

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Marnebek School Cranbourne (5464)



Submitted for review by Jennifer Hamilton (School Principal) on 14 March, 2021 at 03:03 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 28 April, 2021 at 02:28 PM
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Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>During 2021, Marnebek will support the departmental priorities of 'Learning, catch up, and extension' through the increase in the positive endorsement by Principal/teachers increasing in the area of Leading Change from 50% (2019) to 60%.</p> <p>During 2021, Marnebek will support the departmental priorities of 'Happy, active and healthy kids' through increasing the percentage of students who meet their Personal and Social Capability goal from 40% (2019) to 60%.</p> <p>During 2021, Marnebek will support the departmental priorities of 'Connected schools' through focusing on student attendance data. By the end of 2021, the average number of students with 20 or more days of absence from school will decrease from 52% (2020) to 45%.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>In order to support the departmental priority of 'Learning, catch-up and extension', Marnebek School has chosen to focus on the following actions:</p> <ul style="list-style-type: none"> - Employ tutors to work across the school to ensure that all students are able to be supported to access the Curriculum at their current point of need. - Teachers will implement high quality teaching and learning through clearly defined professional learning focused on teacher effectiveness, collaboration and evidence based practice to improve student outcomes.
Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: ensure that tutors are employed across the school that have skills sufficient to build upon the educational requirements of students in a specialist settings; provide consistent planning templates to all staff in line with teacher feedback, in addition to profession development in whole school pedagogical approaches such as the gradual release model; coaching opportunities for teachers which introduce and embed the best practice expectations across the school; provision professional development for staff regarding management of change.</p> <p>Teachers will: employ best practice in their teaching in line with whole school expectations, and what is best for the students they teach; attend professional development sessions in whole school pedagogical approaches to improve their practice; respond to students at their point of need, and refer students to the tutor program as required; pursuing leadership led coaching opportunities to</p>

	<p>improve their teaching capacities; utilise explicit teaching as a high impact teaching strategy to ensure they meet the needs of their students; rich, collaborative PLC discussions addressing changes in practice and consistency of implementation for all staff.</p> <p>Students will: work with their classroom teachers and tutors to build upon their academic abilities.</p>			
Success Indicators	<p>Success Indicators could include for Leaders: Whole school planning templates; whole school pedagogical approach; whole school coaching model; whole school professional development schedule.</p> <p>Success Indicators could include for Teachers: PLC's which reflect the whole school expectations, and are led by staff who demonstrate these values as established team leaders who share responsibility for the impact of professional learning communities on building student outcomes; coaching data; professional development attendance data; planning documents; teacher referrals to tutor program.</p> <p>Success Indicators could include for Students: a trending improvement in Teacher judgement data for students from 2020 to 2021.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of tutor program through the employment of tutors.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$139,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of whole school documentation including planning documents and curriculum documents.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>In order to support the departmental priority of 'Happy, active and healthy kids', Marnebek School has chosen to focus on the following actions:</p> <p>- Appointment of a mental health practitioner to support the health and well being of our students advertised over and above the time</p>			

	<p>fraction allocation of the department.</p> <ul style="list-style-type: none"> - Implementation across the school of programs tailored to activate student voice, agency and connectedness to school. - Professional development for staff in relation to the Personal and Social Capabilities curriculum. 			
Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: advertise for and employ a mental health practitioner; the allied health team will support student well being across the school including conducting care team meetings as required, liaise with services and work collaboratively with teachers to improve student health and wellbeing; lead whole school professional development in SWPBS and expected behaviours for students; drive curriculum development in the areas of personal and social capabilities.</p> <p>Teachers will: refer students to the mental health practitioner and allied health team as required; teach the respectful relationships program and embed the respectful relationships curriculum; teach the SWPBS framework across the school. Teachers will provide students with opportunities to actively participate in their learning, express ideas and opinions to influence the path of their health, wellbeing and learning; understand and implement the personal and social capabilities curriculum with fidelity.</p> <p>Students will: focus on their personal well being, have opportunities to develop leadership roles across the school and represent student voice in learning. Become familiar and use the language of respectful relationships and SWPBS to support their learning; attend school.</p>			
Success Indicators	<p>Success Indicators could include for Leaders: Consistency in allied health meetings that reflect a cohesive system for responding to student wellbeing concerns</p> <p>Success Indicators could include for Teachers: Consist use of whole school documentation to support student referrals and wellbeing, ensure students actively participate in elevating student voice and agency across the school</p> <p>Success Indicators could include for Students: improvements in ATOSS student data; improvement in attendance data for students.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of a mental health practitioner.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$86,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Utilise the SWPBS framework and DET regional staff to work with staff at Marnebek to ensure tier 1 fidelity through Professional Development opportunities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development for staff on the Personal and Social Capabilities curriculum.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>In order to support the departmental priority of 'Connected Schools', Marnebek School has chosen to focus on the following actions:</p> <ul style="list-style-type: none"> - Focusing on student attendance data to ensure students are continuing to connect with school throughout 2021. - Develop communication and meaningful partnerships with parents and carers and the wider school community. - Utilising of SWPBS strategies and departmental programs such as Navigator to reduce attendance concerns across the school. 			
Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: promote school connectedness through the implementation of programs that encourage increased attendance; ensuring that families are offered multiple means of connection with the school such as the facilitation of SSG meetings online, digital open nights etc.; continue to build on the school's positive culture, including concepts such as 'it's not okay to be away'; introduction of student lead goals into the assessment schedule/reporting process; advertise whole school events through the school's social media accounts; work within the SSSO network, and local school networks to focus on a consistent message for reducing school absence rates.</p> <p>Teachers will: deliver high quality teaching programs that encourage students to demonstrate increased attendance; attend whole school events and promote events across all areas of the school; communicate with parents, carers and the wider school community via phone, email, webex, seesaw to support them as active participants in their child's learning and decrease student absenteeism ; connect professionally with colleagues and support each other to improve school culture an connectedness within the workplace; work with students to set and assess their student driven goal; provide material for the schools social media account to advertise points of connection for students and families to the school community; follow up with families on the first day of student absence to ensure families understand the importance of school attendance.</p>			

	Students will: increase their attendance at school; be active participants in the SSG process; set their own learning goal for their school report; utilise the schools social media as expected in the acceptable use policy.			
Success Indicators	<p>Success Indicators could include for Leaders: increased attendance for staff and families to SSG meetings; whole school attendance data (staff and students); programs that connect students and their families with the community; updated reporting templates.</p> <p>Success Indicators could include for Teachers: reduced absence data rate for staff; SSG minutes; parent communication logs; increased student voice and agency in all classroom practices.</p> <p>Success Indicators could include for Students: increased student attendance data; students attending SSG meetings with their families; student goals included on reports.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revision of SSG structure to include provisions for on site and remote meetings.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase Marnebek's ICT and social media presence to improve connections to school with students, families and the wider school community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve students literacy outcomes with a focus on communication skills.			
12 Month Target 2.1	During 2021, 100% of teachers will be provided with professional development on teacher judgement data. By the end of 2021 teacher judgement data will reflect an 11% increase in student growth across Speaking and Listening.			
12 Month Target 2.2	During 2021, 100% of teachers will be provided with professional development on ABLES. By the end of 2021 100% of enrolled students will have comparable ABLES reading data measuring learning growth across the two learning periods (Semester 1 and Semester 2).			

12 Month Target 2.3	During 2021, 100% of teachers will be provided with professional development on English Online. By the end of Term 1, 90% of enrolled students will have complete English Online data.
12 Month Target 2.4	During 2021, positive endorsement for Principal/teachers will increase from 70.6% (2020) to at least 75% for Instructional Leadership.
KIS 1 Evidence-based high-impact teaching strategies	Build staff capacity and knowledge of the differentiated communication support to ensure improved literacy outcomes for all Foundation - Year 12 students.
Actions	<p>In order to build staff capacity and knowledge of the differentiated communication support to ensure improved literacy outcomes for all Foundation - Year 12 students, Marnebek School has chosen to focus on the following actions:</p> <ul style="list-style-type: none"> - Establishment of 'communication classrooms' across each of the sub-schools. These 'communication classrooms' will focus on the use of AAC, specifically LAMP. This action will be the initial step in implementing a whole school strategy for teaching communication. - Whole school professional development in the use of AAC, specifically the use of LAMP. - The appointment of a Literacy coordinator, to work in conjunction with the Literacy Learning Specialist and Assistant Principal for Curriculum, on the development of an instruction model for the delivery of Literacy.
Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: implement whole school documentation outlining the expectations for staff in the delivery of Literacy across the school, to ensure consistent of best practice in all staff; provide professional development in Literacy, with a focus on communication skills; provide professional development on high impact teaching strategies especially the use of HITS - explicit teaching, to ensure that students are able to access the Curriculum at their point of need.</p> <p>Teachers will: understand the whole school approach to delivering Literacy across the school through attending professional development, and implement these strategies in their classroom as best practice; collaboratively plan through PLC for the delivery of literacy programs.</p> <p>Students will: increase their capacity to communicate through the increased use of AAC across the school.</p>
Success Indicators	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: implement whole school documentation outlining the expectations for staff in the delivery of Literacy across the school, to ensure consistent of best practice in all staff. Leaders will provide professional development in Literacy, with a focus on communication skills.</p>

	<p>- Success Indicators could include: whole school documentation distributed to all staff; minutes/notes from professional development opportunities attended by staff.</p> <p>Teachers will: deliver and teach the whole school approach to Literacy across the school through attending professional development, and implement these strategies in their classroom as best practice. Reflect these processes in their PLC meetings, especially when discussing planning for students in Literacy, or moderating student Literacy data.</p> <p>- Success Indicators could include: PLC minutes/notes that reflect rich discussion on student achievements in Literacy; whole school planning documents; professional development attendance list.</p> <p>Students will: increase their capacity to communicate through the increased use of AAC across the school.</p> <p>- Success Indicators could include: improvement in Teacher judgement data in the area of speaking and listening; increase the progression of students through the Victorian Curriculum in the area of Speaking and Listening as measured through ABLES.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Development from Liberator on the use of AAC device LAMP provided for up to 30 staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Development delivered through the Marnebek Allied Health team on the use of AAC.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The establishment of 'Communication Classrooms' which target the use of LAMP in the classroom. Students to be provided with LAMP on their school device.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional development provided to staff on teacher judgement data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a whole school Literacy document to outline the scope and sequence for teaching literacy and the instructional model to be employed.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development provided to staff on completing the staff opinion survey.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used