2016 Annual Implementation Plan: for Improving Student Outcomes

1126

Murchison Primary School 2016

Based on Strategic Plan 2016 -2019

Endorsements

Endorsement by School Principal	Signed…………………………………. Name………Melissa Houlihan……. Date: 15/03/2016
Endorsement by School Council	Signed…………………………………. Name……Cecilie Munro………. Date: 24/03/2016
Endorsement by Senior Advisor	Signed…………………………………. Name……Scott Watson………. Date…………………………………………

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools)*:

Priority	Initiatives
Excellence in teaching and learning	**Building practice excellence:** Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	**Empowering students and building school pride:** Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	**Building communities:** Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	✓
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	✓

Initiatives Rationale:
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.
Murchison Primary School has initiated many responses during its previous Strategic Plan period and has generally performed well. School personnel wish to enhance and build on these successes and have identified the need for a whole school commitment to implementing an agreed teaching and learning model with high expectations for all learners. NAPLAN grade 5 relative gain data reflects areas of improvement are required in the high growth section for a number of areas. Student Attitude to School Survey (SATS) data also indicates a need to improve the level of stimulated learning and teacher effectiveness.   **With the new Victorian Curriculum starting in 2017 the school believes the emphasis on curriculum planning and assessment is also timely and thus reflects the reasoning behind the Curriculum Planning and Assessment initiative.**

Key Improvement Strategies (KIS)
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Building practice excellence	• Work as a teaching team on the adoption and implementation of an agreed instructional model • Continue to strengthen data literacy (collection and analysis) in order to inform practice • Develop expertise in relation to all sources of feedback (colleagues, students, families) and the subsequent influence this has on teaching practice
Curriculum planning and assessment	• Regular monitoring and adjustment of learning programs based on performance data, student feedback and peer observations • Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels • Use the Victorian Curriculum to design programs and monitor student progression
Building Communities	• Develop practices to engage families in the learning process. • Provide regular updates to families on student progress and learning achievement with areas for growth detailed. • Work with the various communities/towns within the Shire to support family access to training in ICT, literacy at home support and numeracy at home support.

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ACHIEVEMENT			
Goals	**Improve student learning by developing excellence in teaching and learning.**	**Targets across Strategic Plan 2016-2019**	• Increase the percentage of students achieving in the top two bands for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. • Year 5 NAPLAN matched cohort data to exceed the state benchmark in all areas. • ATSS (Attitudes to School Survey): Stimulated Learning & Teacher Effectiveness ratings to increase annually (43rd & 11th percentile in 2015) • Increase annually the parent opinion data related to Stimulated Learning (44th percentile in 2015)
		12 month targets for 2016	• Increase the percentage of students achieving in the top two bands for Reading (2015 – 37.5%), Writing (2015 – 13.3%), Grammar and Punctuation (2015 – 26.7%), Spelling (2015 – 26.7%) and Numeracy (2015 – 12.5%) • ATSS (Attitudes to School Survey): Stimulated Learning and Teacher Effectiveness ratings to increase to 45th and 20th percentile respectively (43rd and 11th percentile respectively in 2015) • Parent opinion data related to Stimulated Learning to be at the 50th percentile or above

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Work as a teaching team on the adoption and implementation of an agreed instructional model	Ensure current school vision meets the needs of the school and includes high expectations for all stakeholders.	PLT to review vision with staff. Seek feedback about current vision from parents via the newsletter. Seek feedback from senior students via class meetings about vision.	Principal Principal Class teachers	End of term 2 (all)	Agreed school vision is documented, approved at school council and is promoted widely and referred to during decision making processes.
Work as a teaching team on the adoption and implementation of an agreed instructional model	Develop and document an Instructional Model for MPS (Literacy and Numeracy) and to embed this model in all classrooms across the school.	Identify what is important to us about teaching and learning at MPS. - Staff at PLT's - Students during class discussions - Parents via surveys	Principal/ Leadership team All staff	December 2016	Instructional Model available to view as a MPS document. Classroom observations reflect implementation of Instructional Model.
Regular monitoring and adjustment of learning programs based on performance data, student feedback and peer observations	Embed a whole school focus on Numeracy.	Staff will be provided with opportunities to build capacity in the delivery of numeracy (PD – Neil Devanny). Parents are provided with opportunities to learn about numeracy.	Principal Numeracy Leader	December 2016 Semester 1 & 2, 2016	Every teacher shows evidence of effective use of numeracy strategies and resources throughout PDP cycle with emphasis on implementation (classroom observations) and subsequent impact (student learning gains).
Continue to strengthen data literacy (collection and analysis) in order to inform practice	Develop a whole school assessment schedule, which provides teachers with tools to differentiate for all learners	Audit current assessment schedule. Research assessment tools available and identify what is important for MPS. Investigate and act upon an intervention program for all students to fill gaps in learning. Explore Fountas and Pinnell reading assessment kits and incorporate into assessment schedule if appropriate. Establish a new assessment schedule. Explore strategies for moving more students into high relative growth in numeracy and top levels in writing. Review the student individual learning plan (ILP) to explore how data can inform goal-setting and monitoring student learning progress.	Principal Literacy, Numeracy & Intervention Leaders All staff Principal, Literacy, Numeracy & Intervention leaders Leadership team then all staff Leadership team then all staff	December 2016 December 2016 May, 2016 December 2016 Ongoing Ongoing	Teaching team members able to evidence an increasing number of assessment tasks reflective of student progress throughout PDP cycle. Intervention implementations evidenced as being employed via classroom observation regime and presented in PDP discussions Accurate assessment of student reading outcomes measured against Fountas and Pinnell assessment kits. Student learning measured against all items indicated in the new assessment schedule. Staff providing evidence of the impact of assessment on learning through PDP process. Relative gain data shows an increase in students demonstrating 'high' growth in writing and numeracy. Student ILPs are documented by start of March, reviewed once per term & adjusted accordingly with copies sent home each term.

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ENGAGEMENT			
Goals	**Improve student engagement and connectedness to school.**	**Targets across Strategic Plan 2016-2019**	• ATSS: Stimulating Learning - ratings to increase each year (43rd percentile in 2015) with the aim to exceed the 75th percentile by the end of this Strategic Plan. • Increase the number of students who receive an AusVels rating of A or B for Science (3.4% across Grades 3 – 6 in all areas of Science in 2015). • By 2019 our student absence data will continue to be better than the state across all year levels.
		12 month targets for 2016	• ATSS: Stimulating Learning rating to be at or above 50th percentile • Increase the number of students who receive an AusVels rating of A or B for Science (6% of students in 3 – 6 in all areas of Science in 2016). • Reduce the average days absent across the school to 12.5 days per student in 2016 (13.24 in 2015).

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Increase the level of student voice throughout the school, both in and out of class	Audit current opportunities for student voice, determine where strengths and opportunities lie and progress accordingly.	Undertake audit to determine current level of student voice across the school. Develop an implementation plan (eg: weekly exit slips) for more opportunities for students to have a voice in their learning.	Leadership team Leadership team	June, 2016 December, 2016	Student Voice documented. Student Attitudes to School Survey - improved results in School Connectedness, Stimulating Learning and Student Motivation. Greater positive reflections indicated in weekly class 'exit slips' in relation to student voice/empowerment in their learning.
Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels	Develop an ICT plan (SIPS) in student learning and teacher assessment.	Complete School ICT plan (SIPS). Audit current practices for Information Communication Technology use throughout the school. Explore engaging and purposeful use of ICT into every classroom – PLT's & ICT Expert	ICT Coord., Principal & Tech Support ICT Coordinator ICT Coordinator	June, 2016 June, 2016 December, 2016	SIPS plan developed for MPS; regular and 'in-time' use of ICT by staff to enhance student learning as reflected in SATS – Stimulating Learning and School Connectedness. Staff surveys indicated level of confidence to use & lead ICT in the classroom. Staff planners indicate the use of ICT to support student learning with impact of this ICT use measured by student voice (exit slips).
Use the Victorian Curriculum to design programs and monitor student progression	Audit and develop a whole school science program	Assess what we need to do in Science against outcomes indicated in Victorian Curriculum and develop a Scope and Sequence chart from F – 6. Audit current Science materials in order to establish materials needed to support the program.	Science Coordinator All teaching staff	Throughout the year	Documentation of Science program as evidenced in staff term & weekly planners. Student's actively using hands on materials in Science from the range of resources developed to support the program. Whole school Science program implemented across the school as evidenced in collaborative planning documents during PDP process.
Develop practices to engage families in the learning process	Develop Home – School partnerships.	Investigate ways of engaging all parents through showcasing student work and greater numbers of student-run activities. Conduct activities which link pre-school parents to current school parents and the school.	Leadership team/students All teaching staff	Throughout the year Throughout the year	Increased amount of family interaction and levels of understanding of the learning processes as reflected in ATSS, Parent Opinion Surveys and other more regular feedback measures Transition data reflects greater levels of satisfaction than previous (2015 – 36.5 percentile).

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WELLBEING				
Goals	**Ensure the wellbeing of all students through strong partnerships with family and community.**	**Targets across Strategic Plan 2015-2018**	• ATSS – Student Safety and Classroom Behaviour – to exceed the 96th percentile (94th and 95th percentiles in 2015) • Parent Opinion Survey – Student Safety and Classroom Behaviour to both achieve a minimum 50th percentile (8th and 6th percentiles in 2015) • Attendance at all year levels to be better than the state at all year levels	
		12 month targets for 2016	• ATSS – Student Safety and Classroom Behaviour to remain in the 90th percentile. • Parent Opinion Survey Student Safety and Classroom Behaviour to both achieve a minimum 20th percentile in 2016. • Reduce the average days absent across the school to 12.5 days per student in 2016 (13.24 in 2015).	

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build a 'whole of school' approach to wellbeing priorities.	Audit wellbeing programs to determine most effective program/s for MPS to support student wellbeing.	Compare the benefits of each wellbeing program at MPS and determine our current needs in order to identify what program/s will support the students across the school and implement consistently.	Wellbeing Coordinator	December, 2016	ATSS reflects improved levels of 'Connectedness to School', 'Student Safety' and 'Student Distress'.
Provide regular updates to families on student progress and learning achievement with areas for growth detailed	Document consistent teacher practices, which supports school values.	Work with staff to develop agreed protocols and principles for managing student behaviours.	Principal All staff	Throughout the year	Parent Opinion data demonstrates improved levels of Classroom Behaviour and Student Safety. Consistent teacher practices are reflected in classroom observations throughout each term, semester and across the year
		Appoint a protocols officer to discuss and resolve issues of inconsistency or concerns at staff meetings.	Principal Protocols Officer	Throughout the year	Minutes of meetings reflect staff discussions and decisions related to established protocols and principles; greater levels of satisfaction amongst teaching staff reflected throughout PDP process and in Staff Annual Survey results. Staff Opinion Survey – improved results in Academic emphasis (2015 – 60.0%) and Staff Trust in Colleagues (2015 – 83.0%)

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PRODUCTIVITY

Goals	Allocate resources to achieve goals in achievement, wellbeing and engagement.	Targets across Strategic Plan 2016-2019	• Increase, annually, staff collective efficacy from 76% in the 2015 staff survey • All staff (teaching and non-teaching) have PDPs that align to SSP/AIP targets from 2016 onwards
		12 month targets for 2016	• Increase staff collective efficacy from 76% in the 2015 staff survey • All staff (teaching and non-teaching) have a 2016 PDP that has a direct 'line-of-sight' with SSP/AIP

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Continue with current financial management approaches to maintain optimum standards in staffing, subject offerings, facilities and resources.	Implement financial management approaches reflective of DET requirements in maintaining expected processes and protocols throughout. Keep at the forefront of planning the maintenance of optimum class sizes, up to standard facilities/resources and adequate staffing appointments	Develop an accurate yet conservative SRP that informs a 2016 School Budget which is duly approved by School Council via Finance Committee. Determine appropriate workforce planning, class sizes, specialist teachers etc......	Principal & Business Manager Principal & Business Manager	By March 2016 Throughout the year	2016 School Budget approved by College Council at March 2016 meeting. Management minutes/agenda evidence a consultative and collaborative approach to provision of specialist offerings, staffing etc...
Regular monitoring and adjustment of learning programs based on performance data, student feedback and peer observations	Allocate funds for teacher professional development in ICT, Science and Numeracy Adopt a timetable to support teacher professional teams.	Employ a Numeracy Consultant (using equity funding) to professionally develop staff in a numeracy program. Set aside PD days for Numeracy, Science & ICT. Investigate adequate time for teams of staff to meet and discuss student learning on a regular basis.	Principal Principal All staff	By March each year January, 2016 Ongoing	Numeracy PD up and running with evidenced numeracy gain via NAPLAN, AusVels data sets, classroom observation records. Regular PLT's occurring with teams each week as time allocated in whole school timetable and minutes reflect discussions held. Outcomes of PLTs evident through data sets in student achievement (AusVels, NAPLAN etc....) Teacher professional teams reflect observable change in practice in classrooms as evidenced via classroom observations, as presented throughout the PDP process.
Use a Focus Group structure to develop, refine and assess PDPs	Professionally develop team members to be capable of managing the PDP process for fellow staff members	Meetings used to run PD sessions on PDP process	Principal	Throughout term 1	Each staff member completes the PDP process alongside another staff member throughout 2016.

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	

ENGAGEMENT					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	

WELLBEING					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	

PRODUCTIVITY					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	