

# MRYNIONG PRIMARY SCHOOL

## 2017

### Annual Implementation Plan: for Improving Student Outcomes

School name: Myrniong Primary School

Year: 2017

School number: 0487

Based on strategic plan: 2014-2017

Endorsement:

Principal Allan Peach

Senior Education Improvement Leader Tony Simpson

School council Ainsley Bellette

Published: December 2016



Framework for Improving Student Outcomes



**Improvement Initiatives rationale:**

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

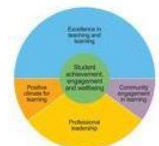
It has been identified in NAPLAN data, supported by on demand testing results that Excellence in teaching and learning and Curriculum planning and assessment are the key priorities for Myrniong Primary School. Both Spelling, Grammar and Punctuation while above state mean were below for like schools. The SSP has a strong emphasis on documenting an agreed approach to teaching and learning to ensure consistently the high standard of teaching and learning with an emphasis on a guaranteed and Viable curriculum. As evidenced in the continua for whole school improvement; Evidence based high- impact strategies. A need has been identified for all teachers to build capacity of explicit teaching with an emphasis of modelling, scaffolding and clearly explaining learning Intentions and success criteria. Attitudes to school survey shows the ongoing issue of student safety is below state mean and therefore needs to be investigated further.

**Key improvement strategies**

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> <li>● Document and Implement an agreed approach to teaching and learning</li> <li>● Build Capacity of all teachers to teach to students point of learning</li> <li>● Build Capacity of all teachers to use explicit teaching with clearly explained learning intentions and success criteria</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>● Build capacity of all teachers to use Data to inform planning at a PLT level</li> <li>● Build capacity of all teachers to use formative and summative tools to evaluate student learning with particular emphasis on Pre-Post testing</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>● Improve transition between class levels with particular focus between play based structure to more formal structured learning environments</li> <li>● Create opportunities for student voice with an emphasis on safety</li> </ul>

School Strategic Plan goals
<ul style="list-style-type: none"> <li>● To improve the quality of teaching in every classroom with a focus on Numeracy and Literacy</li> <li>● Improve student engagement, within the classroom and at a whole school and community level</li> <li>● Ensure all members of the school community feel that they are in a safe and supportive environment</li> <li>● Promote commitment to the collective</li> <li>● Improve the effective and efficient use of school resources</li> </ul>

Improvement Priorities	Improvement 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	





<b>STRATEGIC PLAN GOALS</b>		To Improve the quality of teaching in every classroom with a focus on Numeracy and Literacy						
<b>IMPROVEMENT INITIATIVE</b>		Building practice excellence						
<b>STRATEGIC PLAN TARGETS</b>		<p>The high performing students in the top NAPLAN bands in Year 3 will remain the same in the top bands in Year 5</p> <p>The percentage of students above the state mean for NAPLAN will be maintained</p> <p>The high performing student in the top NAPLAN bands in Year 3 will remain in the tops bands in Year 5</p>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>10% of the middle cohort will move into the higher cohort in the area of Spelling, Grammar and Punctuation</li> <li>Teacher Judgements and assessment data are aligned</li> <li>Evidence based High- Impact strategies of explicit teaching will be systematically used in all classrooms</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Excellence in teaching and learning</b>  Building practice excellence  Document and Implement an agreed approach to teaching and Learning	Professional development in the area the area of curriculum planning and collegial visits	PLT leaders	by the end of Term 2	6 months: All PLT leaders will undergo Curriculum Professional Development I Maintain collegial visit protocols with opportunities to feedback to whole staff	● ● ●	A guaranteed and viable curriculum continuum  New practices and learning imbedded and observed in classrooms		
				12 months: <ul style="list-style-type: none"> <li>I will refer to and use the curriculum document continuum</li> <li>I will have a culture of high expectations for all students by setting challenging learning goals. I support students to use the learning goals to monitor and progress their learning. I encourage students to review and set their own learning goals.</li> </ul>	● ● ●	Work Program will reflect the use of the continuum		
<b>Excellence in teaching and learning</b>  Building practice excellence  Build Capacity of all teachers to teach to students point of learning	Building teacher capacity in the Words Their Way Program	All Staff	12 months	6 months: Curriculum Meeting schedules will have a strong focus on WTW	● ● ●	Teacher Judgement Data Words their Way data Curriculum Minutes and timetables		
				12 months: Evidence of 10% growth in the middle cohort Teacher Judgements	● ● ●	Words their Way data and program evidenced in work programs  Improvement student outcomes in Spelling as evidenced in On-Demand and NAPLAN.		
<b>Excellence in teaching and learning</b>  Building practice excellence  Build Capacity of all teachers to teach to	Continue to improve structure and content of the PLT to successfully assess for, at and of learning stages with an emphasis on pre and post testing	All Staff	12 months	6 months: Implement an agreed form and Structure of PLT Evidenced staff planning to include assessment for, at and of learning.	● ● ●	Improved student outcomes Improved ranking on Continua for school improvement under evidence based and data to guide improvement and measure impact		
				12 months: <ul style="list-style-type: none"> <li>Learning community Practices are clearly defined and embedded in our PLT culture</li> </ul>	● ● ●	Meeting Agenda and Minutes documented Improved student outcomes Improved Staff opinion survey results		



students point of learning				<ul style="list-style-type: none"> <li>I will collect and evaluate data to measure the effectiveness of my classroom practice</li> <li>I will have pre and post testing evident in planning</li> </ul>				
<b>Excellence in teaching and learning</b>	Establish an agreed assessment and data collection approach	Assessment and reporting team	6 Months	6 months: Develop select and use an agreed form of data collection and analysis	● ● ●	Staff use the agreed form of assessment to inform teaching		
	Curriculum planning and assessment			12 months: The school systematically collect, document and share evidence about what works. They integrate findings into professional development processes, which may inform future discussions of teacher Performance and Development Plans.	● ● ●	SMART goals are aligned in PDP documentation and reflect the use of data to inform teaching  Agreed forms of assessment outlined in the staff handbook		
<b>STRATEGIC PLAN GOALS</b>		Improve student engagement. within the classroom and at whole school and community level						
<b>IMPROVEMENT INITIATIVE</b>		Empowering students and building school pride						
<b>STRATEGIC PLAN TARGETS</b>		Maintain mean score on the transition response in the Parent Opinion Survey Absenteeism in all cohorts will be below the state mean Maintain the levels of student satisfaction on the student attitude to school survey to be above the state mean						
<b>12 MONTH TARGETS</b>		To match or perform above State mean in the levels of student satisfaction on the Students Attitude to School Survey in the area of student safety.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Positive climate for learning</b>	Maintain School Chaplain to implement a social skills program	All Staff	12 Months	6 months: Implement student voice survey about what safety means	● ● ●			
	Create opportunities for student voice with an emphasis on safety	Welfare co-ordinator  School Chaplain		12 months: Repeat student voice survey with improved outcomes  Have an increased student safety attitudes to school survey response  Improved attendance rates	● ● ●	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  Students will want to come to school on time each day		
	Create professional learning opportunities for all staff to promote greater understanding and strategies to cater for the diverse needs of students							
	Implement 'It is not Okay to be Away' program							



<b>Positive climate for learning</b>  Reinforce the School Values across the school curriculum	Create opportunities for students with a diverse range of abilities and interests to feel safe and engaged in the school environment	All Staff	Ongoing	6 months: Students will be working towards recognising and displaying the school values in a range of contexts	● ● ●	Engagement levels will show improvement on the attitudes to school survey		
	Each fortnight a school value will be highlighted at the school assembly and each classroom will encompass a focus on the designated value	Welfare co-ordinator	Ongoing	12 months: Recognise and display the school values in a range of context	● ● ●	Evidence of children using and referring to the wheel of choice		
		School Chaplain	Ongoing				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	
<b>Positive climate for learning</b>  Utilise the Student Management System Tool	Staff will use the Student Management System Tool to mark their classroom roll	All staff	Ongoing	6 months: Implement the Student Management Tool across the school	● ● ●	More accurate recording of attendance rates within the school		
	Staff will record critical behaviour incidents from in and out of the classroom	All staff	Ongoing	12 months: Have staff using the SM tool	● ● ●	All staff will be more aware of critical incidents that have occurred within the school Critical incidents can be monitored during transition meetings between teachers at the end of the year		

<b>STRATEGIC PLAN GOALS</b>	Improve student engagement within the classroom and at a whole school level and community level
<b>IMPROVEMENT INITIATIVE</b>	Improve transition K-F between grades and Year 6 to 7. Particular focus on transition between grade 2 and 3
<b>STRATEGIC PLAN TARGETS</b>	Maintain the levels of student satisfaction on the student attitude to school survey to be above the state mean
<b>12 MONTH TARGETS</b>	Attendance rates be at or above state mean Attendance data to be at 92% or above Reduce absenteeism in the P-2 Cohort to be at or above state mean

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Community engagement in learning</b>  Improve transition between class levels with particular focus between play based structure to more formal	Timetable and implement year level transition for teachers and students  All staff, students and parents will complete a transition survey by the end of Term 1  Continue with everyday counts program,	Leading Teacher  Welfare co-ordinator	12 Months  End of Term 1	6 months: <ul style="list-style-type: none"> <li>Implement a whole school transition program for teachers and students</li> <li>Reduce absenteeism through following up school unauthorised absences and informing parents of the need to be at school each day</li> <li>Reduce absenteeism by maintaining theme days and celebrations</li> </ul>	● ● ●	Improved student opinion survey data in the area of transition  Reduction of unapproved parent absences Increase in documented reasons for absences		



structured learning environments	<p>encouraging reward program</p> <p>Introduce Electronic roll marking and text messaging system</p> <p>Reinforce partnership between school and home to establish joint responsibility for student absences</p> <p>Improve student leadership and student voice programs, opportunities and forums</p> <p>Building community Partnership</p> <p>Build a partnership with Kindergarten and Secondary School</p>	ICT TEam	End of Term 1	<p>12 months:</p> <ul style="list-style-type: none"> <li>Improved file handover and transition processes</li> <li>Student driven Junior school council practises</li> <li>Students with high attendance rates through assembly reward system/Celebrations</li> <li>Regular newsletter items 'It's Not Okay To Be Away'</li> </ul>	● ● ●	<p>Reduced Absenteeism and improved attendance rates of 92% or above</p> <p>Improved accuracy in absence codes</p> <p>Current Individual learning pathway documents</p>				
<b>STRATEGIC PLAN GOALS</b>	<p>Improve the effective and efficient use of school resources</p> <p>Promote a commitment to the collective</p>									
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>										
<b>STRATEGIC PLAN TARGETS</b>	<p>Improve the Staff Climate Survey - Staff trust in colleagues to match the State benchmark</p> <p>Improve the Staff Climate Survey Feedback to match the State Benchmark</p> <p>To provide a 1 to 1 device ration across the 3-6 area</p>									
<b>12 MONTH TARGETS</b>	<p>Implement a student Management Tool</p> <p>Create and support meaningful opportunities for teachers to work collaboratively and to share and co-develop learning and teaching resources</p> <p>Provide adequate and reliable 21st century resources for whole class usage</p> <p>Develop a consistent approach to recording of attendance</p>									
KEY IMPROVEMENT STRATEGIES	ACTIONS		WHO	WHEN	SUCCESS CRITERIA	MONITORING	Evidence of impact		Budget	
							Progress Status		Estimate	YTD
<b>Provide a commitment to the collective</b>	Implement a leadership structure that drives high level learning outcomes and trust in fellow staff		All Staff		<p>6 months:</p> <p>Implement the Student Management Tool across the school</p> <p>High expectations. Framed by the schools vision and values are documented</p>	● ● ●	Improved staff opinion survey			



			Timetabled collegial visits following an agreed proforma of 360 degree feedback				
			12 months: Staff will use the SMT	● ● ●			
			Improve the Staff Climate Survey Feedback to match the State Benchmark				
<b>Create and support meaningful opportunities for teachers to work collaboratively and to share and co-develop learning and teaching resources</b>	Implement bi-annual visits from a Developmental Play professional	Junior Staff	6 months:	● ● ●	Improved teaching excellence in goal areas Integrated learning including improved digital technology skills in children	1,000	
	Follow the ICT road mapping documentation outlined	ICT TEAM	Improved teacher capacity in the area of e-Learning To provide a 1 to 1 device ration across the 3-6 area				
	Build staff capacity in the area of eLearning Revise and evaluate Productivity of Kathy Walker program and leadership model	Leadership Junior Team	Develop agreed framework for how to teach enquiry Enquiry consultant engaged			2,000	
	Implement Inquiry based Professional development opportunities	Senior PLT Team					
			12 months: Staff Literacy Manual revised and modified Implement Inquiry based practises aligning with framework	● ● ●	Programs are evaluated and moderated professional learning teams to ensure that the Literacy and Inquiry curriculum framework is clear, consistent and coherent		





#### Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	



**Reflective comments:** [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

**Confidential cohorts analysis:** [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

**Next Steps:**

