- Instructional model- Learning walk feedback documentation- PL presentation documentation |
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