

# 2016 Annual Implementation Plan: for Improving Student Outcomes

3859

## Murrabit Group School 2016

Based on Strategic Plan 2012-16

### Endorsements

Endorsement by School Principal	<p>Signed... </p> <p>Name Neil Hopkins</p> <p>Date 12.12.2015</p>
Endorsement by School Council	<p>Signed... </p> <p>Name Jodie Hartley (Pres.)</p> <p>Date 24.3.2016</p>
Endorsement by Senior Advisor	<p>Signed... </p> <p>Name...Graeme Scoberg</p> <p>Date.....8/03/2016</p>

### Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) and area based support teams to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

## Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
<b>Excellence in teaching and learning</b>	Building practice excellence	
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

Initiatives Rationale:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>The school has had a consistent staffing profile for the past 8 years. As such it is a very opportune time to have staff, individually and collectively, build their professional leadership and expand their roles within the school. Distributed leadership is a focus – greater ownership and shared responsibility, strengthening our communication and collaborative elements to become an embedded culture. Ongoing targeted professional learning and development is essential to our growth particularly in a rural school; we need to move beyond our own front gate regularly. Enhancing shared understandings and goals through distributed leadership will create a safe environment for teachers to develop their practise with others.</p> <p>The development of our assessment tools and schedules has been an ongoing work. We are looking to have the highly effective use of assessment become an embedded element of our school teaching and learning culture. We would like to further strengthen our teaching and assessment approaches, build the culture of collaboration and work towards mastering the use of student data and enhancing feedback to students and staff.</p>	
Key Improvement Strategies (KIS)	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
Building leadership teams	<ul style="list-style-type: none"> <li>• Build knowledge and capability to lead change to enhance school professional learning culture.</li> <li>• Strengthen succession planning.</li> <li>• Develop capabilities of teachers to strengthen their own expertise in coaching and feedback methods.</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>• Strengthen data collection and analysis skills and the use of data for goal setting,</li> <li>• Develop expertise across varied feedback modes.</li> <li>• Master the use of evidence-based learning improvement strategies.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve learning outcomes for all students at MGS, especially in literacy and numeracy.	Targets	Student achievement levels (NAPLAN) for each of Reading, Writing and Numeracy is equal to, or better than, the State mean.		
	12 month targets	Achieve one year's growth for each of Reading, Writing and Numeracy according to teacher judgements (based on AusVels progression points).			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<ul style="list-style-type: none"> <li>Strengthen data collection and analysis skills and the use of data for goal setting.</li> <li>Develop expertise across varied feedback modes and in the use of evidence based learning improvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Self-evaluation and Review cycle.</li> <li>planning and undertaking whole-school PD to address and strengthen data literacy and build teacher capacity</li> <li>Monitoring and sharing data on student performance.</li> <li>Development of a whole school protocol re data use for teaching &amp; learning.</li> <li>auditing current assessment tasks and redesigning these to better track student progression</li> </ul>	<ul style="list-style-type: none"> <li>Via forums, meetings engage community. Funds allocated to facilitate meetings and availability of members.</li> <li>Identify staff expertise and capacity.</li> <li>Staff meeting focus; scheduled PD activities &amp; PLTs targeting effective &amp; appropriate use of data. Use of personnel outside the school (SEIL, other Prins).</li> <li>Target time &amp; funding to facilitate meeting schedule.. Review via staff meetings</li> <li>Regular timetabled meetings for staff to share and have conversations about effectiveness of current models. Bring in Prins/staff from other schools to share stories/practises.</li> </ul>	<ul style="list-style-type: none"> <li>Principal, staff &amp; School Council</li> <li>Principal &amp; staff</li> <li>Principal &amp; staff</li> <li>Principal &amp; staff</li> <li>Principal &amp; staff</li> </ul>	<ul style="list-style-type: none"> <li>To be confirmed</li> <li>Term 1, then ongoing. Main focus in term 2.</li> <li>Ongoing throughout year.</li> <li>Term 2 &amp; 3</li> <li>Term 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>School Self-evaluation document published, Review completed successfully with new goals set for 2107-2021.</li> <li>Teachers records will show effective use of data collection and interpretation to inform teaching &amp; learning.</li> <li>Evidence in teacher P&amp;D plans of effective sharing and conversations re student data.</li> <li>Whole school protocol re data use for teaching &amp; learning established.</li> <li>Revised Assessment document &amp; schedule prepared.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT							
Goals	To enable and empower all students to grow and learn socially, emotionally and intellectually, within a school culture that promotes positive relationships, values diversity and places students at the centre of learning experiences	Targets	In the current SSP period, the POS has means at or better than: for Student Safety 6.00; Connectedness to Peers 6.20; Social Skills 6.10.  The P-6 mean for Student Absence is 13.5 days or better.				
12 month targets		As many of these targets have already been achieved, we have set new targets above the original measures for 2016: Student Safety – 6.30, Connectedness – 6.20, Social Skills – 6.35.  The P-6 mean for Student Absence will 13.5 days or better.					
			2013	2014	2015	2016 target	
			Student Safety	5.57	5.90	6.25	6.30
			Connectedness to Peers	5.87	6.08	6.10	6.20
			Social Skills	6.03	6.34	6.30	6.35
			Attendance	11.47	14.50	14.88	13.5
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress		
<ul style="list-style-type: none"> <li>Ensure there is a shared vision and values that reflect the aspirations and expectations of the whole community.</li> <li>Embed practices for parents/carers to be engaged and understand the learning progress of their children and how to effectively support them.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake School self-evaluation and Review cycle.</li> <li>Distribute current Student Engagement policy to all families in the school and hold forums to discuss.</li> <li>Further develop the use of community forums addressing specific school issues.</li> <li>School Handbook 2016 distributed to all families. Induction handbook to all staff, CRTs &amp; specialist teachers.</li> <li>Partner with local community groups (eg Mens' Shed) and members to provide interest centred learning for students.</li> </ul>	<ul style="list-style-type: none"> <li>Via forums, meetings engage community. Funds allocated to facilitate meetings and availability of members.</li> <li>Send out in first week of school, set date for forum. Seek feedback on current policy.</li> <li>Survey school community as to needs. Set dates (at least one per semester) and advertise strongly to maximise participation.</li> <li>Ensure that all families/staff have access by end of week 1. Seek feedback.</li> <li>Develop interest-based learning programs using community members. Allocate funds and time to facilitate this.</li> </ul>	<ul style="list-style-type: none"> <li>Principal initially, then staff &amp; School council.</li> <li>Principal &amp; Business Manager</li> <li>Principal &amp; Staff</li> <li>Principal, Early years teacher &amp; Bus. Manager</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>TBA</li> <li>Term1 &amp; 2</li> <li>Term 1</li> <li>Term 1</li> <li>Term 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>School Self-evaluation document published, Review completed successfully with new goals set for 2107-2021.</li> <li>Student Engagement policy reflecting current understandings and practises at MGS. Relevant variables of POS continue in the 4<sup>th</sup> quartile.</li> <li>At least 75% of families will have attended or provided input into at least one forum for 2016.</li> <li>New staff, families and students have a clear understanding of relevant engagement and wellbeing polices.</li> <li>Revised Handbook will reflect current needs re: information about the school. Relevant variables in SOS &amp; POs will remain in 4<sup>th</sup> quartile.</li> <li>At least 2 blocks of interest-based activities will have been introduced into the school program.</li> </ul>		


## Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	For all students to experience highly successful transitions into, through and out of MGS.	<b>Targets</b>	The Transitions variable in the POS in 2016 has a school mean that places it in the fourth quartile when ranked against other government primary schools.		
		<b>12 month targets</b>	The Transitions variable in the POS in 2016 has a school mean that places it in the fourth quartile when ranked against other government primary schools.		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<p>Work with the whole-school community to ensure positive behavior expectations are set and understood.</p> <p>Ensure that the broader community as a generous and continuous flow of information about life and outcomes at MGS.</p> <p>Develop deeper understandings of students' backgrounds to more effectively cater for individual learning needs and establish highly effective communications with their families.</p>	<ul style="list-style-type: none"> <li>• Undertake School self-evaluation and Review cycle.</li> <li>• Further develop the use of community forums addressing specific school issues.</li> <li>• Special programs to engage families continue to be developed.</li> <li>• Introduce Breakfast Club at the school.</li> <li>• Develop and promote healthy eating in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Via forums, meetings engage community. Funds allocated to facilitate meetings and availability of members.</li> <li>• Survey school community as to needs. Set dates (at least one per semester) and advertise strongly to maximise participation.</li> <li>• Partner with local community groups (eg Mens' Shed) and members to provide interest centred learning for students.</li> <li>• Through grant application, funds have been made available in term 2 &amp; 3</li> <li>• Establish regular fresh fruit days with P&amp;F club assistance. Promote positively the eating of healthy foods, particularly at snack times.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal initially, then staff &amp; School council.</li> <li>• Principal, Early years teacher &amp; Bus. Manager</li> <li>• All staff</li> <li>• Principal initially, then all staff</li> <li>• Principal, teacher, P&amp;F club</li> </ul>	<p>TBA</p> <p>Term1 &amp; 2</p> <p>Term 1</p> <p>Term 2 onwards</p> <p>Term 2 onwards</p>	<ul style="list-style-type: none"> <li>• School Self-evaluation document published, Review completed successfully with new goals set for 2107-2021.</li> <li>• At least 75% of families will have attended or provided input into at least one forum for 2016.</li> <li>• At least 2 blocks of interest-based activities will have been introduced into the school program.</li> <li>• Student attentiveness and readiness for learning will rise (teacher anecdotal evidence).</li> <li>• Fresh fruit days an established part of program. Student lunches having less, or no, junk/processed food.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To strengthen succession planning and develop capabilities of leadership teams in using evidence	Targets	N/A		
		12 month targets	<ul style="list-style-type: none"> <li>All teachers to have participated in at least 2 PD activities focused on developing leadership capacity.</li> <li>School leadership &amp; School Climate variables of SOS will be at or above 80%.</li> </ul>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<ul style="list-style-type: none"> <li>Build knowledge and capability to lead change to enhance school professional learning culture.</li> <li>Develop capabilities of teachers to strengthen their own expertise in coaching and feedback methods.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage a higher level of engagement in the decision-making process at staff meeting level.</li> </ul>	<ul style="list-style-type: none"> <li>Strategically allocate resources to best support Review year in preparation for SSP.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Term 4	<ul style="list-style-type: none"> <li>School Self-evaluation &amp; Review successfully completed. New SSP 2017-2020 developed.</li> </ul>
	<ul style="list-style-type: none"> <li>Through targeted meetings, build teacher understanding in data literacy, pedagogy and current educational trends (eg Education State).</li> </ul>	<ul style="list-style-type: none"> <li>Timetable regular meetings to facilitate conversations.</li> <li>Engage SEIL, Principals, leading teachers, teachers from outside MGS to present to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Term 3	<ul style="list-style-type: none"> <li>Teacher records will show effective use of data as one of the guides to teaching &amp; learning programs.</li> <li>Regular staff discussions 'unpacking' school data and effectively utilising it.</li> <li>Staff will have a shared and agreed pedagogical model in place for MGS.</li> </ul>
	<ul style="list-style-type: none"> <li>Have all staff undertake at least one PD activity targeting leadership in the school or community setting and share their learning with staff.</li> <li>Provide regular formal opportunities for partnering/mentoring within the school for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Allocate funding and time to allow participation in appropriate PD activities.</li> <li>Highlight PD opportunities (particularly Bastow) and the positive aspects to be gained.</li> <li>Establish a partnering/mentoring program within the school for all staff and optimise staff expertise as mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Business Manager</li> <li>Principal and all staff</li> </ul>	<ul style="list-style-type: none"> <li>Term 4</li> <li>Term 3</li> </ul>	<ul style="list-style-type: none"> <li>Each staff member will have completed at least one appropriate PD activity and shared their learnings with staff.</li> <li>Higher level of involvement by staff at leadership level as shown through meeting minutes and staff roles &amp; responsibilities documents.</li> <li>All staff will have undertaken activities in both the mentor and mentee role, and discussed/shared reflections about the roles.</li> </ul>

# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
ENGAGEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
WELLBEING						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
PRODUCTIVITY						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		