

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Maramba Primary School (5293)



Nurture. Innovate. Celebrate.

Submitted for review by Darren Wallace (School Principal) on 20 December, 2022 at 05:15 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	LEARNING By 2023, increase the overall percentage of students in the Top 2 Bands and students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 51% to 60% <ul style="list-style-type: none"> • increase the percentage of Year 4 and 5 students assessed as at or above the expected level in Number and Algebra from 48% (2022) to 55% • increase the percentage of Year 5 students in NAPLAN Top 2 Bands from 12% (2022) to 18% Increase the school-wide positive endorsement of the AtoSS factors below: <ul style="list-style-type: none"> • Effective Teaching Practice for Cognitive Engagement Domain Differentiated learning challenge from 82% to be at or above 87% in 2022 = 71% (2023 = 80%) Stimulated learning from 57% in 2021 to be at or above 65% in 2022 = 53% (2023 = 60%) • Learner Characteristics and Disposition Domain Sense of (learning) confidence from 62% in 2021 to be at or above 75% in 2022 (88 per cent by 2023) = 59% (2023 = 68%)
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	ACTION 1 - 1.a Strengthen staff capacity to use responsive and formative assessment practices to identify students who require support or extension in Numeracy. <ul style="list-style-type: none"> - Embed explicit teaching as part of Maramba's instructional model in teacher practice. - Embed the CoP (NNPS, CLPS and Bronwyn Ryrie-Jones) responsive teaching playbook. - Embed peer observations and feedback loops. ACTION 2 - 1.b Strengthen staff capacity to effectively plan for students' point of need.

	<ul style="list-style-type: none"> - Strengthen formative assessment and data analysis. - Establishing robust moderation processes. <p>ACTION 3 - 1.c Build effective implementation capabilities of the school leadership team.</p> <ul style="list-style-type: none"> - Embed agile habits, routines, and organisational processes for effective continuous improvement work.
<p>Outcomes</p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> • Will be able to identify what they are learning and why. • Will be able to explain how they know they will be successful in a lesson and how this helps to improve their learning. • Are aware of how they give feedback and the feedback they provide teachers with influences the teaching and learning. • Can identify that their learning has been differentiated at their point of need. <p>TEACHERS:</p> <ul style="list-style-type: none"> • Demonstrate a clear application of explicit teaching strategies in the Instructional Model (supported by Rosenshine’s Principles). • Plan for and employ high impact responsive teaching practices to rigorously track student thinking and evaluate student progress (Maramba’s CoP Playbook) • Deeply reflect on and adapt their teaching based on observations and feedback from peers in observation loops and school leaders. • Engage in robust PLC meetings to: <ul style="list-style-type: none"> o identify effective teaching practice o analyse data to inform planning and teaching o moderate student outcomes using a range of data, evidence and Victorian Curriculum • Provide targeted learning opportunities to meet students’ point of need to improve outcomes <p>LEADERS:</p> <ul style="list-style-type: none"> • Implement robust weekly monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations. • Analyse data collected from monitoring and evaluation cycles to inform required levels of support to improve teacher practice. • Develop and lead robust moderation processes as part of the assessment calendar. • Lead, plan and facilitate professional learning to scaffold staff professional development. • PLC leader collaborates with the LT to evaluate the effectiveness of PLC teams and identify further support required.

Success Indicators	<ul style="list-style-type: none"> • Leader’s observations; learning walk; coaching and feedback documentation. • Staff feedback from peer observation loops. • Formative assessment data, rubrics, progressions / pathways that demonstrate student learning. • Teacher planning documents demonstrate evidence of differentiation at point of need for all students. • Staff surveys – pre and post facilitated PD • Assessment data: <ul style="list-style-type: none"> o Essential Assessment - General All - assessment point progress; numeracy sub strand - pre/post tests. o NAPLAN data (Benchmark Growth). o NAPLAN Top 2 Bands. o Maths Top 10 assessments o Teacher judgement • Victorian Curriculum teacher judgments demonstrate 12 month+ growth in learning. • AToSS factors: stimulated learning; differentiated learning challenge; sense of learning confidence.
Activities and Milestones	
<p>ACTION 1 - 1.a & 2 - 1.b: Facilitate PMP sessions in coherent SPRINT cycles of 5 to 6 weeks based on the school’s AIP goals and KIS across the year – Numeracy.</p>	
<p>ACTION 1 - 1.a & 2 - 1.b: Facilitate PMP sessions in coherent SPRINT cycles of 5 to 6 weeks based on the school’s AIP goals and KIS across the year – Explicit teaching including responsive teaching practices and peer observations.</p>	
<p>ACTION 1 - 1.a & 2 - 1.b: Facilitate PMP sessions in coherent SPRINT cycles of 5 to 6 weeks based on the school’s AIP goals and KIS across the year – Formative assessment and analysing data.</p>	

ACTION 1 - 1.a:

CoP leaders continue to collaborate to effectively lead and monitor the implementation of our responsive teaching playbook shared goals and strategic direction.

ACTION 1 - 1.a:

Staff engage in peer observation triad cycles positively and effectively reflecting on and adapting their explicit teaching practice based on observations and feedback from peers in observation loops.

ACTION 2 - 1.b:

Establish clear and coherent PLC norms and protocols with a shared understanding of how PLC cycles will function with the PLC leader released for one day and half for the year.

ACTION 3 - 1.c:

Assessment moderation processes are established and aligned to school assessment points to deepen staff knowledge and data literacy capacity.

ACTION 3 - 1.c:

School leaders have implemented robust weekly monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations.

ACTION 3 - 1.c:

School leaders provide evidence and feedback to the LT in fortnightly stand-up meetings of the QoTL and actions aligned to their Rapid Action Plans.

ACTION 3 - 1.c:

PLC leader provide evidence and feedback to the LT in fortnightly stand-up meetings of the quality of PLC meetings, professional engagement in teams and actions aligned to their Rapid Action Plans.

ACTION 3 - 1.c:

School leaders engage in professional development - Responsive Implementation for School Improvement - 2023 Breakspear Learning Project – to strengthen leadership capability and refine current school improvement routines and processes.

<p>12 Month Target 1.1</p>	<p>WELLBEING</p> <p>By 2023, increase the percentage of school-wide positive endorsement of the AtoSS factors below:</p> <p>Student Safety: Ave 69% Advocate at school from 80% in 2021 to be at or above 83% in 2022 = 82% (2023 = 86%) Managing bullying from 66% in 2021 to be at or above 75% in 2022 = 59% (2023 = 70%) Respect for diversity from 69% in 2021 to be at or above 75% in 2022 = 66% (2023 = 70%)</p> <p>Learner Characteristics and Disposition Domain: Resilience from 63% in 2021 to be at or above 73% in 2022 = 66% (2023 = 75%)</p> <p>Social Engagement Domain: School connectedness from 66% in 2021 to be at or above 72% in 2022 = 60% (2023 = 70%) Student voice and agency from 58% in 2021 to be at or above 69% in 2022 = 47% (2023 = 60%)</p> <p>Emotional and Relational Engagement: Emotional awareness and regulation in 2022 = 64.21% (2023 = 70%)</p>
<p>KIS 2 Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Actions</p>	<p>Strengthen student wellbeing by embedding Human Literacy as our consistent whole school holistic pedagogy.</p> <ul style="list-style-type: none"> - Wellbeing leader appointed using the Mental Health funding to support student wellbeing. - Effective use of S.P.I.C.E. Maps holistic data as part of the ongoing assessment cycle to inform teaching strategies to improve wellbeing and learning for students with diverse needs. - Implementation of the weekly HL cycle is applied with fidelity. - Apply metacognitive and self-regulation strategies to improve student wellbeing and learning.
<p>Outcomes</p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> • Show metacognitive thinking to explain the importance of the class' Human Literacy class goal and how to achieve it. • Are able to verbally and in written prose reflect and elaborate on their class' weekly HL goal. • Can articulate the different ways their student voice influences HL that the teacher engages them in each week.

	<ul style="list-style-type: none"> • Can use self-regulation strategies to improve learning and wellbeing. <p>TEACHERS:</p> <ul style="list-style-type: none"> • Demonstrate a growth focused mindset in all aspects of teaching and learning. • Are rigorous in using S.P.I.C.E. Map holistic data to inform teaching strategies to improve wellbeing and learning for students with diverse needs. • Demonstrate a clear application of teaching strategies with a Human Literacy focus in the weekly HL cycle with fidelity. • PLC meetings strengthen explicit links of S.P.I.C.E. Map data to inform all aspects of teaching and learning. <p>LEADERS:</p> <ul style="list-style-type: none"> • Consistently model growth mindset behaviour and continually use growth focused language. • Implement robust weekly monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations. • Analyse data collected from monitoring and evaluation cycles to inform required levels of support to improve teacher practice in HL. • Collaborate with students and staff to lead, plan and facilitate professional learning to scaffold staff professional development. • PLC leader collaborates with the wellbeing Leader to evaluate the effectiveness of PLC teams using S.P.I.C.E. Map holistic data.
Success Indicators	<ul style="list-style-type: none"> • Maramba Human Literacy survey. • Leader's observations; learning walk; coaching and feedback documentation. • Increased quality and completion of S.P.I.C.E. Map data meets or exceeds expectations. • PLC meeting minutes highlight the effective use and reference to S.P.I.C.E. Maps to inform wellbeing, teaching and learning. • Student journal review/ scrutiny identifies the effectiveness of student metacognitive thinking. <ul style="list-style-type: none"> • AToSS factors: emotional awareness, school connectedness, student voice and agency, resilience, student safety domain
Activities and Milestones	
Wellbeing Leading Teacher appointed to embed our Human Literacy pedagogy to improve student wellbeing and learning.	
Wellbeing leader leads professional development (PMPs) sessions required for staff to effectively complete and apply holistic S.P.I.C.E. Map data.	

Wellbeing leader collaborates with HL consultant to lead professional development (PMP) sessions to inform and strengthen teaching strategies to improve wellbeing and learning for students with diverse needs.

Wellbeing leader runs Human Literacy Survey in Term 1 and Term 3 to monitor student wellbeing and action feedback.

School leaders have implemented robust weekly monitoring and evaluation cycles of the quality of HL teaching and learning involving learning walks, coaching sessions, and observations.

School Wellbeing leader provides evidence and feedback to the LT in fortnightly stand-up meetings of the QoTL of HL, student growth and actions aligned to their Rapid Action Plans.

Increase collaboration between student leaders and teachers in their area of responsibility to increase student wellbeing, voice and connectedness.

Conduct end of term student focus groups to seek feedback on the schools' teaching and learning growth in Human Literacy.

Engage Brainstorm Productions or similar productions to perform their show to support student understanding of social and emotional issues.