

Annual Implementation Plan: for Improving Student Outcomes

School name: Mernda Central College

Year: 2017

School number: 8897

Based on strategic plan: 2017-2020

Endorsement:

Principal: Mandy O'Mara

Senior Education Improvement Leader: David Kilmartin

School council **Luke Doherty**

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
<ul style="list-style-type: none"> • •

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	✓

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.

In consultation with the SEIL, (David Kilmartin) and the Mernda Central P-12 College Principal Class team, the following priorities and initiatives have been identified as those that Mernda Central P-12 College will address in our Annual Implementation Plan for improving student outcomes.

Excellence in teaching and learning:

- **Building teaching excellence** is an initiative we will focus on. In our inaugural year we have staff joining us from a variety of schools from across the state and all at varying levels of their career. It is our aim to work with leaders and all staff to be able to create 21st Century Learning Spaces that use devices as a tool to engage students in their learning. It is our aim to
- **Curriculum planning and assessment** is the initiative we will focus on in 2017. We will create an agreed College wide curriculum documents and assessment procedures P-9. In consultation with staff, we will develop, document and implement a consistent instructional model. To build the capacity of all staff to use data to develop action plans in order to plan for student learning.

Professional Leadership:

- **Building leadership teams** is an initiative we will focus on. We plan to strengthen our succession planning, develop the capabilities of our leadership teams in using evidence and proven coaching and feedback methods, building a culture that is focussed on improvement. We will provide opportunities for staff to take on areas on responsibility and Roles of Instructional Leadership.



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Positive climate for learning:

- **Empowering students and building school pride.** In 2017, it is important that we establish a positive culture with the students that will continue into the future. Student voice will be a priority. All students will have opportunities to focus on passion projects, that will focus on enhancing the local and wider community. Students will have the opportunity to be a part of the Student Leadership team.

Setting expectations and promoting inclusion:

- In 2017, we will introduce SWPBS - a systematic approach for implementing proactive school- wide discipline The purpose of SWPBS is to improve school climate and prevent student problem behaviours across all school settings. Essential elements of SWPBS include: (1) building a culture within the whole school that will serve as a foundation for both social and academic success, (2) emphasizing early identification and prevention of problem behavior, (3) directly teaching appropriate social skills to all students, and modifying or rearranging the school context when necessary to prevent problem behavior, (4) using a three-tiered continuum of behavior support practices in order to prevent problem behavior, and (5) actively using data for decision-making. SWPBS focuses on achieving social and academic achievement outcomes by establishing data, systems, and practices.
- We will promote kindness across the College through the promotion of Kindness Ripple Project. Additionally, the implementation of the Resilience project will also form a part of the College’s wellbeing program.
- Mernda Central College will participate in the Respectful Relationships Education in Schools initiative as a Lead School.

Community engagement in learning

Building communities: Mernda Central P-12 College has been built as a community hub. In 2017, our focus will be on establishing community links and partnerships.

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)
<p>Building practice excellence</p>	<p>The success of this key improvement strategy will be facilitated by the following actions:</p> <ul style="list-style-type: none"> ● Develop a Professional Development action plan to support and resource teacher capacity building, in particular in English, mathematics, Victorian Curriculum and FISO. This will include identifying the focus of school curriculum days to maximise opportunities for all teachers to collaboratively engage in designing learning using the agreed college wide instructional model. ● Develop teacher knowledge and understanding of the co-teaching options ● Use of flexible teaching spaces to link pedagogy and space ● Explore ‘Back to front Maths’ to develop teacher capacity ● Use Instructional Rounds as tool to enhance teachers' pedagogical skills and develop a culture of collaboration. ● Continue to build capacity through an Action Research based working party. ● All staff to include a Literacy, Numeracy, IT goals in their PDP plan. ● Build teacher capacity through ongoing PL and coaching ● Ensure collaborative planning time for all teaching teams.\ ● ● Develop and implement College Protocols for using the Learning Communities effectively. ● Develop and implement the ‘ MCC Teaching and Learning Framework’ .
<p>Curriculum planning and assessment</p>	<p>The success of this key improvement strategy will be facilitated by the following actions:</p> <ul style="list-style-type: none"> ● Development of consistent curriculum planning documents. All Domains have current detailed curriculum, on line, for all year levels, in the College’s agreed format – Scope & Sequence, Unit Plans, Assessment tasks. ● Build classroom libraries and implement independent reading P-7.



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	<ul style="list-style-type: none"> ● Develop and document an agreed College wide pedagogy in English and Mathematics– aligned with the Victorian Curriculum ● Implement data walls for reading, writing and number. ● Develop collective accountability for the assessment and monitoring of all students through ongoing reporting on Compass, planning using Gogledocs and using LearningFields.
Building leadership teams	<p>The success of this key improvement strategy will be facilitated by the following actions:</p> <ul style="list-style-type: none"> ● Establish organisational structures and roles to optimise resources for effective leadership ● Develop distributed leadership capacity across the college ● Provide opportunities for staff to undertake Positions of Responsibilities (PoR) ● Investigate shadowing opportunities ● Investigate relevant Bastow courses such as ‘Leaders in the Making’ and ‘Inspire’ to develop the skills of emerging leaders
Empowering students and building school pride	<p>The success of this key improvement strategy will be facilitated by the following actions:</p> <ul style="list-style-type: none"> ● Ensure student voice is part of teaching and learning opportunities. ● Implement passion projects/challenge time across the College ● Develop a Student Leadership group which provides interested students with opportunities to attend training to run an effective Leadership program
Setting expectations and promoting inclusion	<p>The success of this key improvement strategy will be facilitated by the following actions:</p> <ul style="list-style-type: none"> ● Implementation of School Wide Positive Behaviours ● Implementation of The Ripple Kindness Project ● Implementation of The Resilience Project ● Implementation and participating as a lead school for the Respect Relationships Education. ● Implementation of processes to support successful transitions through the stages of learning by strengthening community partnerships. ● Set and maintain a College student attendance rate.
Building communities	<p>The success of this key improvement strategy will be facilitated by the following actions:</p> <ul style="list-style-type: none"> ● Establish community links for our Community Hub ● Build the skills of staff and the wider community in the use of Compass as a communication tool.



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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															
IMPROVEMENT INITIATIVE	Building Practice Excellence and Curriculum Planning and Assessment														
STRATEGIC PLAN TARGETS															
12 MONTH TARGETS	<p>Student Achievement</p> <p>NAPLAN</p> <p>Reading</p> <table border="1"> <thead> <tr> <th>Year level</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>100% of students to be at or above band 3 80% of students to be at or above band 4 <i>(All students to be at or above Band 3)</i></td> </tr> <tr> <td>3</td> <td>45% or more in Bands 5 & 6 <i>(35% or more above Bands 5 & 6)</i></td> </tr> <tr> <td>5</td> <td>100% of students to be at or above band 4 95% of students to be at or above band 5 <i>(All students to be above Band 5)</i></td> </tr> <tr> <td>5</td> <td>55% or more in Bands 6 & 7 <i>(30% or more in Bands 7 & 8)</i></td> </tr> <tr> <td>7</td> <td>100% of students to be at or above band 5 95% of students to be at or above band 6 <i>(All students to be above Band 5)</i></td> </tr> <tr> <td>7</td> <td>55% or more in Bands 7 & 8 <i>(30% or more in Bands 8 & 9)</i></td> </tr> </tbody> </table>	Year level	Number	3	100% of students to be at or above band 3 80% of students to be at or above band 4 <i>(All students to be at or above Band 3)</i>	3	45% or more in Bands 5 & 6 <i>(35% or more above Bands 5 & 6)</i>	5	100% of students to be at or above band 4 95% of students to be at or above band 5 <i>(All students to be above Band 5)</i>	5	55% or more in Bands 6 & 7 <i>(30% or more in Bands 7 & 8)</i>	7	100% of students to be at or above band 5 95% of students to be at or above band 6 <i>(All students to be above Band 5)</i>	7	55% or more in Bands 7 & 8 <i>(30% or more in Bands 8 & 9)</i>
Year level	Number														
3	100% of students to be at or above band 3 80% of students to be at or above band 4 <i>(All students to be at or above Band 3)</i>														
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Mathematics

Year level	Number
3	100% of students to be at or above band 3 80% of students to be at or above band 4 <i>(All students to be at or above Band 3)</i>
3	45% or more in Bands 5 & 6 <i>(35% or more above Bands 5 & 6)</i>
5	100% of students to be at or above band 4 95% of students to be at or above band 5 <i>(All students to be above Band 5)</i>
5	55% or more in Bands 6 & 7 <i>(30% or more in Bands 7 & 8)</i>
7	100% of students to be at or above band 5 95% of students to be at or above band 6 <i>(All students to be above Band 5)</i>
7	55% or more in Bands 7 & 8 <i>(30% or more in Bands 8 & 9)</i>

Reading

85% of Foundation students to reach Level D in a Fountas and Pinnell Benchmark Assessment

85% of Grade 1 students to reach Level J in a Fountas and Pinnell Benchmark Assessment

85% of Grade 2 students to reach Level M in a Fountas and Pinnell Benchmark Assessment

85% of Grade 3 students to reach Level P in a Fountas and Pinnell Benchmark Assessment

85% of Grade 4 students to reach Level S in a Fountas and Pinnell Benchmark Assessment

85% of Grade 5 students to reach Level V in a Fountas and Pinnell Benchmark Assessment



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85% of Grade 6 students to reach Level Y in a Fountas and Pinnell Benchmark Assessment

Mathematics Online Data

Foundation - 85% of deemed capable students to be at Foundation Achievement Standard or higher

Year One – 85% of deemed capable students to be at Level 1 Achievement Standard or higher

Year Two – 85% of deemed capable students to be at Level 2 Achievement Standard or higher

Year Three – 85% of deemed capable students to be at Level 3 Achievement Standard or higher

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To build teacher capacity to teach problem solving and reasoning strategies to all students at MCC	<ul style="list-style-type: none"> Assign 7 sessions a week of numeracy which will include problem solving and reasoning Back to front Math PD and an ongoing relationship with a consultant (\$2000 per visit) x 3 Back to front resources (online resources and books) x \$3500 Coaching Problem of the day as well number of the day PD for maths 300 Scheduled formalised math conferences Regular PD for staff Develop a problem solving assessment task 	Numeracy Coach External Numeracy Consultant	Term 2	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	Currently staff are implementing 5 sessions of numeracy a week in Prep-6 We have invested in 3 Back to front maths PDs <ul style="list-style-type: none"> Place value Intervention Fixing Misconceptions in Early Number Concepts Assessment and Moderation Course We have also purchased a site licences for web access. In the junior school “number of the day” have been implemented in the maths block We have begun to implement community based PD on problem solving. Coaching has taken place for staff in the Junior School with Jess and Warwick Celebrated the 100s day of school		
				12 months: <ul style="list-style-type: none"> Improved teacher capacity and confidence in teaching numeracy- Survey before and after Work programs –reflecting mixed ability 	● ● ●			



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				<ul style="list-style-type: none"> grouping for problem solving Use of proficiency standards being discussed for more balanced planning Proficiency standards being used across all areas of Numeracy Proficiency standards as part of PDP plans Naplan data comparable to State 				
To unpack how to use Online resources to build teacher capacity: Mathletics, Maths 300 and Skoolbo.	<ul style="list-style-type: none"> PD for the different resources Discussion during planning times Teach expectations for the use of online resources 	Numeracy Coach		6 months:	● ● ●	Mathletics PD has been scheduled for staff Coaches meet with staff during planning time to discuss using the online resources in class Expectations were set at the beginning of the year. We need to focus on staff expectations use of online programs		
				12 months:	● ● ●			
To use multiple sources of data to make accurate teacher judgements	<ul style="list-style-type: none"> Using ongoing assessment throughout the year Establishing MCC moderation samples Using moderation effectively 			6 months:	● ● ●	Established data walls in numeracy to assist staff with making consistent judgements. Staff with Laurimar to moderate writing samples Staff have been given time to moderate		
				12 months:	● ● ●			
To develop essential learnings in Numeracy	<ul style="list-style-type: none"> Coaches to create essential learning document 			6 months:	● ● ●	Upon reflection this does not suit our philosophy. We need to focus now on the Literacy and Numeracy Strategy		
				12 months:	● ● ●			
To expand teacher capacity to effectively create classroom libraries and implement independent reading across the College.	<ul style="list-style-type: none"> Ongoing purchasing of classroom library books P-7. Purchasing of reading boxes P-7 Professional development focused on creating classroom libraries and independent reading . Assign at least 4 sessions of independent reading a week P-6 and at least 3 sessions for Year 7s. 	Coach and Principal Class	Ongoing	6 months:	● ● ●	All staff have been provided with PD on classroom libraries and Independent reading We have purchased the relevant resources to ensure each community has a classroom library. Coaching has taken place All learning areas now have libraries		
				12 months:	● ● ●	<ul style="list-style-type: none"> Classroom teacher's Literacy planners will reflect the use of the classroom libraries for Independent reading. 		

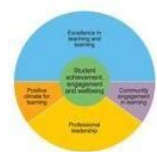


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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
IMPROVEMENT INITIATIVE		Building Leadership Teams						
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		Placed in 4 th quartile in staff opinion survey in the area of role clarity and leadership						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
To develop leadership capacity across the College	<ul style="list-style-type: none"> Develop organisational structures and roles to optimise resources for effective team leadership Develop distributed leadership capacity across the college by introducing another layer of the leadership structure, i.e. Team Leaders Develop and document a Succession plan Establish professional learning plans for all members of leadership team Provide opportunities for staff to undertake PoR Investigate shadowing opportunities Investigate relevant Bastow courses to develop the skills of emerging leaders Raise the profile of all middle leaders 	Principal Class	Ongoing	6 months: <ul style="list-style-type: none"> Teachers attend the 'Leaders in the Making' and 'Inspire' Teachers apply and are appointed in roles with additional responsibilities. 	● ● ●	We have 5 staff members attending Leaders in the Making. Shadows from Leaders in the making With the implementation of Instructional leaders, these two staff members have ensured that staff are getting the necessary coaching they require We have provide staff opportunities to become Team Leaders. These staff members have been given time and a special payment Staff have been given the opportunity to participate in a Leadership training course. We have 90% of staff attending these sessions		
				12 months: <ul style="list-style-type: none"> Staff being successful in securing promotional positions Staff Opinion Survey will show positive results in role clarity and leadership 	● ● ●			
				12 months:	● ● ●			



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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		<p>Student Attendance:</p> <p>Achieve attendance rate of :</p> <table border="1" style="margin-left: 40px;"> <tr> <td>P</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>88%</td> <td>90%</td> <td>90%</td> <td>91%</td> <td>91%</td> <td>90%</td> <td>92%</td> <td>92%</td> </tr> </table>							P	1	2	3	4	5	6	7	88%	90%	90%	91%	91%	90%	92%	92%
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88%	90%	90%	91%	91%	90%	92%	92%																	
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																			
					Progress Status	Evidence of impact	Budget																	
							Estimate	YTD																
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - 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] 12 months:	● ● ● ● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]																		
To implement a broad range of programs and proactive strategies to promote improvement in student safety and engagement.	<ul style="list-style-type: none"> ● Introduce SWPB, resilience project and kindness project. ● Apply and become a lead school for the Respectful Relationships program. ● Termly Professional development for all staff including ES ● SWPB to be on the agenda for fortnightly Team leader meetings ● Ongoing assessment and tracking of student behaviour and well being using compass 	Staff, Team Leaders, Principal Class	Ongoing	6 months: 12 months: ● Embedded Processes for Student	● ● ● ● ● ●	Provide staff with regular PD on SWPB We were successful in becoming a Lead School for Respectful relationships and have developed a small team to develop this program. The team is currently attending PD and will begin working with our partner schools All staff record student behaviour concerns on COMPASS Appointed a School wellbeing coordinator. Staff monitor student's attendance																		



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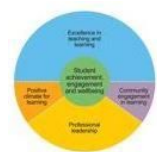
	<ul style="list-style-type: none"> Monitoring student attendance and meeting with parents Curriculum day focussed on building Staff and Student resilience –linked with Positive Psychology and ‘The Resilience Project’ College yard observations and data collection Integrating the Capabilities of ‘Critical and Creative Thinking’ 			<ul style="list-style-type: none"> Minimise behaviour incidents in the classroom and yard. At or above state student attendance data 				
				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	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	Building communities	Select	Select status	



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engagement in learning	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:				



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