

Annual Implementation Plan: for Improving Student Outcomes

School name: Murrayville Community College

Year: 2017

School number: 5322

Based on strategic plan: 2015 - 2018

Endorsement:

Principal **Natasha Mudie** 20-3-2017

Senior Education Improvement Leader **Gary Weir** 28-3-2017NM

School council **Stacey Morzer-Bruyins** 20-3-2017

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"> To improve the learning and growth of students particularly in the key areas of literacy, numeracy and VCE achievement. To improve student outcomes in writing. Use student feedback to drive school improvement, so that all students feel valued, confident and are equally catered for and demonstrate pride in the college. 	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.

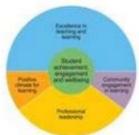
The school's most recent Review identified a lack of consistency in teaching practice. The 2016 P&D process showed variation between teachers of how well and how often teachers were planning for and implementing Higher Order Thinking Tasks across the curriculum.
 NAPLAN results have consistently showed that students are performing at a lower level in Spelling than other areas of Literacy.
 Creating a culture of aspiration was identified as a goal in our most recent Review.

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"> Use Professional Learning Team (PLT) structure to support teacher improvement through ongoing professional learning, collaboration and sharing around engagement of all students. (Unleash Learning) Continue to build teacher capacity to use Formative Assessment & Higher Order Thinking tasks, consistently across the curriculum. Establish a whole (P-6) approach to spelling.
Empowering students and	<ul style="list-style-type: none"> Embed the use of Data to assist students to identify their current attainment levels, set learning goals and inform students of their progress.

building school pride

- Increase the extent to which students have voice and choice in their learning.



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To improve the learning and growth of students particularly in the key areas of literacy, numeracy and VCE achievement. To improve student outcomes in writing. Use student feedback to drive school improvement, so that all students feel valued, confident and are equally catered for and demonstrate pride in the college. 																																							
IMPROVEMENT INITIATIVE	Building practice excellence																																							
STRATEGIC PLAN TARGETS	<p>By the end of 2018 MCC will achieve:</p> <ul style="list-style-type: none"> 80% of students will be reading at level 25 or above at the end of Year 2 90% of students will achieve 1 year AusVELS learning growth in English and Math P-6 and 7-10 <table border="1"> <thead> <tr> <th>3-5 NAPLAN Learning Gain Low category</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>≤20</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>≤20</td> </tr> <tr> <th>5-7 NAPLAN Learning Gain Low category</th> <th>2014</th> <th>2018</th> </tr> <tr> <td>Reading</td> <td>17%</td> <td>≤20</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>≤20</td> </tr> <tr> <th>7-9 NAPLAN Learning Gain Low category</th> <th>2014</th> <th>2018</th> </tr> <tr> <td>Reading</td> <td>22%</td> <td>≤20</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>≤20</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>VCE Results</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Mean Study Score</td> <td>25.91</td> <td>30</td> </tr> <tr> <td>English Mean Study Score</td> <td>26</td> <td>30</td> </tr> <tr> <td>% of VCE Study Scores 40+</td> <td>0</td> <td>5%</td> </tr> </tbody> </table>	3-5 NAPLAN Learning Gain Low category	2014	2018	Reading	60%	≤20	Numeracy	20%	≤20	5-7 NAPLAN Learning Gain Low category	2014	2018	Reading	17%	≤20	Numeracy	33%	≤20	7-9 NAPLAN Learning Gain Low category	2014	2018	Reading	22%	≤20	Numeracy	0%	≤20	VCE Results	2014	2018	Mean Study Score	25.91	30	English Mean Study Score	26	30	% of VCE Study Scores 40+	0	5%
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12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>By the end of 2017 MCC will achieve:</p> <ul style="list-style-type: none"> 78% of students will be reading at level 25 or above at the end of Year 2 85% of students will achieve 1 year AusVELS learning growth in English and Math P-6 and 7-10 <table border="1"> <thead> <tr> <th>3-5 NAPLAN Learning Gain Low category</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>≤20</td> </tr> <tr> <td>Numeracy</td> <td>≤20</td> </tr> <tr> <th>5-7 NAPLAN Learning Gain Low category</th> <th>2017</th> </tr> <tr> <td>Reading</td> <td>≤20</td> </tr> <tr> <td>Numeracy</td> <td>≤20</td> </tr> <tr> <th>7-9 NAPLAN Learning Gain Low category</th> <th>2017</th> </tr> <tr> <td>Reading</td> <td>≤20</td> </tr> <tr> <td>Numeracy</td> <td>≤20</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>VCE Results</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Mean Study Score</td> <td>29</td> </tr> <tr> <td>English Mean Study Score</td> <td>29</td> </tr> <tr> <td>% of VCE Study Scores 40+</td> <td>5%</td> </tr> </tbody> </table>	3-5 NAPLAN Learning Gain Low category	2017	Reading	≤20	Numeracy	≤20	5-7 NAPLAN Learning Gain Low category	2017	Reading	≤20	Numeracy	≤20	7-9 NAPLAN Learning Gain Low category	2017	Reading	≤20	Numeracy	≤20	VCE Results	2017	Mean Study Score	29	English Mean Study Score	29	% of VCE Study Scores 40+	5%													
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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Use Professional Learning Team (PLT) structure to support teacher improvement through ongoing professional learning, collaboration and sharing around engagement of all students.	<ul style="list-style-type: none"> Undertake the online learning, collaboration and sharing on "How to Unleash Learning" 	NM	August	6 months: <ul style="list-style-type: none"> All teachers have completed the online learning, collaboration and sharing on "How to Unleash Learning". Teachers have evidence of how they have used the strategies in their own classes in P&D Plans 	● ● ●		\$5500	
				12 months: <ul style="list-style-type: none"> Teachers will have chosen a repertoire of strategies from the PD to ensure that all students are 'lifting the weights' and engaged in learning Teachers will provide evidence of this at the P&D review. 	● ● ●			
Continue to build teacher capacity to use Formative Assessment & Higher Order Thinking tasks, consistently across the curriculum.	<ul style="list-style-type: none"> Provide feedback to teachers on their capacity to effectively use Formative Assessment and Higher Order Thinking Tasks consistently. Provide new teachers with professional learning opportunities around FA & HOT 	NM	Term 4	6 months: <ul style="list-style-type: none"> Learning walks have been conducted and staff provided with formal feedback around the way they are embedding FA & HOT Teachers set goal of embedding FA & HOT in PD plans 	● ● ●			
				12 months: <ul style="list-style-type: none"> New staff have undertaken some form of professional learning around FA & HOT Existing staff will provide evidence of how FA & HOT is embedded into their everyday practice. 	● ● ●			
Establish a whole (P-6) approach to spelling.	<ul style="list-style-type: none"> Establish Soundwaves as the spelling program for P-6 	EW, KW, JaW, JM	Term 1	6 months: <ul style="list-style-type: none"> Teachers and students are familiar with and regularly using the program to teach/learn spelling. 	● ● ●			
				12 months: <ul style="list-style-type: none"> Spelling outcomes have shown improvement across P-6. 	● ● ●			



Section 2: Improvement Initiatives

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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Embed the use of Data to assist students to identify their current attainment levels, set learning goals and inform students of their progress.	<ul style="list-style-type: none"> Embed the use of MID tool or equivalent for 7-12 students and Learning goals for P-6 	NM	July	6 months: <ul style="list-style-type: none"> Teachers can show evidence of how students in their classes are tracking their own progress and setting their own learning goals Data wall is updated and maintained 	● ● ●			
				12 months: <ul style="list-style-type: none"> Student report high motivation levels Student outcomes continue to improve 	● ● ●			
Increase the extent to which students have voice and choice in their learning.	<ul style="list-style-type: none"> Provide professional development to teachers around student voice Develop and embed a student survey and survey schedule that provides teachers with feedback that informs teaching practices from Years 5-12. 	NM	Term 1	6 months: <ul style="list-style-type: none"> Teachers have a clear understanding of what student voice and choice is, and are able to articulate this in their planning 	● ● ●			
				12 months: <ul style="list-style-type: none"> Teachers can demonstrate that they have used feedback from students to inform or modify their teaching. Stimulating Learning has shown improvement in school level surveys. 	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
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	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



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	< 1	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	1 1	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:				

