

2016 Annual Implementation Plan: for Improving Student Outcomes

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Myrning Primary School 2016

Based on Strategic Plan 2014-2017

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	 Signed..... Name..... TONY SIMPFENDORFER Date..... 11.2.16

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.

2014 was Myrniong Primary Schools' year of Review. The following was recommended

- Document and implement an agreed approach to teaching and learning for Myrniong Primary School to ensure a consistently high standard of teaching practice.
- Develop a structure for Professional Learning Teams (PLTs) that will best suit the needs of a school with a changing staffing profile and which best promotes an agreed and consistent approach to teaching and learning across the school.
- Building teacher capacity and accountability through an agreed framework which promotes rigorous student learning and responds to the needs of all students
- Developing teaching and learning protocols including analysis of data and reflective practices (SPA)
- Developing a leadership model that best reflects the future needs of the school
- Improving the levels of student engagement, wellbeing and motivation across the school including transitions from level to level.

In response to these recommendations the school has identified the following issues as needing particular attention. Building Teacher capacity and accountability through an agreed framework which promotes rigorous student learning and responds to the needs of all students and Developing teaching and learning protocols including analysis of data and reflective practices (SPA)

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	<ul style="list-style-type: none"> • Document and implement an agreed approach to teaching and learning for Myrniong Primary School to ensure a consistently high standard of teaching practice • Build capacity of all teachers to teach to students point of learning using F-10 Victorian Curriculum • Implement a collegial culture within and between teams • Implement bi-annual visits from Kathy Walker professionals as well as yearly collegial visits to accredited schools in the region
Curriculum planning and assessment	<ul style="list-style-type: none"> • Use the Student Performance program (SPA), to ensure that a range of assessment practices and feedback mechanisms are used to monitor and evaluate each student's progress

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ACHIEVEMENT					
Goals	To improve the quality of teaching in every classroom with a focus on Numeracy and Literacy	Targets	<ul style="list-style-type: none"> Teacher judgements and assessments are aligned 80% of students will achieve at least one years growth as measured by AusVELS when compared to the progression of like schools The percentage of students above the State Mean will be maintained The high performing students in the top NAPLAN bands in Year 3 will remain the same in the top bands in Year 5 		
		12 month targets	<ul style="list-style-type: none"> Myrniong Spelling Manual and Framework developed Improved Spelling results in NAPLAN across all cohorts Consistent and Viable Curriculum Aligned with The Victoria Curriculum Framework Staff Handbook refined 		
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
<ul style="list-style-type: none"> Document and implement an agreed approach to teaching and learning for Myrniong Primary School to ensure a consistently high standard of teaching practice 	<ul style="list-style-type: none"> Implement agreed forms of assessment Introduce Spelling Program 'Words Their Way' Introduce and Implement SPA (Student Performance Analyser) Professional Development around assessment FOR learning and SPA 	<ul style="list-style-type: none"> Review assessment and reporting schedule Purchase teacher support resources and implement at team level Ensure Data and student tracking is logged using SPA templates Introduce SPA and build teacher capacity in the use of Excel SPA based templates 	<ul style="list-style-type: none"> Assessment and Reporting/ Leading teacher Literacy Team Leading Teacher Leading Teacher/PLT Leaders 	<ul style="list-style-type: none"> Early Term 1 Term 1 Term 1 Term 1 	<ul style="list-style-type: none"> By the end of the year all students assessment data has been entered into SPA Observed use of Spelling program evident in work program, classroom practise. Improved NAPLAN spelling results 2017 All staff are accountable for Data recording All Staff are using SPA templates and analysing results
<ul style="list-style-type: none"> Build capacity of all teachers to teach to students point of learning using F-10 Victorian Curriculum 	<ul style="list-style-type: none"> Review scope and Sequence documentation at Curriculum meetings Professional Development on teaching practices to teach students at point of need Refresh Skills on Literacy Assessment Implement support strategies to ensure student growth and extension 	<ul style="list-style-type: none"> Review at PLT level Team leaders to Source Professional Development Professional Development Budget Equity Funding- CRT, Bastow, Spelling Program Training Curriculum Meeting PLT Meeting Implement Streaming in Numeracy in the 3-6 Area Implement Reading support program to target reading in Grade 4 cohort 	<ul style="list-style-type: none"> PLT Teams PLT – Leaders Literacy Team/Leadership Literacy Team/Leadership All Staff 	<ul style="list-style-type: none"> Term 1 Ongoing Ongoing 2016 	<ul style="list-style-type: none"> The percentage of students below state mean NAPLAN bands will not increase ILPs reflect use of data and strategies to improve student outcomes Sharing of new knowledge and Implementation of Key elements evidenced in classroom practice All staff will use the same forms of Literacy Assessment Fountas and Pinnell Running reading levels will be documented Words their way Diagnostic tests will be documents Big Write Criteria will be documented Effective assessments in early stages to set up streamed groups Term Planner and Sequence of Lessons evident for all groups Evidence of Assessment for, at and of learning in Work programs All staff will present ILP's to parents at Term 2 Interviews using an aligned and unified template

	<ul style="list-style-type: none"> ▪ Introduce new ILP (Individual Learning Pathways) for all students ▪ Build teacher capacity to deliver 'Kathy Walker Developmental Play based learning 	<ul style="list-style-type: none"> • Kathy Walker accreditor to attend and mentor junior staff • Professional Development Budget 	<p>All Staff</p> <p>Junior School Staff</p>	<p>Term 2 2016</p> <p>Term 2</p>	<ul style="list-style-type: none"> • Increase in teacher capacity to Implement Developmental play based Curriculum • Evidence of new initiative being trialled in classroom practice
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ENGAGEMENT					
Goals	Improve student engagement, within the classroom and at a whole school and community level	Targets	<ul style="list-style-type: none"> Improve the Mean score to the transition response on the parent opinion survey Absenteeism in the Prep-Grade1 cohorts will reduce to below the state mean 		
		12 month targets	<ul style="list-style-type: none"> Achieve attendance data of 90% or greater 		
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
<ul style="list-style-type: none"> Improve transition between class levels with a particular focus on the transition between a play-based structure to a more formal structured learning environment 	<ul style="list-style-type: none"> Implement a whole school transition program for teachers and students All students to complete a Transition Opinion Survey in Term 1 – 2016 Implement “Everyday Counts” program 	<ul style="list-style-type: none"> Curriculum meetings and final curriculum day 2015 Constructed by each P.L.T. for their year levels Following up school unauthorised absences and informing parents of the need to be at school each day Reduce absenteeism by maintaining theme days and celebrations Celebrate students with high attendance rates through assembly reward system 	<p>All staff</p> <p>PLT</p> <p>Student Wellbeing Co-ordinator</p>	<p>First week Term 1</p> <p>Term 1</p> <p>Ongoing</p>	<ul style="list-style-type: none"> All teaching staff to hand over their documentation of students to their new teacher Improved data from Parent Opinion Surveys and Attitudes to School Survey (Term 3) All teaching staff will be better able to prepare work program to suit individual learners Baseline data collected By the end of Term 1 - all students will complete a transition opinion survey (age appropriate) to measure the effectiveness of the transition program and an action plan will be implemented Improved attendance data

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

WELLBEING					
Goals	Ensure all members of the school community feel that they are in a safe and supportive learning Environment	Targets	To match or perform above State mean in the levels of student satisfaction on the Student Attitude to School Survey as measured by each of the mean factor scores related to Student Relationships and Wellbeing		
		12 month targets	<ul style="list-style-type: none"> • Gain Esmart Accreditation • Improved staff opinion survey data in the area of Viable curriculum 		
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
Ensure all members of the school community feel that they are in a safe and supportive learning Environment	<ul style="list-style-type: none"> ▪ Professional Development to improve teacher capacity in understanding and catering for all students ▪ Create professional learning opportunities for all staff to promote greater understanding and strategies to cater for the diverse needs of students 	<ul style="list-style-type: none"> • Add a dot point for attendance in Reports • Posters around the school • Regular Newsletter articles • Lunchtime programs targeting our girls • School Psychologist to implement social skills programs 	All Staff Welfare Co-ordinator Welfare Co-ordinator Welfare Co-ordinator Psychologist	Ongoing	<ul style="list-style-type: none"> ▪ To match or perform above State mean in the levels of student satisfaction on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Student Relationships and Wellbeing</i> ▪ School Connectedness and School safety results will improve
Finalise Esmart Accreditation	<ul style="list-style-type: none"> • Esmart Professional Development • Behaviour management plan framework is developed for all students at need 	<ul style="list-style-type: none"> • Form a staff, student, parent team to work through documentation and Implement suggested changes 	Welfare Co-ordinator Esmart Staff Member	Term 2 2016 Term 4, 2016	<ul style="list-style-type: none"> • Documented behaviour management plans implemented at grade level

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PRODUCTIVITY					
Goals	Promote a commitment to the collective	Targets	Improve the Staff Climate Survey - Staff trust in colleagues to match the State benchmark Improve the Staff Climate Survey Feedback to match the State Benchmark		
		12 month targets	<ul style="list-style-type: none"> Improved staff opinion survey data in the area of Viable curriculum 		
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
<ul style="list-style-type: none"> Implement a leadership structure linked to the PLTs, which will provide leadership, professional development and accountability for high level learning outcomes at a sub-school level 	<ul style="list-style-type: none"> Appoint a Leading Teacher The Junior (F-2), a Senior (3-6) and specialist PLT will meet on a fortnightly basis Implement a leadership structure that drives high level learning outcomes and trust in fellow staff Restructure PLT meetings 	<ul style="list-style-type: none"> The Leading teacher will teach Art and support teaching staff PLT meetings will be held at 8:00 on Tuesday mornings Each PLT leader and the Principal will meet weekly with the Leadership Team PLT meetings to be held every Tuesday Morning 	Principal Leading Teacher and PLT leaders Principal and PLT Leaders PLT leaders	Beginning of 2016 Beginning of 2016 Ongoing Ongoing	<ul style="list-style-type: none"> Leading teacher will drive targets and align teams PLT's will build teacher capacity and drive performance Each PLT will have a better understanding of other departments within the school. There will be a more transparent understanding of the roles of each team and their team members
<ul style="list-style-type: none"> Create and support meaningful opportunities for teachers to work collaboratively and to share and co-develop learning and teaching resources 	<ul style="list-style-type: none"> Collegial visit to accredited Developmental Play –Based schools in the region Classroom collegial visit process 	<ul style="list-style-type: none"> Kathy Walker teachers (F-2) will visit another Developmental school for instruction and for PD purposes Each staff member to visit every other teachers classroom for ½ hour during the year 	Leading Teacher and Junior PLT All teaching staff	End of 2016 End of 2016	<ul style="list-style-type: none"> Teacher capacity to be improved through Professional Development in Kathy Walker teaching Timetabled collegial visits following an agreed proforma of 360 degree feedback Teachers to reflect upon the lesson with visiting staff Staff to engage with other team members to enhance trust, friendship and comradery Each PLT to improve the collegial culture between the teams
<ul style="list-style-type: none"> Implement bi-annual visits from Kathy Walker professionals as well as 	<ul style="list-style-type: none"> Implement bi-annual visits from a Developmental Play professional 	<ul style="list-style-type: none"> School will budget for Kathy Walker representative Collegial Visits to include Play based learning Visit 	Leading Teacher and Junior PLT	2016-2017	<ul style="list-style-type: none"> Teachers will be better trained to teach developmental play based curriculum

yearly collegial visits to accredited schools in the region					
<ul style="list-style-type: none"> Adequate and reliable 21st century resources for whole class usage 	<ul style="list-style-type: none"> Students in 3-6 will have option of purchasing an IPAD ICT Team to provide students with opportunities to develop their ICT skills Build staff capacity in the area of eLearning 	<ul style="list-style-type: none"> Apple will provide lease arrangement or purchase option for families 2 class sets of laptop computers will be available for use Provide PD for all teaching staff to bring their expertise in ICT to a greater level 	<p>ICT Committee</p> <p>ICT Committee</p> <p>ICT Committee and All staff</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Each student will have an IPAD to enhance their learning at school Students will enhance their ICT skills due to easy access to ICT equipment Staff will complete an ICT survey at the conclusion of the year to reflect on their development and familiarity of using ICT equipment at school to enhance student learning Staff use reliable 21st century learning devices in all classrooms to enhance pedagogy and redefine learning

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		

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