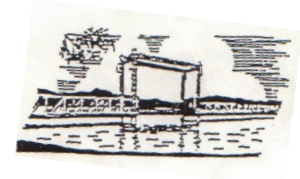


# Annual Implementation Plan 2014

## Murrabit Group School

### 3859



Based on Strategic Plan developed for 2013-2016



Endorsement by School Principal	Signed..... (Principal's signature)  Name...Neil Hopkins  Date...2/12/2013
Endorsement by School Council	Signed..... (School Council President's signature)  Name...Jodie Hartley  Date...2/12/2013



## Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve learning outcomes for all students at MGS, especially in literacy and numeracy	Matched cohort growth for each of Reading, Writing and Numeracy is equal to, or better than, the State mean	100% of students achieving at Band 3 (Yr3) and Band 5 (Yr 5) or above in English and Numeracy in NAPLAN.  Cohort growth for 2012-2014 cohort to be at least equal to State means.
Student Engagement and Wellbeing	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	In the current SSP period, the POS has means at or better than: <ul style="list-style-type: none"> <li>• Student Safety 6.00;</li> <li>• Connectedness to Peers 6.20;</li> <li>• Social Skills 6.10.</li> </ul> <p>The P-6 mean for Student Absence is 13.5 days or better.</p>	Benchmark scores for the following POS variables will be at, or above, <ul style="list-style-type: none"> <li>• Student Safety – 6.00</li> <li>• Connectedness – 6.21</li> <li>• Social Skills – 6.00</li> </ul>
Student Pathways and Transitions	For all students to experience highly successful transitions into, through and out of MGS	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.	Scores for the Parent survey variable of transition will be at, or above, benchmark score of 6.20

## Implementation

Key Improvement Strategies and Significant Projects	<b>What</b> (Actions) the activities and programs required to progress the key improvement strategies	<b>How</b> (Resources) the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<p>Ensure that assessment of student progress continues to be timely, complete and appropriate for identifying student progress and needs.</p> <p>Ensure that staff team at MGS have a shared view of highly effective teaching.</p> <p>Ensure that all staff receive high quality feedback in relation to performance</p>	<ul style="list-style-type: none"> <li>Implement updated assessment schedule</li> <li>Continue to develop the use of varied assessment methods/materials.</li> <li>Implement agreed student tracking system</li> <li>Review of suitability of continuums in Maths &amp; English.</li> <li>Continue to access professional development appropriate to building teacher capacity in Maths &amp; English in particular.</li> <li>Formalised and rigorous P&amp;D program in place</li> <li>Regular program of learning walks/peer observations including external sources.</li> </ul>	<ul style="list-style-type: none"> <li>Staff &amp; team meeting time to discuss/analyse</li> <li>Allocate time at staff meetings</li> <li>Allocate time to facilitate.</li> <li>Time at meetings. Funds to allow school visits.</li> <li>Identify staff needs &amp; allocate funds.</li> <li>Allocate time at staff &amp; individual levels, support for staff re writing.</li> <li>Support in time &amp; funding for visits.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Principal and staff</li> <li>Principal, then all staff</li> <li>Principal with staff</li> <li>Principal, then staff</li> <li>All staff</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Term 1, then ongoing.</li> <li>Term 1, ongoing.</li> <li>Ongoing to term 4</li> <li>Ongoing</li> <li>Term 1 &amp; 2</li> <li>Term 1 &amp; 4</li> <li>Term 2 &amp; 3 as a minimum</li> </ul>	<ul style="list-style-type: none"> <li>Revised Assessment schedule in use from term 1. Use of timely &amp; appropriate assessment embedded.</li> <li>All teachers using Online elements regularly and confident in analysing data &amp; using it to inform teaching &amp; learning.</li> <li>Staff will be using a school wide system to track &amp; share student learning outcomes.</li> <li>Staff using continuums to build knowledge of outcomes at levels other than own class.</li> <li>Staff will access PD in Literacy; particular in Writing and Reading elements.</li> <li>Staff will complete P&amp;D plans in a timely manner and receive appropriate feedback.</li> <li>School calendar will reflect school-wide use of learning walks. All teachers will have received purposeful feedback from internal or external sources in 2 areas. Teachers to have had 1 school visit per semester.</li> </ul>

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<p>Ensure that protocols and practice in relation to key student engagement and wellbeing policies are understood, agreed and applied with consistency.</p> <p>Ensure that new staff, families and students have a clear understanding of relevant engagement and wellbeing policies</p>	<ul style="list-style-type: none"> <li>• Induction sessions embedded in school practices.</li> <li>• Review and amend Buddy system as required.</li> <li>• Yearly review/feedback from parents re: student safety issues in school calendar.</li> <li>• Promote positive talk/questioning between parents &amp; their children.</li> <li>• Develop framework to record feedback and track trends in safety issues.</li> <li>• Implementation/distribution of abbreviated School handbook.</li> <li>• Staff Handbook revised to reflect current protocols &amp; expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Funds to facilitate meetings, forums</li> <li>• Allocate funds, time to facilitate meetings</li> <li>• Funds/time to facilitate discussion/preparation of survey materials.</li> <li>• Funds for resources. Time to conduct information forums.</li> <li>• Allocate time &amp; funds to facilitate development and initial recording.</li> <li>• Allocate time for preparation, promotion and distribution.</li> <li>• Allocate time &amp; funds to facilitate discussion and promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, school groups, community</li> <li>• Principal &amp; community</li> <li>• Staff, School Council, P&amp;F Club</li> <li>• Principal, staff</li> <li>• Principal</li> <li>• Principal &amp; Business Manager</li> <li>• Principal &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2 &amp; 3</li> <li>• Term 1</li> <li>• Term 1</li> <li>• Ongoing</li> <li>• Term 1 &amp; 2</li> <li>• Term 1</li> <li>• Term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Dates for Induction sessions are included in school and local calendars for the coming year, the school handbooks and advertised in community newsletters.</li> <li>• School community has opportunity to provide important feedback re: Buddy system.</li> <li>• School is able to review and react to trends in safety issues for students.</li> <li>• School will receive more positive &amp; fewer negative contacts re: perceived school issues.</li> <li>• Safety issues are recorded as a regular school protocol. Parent interactions recorded during nominated periods.</li> <li>• All families of current and prospective students will have received</li> <li>• Staff (new and visiting) have clear understanding of school organisation and protocols.</li> </ul>

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<p>Ensure that parents continue to have a range of opportunities to be involved with and be part of the school community.</p> <p>Ensure that teacher knowledge of students continues to be developed and shared.</p> <p>Ensure that the broader community has a generous and continuous flow of information about life and outcomes at MGS.</p>	<ul style="list-style-type: none"> <li>• Continue to organize Parent /community forums around purposeful issues.</li> <li>• Special programs to engage families continue to be developed.</li> <li>• Implement agreed student tracking system.</li> <li>• Learner Profiles regularly updated for student/parent access and information.</li> <li>• Review information pathways developed previously.</li> <li>• All school and community groups actively engaged in promotion of school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate resources &amp; funds to facilitate forums.</li> <li>• Timetabling and allocation of funds to support programs</li> <li>• Principal, then staff</li> <li>• Funds to release tchr. Time at staff level.</li> <li>• Funds and time to prepare and collate data</li> <li>• Time available for Promotions officer to fulfil duties.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Principal then staff</li> <li>• Principal, then all staff</li> <li>• Staff</li> <li>• Principal</li> <li>• Principal, staff, school groups</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing in term 1-3</li> <li>• Term 2</li> <li>• Term 1</li> <li>• Term 1 and ongoing.</li> <li>• Term 1 &amp; 3</li> <li>• Ongoing. Review in Term 2 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• At least 90% of families attend or have input into forums.</li> <li>• At least 1 extra-curricula and two class programs in place for term 2.</li> <li>• Staff will be using a school wide system to track &amp; share student learning outcomes.</li> <li>• Parents can access Learner Profiles for feedback on student learning outcomes.</li> <li>• All stakeholders have a minimum of 3 pathways for receiving school information.</li> <li>• MGS features in local newspapers once per fortnight (min.). Nos. at school events (Welcome BBQ, Mothers Luncheon, BMT) increase. Satisfaction levels in POS rise.</li> </ul>