**2020 Annual Implementation Plan**

Submitted for review by Natasha Mudie (School Principal) on 20 December, 2019 at 02:20 PM  
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 07 January, 2020 at 11:09 AM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Murrayville Community College (5433)



**Self-evaluation Summary - 2020**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving |
|  | Curriculum planning and assessment | Emerging |
|  | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Emerging moving towards Evolving |

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| **Professional leadership** |  | Building leadership teams | Emerging moving towards Evolving |
|  | Instructional and shared leadership | Emerging |
|  | Strategic resource management | Evolving |
|  | Vision, values and culture | Evolving |

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| **Positive climate for learning** |  | Empowering students and building school pride | Evolving |
|  | Setting expectations and promoting inclusion | Evolving moving towards Embedding |
|  | Health and wellbeing | Evolving moving towards Embedding |
|  | Intellectual engagement and self-awareness | Evolving |

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| **Community engagement in learning** |  | Building communities | Emerging moving towards Evolving |
|  | Global citizenship | Emerging moving towards Evolving |
|  | Networks with schools, services and agencies | Emerging moving towards Evolving |
|  | Parents and carers as partners | Evolving |

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| **Enter your reflective comments** | From our review it was clear that we have further work to do around embedding our instructional model, especially in regards to the teaching literacy. We also need to invest in increasing our consistency around curriculum planning and assessment. We also need to work harder to engage parents and carers as partners in the learning. |
| **Considerations for 2020** | All teachers will be working with teachers from the Mallee Cluster to improve literacy and student voice, agency and aspiration. Cluster PLC's will be a large part of our work. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | Improve student achievement and growth in literacy |
| Target 1.1 | **Reading**  Increase the percentage of students with high or medium growth in reading  from  72% @ Yr 5, 63% @ Yr 7 and 91% @ Yr 9 in 2019 to 80% consistently in 2023  Increase the percentage of students performing at or above expected age level in reading from 94% in 2019 @ P-6 to 95% in 2023  Increase the percentage of students performing at or above expected age level in reading from 85% in 2019 @ 7-10 to 90% in 2023  100% of students (without diagnosed special needs and attendance of 80% or higher) achieve green in culumative Initial Lit testing by the end of Prep |
| Target 1.2 | **Writing**  Maintain the percentage of students with high or medium growth in writing from 84% @ Yr 5, 100% @ Yr 7 and 100% @ Yr 9 to 90% consistently in 2023  Increase the percentage of students performing at or above expected age level in writing from 89% in 2019 @ P-6 to 95% in 2023  Increase the percentage of students performing at or above expected age level in writing from 83% in 2019 @ P-6 to 90% |
| Target 1.3 | **VCE**  VCE mean study score to increase from 31 in 2018 to 32 by 2023  VCE mean study score for English to increase from 27 in 2018 to 30 by 2023 |
| Key Improvement Strategy 1.a Building practice excellence | Embed an agreed instructional model and a whole school approach to teaching literacy that is consistently implemented by all staff. |
| Key Improvement Strategy 1.b Evaluating impact on learning | Build teacher data literacy to inform teaching and learning of reading and writing. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Further develop and embed whole school consistency of curriculum planning, delivery and assessment practices of reading and writing |
| Goal 2 | Improve the learning growth of every student in numeracy |
| Target 2.1 | Increase the percentage of students with high or medium growth in numeracy  from  43% @ Yr 5, 75% @ Yr 7 and 82% @ Yr 9 in 2019 to 80% consistently in 2023.  Increase the percentage of students performing above expected age level in numeracy from 10% in 2019 @ P-6 to 15% in 2023.  Increase the percentage of students performing at or above expected age level in numeracy from 75% in 2019 @ 7-10 to 85% in 2023. |
| Target 2.2 | By 2023, the percentage of students responding positively to the Motivation and Interest factor (AtoSS) will be at or above 80%. |
| Key Improvement Strategy 2.a Building practice excellence | Develop a whole school approach to teaching numeracy that is consistently implemented by all staff. |
| Key Improvement Strategy 2.b Evaluating impact on learning | Build mathematics teachers' data literacy to inform teaching and learning of numeracy. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Develop and embed whole school consistency of curriculum planning, delivery and assessment practices of numeracy. |
| Goal 3 | Improve student engagement and confidence in learning |
| Target 3.1 | **Attitudes to School Survey**  Increase the factor percentiles for Stimulated learning from 62% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Stimulated learning from 90% in 2019 for 7-12 to at least 93% by 2023  Increase the factor percentiles for Student Voice and Agency from 13% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Student Voice and Agency from 90% in 2019 for 7-12 to at least 93% by 2023  Increase the factor percentiles for High Expectations for Success from 3% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for High Expectations for Succes from 92% in 2019 for 7-12 to at least 95% by 2023  Increase the factor percentiles for Sense of Confidence from 3% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Sense of Confidence from 93% in 2019 for 7-12 to at least 95% by 2023 |
| Target 3.2 | **Parent Opinion Survey**  Increase the factor percentiles for Stimulating Learning Environment from 66% in 2019  to at least 80% by 2023  Increase the factor percentiles for Student Voice and Agency from 98% in 2019 for P-6 to at least 99% by 2023  Increase the factor percentiles for High Expectations for Succes from 81% in 2019 to at least 95% by 2023  Increase the factor percentiles for Confidence and Resiliency skills from 80% in 2019 for P-6 to at least 85% by 2023 |
| Target 3.3 | By 2023, the percentage of teachers responding positively to Teacher Collaboration will be 75% or above |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build a common understanding of Student Voice and ways to empower students in their learning. |
| Key Improvement Strategy 3.b Networks with schools, services and agencies | Continue to embed the school’s active participation in the Mallee Education Cluster and local networks |
| Key Improvement Strategy 3.c Parents and carers as partners | Develop and implement strategies to involve parents and carers as partners in learning |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve student achievement and growth in literacy | Yes | **Reading**  Increase the percentage of students with high or medium growth in reading  from  72% @ Yr 5, 63% @ Yr 7 and 91% @ Yr 9 in 2019 to 80% consistently in 2023  Increase the percentage of students performing at or above expected age level in reading from 94% in 2019 @ P-6 to 95% in 2023  Increase the percentage of students performing at or above expected age level in reading from 85% in 2019 @ 7-10 to 90% in 2023  100% of students (without diagnosed special needs and attendance of 80% or higher) achieve green in culumative Initial Lit testing by the end of Prep | Increase % of students with high or medium growth in reading to: - 75% @ Yr 5, Yr 7 and maintain 91% @Yr 9 - maintain or improve 94% of students reading at or above age level in P-6 -increase the % of students reading at or above age level in 7-10 to 87% |
| **Writing**  Maintain the percentage of students with high or medium growth in writing from 84% @ Yr 5, 100% @ Yr 7 and 100% @ Yr 9 to 90% consistently in 2023  Increase the percentage of students performing at or above expected age level in writing from 89% in 2019 @ P-6 to 95% in 2023  Increase the percentage of students performing at or above expected age level in writing from 83% in 2019 @ P-6 to 90% | Increase % of students performing at or above expected age level in writing to 90% P-6 and 85% 7-10 |
| **VCE**  VCE mean study score to increase from 31 in 2018 to 32 by 2023  VCE mean study score for English to increase from 27 in 2018 to 30 by 2023 | Increase VCE English mean study score to 28 in 2019 |
| Improve the learning growth of every student in numeracy | No | Increase the percentage of students with high or medium growth in numeracy  from  43% @ Yr 5, 75% @ Yr 7 and 82% @ Yr 9 in 2019 to 80% consistently in 2023.  Increase the percentage of students performing above expected age level in numeracy from 10% in 2019 @ P-6 to 15% in 2023.  Increase the percentage of students performing at or above expected age level in numeracy from 75% in 2019 @ 7-10 to 85% in 2023. |  |
| By 2023, the percentage of students responding positively to the Motivation and Interest factor (AtoSS) will be at or above 80%. |  |
| Improve student engagement and confidence in learning | Yes | **Attitudes to School Survey**  Increase the factor percentiles for Stimulated learning from 62% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Stimulated learning from 90% in 2019 for 7-12 to at least 93% by 2023  Increase the factor percentiles for Student Voice and Agency from 13% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Student Voice and Agency from 90% in 2019 for 7-12 to at least 93% by 2023  Increase the factor percentiles for High Expectations for Success from 3% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for High Expectations for Succes from 92% in 2019 for 7-12 to at least 95% by 2023  Increase the factor percentiles for Sense of Confidence from 3% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Sense of Confidence from 93% in 2019 for 7-12 to at least 95% by 2023 | Increase Student Voice and Agency in P-6 to over 50% Increase High Expectations for Success in P-6 to over 50% Increase Sense of Confidence in P-6 to over 50% |
| **Parent Opinion Survey**  Increase the factor percentiles for Stimulating Learning Environment from 66% in 2019  to at least 80% by 2023  Increase the factor percentiles for Student Voice and Agency from 98% in 2019 for P-6 to at least 99% by 2023  Increase the factor percentiles for High Expectations for Succes from 81% in 2019 to at least 95% by 2023  Increase the factor percentiles for Confidence and Resiliency skills from 80% in 2019 for P-6 to at least 85% by 2023 | Increase the Stimulating Learning Environment to over 70% |
| By 2023, the percentage of teachers responding positively to Teacher Collaboration will be 75% or above | Teacher Collaboration to be above 70% |

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| Goal 1 | Improve student achievement and growth in literacy | |
| 12 Month Target 1.1 | Increase % of students with high or medium growth in reading to: - 75% @ Yr 5, Yr 7 and maintain 91% @Yr 9 - maintain or improve 94% of students reading at or above age level in P-6 -increase the % of students reading at or above age level in 7-10 to 87% | |
| 12 Month Target 1.2 | Increase % of students performing at or above expected age level in writing to 90% P-6 and 85% 7-10 | |
| 12 Month Target 1.3 | Increase VCE English mean study score to 28 in 2019 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Embed an agreed instructional model and a whole school approach to teaching literacy that is consistently implemented by all staff. | Yes |
| **KIS 2**  Evaluating impact on learning | Build teacher data literacy to inform teaching and learning of reading and writing. | Yes |
| **KIS 3**  Curriculum planning and assessment | Further develop and embed whole school consistency of curriculum planning, delivery and assessment practices of reading and writing | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | As a school we want to embed the work already done in literacy and ensure that teachers are building their data literacy around our literacy data. | |
| Goal 2 | Improve student engagement and confidence in learning | |
| 12 Month Target 2.1 | Increase Student Voice and Agency in P-6 to over 50% Increase High Expectations for Success in P-6 to over 50% Increase Sense of Confidence in P-6 to over 50% | |
| 12 Month Target 2.2 | Increase the Stimulating Learning Environment to over 70% | |
| 12 Month Target 2.3 | Teacher Collaboration to be above 70% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Build a common understanding of Student Voice and ways to empower students in their learning. | Yes |
| **KIS 2**  Networks with schools, services and agencies | Continue to embed the school’s active participation in the Mallee Education Cluster and local networks | Yes |
| **KIS 3**  Parents and carers as partners | Develop and implement strategies to involve parents and carers as partners in learning | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Teachers will work with colleagues from Cluster schools to build their understanding of Student voice and how to empower students in their learning. We need to have our students feeling more in control of what and how they learn so that they are motivated to achieve their best. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | Improve student achievement and growth in literacy | | | | |
| 12 Month Target 1.1 | Increase % of students with high or medium growth in reading to: - 75% @ Yr 5, Yr 7 and maintain 91% @Yr 9 - maintain or improve 94% of students reading at or above age level in P-6 -increase the % of students reading at or above age level in 7-10 to 87% | | | | |
| 12 Month Target 1.2 | Increase % of students performing at or above expected age level in writing to 90% P-6 and 85% 7-10 | | | | |
| 12 Month Target 1.3 | Increase VCE English mean study score to 28 in 2019 | | | | |
| KIS 1 Building practice excellence | Embed an agreed instructional model and a whole school approach to teaching literacy that is consistently implemented by all staff. | | | | |
| **Actions** | Staff PD around the School's Instructional Model. Document the whole school approach to the teaching of literacy. Complete Literacy Leaders PD modules with all P-6 staff. Build capacity of all teachers through MYLNS | | | | |
| **Outcomes** | All teachers see themselves as teachers of literacy and have the capacity to explicitly teach and assess oral language, vocabulary, reading comprehension and writing. Literacy dimensions appear in planning documents and student assessment rubrics The Instructional Model is clearly visible in classrooms across the school during learning walks and talks. | | | | |
| **Success Indicators** | Evidence presented at Teachers P&D review. Planning documents, assessment rubrics, student work. Evidence from Learning walks and talks. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| PD on Schools Instructional Model | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Document whole school approach to the teaching of literacy | | 🗹 All Staff | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| LIteracy Modules completed | | 🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Evaluating impact on learning | Build teacher data literacy to inform teaching and learning of reading and writing. | | | | |
| **Actions** | Embed Accelerated Reader Program and PAT Testing Implement CARS & STARS Program Complete associated PD with AR, PAT-R, CARS & STARS Review Big Write - Cold write folders Review and refine the process of compiling a P-6 data wall In School PD - Clarity modules 2, 4 & 5 | | | | |
| **Outcomes** | Teachers will have a better understanding of the data provided by the various sources and will be able to use this to drive their teaching Teachers will be able to explain the data for each individual student, describe their growth and how they are addressing their identified needs The data wall is an up to date and accurate reflection of where students are at. | | | | |
| **Success Indicators** | Completed PD  Data Wall | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Revised and refined data wall | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| PD - AR, PAT, CARS & STARS PD - Clarity Modules 2,4 & 5 | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | Improve student engagement and confidence in learning | | | | |
| 12 Month Target 2.1 | Increase Student Voice and Agency in P-6 to over 50% Increase High Expectations for Success in P-6 to over 50% Increase Sense of Confidence in P-6 to over 50% | | | | |
| 12 Month Target 2.2 | Increase the Stimulating Learning Environment to over 70% | | | | |
| 12 Month Target 2.3 | Teacher Collaboration to be above 70% | | | | |
| KIS 1 Empowering students and building school pride | Build a common understanding of Student Voice and ways to empower students in their learning. | | | | |
| **Actions** | PD session with Teacher of the Year - Hayley Dureau @ Mallee Cluster day/followed by Collaboration and Action Research in Groups. In school PD using Amplify booklet.& Clarity Module 6 - "Effective Learning - What do the students say" Teachers PDP goal will reflect the implementation of Student Voice at a classroom level. | | | | |
| **Outcomes** | Teachers have a greater capacity to include Student Voice in their teaching and learning. Students will be able to report how they are able to influence what and how they learn in surveys and Learning Walks and Talks. | | | | |
| **Success Indicators** | Student Voice and Agency measure on AToSS Other student surveys, feedback forms, data collected on Learning Walks and Talks | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Cluster PD day & goals for the year set | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00  🗹 Equity funding will be used |
| In School PD - Amplify & Clarity Module 6 | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Student Surveys & evidence collected from Learning Walks etc | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Networks with schools, services and agencies | Continue to embed the school’s active participation in the Mallee Education Cluster and local networks | | | | |
| **Actions** | Cluster Day & Cluster PLC's formed. Ongoing support for Cluster PLC's to work together across the year, through use of Technology & PP days. | | | | |
| **Outcomes** | Greater collaboration between staff and students across the Mallee Cluster. Improved Student Voice and Literacy outcomes across the cluster. Greater learning confidence and confidence in the school. | | | | |
| **Success Indicators** | Student voice and literacy data Group presentations about what has been achieved in Student Voice & Literacy by their collaboration in 2020. AToSS data Learning confidence, Student Voice, Stimulating Learning Environment. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Cluster day & PLC's formed | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00  🗹 Equity funding will be used |
| Group presentations | | 🗹 All Staff | 🗹 PLP Priority | from: Term 3  to: Term 4 | $1,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $3,000.00 | 0.00 |
| Additional Equity funding | $5,703.00 | $5,703.00 |
| **Grand Total** | $8,703.00 | $5,703.00 |

Activities and Milestones

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| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Cluster PD day & goals for the year set | from: Term 1  to: Term 1 | 🗹 Professional development (excluding CRT costs and new FTE) | $1,000.00 |  |
| Cluster day & PLC's formed | from: Term 1  to: Term 1 | 🗹 Professional development (excluding CRT costs and new FTE) | $1,000.00 |  |
| Group presentations | from: Term 3  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $1,000.00 |  |
| **Totals** | | | $3,000.00 |  |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Teaching resources to enhance oral language skills of students P-10 | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| CRT to provide release for Professional Learning | from: Term 1  to: Term 4 | 🗹 CRT | $3,703.00 | $3,703.00 |
| **Totals** | | | $5,703.00 | $5,703.00 |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| PD - AR, PAT, CARS & STARS PD - Clarity Modules 2,4 & 5 | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Literacy Leaders  🗹 Departmental resources  Clarity Modules | 🗹 On-site |
| Cluster PD day & goals for the year set | 🗹 All Staff | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day | 🗹 External consultants  Country Education Partnership | 🗹 Off-site  Ouyen P-12 |
| In School PD - Amplify & Clarity Module 6 | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist | 🗹 On-site |
| Cluster day & PLC's formed | 🗹 All Staff | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day | 🗹 External consultants  CEP | 🗹 Off-site  Ouyen P-12 |
| Group presentations | 🗹 All Staff | from: Term 3  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |