

Annual Implementation Plan: for Improving Student Outcomes

School name: Oak Park Primary School

Year: 2017

School number: 4721

Based on strategic plan: 2014- 2017

Endorsement:

Principal: Bryan Nolan 22.2.17

Senior Education Improvement Leader: Jason Coningsby [date]

School Council President: Rory Sercombe 22.2.17

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"> By the end of Grade 6, we aspire for all of our students to be independent, creative and innovative thinkers who are proficient in literacy and numeracy. Collectively, we will inspire and motivate others to be active learners through our actions, modelling positive behaviours, building connections and ensuring students have a voice. We will build a supportive learning environment where everyone is valued. Our school community will be a place where everyone feels safe, accepts challenges, achievements are celebrated and resilience and optimism are nurtured. Using best practice based on the latest research and our knowledge of the students, we will utilise all available resources to enable the school community to optimise student outcomes.

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.

School Review Year – final year of the current Strategic Plan. Further actions to be implemented in 2017

Staff survey remains static – Staff Welfare/Culture team needs more direction, development of skills to analyse issues and implement strategies to address them. 'Staff trust in colleagues', 'Teacher Collaboration' and 'Guaranteed and Viable Curriculum' are the main issues. Use of the Australian Teachers Wellbeing Toolkit to assist in staff overall health and wellbeing

High numbers of teachers in their first and second year at the school – requiring Professional Learning in CBL and a strengthened Induction Program. The 'action' component of CBL, in particular, needs further refinement across the school.

Full implementation of the Victorian Curriculum – revision of curriculum planners is required.

Student Attitudes to School survey in 2016 show slight falls – need to continue to build empowerment and inclusion. We established a SWPB committee in 2016 members of whom have completed external PL. A draft matrix has been developed and now needs to be implemented across the school.

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)
Curriculum planning and assessment	<ul style="list-style-type: none"> • Whole School Review <ul style="list-style-type: none"> - Pre-review self-evaluation - Select a reviewer/review team based on capability, quality and value-for-money - Develop the Terms of Reference (ToR) - VRQA minimum requirements check - Undertake the review - Review report - Communicate report to staff and school council - Develop a strategic plan • Induction <ul style="list-style-type: none"> - Conduct an Induction Day for all staff new to the school. This will provide an introduction and guidelines for Literacy, Mathematics and CBL at the school as well as an outline of major initiatives in 2017. - Allocate mentors - Ensure regular time is allocated for meeting with mentors and for classroom observations • Implementation of the 'Australian Teachers Wellbeing Toolkit' <ul style="list-style-type: none"> - Re-establish Wellbeing Committee/Nominate toolkit leader/s - Schedule meetings as part of the whole staff meeting routine - Provide relevant data to the committee. Seek other data sources. - Work through each module incorporating Expert Tutorials, Peer Learning Sessions and Tools and Resources
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Implementation of the Positive Behaviours matrix <ul style="list-style-type: none"> - Introduce the matrix to staff - SWPB Committee provide guidelines for teachers relevant to each behaviour - Introduce the PBIS website showing interventions for Tiers 1,2 and3 - Teachers to explicitly teach each behaviour to students - Implement more detailed recording of behaviours using COMPASS, including lunch and recess times - Provide professional learning for key members and for all staff - Promote PB across the whole school and within the school community



Section 2: Improvement Initiative 1

STRATEGIC PLAN GOALS	Collectively, we will inspire and motivate others to be active learners through our actions, modelling positive behaviors, building connections and ensuring students have a voice. We will build a supportive learning environment where everyone is valued. Our school community will be a place where everyone feels safe, accepts challenges, achievements are celebrated and resilience and optimism are nurtured.							
IMPROVEMENT INITIATIVE	Empowering students and building school pride.							
STRATEGIC PLAN TARGETS	To improve Students' Attitudes to School Survey scores so that they are at, or about, state levels on the following variables: - School Connectedness - Teacher Empathy - Classroom Behaviour - Connectedness to Peers Improve attendance rates across the school so that they are consistently better than state averages. Data to show decreasing number of individual visits to the Student Well Being Officer.							
12 MONTH TARGETS	To improve Students' Attitudes to School Survey scores so that they are at, or about, state levels on the following variables: - School Connectedness - Teacher Empathy - Classroom Behaviour - Connectedness to Peers Improve attendance rates across the school so that they are consistently better than state averages. Data to show decreasing number of individual visits to the Student Well Being Officer.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implementation of the Positive Behaviours matrix	Introduce the matrix to staff	Bryan and PB Team	Term 1	6 months: <ul style="list-style-type: none"> Form new PB Committee; each member has assisted in the delivery of whole staff PL. Matrix displayed in all teaching spaces . All staff introduced to the resource: 'PBIS World'. All teachers spend 15 minutes (or so) each week following assembly to explicitly teach identified positive behaviours. PB introduced to School Council and School Council Education sub committee. Review of awards system completed. WOW awards decided upon by whole class following discussion. Relevant professional readings shared with all staff. 	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	PB Committee provide guidelines for teachers relevant to each behaviour	PB Team	Term 2					
Introduce the PBIS website showing interventions for Tiers 1,2 and3	PB Team	Term 1						
Teachers to explicitly teach each behaviour to students	All Teachers	Ongoing						
Implement more detailed recording of behaviours using COMPASS, including lunch and recess times	Sally and David Lu	By end term 3						
				12 months:	● ● ●			



	<p>Provide professional learning for key members and for all staff</p> <p>Promote PB across the whole school and within the school community.</p> <p>Student competition for design of Values Postcards outlining the school's values.</p>	<p>Shiralle Poed (if available)</p> <p>Everyone</p> <p>PB Team</p>	<p>Ongoing, when available</p> <p>Term 1 and term 4</p> <p>Term 2</p>	<ul style="list-style-type: none"> • Matrix displayed in all teaching spaces and seen by all as a living document – constantly being reviewed. • COMPASS used by yard duty teachers to record behaviours. • Revised WOW Award system implemented. • Improved results of Student Attitudes survey • Values on display in various locations across the school. • Values Postcards professionally printed and utilised by all teachers to let parents know of instances of positive behaviours by their children. 				
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Section 2: Improvement Initiative 2

STRATEGIC PLAN GOALS		Collectively, we will inspire and motivate others to be active learners through our actions, modelling positive behaviours, building connections and ensuring students have a voice. We will build a supportive learning environment where everyone is valued. Our school community will be a place where everyone feels safe, accepts challenges, achievements are celebrated and resilience and optimism are nurtured.										
IMPROVEMENT INITIATIVE		Curriculum planning and assessment										
STRATEGIC PLAN TARGETS		To improve Staff Opinion Survey scores for 'Collective Responsibility' and 'Staff Trust in Colleagues' to above the 33 rd percentile.										
12 MONTH TARGETS		To improve Staff Opinion Survey scores for 'Collective Responsibility' and 'Staff Trust in Colleagues' to above the 33 rd percentile.										
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING							
					Progress Status	Evidence of impact	Budget					
							Estimate	YTD				
Develop and implement an effective Induction Plan	Conduct an Induction Day for all staff new to the school. This will provide an introduction and guidelines for Literacy, Mathematics and CBL at the school as well as an outline of major initiatives in 2017.	Monika	Term 4 2016 and Term 1 2017	6 months: <ul style="list-style-type: none"> Induction Day completed, mentors allocated. Mentors meet with new teachers at least once per fortnight and minute these meetings. There will be a designated focus for each meeting. At least four Classroom Observations have been completed. Personal professional learning plans completed with input from mentor. At least two meetings have been completed with a member of the Leadership Team relevant to teachers' personal professional learning plan. 	● ● ●							
	Allocate mentors	Leadership Team	Term 1						12 months: <ul style="list-style-type: none"> At least six Classroom Observations have been completed by each teacher Induction Checklist completed for each teacher new to the school. All new teachers have received professional learning in OPPS Literacy, Mathematics and CBL. 	● ● ●		
Ensure regular time is allocated for meeting with mentors and for classroom observations	Monika	Ongoing										
Implementation of the 'Australian Teachers Wellbeing Toolkit'	Re-establish Wellbeing Committee/Nominate toolkit leader/s	Term 1	Each Area Team	6 months: <ul style="list-style-type: none"> Wellbeing Committee established. Nominate toolkit leader. Leader of the committee is part of the School Improvement Team and receives support through this. Committee has conducted a review of available data and developed recommendations which form the basis of their Action Plan. Australian Teachers Wellbeing Toolkit has been 	● ● ●							
	Schedule meetings as part of the whole staff meeting routine	Ongoing	PL Coord									
	Provide relevant data to the committee. Seek other data sources.	Term 1	Bryan									



	Work through each module incorporating Expert Tutorials, Peer Learning Sessions and Tools and Resources	Ongoing	Bryan and toolkit leader	<p>introduced to all staff.</p> <p>12 months:</p> <ul style="list-style-type: none"> All modules of the toolkit have been delivered. Staff Opinion survey shows improved scores on 'Collective Responsibility' and 'Staff Trust in Colleagues' variables. 	<p>● ● ●</p>			
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Section 2: Improvement Initiative 3

STRATEGIC PLAN GOALS	We will build a supportive learning environment where everyone is valued. Our school community will be a place where everyone feels safe, accepts challenges, achievements are celebrated and resilience and optimism are nurtured. Using best practice based on the latest research and our knowledge of the students, we will utilise all available resources to enable the school community to optimise student outcomes.
OTHER IMPROVEMENT MODEL DIMENSIONS	Curriculum planning and assessment
STRATEGIC PLAN TARGETS	All targets of the School's Strategic Plan relate to this initiative
12 MONTH TARGETS	Progress will be indicated by completion of the review process culminating in a new Strategic Plan.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Conduct a whole school review	Pre-review self-evaluation	Bryan and Leadership Team		*These timelines are to be confirmed and will be dependent on SEIL and Reviewer commitments and availability of other stakeholders.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Select a reviewer/review team based on capability, quality and value-for-money	Bryan and SEIL		6 months: <ul style="list-style-type: none"> Work with staff to develop understandings around the school review process. Allocate roles relevant to the review. Relevant data collected, collated and analysed. School Self Evaluation completed. Meeting with SEIL to determine School Reviewer. Leadership Team to undertake relevant training. 				
	Develop the Terms of Reference (ToR)	Review Team		12 months: <ul style="list-style-type: none"> 	● ● ●			
	VRQA minimum requirements check	Bryan and Leadership Team		6 months: <ul style="list-style-type: none"> Ensure compliance with VRQA requirements. Select a Reviewer. Identify challenge partners. 	● ● ●			
				12 months: <ul style="list-style-type: none"> 	● ● ●			
	Undertake the review	Review Team		6 months: <ul style="list-style-type: none"> Organise Planning and Preparation Day involving all stakeholders. Outline timeline for the review process 	● ● ●			



				<p>and the program for the panel day.</p> <ul style="list-style-type: none"> • Develop methodology. • Develop the terms of reference. • Develop draft goals, targets, key improvement strategies for consideration. 				
				<p>12 months:</p> <ul style="list-style-type: none"> • Panel day conducted. 	● ● ●			
	Review report	Reviewer		<p>6 months:</p> <ul style="list-style-type: none"> • 	● ● ●			
	Communicate report to staff and school council	Bryan		<p>12 months:</p> <ul style="list-style-type: none"> • Reviewer has prepared the report. • Report communicated to staff and the school council. 	● ● ●			
	Develop a strategic plan	Leadership Team with staff and school council		<p>6 months:</p>	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> • New Strategic Plan developed and communicated to the school community. 	● ● ●			



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 engagement in learning	Building communities	Select	Select status	
	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]				
Next Steps:				

