# Annual Implementation Plan: for Improving Student Outcomes

School name: Murrabit Group School

School number: 3859

Year: 2017

Based on School Strategic Plan: 2012-16

Endorsement:

| Principal | Neil Hopkins | 12/12/2016 | Senior Education Improvement Leader | Graeme Scoberg | 3/2/2017 |

School council    Murrabit Group School

## Section 1: The school's FISO Improvement Initiatives - summary

Report here the goals identified in the current School Strategic Plan and tick the FISO Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

| SCHOOL STRATEGIC PLAN GOALS | FISO IMPROVEMENT PRIORITIES | FISO IMPROVEMENT INITIATIVES [Drafting note: Considering your SSP goals and 2016 performance data – chose one or two FISO improvement initiatives for focus in the 2017 year] | ✔ |
|---|---|---|---|
| • To improve learning outcomes for all students at MGS, especially in literacy and numeracy <br><br> • 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 <br><br> • For all students to experience highly successful transitions into, through and out of MGS | Excellence in teaching and learning | Building practice excellence | ✔ |
| | | Curriculum planning and assessment | |
| | Professional leadership | Building leadership teams | |
| | Positive climate for learning | Empowering students and building school pride | |
| | | Setting expectations and promoting inclusion | |
| | Community engagement in learning | Building communities | |

| FISO IMPROVEMENT INITIATIVES RATIONALE: |
|---|
| Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for 2017. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention. |
| We have an experienced and stable staffing structure and feel that we would like to enhance and further develop the collaborative culture within our school. While all teachers spend time across all year levels, we are looking to share our skills and more effectively develop programs as a teaching team. We are in a period of change with regard to the Victorian Curriculum and new programs which we are looking to implement. To be able to bring about the implementation through whole-school planning and collaborative development would enhance our programs, increase teacher ownership of the total school program and as a consequence improve student and school outcomes. |

| KEY IMPROVEMENT STRATEGIES (KIS) |
|---|
| List Key Improvement Strategies for implementation of the chosen FISO Improvement Initiative/s. This could include existing strategies as well as new ones identified through analysis of data, evaluation of impact, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas. |

| FISO IMPROVEMENT INITIATIVE | KEY IMPROVEMENT STRATEGIES(KIS) |
|---|---|
| Building practice excellence | • **Work in teams to agree on implementation of consistent instructional models and assessment.** <br> • **Strengthen data literacy** <br> • **Plan lessons together in teams spanning multiple year levels to support targeted teaching and curriculum integration.** |
| | |

# Section 2: FISO Improvement Initiative - detail

Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

| STRATEGIC PLAN GOALS | To improve learning outcomes for all students at MGS, especially in literacy and numeracy |
|---|---|
| FISO IMPROVEMENT INITIATIVE | Building practice excellence |
| STRATEGIC PLAN TARGETS | Matched cohort growth for each of Reading, Writing and Numeracy is equal to, or better than, the State mean |
| 12 MONTH TARGETS | All students achieving one year growth for each of Reading, Writing and Numeracy according to teacher judgements and On Demand elements.<br><br>Matched cohort growth for Reading, Writing and Numeracy is medium or high level. |

| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | Budget | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Progress Status | Evidence of impact | Estimate | YTD |
| **Work in teams to agree on implementation of consistent instructional models and assessment.** | • Establish teams across year levels to develop whole-schol teaching & learning programs based on Vic Curric.<br><br>• Document teaching practices and techniques to be adopted school-wide.<br><br>• Align teaching programs so that each year students can build on skills & knowledge learned in previous years. | Principal & staff<br><br>Whole staff<br><br>Whole staff | Term 1<br><br>Term 2<br><br>Term 4 | 6 months:<br>Teams established<br>Documentation of practise in progress<br>Curriculum documents showing evidence of alignment of skills. | ● ● ● | [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | | |
| | | | | 12 months:<br>Teams meeting regularly to discuss and develop appropriate programs.<br>Documentation complete.<br>Curric docs show alignment of skills across school in Literacy & Numeracy. | ● ● ● | • Staff teaching with a shared and agreed pedagogical model in place for MGS.<br><br>• | | |
| **Strengthen data literacy** | • Audit data literacy skills of staff<br><br>• Plan and undertake whole-school PD to address identified areas while building individual capacity. | Prin & staff<br><br>Prin & staff | Term 1<br><br>Term 1 (plan) then ongoing | 6 months:<br>Audit completed, results analysed.<br>Plan for targeted PD in place. Some PD already completed. | ● ● ● | • Teacher records will show evidence of highly effective use of data as one of the guides to teaching & learning programs.<br><br>• Staff discussions 'unpacking' school data and effectively utilising it occur as a regular part of teaching practise.<br><br>• Each staff member will have completed at least one appropriate PD activity and shared their learnings with staff. | | |
| | | | | 12 months:<br>Re-audit to determine staff views of skills afer 12 months. Regular meetings to analyse and share data. Teaching & learning influenced by data analysis. | ● ● ● | • Targeted teaching & learning which results in:<br>a) 12/12 growth for all students as supported by teacher judgements and On Demand elements.<br>b) NAPLAN data showing medium or better cohort growth. | | |
| **Plan lessons together in teams spanning multiple year levels to** | Allocate time on a regular basis for teachers to meet and plan together.<br><br>Support teachers to undertake classroom | Principal<br><br>Principal | Term 1<br><br>Ongoing | 6 months:<br>Regular planning meetings established.<br>All teachers have been involved in at least 3 peer observation & feedback situations. | ● ● ● | • Schedule established for planning, some coordination of curriculum integration.<br>• Teachers have had opportunity to discuss peer observation & feedback sessions. | | |

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| support targeted teaching and curriculum integration. | observation and provide critical feedback to each other to inform improvements in practise in line with agreed approaches. | initially then whole staff | | | | • Consistency in practice becoming evident. | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 12 months:<br>Planning across classes & as a whole school occurs regularly & is an accepted practise.<br><br>Teachers are comfortable with the peer observation/feedback protocols. | 🔴 🟡 🟢 | • Timetables, protocols & proformas for whole-school planning in place. Consistency in planning and sharing of ideas, strategies, etc clearly evident through planning documents.<br><br>• All teachers are able to discuss teaching practise with confidence; both giving & receiving feedback as positive process. | | |

# Section 2: FISO Improvement Initiative – detail

**The table below is designed to plan for and monitor the FISO Improvement Initiative.** Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.  Delete dots as appropriate.]

| | |
|---|---|
| **STRATEGIC PLAN GOALS** | [**Drafting Note** these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] |
| **FISO IMPROVEMENT INITIATIVE** | [**Drafting Note** from Section 1] |
| **STRATEGIC PLAN TARGETS** | [**Drafting Note** these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] |
| **12 MONTH TARGETS** | [**Drafting Note** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On Demand data)] |

| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | Budget | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Progress Status | Evidence of impact | Estimate | YTD |
| [**Drafting Note** report here the KIS from the previous summary page] | [**Drafting Note** report here what the school will do and how - including financial and human resources] | [**Drafting Note** report here the person responsible] | [**Drafting Note** report here the timeframe for completion] | 6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] | ● ● ● | [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |

# Section 3: Other FISO Dimensions

**This section is for documenting FISO dimensions that schools may be focusing on, in addition to the one or two chosen priority initiatives.**

Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

| STRATEGIC PLAN GOALS | [**Drafting Note** these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP] |
|---|---|
| OTHER IMPROVEMENT MODEL DIMENSIONS | [**Drafting Notes** Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)] |
| STRATEGIC PLAN TARGETS | [**Drafting Note** these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP] |
| 12 MONTH TARGETS | [**Drafting Notes** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)] |

| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | Budget | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Progress Status | Evidence of impact | Estimate | YTD |
| [**Drafting Notes** report here the KIS from the previous summary page] | [**Drafting Notes** report here what the school will do and how - including financial and human resources] | [**Drafting Notes** report here the person responsible] | [**Drafting Notes** report here the timeframe for completion] | 6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] | ● ● ● | [**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |

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# Section 4: School Self-Evaluation

**For the chosen FISO initiatives and dimensions, evaluate against the Continua of practice (link XXXX) and document evidence and analysis.**
**For other FISO dimensions include an assessment of the school's status against the continua to assist with the development of the 2018 AIP.**

**Commented [LTR1]:** Is this a reasonable expectation?

| Priority | Improvement model dimensions – note state-wide Improvement Initiatives are bolded | Is this an identified initiative or dimension in the AIP? | Continuum status | Evidence and analysis |
|---|---|---|---|---|
| **Excellence in teaching and learning** | **Building practice excellence** | Select | Select status | [**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.] |
| | **Curriculum planning and assessment** | Select | Select status | |
| | Evidence-based high impact teaching strategies | Select | Select status | |
| | Evaluating impact on learning | Select | Select status | |
| **Professional leadership** | **Building leadership teams** | Select | Select status | |
| | Instructional and shared leadership | Select | Select status | |
| | Strategic resource management | Select | Select status | |
| | Vision, values and culture | Select | Select status | |
| **Positive climate for learning** | **Empowering students and building school pride** | Select | Select status | |
| | **Setting expectations and promoting inclusion** | Select | Select status | |
| | Health and wellbeing | Select | Select status | |
| | Intellectual engagement and self-awareness | Select | Select status | |
| **Community engagement in learning** | **Building communities** | Select | Select status | |
| | Global citizenship | Select | Select status | |
| | Networks with schools, services and agencies | Select | Select status | |
| | Parents and carers as partners | Select | Select status | |

**Reflective comments:** [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

**Confidential cohorts analysis:** [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

**Next Steps:**

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Published: September 2016