Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Manchester Primary School (5009)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Build a leadership structure that is shared and distributive and enhances team leaders capacity to lead and implement change

12 Month Target 1.1	Teachers accurately identifying and targeting 1 Years Growth for every student.
	
	Level 3 Bottom
	          Reading 15 13 Target 8% -3%
	          Writing 11 13 Target 5% -8%
	          Numeracy 15 13 -2%
	
	Level 3 Top
	          Reading 56 45
	          Writing 62 45
	
	        Numeracy 48 41
	
	increase required
	
	Parent Survey
	Stimulated Learning: 64 70 10%
	Agency and voice 62 74 6%
	
	Staff Survey
	Over All Score 67 81 0%
	Collective Efficacy 78 73 2%
	Monitor Effectiveness 100 100 0%
	using data

Semester Target

Semester 1 2020		Number Of Students	% of Students			Number of students		
Reading and viewing	**Prep**	50	25	50	25	13	25	12
	Year 1	27	14.8%	85.2%	0.0%	4	23	0
	Year 2	37	35.1%	45.9%	18.9%	13	17	7
	Year 3	40	32.5%	55.0%	12.5%	13	22	5
	Year 4	37	32.4%	54.1%	13.5%	12	20	5
	Year 5	39	48.7%	46.2%	5.1%	19	18	2
	Year 6	46	26.1%	45.7%	28.3%	12	21	13
Writing	**Prep**	50	25	50	25	13	25	12
	Year 1	21	33.3%	66.7%	0.0%	7	14	0
	Year 2	34	23.5%	67.6%	8.8%	8	23	3
	Year 3	40	7.5%	82.5%	10.0%	3	33	4
	Year 4	37	8.1%	56.8%	35.1%	3	21	13
	Year 5	39	17.9%	74.4%	7.7%	7	29	3
	Year 6	46	6.5%	54.3%	39.1%	3	25	18
Number and Algebra	**Prep**	50	25	50	25	13	25	12
	Year 1	34	14.7%	85.3%	0.0%	5	29	0
	Year 2	39	43.6%	43.6%	12.8%	17	17	5
	Year 3	41	19.5%	70.7%	9.8%	8	29	4
	Year 4	37	24.3%	48.6%	27.0%	9	18	10
	Year 5	39	25.6%	64.1%	10.3%	10	25	4
	Year 6	46	4.3%	45.7%	50.0%	2	21	23

KIS 1 Building practice excellence	Develop teachers as instructional leaders across the school. Develop consistency of practice Target the structuring of lessons as a key driver for instructional success
Actions	Teaching approaches will target student improvement through rigorous Formative assessment practice supported by consistent whole school structures. Teachers will use school supported structures to ensure consistent student transition through the school. All staff will understand and embed the Manchester Way of teaching and learning to target the learning development of all students.
Outcomes	Leaders Will Engage in coaching to target: Consistency of Practice Accurate and dynamic planning responsive to learning outcomes Target Excelling outcomes in HITS area 2, 3, 5 and 6 Analyse data sets aligned to PLT area of focus Translating data sets to target student growth Identify % of students below at or above level to set data growth targets. Ensure Assessment schedule is being acted upon Work with staff to achieve Embedding outcomes as a school HITS 2. Teachers Will: Set professional practice development goals in literacy and numeracy improvement in PDP from Peer Observation. Plan using Manchester Literacy and Numeracy Scope and Sequence Identify track and maintain student growth against % below level, at level, above as identified in previous reporting period to ensure 1 years academic growth. Engage with coaching from PLT and SIT leaders Reflect on and act on coaching feedback Planning documents will be dynamic and adaptive based on data directed learning Use assessment data to drive planning Maintain accurate and up to date formative assessment data ES will Support teachers to set targets for identified students in each lesson Identify targeted students point of learning needs Connect the point of learning to the lesson focus

	Work with teachers to identify the narrative student data is telling us Provide evidence of formative assessment observations to teachers based on a students point of learning Leaders will: Monitor and compare whole school data sets SIT has a collective focus on data tracking Monitor data informed planning Work with teacher to consolidate and interpret formative data. Design consistent processes to collect formative data. Teachers will: Provide evidence of professional growth aligned to identified goals from Peer Observation. Monitor and compare class data sets Analyse assessment data and identify development areas Use data to inform planning to target cohort learning needs Weekly planning minutes will reflect discussion on where students' point of learning aligns to success criteria, based on what cohort data is telling us. Use formative assessment data to regularly update continuum tracker Students will Be able to identify their point of learning Engage with setting personal learning goals aligned to focus student tracker Identify the success criteria that they are working on each lesson.
Success Indicators	End of term 1 and 3 All teams using consistent planning document Teams unpacked Data Diamonds from previous reporting period Teams have identified Cohort Goals Focus Child tracker is up to date and accurate (ongoing for whole year) Data diamonds compare tracking and intervention needs to ensure year growth targets are achieved End of term 2 (6 months growth) term 4 (12 months) New Data Diamonds created by teams Assessment data discussed and minuted in planning meetings Planning reflects student point of learning being identified and addressed Triangulation of data confirms accuracy of growth Student targets compare with goals set.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
	☐ All Staff	☐ PLP Priority	Ongoing	✖ Equity funding will be used

Goal 2	Strengthen School Community Engagement

12 Month Target 2.1	Actual data 2018 2019 % increase required Parent Survey Parent Participation 64 72 8% Teacher Com. 57 54 26% School Support 61 64 16% Student Attitudes Effective teaching time 91 93 0% Stimulated learning 93 90 0% Staff Survey

KIS 1 Building communities	Engage the School Council in the communication process.

Actions	● Actively target parents in the communication process to ensure positive home school relations. ● Engage parents as active participants in their child's educational development

Outcomes	Leaders will: ● Regularly communicate policies and practices as relevant through newsletter or other communication channel ● Implement strategies and processes to encourage and empower parents to communicate and engage with the school ● Build parent capacity to understand reporting and assessment. ● Survey parents for feedback around current communication practices. ● Align PL with relevant professional partnerships.

	● Monitor staff engagement and wellbeing. ● Engage PL focused on staff wellbeing. ● Provide time in the meeting schedule to maintain Focus Child Tracker. Teachers will: ● Update Focus Child Tracker every fortnight ● Provide newsletters twice per term ● Engage with community supports and service deliveries to students and their families. ● Report to parents the areas of excellence in Literacy / Numeracy ● Have a collective commitment to communicate with families face to face at all opportunities to pass on positive messages ie at pickup, twilight sports and other whole events. ● Invite parents and wider community to attend classroom lesson (1 literacy & 1 Numeracy) Students will: ● present at parent information sessions ESS will: ● Support positive communication with parents and students ● Record daily notes on Sentral about student achievement ● Provide help and support around administrative tasks for parents and carers accessibility to information about their child. School Council will: ● Create Survey Monkey via email for parent satisfaction survey Identify areas of improvement areas to target from the parent survey
Success Indicators	● Parents can access Sentral Portal - Focus Child Tracker ● Improved school data as above : Parent and Staff Survey Data , ATOSS, ● Higher levels of parent / carer response rates in Parent Survey ● Improved student attendance data ● FISO continuum Strengthen School Community Engagement will move from Emerging to embedding. ● 30% of all families engage with School Council Surveys ● School community is engaged with community groups ● Positive conversations between parents and teachers

Activities and Milestones	Who	Is this a PL Priority	When	Budget
		⊠ PLP Priority		⊠ Equity funding will be used

Goal 3	Improving individual student outcomes in Literacy and Numeracy

| **12 Month Target 3.1** | Actual data   2018   2019   % increase required
NAPLAN 3-5
       Low R   39%   18%   0%
            W   41%   23%   0%
            N   24%   21%   1%
       High R   14%   40 %   0%
            W   15%   25%   0%
            N   6%   34%   0%
   5-7
       Low R   26%   23%   -2%
            W   32%   28%   -3%
            N   32%   31%   -6%
       High R   11%   10%   15%
            W   14%   28%   0%
            N   21%   13%   12%

Parent Survey
Student Motivation   61   64
and support
Parent Participation   64   72   8%
and involvement

Staff Survey Data
Shielding and   79   74   6%
Buffering
Collective   86   89   0%
responsibility |

KIS 1 Setting expectations and promoting inclusion	Create a school culture of collective responsibility through accurate data collation for every student that targets each child's point of learning
Actions	● All staff are engaged in effective conferencing, including the use of formative assessment. ● All staff collecting data to guide target setting. ● All staff are engaging the HITS effectively in their classroom.
Outcomes	Leaders will: ● Ensure all teaching staff are using the Instructional Model (Literacy and Numeracy) ● Model assessing student learning against LIs and SCs during conferencing ● Support staff to set targeted learning goals for each student ● Model Conferencing ● Model how to collect formative data when conferencing ● Model how to provide constructive feedback to students ● Mentor staff in conferencing. ● Mentor staff to collect formative data when conferencing ● Mentor staff to provide constructive feedback to students Teachers will: ● Ensure that students with additional needs are provided with adjustments and support to access the learning intentions and success criteria (EAL, PSD) ● Use the instructional model when teaching (Literacy and Numeracy) ● Differentiate for student needs identified in planning documents ● Design success criteria that encompass low floor high ceiling based on Victorian Curriculum as well as individual student data ● Ensure ES Staff have access to and understand the success criteria and individual student data ● Conference with students in literacy (Reading & Writing) and numeracy at least once per fortnight. ● Obtain formative data and evidence (notes) when conferencing with students and provide immediate and timely feedback on target setting for point of learning. ● Set high expectations for all students to engage with and succeed in all success criteria ● Identify when students are engaging with and moving through success criteria. ● Success criteria directs the delivery of lessons to cover the differentiation of student learning needs Students will: ● Use teacher feedback to improve their learning ● Identify their point of learning in the success criteria ES Staff will:

	● Support students to identify their learning goals. ● Scaffold students to achieve against the success criteria. Seek out individual data to understand the learning focus for individuals.				
Success Indicators	End of Term 1 ● Conferencing notes on Sentral for all students in Reading, Writing and Numeracy. ● Evidence of HITS in planning documents. End of Term 2 ● Monthly conferencing notes for Reading, Writing and Numeracy for all students on Sentral. ● Evidence of HITS in planning and classroom practise.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
		⤬ PLP Priority		⤬ Equity funding will be used

Goal 4	Create a supportive learning environment which enhances the wellbeing of all students
12 Month Target 4.1	Actual data 2018 2019 % increase required Parent Survey Experience of Bullying 56 69 11% Promoting Positive 64 70 10% behaviour Staff School Safety 74 76 4% and Wellbeing Students Effective classroom 85 89 0% behaviour

| | | Sense of inclusion | 94 | 93 | | 0% | |

KIS 1 Health and wellbeing	Develop a whole school approach to behavior management (SWPBS) that is consistently implemented by all staff. Engage with Respectful Relationships Professional Development as a Community of Practice. Develop an action plan to build staff capacity and connection with RESP
Actions	● PL scheduled in meeting schedule. ● Sentral aligned with the big 5 data collection for behaviour ● Values displayed within the school on letter head/newsletter, website, meeting agendas ● Staff uphold the school values. ● Students know the school values. ● Koorie students identified with IEP's including a cultural identity goal.
Outcomes	Leaders Will: ● Develop an action plan for both Respectful Relationships and RESP ● Facilitate PL once per fortnight through Level meetings to share SWPBS and RESP data ● SIT will include a meeting item SWPBS and RESP data response from level teams Teachers will: ● Set up classrooms to align with the teaching of the school values to support success. ● Class routines and school values displayed on the communication board. ● Engage in PL once a fortnight. including Challenging Behaviours online, RR and SWPBS and implement the program as designed. ● Liaise and meet with coaches aligned with RR and SWPBS. ● Staff are committed to following SWPBS and RR process as determined by DET ESS will: ● Discuss the values with the students. ● Document behaviours that are not aligned with the school values. ● Refer to the behaviour matrix as a tier to discussing the school values. Students will: ● Know the school values. ● engage with behaviour expectations in all areas of the school. ● Speak the language of the values.

	SWPBS matrix is visible and enacted in classrooms and in public spaces in the school.

Success Indicators	● MPS staff and community know the values. ● RR and SWPBS are effectively implemented across the school. ● RR and SWPBS displayed visibly throughout the school

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
		✖ PLP Priority		✖ Equity funding will be used