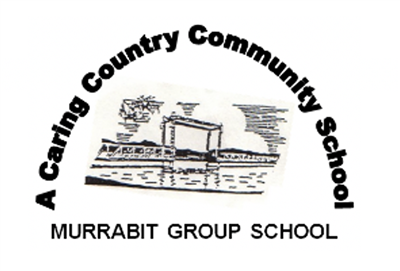
**2021 Annual Implementation Plan**

Submitted for review by Greg Adams (School Principal) on 16 December, 2020 at 04:05 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 27 January, 2021 at 11:32 AM  
Endorsed by Angela Morton (School Council President) on 15 February, 2021 at 12:12 PM

**for improving student outcomes**

Murrabit Group School (3859)



**Self-evaluation Summary - 2021**

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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 | Embedding |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving |
|  | Evaluating impact on learning | Embedding |

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

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

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

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| **Enter your reflective comments** | 2020 was a year significantly impacted by COVID19. However we were able to achieve part of our goal. The goal was:  To build teacher capacity in explicitly teaching and assessing writing and number and algebra through team planning and feedback culture as well as strengthening curriculum knowledge. We decided during Remote Learning to focus on the literacy aspect of this goal and address the numeracy aspect at a later time. This was because our data showed our attention needed to be given to writing.  The targets were: 1.Student writing growth shows at least one year's growth for one year's learning as measured by (triangulation of data) over the life of the Strategic Plan as measured through: NAPLAN relative growth (Reading, Number)  2. Evidence based teacher Judgements (Victorian Curriculum: English, Mathematics)  3. ATSS Teaching & Learning Variable (years 4-6) 2019 Student Motivation 91% Stimulating Learning 94% Learning Confidence 88%  4. Staff Survey Collective Efficacy 95% Teacher Collaboration 85% Academic Excellence 88%  5. At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data  6. Universal application of instructional model as evidenced in lesson planning and implementation.  Due to COVID, Target 1 and 5 could not be measured because NAPLAN was cancelled Target 2 - This target was a difficult one to measure as students were involved in remote learning. Testing is finalising  Target 3 - At the time of writing, the ATSS results were not returned because they were not administered until mid November. Target 4 - At the time of, their was not enough staff data to answer these survey questions in 2020. Target 6 - There has been some application of the Murrabit Instructional Model with success criteria and learning intentions part of class talk . |
| **Considerations for 2021** | In 2021, the School Review will be written. The goal will be based on the school data over the review period. Possibilities at this stage are writing, which is a continuation from our previous review. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **Goal 1** | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| **Goal 2** | To build teacher capacity and explicitly teach and assess writing with a focus on conventions through team planning and a feedback culture as well as strengthening curriculum knowledge. |
| Target 2.1 | Student writing growth shows at least one year's growth for one year's learning as measured by (triangulation of data) 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)**                                                2016                     2020 Targets  Student Motivation              (90.8%)                    (92%)  Stimulating Learning            (93%)                      (95%)  Learning Confidence           (81%)                      (90%)  **Staff Survey**  Collective Efficacy              (100%)                      (95+%)  Teacher Collaboration        (75%)                        (85%)  Academic Excellence          (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 |
| Key Improvement Strategy 2.a Building practice excellence | • Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies. |
| Key Improvement Strategy 2.b Building practice excellence | • Develop a feedback culture through strengthened Peer Observation. |
| Key Improvement Strategy 2.c Building practice excellence | Build teacher capacity to explicitly teach and assess writing, with a focus on conventions. |
| Key Improvement Strategy 2.d Building practice excellence | To embed a collaborative approach to teaching assessment and data analysis whilst beginning to develop a collective efficacy approach with all staff. |
| **Goal 3** | Enhance the connection between the school and community to improve student engagement and wellbeing. |
| Target 3.1 | Student attendance: average of 12 days or less by 2020  ATSS Teaching and Learning   |  |  |  | | --- | --- | --- | | Variable | 2016 | 2020 Targets | | Student Motivation | 90.8% | 94% | | Connectedness to Peers | 53.9% | 80% | | School Connectedness | 51.1% |  |     **Parent Opinion Survey**                                             2016                       2020 Targets  School Connectedness    6.10                             6.30  General Satisfaction         6.15                            6.30    **School Staff survey**                                                                         2016                         2020 Targets  School Climate  Parent & Community Involvement              74.40                           80  Trust in Students & Parents                        59.69                          80    School Leadership Variable  Parent and Community involvement,  engagement & outreach                          70.0                              87.0 |
| Key Improvement Strategy 3.a Building communities | Establish partnerships within and beyond the Murrabit Community that will enhance programs and enrich the experiences of students.  Increase parent engagement ith the school and their child's learning development. |
| **Goal 4** | To build teacher capacity and explicitly teach and assess mathematics, focusing on evidenced based approaches through team planning and feedback culture as well as strengthening curriculum knowledge. |
| Target 4.1 | Student numeracy growth shows at least one years growth for one year's learning as measured by triangulation of data.  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data. |
| Key Improvement Strategy 4.a Curriculum planning and assessment | There is a holistic approach to curriculum, pedagogy and assessment. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | Students show 12 months growth as determined by teacher judgement |
| To build teacher capacity and explicitly teach and assess writing with a focus on conventions through team planning and a feedback culture as well as strengthening curriculum knowledge. | No | Student writing growth shows at least one year's growth for one year's learning as measured by (triangulation of data) 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)**                                                2016                     2020 Targets  Student Motivation              (90.8%)                    (92%)  Stimulating Learning            (93%)                      (95%)  Learning Confidence           (81%)                      (90%)  **Staff Survey**  Collective Efficacy              (100%)                      (95+%)  Teacher Collaboration        (75%)                        (85%)  Academic Excellence          (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 |  |
| Enhance the connection between the school and community to improve student engagement and wellbeing. | No | Student attendance: average of 12 days or less by 2020  ATSS Teaching and Learning   |  |  |  | | --- | --- | --- | | Variable | 2016 | 2020 Targets | | Student Motivation | 90.8% | 94% | | Connectedness to Peers | 53.9% | 80% | | School Connectedness | 51.1% |  |     **Parent Opinion Survey**                                             2016                       2020 Targets  School Connectedness    6.10                             6.30  General Satisfaction         6.15                            6.30    **School Staff survey**                                                                         2016                         2020 Targets  School Climate  Parent & Community Involvement              74.40                           80  Trust in Students & Parents                        59.69                          80    School Leadership Variable  Parent and Community involvement,  engagement & outreach                          70.0                              87.0 |  |
| To build teacher capacity and explicitly teach and assess mathematics, focusing on evidenced based approaches through team planning and feedback culture as well as strengthening curriculum knowledge. | No | Student numeracy growth shows at least one years growth for one year's learning as measured by triangulation of data.  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data. |  |

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| **Goal 1** | 2021 Priorities Goal | |
| 12 Month Target 1.1 | Students show 12 months growth as determined by teacher judgement | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  Building communities | Connected schools priority | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |

**Define Actions, Outcomes and Activities**

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| **Goal 1** | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | Students show 12 months growth as determined by teacher judgement | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | Establish structures to support teacher collaboration and reflection of strengthen teaching practice Establish a small group literacy program | | | | |
| **Outcomes** | Teachers will confidently and accurately identify student learning needs of their students PLT's will meet to engage in reflective practice, evaluate and plan curriculum assessments, lessons Teachers will provide regular feedback and monitor student progress using data walls Students in need of targeted of targeted academic support or intervention will be identified and supported | | | | |
| **Success Indicators** | Teachers formative assessment data and teacher judgement data Data walls clearly indicating student progress Assessment data and student surveys from intervention groups and tutor support Progress against Individual Education Plans | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Establish procedures for collecting and monitoring school wide data | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $500.00  🞎 Equity funding will be used |
| Establish criteria for identifying students requiring individual support | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Engage with parents/carers to ensure appropriate supports | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish resourcing for individual and tailored support programs | | 🗹 Education Support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $16,345.00  🗹 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | Develop a well being program | | | | |
| **Outcomes** | Teachers, leaders and the school community will share a common understanding of the whole school approach to well being Teachers and leaders will integrate social-emotional learning into school practice, policies and programs | | | | |
| **Success Indicators** | Classroom and peer observations Documentation of frameworks, policies or programs Student pre and post surveys | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Implement Respectful Relationships, including staff professional learning and the development of curriculum resources | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | Revise the approach to working with parents and carers, ensuring parents are engaged in the school community | | | | |
| **Outcomes** | Teachers will have strong relationships with students and parents/carers Students and parents will feel as though they belong and are seen Students will feel connected to their school and have a positive attitude to attendance | | | | |
| **Success Indicators** | Whole school surveys Positive student surveys Pulse checks with parents/carers Attendance Data Frequency of communication with parents/carers | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Expand community access to school newsletters, social media and information sessions | | 🗹 All Staff | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Invite local community members and leaders to school open days, assemblies, concerts and other school events | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Allocate time for teachers to communicate with parents/carers | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $16,345.00 | $32,000.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $16,345.00 | $32,000.00 |

Activities and Milestones

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| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Establish resourcing for individual and tailored support programs | from: Term 1  to: Term 4 | 🗹 School-based staffing | $16,345.00 | $32,000.00 |
| **Totals** | | | $16,345.00 | $32,000.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Establish procedures for collecting and monitoring school wide data | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 PLC Initiative  🗹 Teaching partners  🗹 Departmental resources  Lee Forster - Department EIL Emma Franklin-Vaughan (Speech Pathologist) | 🗹 On-site |
| Implement Respectful Relationships, including staff professional learning and the development of curriculum resources | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  Respectful Relationships Providers | 🗹 On-site |