**2018 Annual Implementation Plan**

Submitted for review by Greg Adams (School Principal) on 17 February, 2018 at 03:27 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 26 February, 2018 at 08:25 AM  
Endorsed by Angela Morton (School Council President) on 27 November, 2018 at 03:00 PM

**for improving student outcomes**

Murrabit Group School (3859)

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**Self-evaluation Summary - 2018**

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|  | FISO Improvement Model Dimensions  The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving |
|  | Curriculum planning and assessment | Evolving |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **Professional leadership** |  | Building leadership teams | Evolving |
|  | Instructional and shared leadership | Evolving |
|  | Strategic resource management | Evolving moving towards Embedding |
|  | Vision, values and culture | Embedding |

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| **Positive climate for learning** |  | Empowering students and building school pride | Evolving moving towards Embedding |
|  | Setting expectations and promoting inclusion | Evolving moving towards Embedding |
|  | Health and wellbeing | Evolving moving towards Embedding |
|  | Intellectual engagement and self-awareness | Evolving moving towards Embedding |

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| **Community engagement in learning** |  | Building communities | Embedding |
|  | Global citizenship | Evolving moving towards Embedding |
|  | Networks with schools, services and agencies | Evolving moving towards Embedding |
|  | Parents and carers as partners | Embedding |

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| **Enter your reflective comments** | In term 2 of 2017 the school had an extensive Peer Review. The panel noted that the recent investment in building teacher capacity in Numeracy and Reading and encouraged a continuation of Writing focus, a priority for building practise excellence in the 2017 AIP. The panel also encouraged the school to examine programs and strategies across Years 3 and 4 aimed to produce greater learning growth in Literacy and Numeracy between Years 3 and 5. The panel endorsed the school view that Building Community needs to be a FISO priority for the next Strategic Plan and AIP. |
| **Considerations for 2018** | We will continue to implement the 2017 -2020 Strategic Plan. The School Vision and Values will be at the forefront while we aim to achieve our goals of: 1. building teaching capacity in explicity teaching and assessing writing and 2. strengthening and deepening the existing strong connection with parents, families and the wider community. Key Improvement Strategies and Targets will be crucial to achieving our goals. |
| **Documents that support this plan** | School Strategic Plan endorsed.pdf (0.17 MB) |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Murrabit Group School (3859)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| Intent: To build teacher capacity in explicitly teaching & assessing writing through team planning & feedback culture and by strengthening curriculum knowledge. | Student cohort growth shows at least one year’s growth for one year’s learning over the life of the Strategic Plan as measured through:   * NAPLAN relative growth  (Reading, Number) * Evidence based Teacher Judgements (Victorian Curriculum: English, Mathematics) * **ATSS  Teaching & Learning variable (Years 4-6)**      |  |  |  | | --- | --- | --- | | Variable | 2016 | 2020 Targets | | Student Motivation (2017 Motivation & Interest) | 90.8% | 92% | | Stimulating Learning (2017 Stimulated Learning) | 93.8% | 95% | | Learning Confidence (2017 Sense of Confidence) | 81.2% | 90% |      * **School Staff Survey, school climate module endorsement**      |  |  |  | | --- | --- | --- | | **Variable** | **2016** | **2020 Targets** | | Collective Efficacy | 100% | 95+% | | Teacher Collaboration | 75.0% | 85% | | Academic Emphasis | 84.4% | 90% |  * At least 75% of year 5 students achieve medium or high growth annually (according to NAPLAN data). * Universal application of instructional model as evidenced in lesson planning and implementation. | Yes | Student writing growth shows at least one year's growth for one year's learning, as measured by (triangulation of data) Teacher judgements against the Victorian Curriculum Spelling On Demand Australian Spelling Test Teacher Moderation  ATSS  Student Motivation (91%)Stimulating Learning (94%) and Learning Confidence (85%)   Staff Survey Collective Efficacy (95%) Teacher Collaboration (80%) Academic Excellence (90%) | Building practice excellence |
| |  |  |  | | --- | --- | --- | | Variable | 2019 | 2020 Targets | | Student Motivation | 91% | 92% | | Student Learning | 93% | 95% | | Learning Confidence | 87% | 90% |        |  |  |  | | --- | --- | --- | | Variable | 2019 | 2020 Targets | | Collective Efficacy | 95% | 95+% | | Teacher Collaboration | 85% | 85% | | Academic Emphasis | 90% | 90% | | No |  |  |
| Intention: To strengthen and deepen the existing strong connection with parents, families and the wider community. | * **Student attendance:** Average of 12 absence days or less by 2020. * **ATSS  Teaching & Learning** variable (Years 4-6)  |  |  |  | | --- | --- | --- | | Variable | 2016 | 2020 Targets | | Student Motivation (2017 Motivation & Interest) | 90.8% | 94% | | Connectedness to Peers (2017 Sense of Connectedness) | 53.9% | 80% | | School Connectedness (2017 Sense of Connectedness) | 51.1% | 90% |        * **Parent Opinion Survey**      |  |  |  | | --- | --- | --- | | **Variable** | **2016** | **2020 Targets** | | School Connectedness | 6.10 | 6.30 | | General Satisfaction | 6.15 | 6.30 |      * **School Staff Survey**      |  |  |  | | --- | --- | --- | | **School Climate Variables** | **2016** | **2020 Targets** | | Parent & Community Involvement | 74.40 | 80.0 | | Trust in Students and Parents | 59.69 | 80.0 | | **School Leadership Variable** |  |  | | Parent & Community involvement, engagement & outreach | 70.00 | 87.0 | | Yes | Student Attendance - to be 12.5 or less in 2018  ATSS Student Motivation 90% Sense of Connectedness (70%)  POS School Connectedness 6.15 General Satisfaction 6.20   Staff Trust in Students and Parents (80) Parent and Community Involvement (80) | Building communities |

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| Improvement Initiatives Rationale |
| In 2017 Murrabit Group School took part in an extensive review process. The panel noted that the recent investment in building teacher capacity in Numeracy and Reading and encouraged a continuation of Writing focus, a priority for building practise excellence in 2017 AIP. The panel encouraged the school to examine programs and strategies across Years 3 and 4 aimed to produce greater learning growth in Literacy and Numeracy between Years 3 and 5.  The panel noted the positive trend in student attendance over the review period and determined that the target was achieved in 2016, but not met in 2014 and 2015. In 2017 attendance was met. The panel endorsed the school view that Building Community needs to be a FISO priority for the next Strategic Plan and AIP. |

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| Goal 1 | Intent: To build teacher capacity in explicitly teaching & assessing writing through team planning & feedback culture and by strengthening curriculum knowledge. |
| 12 month target 1.1 | Student writing growth shows at least one year's growth for one year's learning, as measured by (triangulation of data) Teacher judgements against the Victorian Curriculum Spelling On Demand Australian Spelling Test Teacher Moderation  ATSS  Student Motivation (91%)Stimulating Learning (94%) and Learning Confidence (85%)   Staff Survey Collective Efficacy (95%) Teacher Collaboration (80%) Academic Excellence (90%) |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Embed the consistent collaborative approach to teaching, assessment and data analysis. |

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| Goal 2 | Intention: To strengthen and deepen the existing strong connection with parents, families and the wider community. |
| 12 month target 2.1 | Student Attendance - to be 12.5 or less in 2018  ATSS Student Motivation 90% Sense of Connectedness (70%)  POS School Connectedness 6.15 General Satisfaction 6.20   Staff Trust in Students and Parents (80) Parent and Community Involvement (80) |
| FISO Initiative | Building communities |
| Key Improvement Strategies |  |
| KIS 1 | Embed community partnerships which deepen and enrich teacher and student learning |

**Define Evidence of Impact and Activities and Milestones - 2018**

Murrabit Group School (3859)

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| Goal 1 | Intent: To build teacher capacity in explicitly teaching & assessing writing through team planning & feedback culture and by strengthening curriculum knowledge. | | | | |
| 12 month target 1.1 | Student writing growth shows at least one year's growth for one year's learning, as measured by (triangulation of data) Teacher judgements against the Victorian Curriculum Spelling On Demand Australian Spelling Test Teacher Moderation  ATSS  Student Motivation (91%)Stimulating Learning (94%) and Learning Confidence (85%)   Staff Survey Collective Efficacy (95%) Teacher Collaboration (80%) Academic Excellence (90%) | | | | |
| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | Embed the consistent collaborative approach to teaching, assessment and data analysis. | | | | |
| Actions | Develop teacher knowledge and capacity through the implementation of the High Impact Teaching Strategies. Develop a shared belief about an appropriate Intructional Model for improved practice. Use data to drive teaching practice, using a whole staff approach. Use proven Peer Observation Method with protocols to provide feedback on teaching practice | | | | |
| Evidence of impact | Students: experience growth in writing as per school targets.  Teachers will: - demonstrate an understanding of each students' needs in the area of Writing. - implement differentiated teaching practices in Writing that target individual and small group needs.  Principal will: - work with Network Staff to ensure the needs of each staff member is supported to their capacity to understand student needs and implement differentiated teaching practices. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Implement the Murrabit Group School Learning Model - a consistent approach to teaching, assessment and data analysis Professional learning schedule to include sessions focused on HITS & writing | | All Staff | 🗹 Yes | from: Term 2  to: Term 4 | $1,000.00 🗹 Equity funding will be used |
| Whole staff to attend PD SMART Spelling. Greg Adams to attend 6 Traits of Writing. Chloe Wren to attend VCOP. Individuals who attend PDs to report back to staff and share.All staff to attend Teaching and Learning Network | | All Staff | 🗹 Yes | from: Term 1  to: Term 4 | $2,000.00 🗹 Equity funding will be used |
| Further develop the School's assessment program. Update the Assessment Schedule, include Individual Assessment pages, and have scheduled whole schole Assessment Meetings to ensure that student data is owned by all staff. | | All Staff | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Peer Observations and Learning Walks to be a focus on the High Impact Teaching Strategies. | | All Staff | 🗹 Yes | from: Term 2  to: Term 4 | $1,000.00 🗹 Equity funding will be used |

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| Goal 2 | Intention: To strengthen and deepen the existing strong connection with parents, families and the wider community. | | | | |
| 12 month target 2.1 | Student Attendance - to be 12.5 or less in 2018  ATSS Student Motivation 90% Sense of Connectedness (70%)  POS School Connectedness 6.15 General Satisfaction 6.20   Staff Trust in Students and Parents (80) Parent and Community Involvement (80) | | | | |
| FISO Initiative | Building communities | | | | |
| Key Improvement Strategy 1 | Embed community partnerships which deepen and enrich teacher and student learning | | | | |
| Actions | Establish partnerships within and beyond the Murrabit community that will enhance programs and enrich the experiences of students Increase parent engagement with the school and their child's learning development | | | | |
| Evidence of impact | Students: - feel a higher level of connectedness to the school. - be more engaged in their learning. - be more likely to attend school   Teachers will: - work with parents and the wider community to achieve best student outcomes - create an engaging, safe, happy and inclusive classroom.  Principal will: - work staff, parents and the wider community to achieve the best student outcomes. - create an engaging, safe, happy and inclusive school.. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Join the Murray Plains Cluster for Camps and MARC / MACC Activities | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $3,120.00 🞎 Equity funding will be used |
| Set up Facebook and Class Dojo as a form of Communication | | All Staff | 🞎 No | from: Term 1  to: | $200.00 🞎 Equity funding will be used |
| Parent Teacher interviews in first term as well as regular scheduled meetings for students with Individual Learning Plans. | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $600.00 🞎 Equity funding will be used |
| Continue regular Preschool visits to enhance school connectedness to community | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $500.00 🞎 Equity funding will be used |
| Utilise parents and family members for classroom programs (eg: reading), excursions and fundraising (eg:market) to create the sense of community | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $500.00 🞎 Equity funding will be used |
| Continue utilising community members for Breakfast Club, Men's Shed and other relevant projects to enhance the school. | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $200.00 🞎 Equity funding will be used |
| Enhance the input of the Parents and Friends and the School Council within the School Community | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $200.00 🞎 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Murrabit Group School (3859)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Implement the Murrabit Group School Learning Model - a consistent approach to teaching, assessment and data analysis Professional learning schedule to include sessions focused on HITS & writing | All Staff | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Professional Practice Day | 🗹 Internal staff | 🗹 On-site |
| Whole staff to attend PD SMART Spelling. Greg Adams to attend 6 Traits of Writing. Chloe Wren to attend VCOP. Individuals who attend PDs to report back to staff and share.All staff to attend Teaching and Learning Network | All Staff | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 External consultants  consultants | 🗹 Off-site  SMART Spelling Shepparton  VCOP kerang South  6 Traits of Writing - Ballarat |
| Further develop the School's assessment program. Update the Assessment Schedule, include Individual Assessment pages, and have scheduled whole schole Assessment Meetings to ensure that student data is owned by all staff. | All Staff | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Peer Observations and Learning Walks to be a focus on the High Impact Teaching Strategies. | All Staff | from: Term 2  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Teaching partners | 🗹 On-site |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.  Dimension 1       [MGS Pre-Review Self-evaluation 2017 Finished GM.pdf (1.82 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/3859/1236/1/MGS%20Pre-Review%20Self-evaluation%202017%20Finished%20GM.pdf) Self-evaluation Summary       [School Strategic Plan endorsed.pdf (0.17 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/3859/1236/summary/School%20Strategic%20Plan%20endorsed.pdf) |