

School Annual Implementation Plan for 3859 Murrabit Group School 2015

Based on Strategic Plan 2013-2016



Endorsements

Endorsement by School Principal	Name...Neil Hopkins Date...13/2/2015
Endorsement by School Council	Name...Jodie Hartley. Date...4/3/2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Strategic Direction

	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 2013-2015 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"> • Student Safety 6.00; • Connectedness to Peers 6.20; • Social Skills 6.10. <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"> • Student Safety – 6.00 • Social Skills – 6.00 • Connectedness – 6.21
Student Transitions and Pathways	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	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Success indicators the changes in practice, behaviours or outcomes that indicate that the strategies are successful
<p>Student Learning</p> <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"> ▪ Review of suitability of continuums in Maths & Literacy. ▪ Prepare Curriculum documents specific to MGS in Maths, Reading, Writing and Spelling. ▪ Continue to access professional development appropriate to building teacher capacity in Maths & English in particular. ▪ School-wide use of use of ILPs. ▪ Investigate Quality teaching and pedagogy at MGS. ▪ Use of school-wide tracking system for Maths & English embedded. 	<ul style="list-style-type: none"> • Time at meetings. Funds to allow school visits. • Staff & team meeting time to discuss/analyse • Identify staff needs & allocate funds. • Allocate time at staff & individual levels, support for staff re writing. • Time at meetings. Funds to allow school visits. • Allocate time to facilitate. 	<ul style="list-style-type: none"> ▪ Principal with staff ▪ Principal and staff ▪ Principal, then staff ▪ All staff ▪ Principal with staff ▪ All staff 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Term 1, ongoing. ▪ Term 1 & 2 ▪ Term 1 & 2 ▪ Ongoing ▪ Term 2 & 3 as a minimum 	<ul style="list-style-type: none"> • Staff using continuums to build knowledge of outcomes at levels other than own class. • Curriculum documents available for all staff to use. • Staff will access PD in Literacy; particular in Writing and Spelling elements. • Staff will complete ILPs in a timely manner and receive appropriate feedback. • An agreed pedagogical model will be documented and in use at MGS. • Staff will be using a school wide system to track & share student learning outcomes.

	<ul style="list-style-type: none"> ▪ Regular program of learning walks/peer observations including external sources 	<ul style="list-style-type: none"> • Support in time & funding for visits. 	<ul style="list-style-type: none"> ▪ Principal, then all staff 	<ul style="list-style-type: none"> ▪ Ongoing to term 4 	<ul style="list-style-type: none"> • Regular program of learning walks/peer observations including external sources
<p>Student Engagement and Wellbeing</p> <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"> • Yearly review/feedback from parents re: student safety issues in school calendar. • Promote positive talk/questioning between parents & their children. • Develop framework to record feedback and track trends in safety issues. • Use of <i>Parenting ideas</i> to promote conversations re: positive attitudes to school. • Establish community forums re: Resources, Grounds, Wellbeing and Teaching & learning. 	<ul style="list-style-type: none"> ▪ Funds/time to facilitate discussion/preparation of survey materials. ▪ Funds for resources. Time to conduct information forums. ▪ Allocate time & funds to facilitate development and initial recording. ▪ Funds for resources. Time to conduct information forums. ▪ Allocate resources & funds to facilitate forums. 	<ul style="list-style-type: none"> ▪ Staff, School Council, P&F Club ▪ Principal, staff ▪ Principal ▪ All staff ▪ Principal, staff 	<ul style="list-style-type: none"> ▪ Term 1 ▪ Ongoing ▪ Term 1 & 2 ▪ Ongoing ▪ Ongoing in term 1-3 	<ul style="list-style-type: none"> ▪ School is able to review and react to trends in safety issues for students. ▪ Safety issues are recorded as a regular school protocol. Parent interactions recorded during nominated periods. ▪ School will receive more positive & fewer negative contacts re: perceived school issues. ▪ At least 90% of families attend or have input into forums.

<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"> • Continue to organize Parent /community forums around purposeful issues. • Special programs to engage families continue to be developed. • Learner Profiles regularly updated for student/parent access and information. • All school and community groups actively engaged in promotion of school activities. 	<ul style="list-style-type: none"> • Allocate resources & funds to facilitate forums. • Timetabling and allocation of funds to support programs • Funds to release tchr. Time at staff level. • Time available for Promotions officer to fulfil duties. 	<ul style="list-style-type: none"> ▪ All staff ▪ Principal then staff ▪ Staff • Principal, staff, school groups 	<ul style="list-style-type: none"> ▪ Ongoing in term 1-3 ▪ Term 2 ▪ Term 1 and ongoing. ▪ Ongoing. Review in Term 2 & 4 	<ul style="list-style-type: none"> ▪ Staff using continuums to build knowledge of outcomes at levels other than own class. ▪ Staff will access PD in Literacy; particular in Writing and Reading elements. ▪ Parents can access Learner Profiles for feedback on student learning outcomes. ▪ MGS features in local newspapers once per fortnight (min.). Nos. at school events (Welcome BBQ, Mothers Luncheon, BMT) increase. Satisfaction levels in POS rise.
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