**2024 Annual Implementation Plan**

Submitted for review by Allan Waterson (School Principal) on 19 December, 2023 at 02:44 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 05 February, 2024 at 12:05 PM  
Endorsed by Mrs Perugini (School Council President) on 03 May, 2024 at 12:29 PM

**for improving student outcomes**

Glenroy Specialist School (4915)



**Self-evaluation summary - 2024**

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|  | **FISO 2.0 outcomes** | Self-evaluation level |
| **Learning** | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. |  |

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| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. |  |

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|  | **FISO 2.0 Dimensions** | Self-evaluation level |
| **Leadership** | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |  |
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| **Teaching and learning** | 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 |  |
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| **Assessment** | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |  |
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| **Engagement** | Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |  |
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| **Support and resources** | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |  |
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| **Enter your reflective comments** |  |
| **Considerations for 2024** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | No | Support for the priorities |  |
| Optimise learning growth for all students | Yes | Victorian Curriculum: By the end of 2027, to increase the percentage of students who achieve two or more English or Mathematics learning goals in their Individual Education Plan over the strategic plan period from 66 per cent in 2022 to 71 per cent. | . |
| School Staff Survey: By the end of 2027, increase the percentage of positive endorsement by all staff for the factors of:   * Instructional leadership from 68 per cent in 2022 to 73 per cent * Staff trust in colleagues from 64 per cent in 2022 to 69 per cent * Collective efficacy from 70 per cent in 2022 to 75 per cent | . |
| School Staff Survey: By the end of 2027, increase the percentage of positive endorsement by teachers and principals for the factors of:   * Moderate assessment tasks together from 35 per cent in 2022 to 51 per cent * Time to share pedagogical content knowledge from 45 per cent in 2022 to 50 per cent * Collaborate to scaffold student learning from 40 per cent in 2022 to 45 per cent * Professional learning through peer observations from 35 per cent in 2022 to 40 per cent | Increase the percentage of positive endorsement by teachers and principals from:35% to 40% for Moderate assessment tasks together. 57% to 60% for Collaborate to scaffold student learning 43% to 45% for Professional learning through peer observation.To maintain the positive endorsement by teachers and principals for Time to share pedagogical content and knowledge at 77%. |
| Maximise the health and wellbeing for all students | Yes | Victorian Curriculum: By the end of 2027, to increase the percentage of students who achieve two or more Personal and Social Capability learning goals in their Individual Education Plan over the strategic plan period from 71 per cent in 2022 to 77 per cent. | . |
| School Staff Survey: By the end of 2027, increase the percentage of positive endorsement by all staff for the factors of:   * Shielding and buffering from 49 per cent in 2022 to 54 per cent * Build Resilience and a Resilient, Supportive Environment from 58 per cent in 2022 to 63 per cent | Increase the percentage of positive endorsement by all staff from:54% to 57% for Shielding and Buffering (maintain 65% for Teachers & Principals, increase ES from 49% to 52%)65% to 70% for Build Resilience and a Resilient, Supportive Environment (maintain 77% for Teachers & Principals, increase ES from 61% to 66%) |
| Parent Opinion Survey: By the end of 2027, increase or maintain the percentage of positive endorsement for:   * the factor Positive transitions at 92 per cent in 2021 * the module of Student development from 83 per cent in 2021 to 88 per cent   (Note: The panel agreed to use the 2021 POS results to set these targets as the 2022 POS was deemed invalid due to the low percentage of parent responses) | . |

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| Goal 2 | **Optimise learning growth for all students** | |
| 12-month target 2.1-month target | . | |
| 12-month target 2.2-month target | . | |
| 12-month target 2.3-month target | Increase the percentage of positive endorsement by teachers and principals from: 35% to 40% for Moderate assessment tasks together.  57% to 60% for Collaborate to scaffold student learning  43% to 45% for Professional learning through peer observation.  To maintain the positive endorsement by teachers and principals for Time to share pedagogical content and knowledge at 77%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Leadership | Refine and develop the instructional practices of all staff. | No |
| **KIS 2.b**  Leadership | Improved use of PLCs to strengthen staff practice. | Yes |
| **KIS 2.c**  Leadership | Build staff capacity to use assessment to inform and track student learning growth. | No |
| 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. | Following the Staff Opinion Survey results in 2022, an identified need to review the collaborative planning model was evident. In response to this, 2023 saw the implementation of Teacher hubs to provide designated space to collaborate and build teacher capacity to plan, moderate and participate in professional dialogue.   PLCs in 2023 took a professional development model, rather than inquiry cycles to allow for the implementation of a new instructional model. The school review panel identified that moving back to the DE format for inquiry would be beneficial for continued school improvement. In second Semester, With support from the network CoP, Middle Leaders have started to implement inquiry cycles with staff however the school requires additional support to ensure these are being implemented with fidelity. | |
| Goal 3 | **Maximise the health and wellbeing for all students** | |
| 12-month target 3.1-month target | . | |
| 12-month target 3.2-month target | Increase the percentage of positive endorsement by all staff from:  54% to 57% for Shielding and Buffering (maintain 65% for Teachers & Principals, increase ES from 49% to 52%) 65% to 70% for Build Resilience and a Resilient, Supportive Environment (maintain 77% for Teachers & Principals, increase ES from 61% to 66%) | |
| 12-month target 3.3-month target | . | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Leadership | Build student engagement through improved pedagogical practices, including student agency. | No |
| **KIS 3.b**  Leadership | Develop a framework to align and optimise support for students. | Yes |
| **KIS 3.c**  Leadership | Review and strengthen supports for all students’ transition pathways. | No |
| 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. | In the 2023 School review, the panel identified the many competing demands the school manages across the week. Education, Allied Health, NDIS all contribute to the overall development of the students at the school. To ensure these services align and support student growth, a framework is required to provide clarity in roles. In the FISO 2.0 self evaluation, the school has placed itself at embedding. While there are many processes in place to manage external requests, learning and health needs these can be refined. The 2023 school staff survey indicated staff resilience as an area for improvement. It is identified that staff require support to understand how school improvement teams can inform and develop their practice, allowing increased opportunities for professional growth within their role and their understanding of others' roles. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Optimise learning growth for all students | | | | |
| 12-month target 2.1 target | . | | | | |
| 12-month target 2.2 target | . | | | | |
| 12-month target 2.3 target | Increase the percentage of positive endorsement by teachers and principals from: 35% to 40% for Moderate assessment tasks together.  57% to 60% for Collaborate to scaffold student learning  43% to 45% for Professional learning through peer observation.  To maintain the positive endorsement by teachers and principals for Time to share pedagogical content and knowledge at 77%. | | | | |
| KIS 2.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 | Improved use of PLCs to strengthen staff practice. | | | | |
| **Actions** | Embed PLC inquiry cycles across teams, including school improvement teams. | | | | |
| **Outcomes** | Leaders will: Plan and facilitate PLCs following an inquiry cycle; Engage with external networks to develop their leadership skills; Build PLC inquiry into PDP process for Teachers.  Teachers will: Participate in 3 rounds of Peer Observations across the year; Develop their knowledge in how to prioritise and identify their inquiry focus to optimise student outcomes.  Student will: Demonstrate increased engagement and learning outcomes. | | | | |
| **Success Indicators** | PLC and Collaborative Planning agendas & minutes Network meeting agenda and minutes PLC and Collaborative Planning Planners Documented Peer Observation process Peer Observation documentation Student progress trackers, data cards and reports. School Staff Survey Teacher and Leadership Team PDP | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Involvement in PLC Learning Coaching Program | | 🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 1 | $10,000.00  🗹 Equity funding will be used |
| Accessing a PLC link school. | | 🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Development of planners and scheduling of designated PLC and Collaborative Planning times. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Participation in Network Communities of Practice (CoP) - Peer observation | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Consolidating the Peer Observation process developed in 2023 and increase opportunities to participate in peer observations. | | 🗹 Leading teacher(s)  🗹 Learning specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Aligning Teacher SOE/PDPs to AIP focus and PLC inquiries. | | 🗹 Assistant principal  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Goal 3 | Maximise the health and wellbeing for all students | | | | |
| 12-month target 3.1 target | . | | | | |
| 12-month target 3.2 target | Increase the percentage of positive endorsement by all staff from:  54% to 57% for Shielding and Buffering (maintain 65% for Teachers & Principals, increase ES from 49% to 52%) 65% to 70% for Build Resilience and a Resilient, Supportive Environment (maintain 77% for Teachers & Principals, increase ES from 61% to 66%) | | | | |
| 12-month target 3.3 target | . | | | | |
| KIS 3.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 | Develop a framework to align and optimise support for students. | | | | |
| **Actions** | Develop a whole school understanding of a Tiered System of Support Framework. This is an inclusive, data driven, evidence-based framework designed to ensure that students receive the appropriate level of support, instructional practice, and the relevant adjustments to ensure success. | | | | |
| **Outcomes** | Leaders will: Communicate the Tiered System of Support to all staff; Prioritise time and resources to the implementation of the Framework. Teachers will: Demonstrate awareness of the supports they can access at the school to optimise student learning and wellbeing; Implement Tier one supports and use a referral system to access Tier 2 & 3 supports.  Students will: Respond to adjustments provided in the classroom as demonstrated through XUNO data. | | | | |
| **Success Indicators** | Glenroy Specialist School Tiered System of Support Framework document and role descriptions School staff survey Learning Specialist Referrals XUNO wellbeing and attendance data Work Programs reflect tiered adjustments for students Professional Learning/Meeting schedules and agendas | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Launch the Tiered Systems of Support Framework to all staff. | | 🗹 Assistant principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $3,500.00  🗹 Equity funding will be used |
| Develop a referral system through Student Support meetings for Learning Specialist input. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| Implement the Learning Specialist referral system and track impact of coaching model on teaching and learning. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Develop the coaching model used by Learning Specialists at Tier 2 and 3 on the TSS. | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Develop XUNO guidelines and provide professional learning for staff. | | 🗹 Administration team  🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $42,000.00  🗹 Equity funding will be used |
| Review current planning, SSG and IEP documentation to include adjustments provided for students in line with the Disability Inclusion model. | | 🗹 School leadership team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $43,092.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Music Therapist targeted support of students | | 🗹 Allied health | 🞎 PLP Priority | from: Term 1  to: Term 4 | $27,957.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $60,767.20 | $60,500.00 | $267.20 |
| Disability Inclusion Tier 2 Funding | $43,092.08 | $43,092.00 | $0.08 |
| Schools Mental Health Fund and Menu | $27,957.50 | $27,957.50 | $0.00 |
| **Total** | $131,816.78 | $131,549.50 | $267.28 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Involvement in PLC Learning Coaching Program | $10,000.00 |
| Launch the Tiered Systems of Support Framework to all staff. | $3,500.00 |
| Develop a referral system through Student Support meetings for Learning Specialist input. | $5,000.00 |
| Develop XUNO guidelines and provide professional learning for staff. | $42,000.00 |
| Review current planning, SSG and IEP documentation to include adjustments provided for students in line with the Disability Inclusion model. | $43,092.00 |
| Music Therapist targeted support of students | $27,957.00 |
| **Totals** | $131,549.00 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Involvement in PLC Learning Coaching Program | from: Term 1  to: Term 1 | $10,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Launch the Tiered Systems of Support Framework to all staff. | from: Term 1  to: Term 1 | $3,500.00 | 🗹 Teaching and learning programs and resources |
| Develop a referral system through Student Support meetings for Learning Specialist input. | from: Term 1  to: Term 1 | $5,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Develop XUNO guidelines and provide professional learning for staff. | from: Term 1  to: Term 4 | $42,000.00 | 🗹 Teaching and learning programs and resources |
| **Totals** |  | $60,500.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Review current planning, SSG and IEP documentation to include adjustments provided for students in line with the Disability Inclusion model. | from: Term 2  to: Term 4 | $43,092.00 | 🗹 Professional learning for school-based staff  🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $43,092.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Music Therapist targeted support of students | from: Term 1  to: Term 4 | $27,957.50 | 🗹 Employ allied health professional to provide Tier 2 tailored support for students |
| **Totals** |  | $27,957.50 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Involvement in PLC Learning Coaching Program | 🗹 PLC leaders | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Formalised PLC/PLTs  🗹 Individualised reflection | 🗹 Network professional learning | 🗹 PLC Initiative  🗹 School improvement partnerships | 🗹 On-site |
| Accessing a PLC link school. | 🗹 PLC leaders | from: Term 1  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Formalised PLC/PLTs | 🗹 Communities of practice | 🗹 PLC Initiative  🗹 School improvement partnerships | 🗹 On-site |
| Participation in Network Communities of Practice (CoP) - Peer observation | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Peer observation including feedback and reflection  🗹 Individualised reflection | 🗹 Communities of practice | 🗹 School improvement partnerships  🗹 High Impact Teaching Strategies (HITS) | 🗹 Off-site  Network meetings, forums, PASS |
| Launch the Tiered Systems of Support Framework to all staff. | 🗹 Assistant principal  🗹 Principal | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Develop XUNO guidelines and provide professional learning for staff. | 🗹 Administration team  🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 External consultants  XUNO support | 🗹 On-site |
| Review current planning, SSG and IEP documentation to include adjustments provided for students in line with the Disability Inclusion model. | 🗹 School leadership team | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Individualised reflection | 🗹 Formal school meeting / internal professional learning sessions  🗹 Communities of practice  🗹 Area principal forums  🗹 Regional leadership conferences | 🗹 SEIL  🗹 Departmental resources  DI support resources | 🗹 On-site |