

Annual Implementation Plan: for Improving Student Outcomes

School name: Manchester Primary School

Year: 2017

School number: 5009

Based on strategic plan: 2014-2017

Endorsement:

Principal Peter Jenkins 2017

Senior Education Improvement Leader Jeremy Beard

School council Nila Blennerhassett 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> Improve student outcomes in literacy and numeracy 	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	

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.

Develop, document and implement explicit teaching practices in Literacy and Numeracy.

Within MPS there are high levels of expertise in various areas. Our aim is to ensure that teachers are exposed to the best strategies to ensure consistency and exemplary practice across the whole teaching staff.

Build the capability of teachers to be data literate.

Teachers are able to accurately identify where each child is in the developmental continuum in their learning and target teaching to each child's developmental learning needs.

Identify and develop staff leadership capacity to lead school improvement.

Build capacity in aspirant leaders using their various teaching expertise to lead improvement in student academic outcomes

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> Develop and document an Instructional Model across the school that supports consistent teaching practise



Curriculum planning and assessment	<ul style="list-style-type: none"> • Develop, document a guaranteed and viable curriculum in Literacy and Numeracy • Building the capacity of teachers to be data literate.
Building leadership teams	<ul style="list-style-type: none"> • Identify and develop staff leadership capacity to lead school improvement. • Enhance the accountability and feedback processes in the school



Framework for Improving Student Outcomes

Published: February 2016



Achievement

STRATEGIC PLAN GOALS		Improve student outcomes in literacy and numeracy																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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KEY IMPROVE MENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop, document a guaranteed and viable curriculum in Literacy and Numeracy	Implementing a consistent Literacy approach in Reading and Writing	Principal Literacy Leaders (Peter, Meagan, Sarah Bastow Literacy Leaders Program)		<p>Identify staff to lead the rollout and implementation of a whole school consistent Literacy approach.</p> <p>Leadership to support Literacy Leaders to develop a whole school approach to reading.</p> <p>Literacy Leaders deliver whole school professional learning on a common approach.</p> <p>Ensure all staff have resources and skills to deliver a consistent approach to literacy.</p> <p>Work with teachers to identify Good Fit Reading Books.</p> <p>Mentor and support staff to deliver Professional Learning in best practice Literacy Teaching. Monthly professional learning followed by learning walks through each levels class libraries.</p> <p>Design a meeting schedule to enable the delivery of a successful internally delivered Principal to oversee Literacy and Assistant Principal Numeracy professional learning program.</p> <p>Literacy team engage with external Professional development</p> <p>Lead PLTs delivering whole school professional learning to implement a consistent Literacy teaching model</p> <p>Track student reading data</p> <p>Lead moderation sessions in writing</p> <p>Dedicated resources to support Reading approach</p>	<p>● ●</p> <p>● ●</p> <p>●</p>		\$15000 (Professional Learning)	



	Teachers	<p>Literacy minimum time allocations timetabled into daily teaching programs. Planning documents adhere to Instructional Model agreed practices to deliver literacy outcomes.</p> <p>Work with Principal team at least Monthly to interpret data sets to guide programming and planning to target academic growth rates at or above 1 years growth for each student.</p> <p>Attend professional learning offered by Literacy Leaders.</p> <p>Provide support and have input to Good Fit Books for class libraries based on student's interest areas.</p> <p>Teachers using Common language to deliver Reading and Writing. Learning intentions clearly identified for each lesson.</p> <p>Planning reflects - CAFÉ strategies</p> <p>Independent Reading timetabled and consistently implemented.</p> <p>All students tracked against reading continuum semester 1 and writing semester 2, aligned with focus child roster</p> <p>Assessments aligned to schedule guidelines.</p> <p>Identify staff to lead the rollout and implementation of a whole school consistent Literacy approach.</p> <p>Leadership to support Literacy Leaders to develop a whole school approach to reading. Literacy Leaders deliver whole school professional learning on a common approach. Ensure all staff have resources and skills to deliver a consistent approach to literacy. Work with teachers to identify Good Fit Reading Books.</p> <p>Mentor and support staff to deliver Professional Learning in best practice Literacy Teaching. Monthly professional learning followed by learning walks through each levels class libraries.</p> <p>Design a meeting schedule to enable the delivery of a successful internally delivered Literacy and Numeracy professional learning program.</p>	● ● ●			
	Literacy Leaders (Peter, Meagan, Sarah)	<p>Literacy team engage with external Professional development</p> <p>Lead PLTs delivering whole school professional learning to implement a consistent Literacy teaching model</p> <p>Track student reading data</p> <p>Lead moderation sessions in writing</p> <p>Dedicated resources to support Reading approach</p>	● ● ●		\$15000 (Literacy Materials)	
Implementing a consistent approach in numeracy	Assistant Principal	<p>Identify staff to lead the rollout and implementation of a whole school consistent Numeracy approach.</p> <p>Ensure all staff have resources and skills to deliver a consistent approach to numeracy.</p> <p>Mentor and support staff to deliver Professional Learning in best practice numeracy teaching.</p> <p>Design a meeting schedule to enable the delivery of a successful internally delivered Literacy and Numeracy professional learning program.</p>	● ● ●		\$15000 (Numeracy materials)	
	Numeracy Leaders (Sonia, Andy, Josh, Caitlin Bastow Numeracy Leaders)	<p>Numeracy leadership team engage with external Professional development (Bastow Numeracy leaders)</p> <p>Establish a consistent instructional model for delivering numeracy.</p> <p>Confirm numeracy continuum document for tracking student progress.</p> <p>Lead PLTs delivering whole school professional learning to implement a consistent Numeracy teaching model</p>	● ● ●		\$20000 (Professional Learning)	

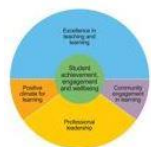


		Teaching		Numeracy minimum time allocations timetabled into daily teaching programs. Planning documents adhere to Instructional Model agreed practices to deliver literacy outcomes. Teachers using Common language to deliver Reading and Writing. Learning intentions clearly identified for each lesson. Planning reflects - CAFÉ strategies Independent Reading timetabled and consistently implemented. All students tracked against reading continuum semester 1 and writing semester 2, aligned with focus child roster Assessments aligned to schedule guidelines				
Provide targeted support for EALD students		Principal		Allocate resources to support delivery of EALD program. Work with leadership team to ensure all staff are tracking EALD students on learning continuum. Ensure accurate data sets for all EALD students are established. Link Reading Recovery Teacher to assist identified ES staff to support teachers to deliver an EALD program				
		Leading Teacher		Align EAL learning continuum with the MPS continuum Data sets easily identified to assist staff with programming and planning				
		Teachers (EALD TC 0.2 ES 0.6)		Teacher and Es staff taking targeted timetabled teaching groups Accurately tracking against EAL continua Improvement in oracy for EAL students Improvements in confidence for EAL students			\$40000 (Staff Provision)	

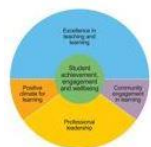


Section 2: Engagement

STRATEGIC PLAN GOALS		To improve Student engagement in their learning																																																																														
IMPROVEMENT INITIATIVE		Develop and Document and Instructional Model																																																																														
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Develop and document an Instructional Model across the school that supports consistent teaching practice	Introduce Visible Learnings as an agreed teaching practise for all sessions.	Principal		Engage a Visible Learnings Coach. Engage the leadership team with Visible learning coaching to mentor teaching staff. Delivering a consistent instructional teaching model that is evident in every classroom. Ensuring Students and staff have access to adequate ICT equipment to access online testing and data collation. Ensuring students have adequate access to new online NAPLAN requirements and have access to practise on the equipment.	● ● ●		\$15000																																																																									

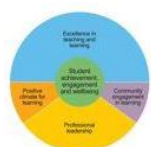


		Leadership Team (PAL, Level Leaders)	<p>Timetabled mentoring meetings with level teams leading data conversations Peter 5 and 6 Sonia 3 and 4 Kellie F-2</p> <p>Work with staff to ensure diversified teaching is catering for individualised program needs and is targeting 1 years academic growth for every student. Ensure staff are using the assessment schedule and are cross checking teacher judgements with assessment scheduled requirements.</p> <p>Ensure staff are utilising ICT equipment to support individualised teaching and assessment Develop a peer mentoring checklist. Work with designated teams to ensure peer mentoring is effective and reflective.</p>	● ● ●		\$15000 (ICT Equipment)	
		Teachers	<p>Engage with Visible learnings coaching and professional learnings. Planning and Programming consistent F- 6. Data driven planning reflected in weekly planning documents. Classroom displays consistent in line with agreed practices. Classroom expectations of Learning intentions and Success Criteria visually displayed. Students cognisant of what is being taught.</p>	● ● ●			



Wellbeing

STRATEGIC PLAN GOALS		To ensure every student achieves success in an inclusive, supportive learning environment.								
OTHER IMPROVEMENT MODEL DIMENSIONS		Targeting engagement through diversifying the program.								
STRATEGIC PLAN TARGETS										
12 MONTH TARGETS		ATTITUDES TO SCHOOL				Percentile Positive Responses				
						2014	2015	2016	2017	
Student Relationships		Classroom Behaviour				85.4	41.1	70.2		+70
		Student Safety				81.6	30.4	62.3		+80
Wellbeing		Teacher Empathy				97.5	74.8	87.5		+80
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING					
					Progress Status	Evidence of impact	Budget			
							Estimate	YTD		
Ensure WLA ideals of individual growth are supported by teaching approaches and wellbeing practices	Identify, establish, and imbed Manchester Primary School Values	principal		Engage with external providers to develop a school community values set. Work with the school community to develop whole school values to drive expectations. Ensure all new staff and staff changing levels have access to WLA PL. Identify staff to form a wellbeing team to support and work with teachers and students.	● ● ●		\$10000			
		Well Being Team		Develop a set of expectations for the school community to adhere to. Establish a consistent practise for all members of the school community to work towards. Lead wellbeing PLT Wellbeing being represented through assemblies, staff briefings	● ● ●					
		Teachers		Staff implementing consistent wellbeing and behaviour strategies into every level. Accepted behaviours and expectations clearly displayed in classrooms and throughout the school. Staff engaging with wellbeing PLT and PL offered. Staff accessing WLA mentoring and ongoing support School community training	● ● ●		\$7000			



Section 3: Productivity

STRATEGIC PLAN GOALS		Increase the capacity of the school to function as a strategic organization						
OTHER IMPROVEMENT MODEL DIMENSIONS		[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]						
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS	SCHOOL STAFF SCHOOL CLIMATE		Whole School					
			2014	2015	2016	2017		
		Collective efficacy	73.50	73.73	75.71	+75		
		Collective responsibility	76.47	78.67	78.58	+80		
		Teacher collaboration	55.76	52.29	65.50	+70		
		Guaranteed and viable curriculum	65.97	60.00	68.05	+70		
		Shielding/Buffering	50.98	55.45	64.85	+60		
	PARENT OPINION		PERCENTILES					
			2014	2015	2016	2017		
	School Climate	School Improvement	11.6	55.4	3.5	+20		
		Approachability	9.5	37.7	1.7	+15		
		Teacher Morale	9.4	70.1	6.7	+15		
		Parent Input	37.8	60.5	7.4	+30		
		Stimulating Learning	6.0	76.0	3.9	+15		
Behaviour Management		17.9	66.4	9.8	+25			
Reporting		13.5	45.8	2.9	+20			
Learning Focus		22.4	58.3	5.2	+25			
Transitions		1.9	71.3	4.7	+15			
		General Satisfaction	13.9	70.8	7.8	+30		
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate YTD	
Identify and develop staff leadership capacity to lead school improvement.	Creating school structure that encourages leadership opportunities and encourages staff to strive for leadership experience.	Principal		Principal, Assistant Principal, Leading Teacher (PAL Team) engage with leadership mentoring Develop a structure with clearly defined responsibilities for staff to take on middle management responsibilities.	● ● ●			



		Leading Teacher	<p>Ensure data sets are maintained and tracked by staff.</p> <p>Ensure the PAL team have access to up to date and accurate data aligned with assessment schedule, to share with level teams during data meetings.</p> <p>Establish parent portal and begin access to ongoing reporting.</p> <p>Oversee the reporting process.</p> <p>Play a leading role in Professional learning and leading role in PLTs impact on school development.</p>	● ● ●		\$16364.55 (0.3 Leading Teacher)	
		PAL	<p>Mentoring staff on consistent expectations of classroom and whole school practise.</p> <p>Lead PLTs to deliver professional learning.</p> <p>Budget management for targeted PLT areas.</p> <p>Work with levels to manage resource allocations to target student achievement.</p> <p>Communication improved across school</p> <p>Level leaders empowered through decision making and responsibilities controlling budgets</p>	● ● ●			
		Teachers	<p>Applications from interested staff for Level leader positions</p> <p>Staff engage in PL opportunities offered through external agencies in Literacy, Numeracy, and Leadership</p> <p>Middle leaders deliver internal PL.</p> <p>Staff engage in internally delivered PL and implement targeted practise into daily programs.</p> <p>Staff supporting each other to ensure consistent practises occur across levels.</p> <p>Staff engage in peer observations and critically reflect and provide constructive feedback based on the observations.</p> <p>Staff taking responsibility for ensuring communication is two way by seeking out information when required through communication conduits identified in the communication tree.</p>	● ● ●		\$5000	



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	Building practice excellence	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.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	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	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	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]				



Considerations for 2018:

