

2020 Annual Implementation Plan

for improving student outcomes

Oak Park Primary School (4721)



Submitted for review by William Nolan (School Principal) on 25 November, 2019 at 01:38 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

<p>Enter your reflective comments</p>	<p>We were very excited to be a part of the Primary Maths and Science Specialists initiative this year, seeing it as a wonderful opportunity to support our teachers and their practice. The focus throughout 2019 was to develop the content knowledge and pedagogy of our two Maths Specialists. Moving into the second year of the initiative, we expect the specialists to work more closely with PLCs and individual teachers on diagnosing, setting goals, planning and implementation.</p> <p>In 2019 we implemented formal processes for Peer Observations across the school. The School Improvement Team explored a range of templates, protocols and supported each teaching team to develop practices relevant to them.</p> <p>Consistent use of Learning Intentions and Success Criteria have been a focus this year as have the use of data and evidence to inform differentiation. Staff Performance Plans and Professional Practice days link with the school's AIP and effective processes are in place to review and support staff performance.</p> <p>PLCs are ongoing and we are currently working on refinement of practices and protocols as well as implementing ongoing professional learning for PLC leaders. A focus in 2020 will be on developing a better understanding of the Pedagogical Model.</p> <p>We have been able to narrow our focus somewhat in order to go slower and deeper into the things that are most important. I believe we are working on the right things; developing effective PLCs and ensuring the focus is on teacher learning, building student empowerment and engagement and supporting teachers to better understand the Investigative Model in Mathematics.</p>
<p>Considerations for 2020</p>	<p>The School Improvement Team undertook a review of what was achieved in 2019 and what should be the next steps in key areas. These were the key findings:</p> <ol style="list-style-type: none"> 1. The Pedagogical Model 2. English <ul style="list-style-type: none"> • Focus on writing: • Student motivation • Expanding vocabulary • Editing

- Structures/processes
- Spelling/grammar
- Evidence based research
- Publishing own books and using them as part of reading
- Making links during Discovery Learning and other experiences
- Professional learning

3. Maths

- Investigative Model
- Lesson structure
- Developing a maths vision and instructional/pedagogical model
- Investigate growth between grades 3 and 5 (and elsewhere)
- Professional learning focusing on team planning

4. Inquiry

- Review of Scope and Sequence; ensuring descriptors align with concepts
- Planning across the year to ensure content and concepts are covered
- Professional learning in the Inquiry Process

5. Student Empowerment

- Review of the student leadership program
- PIVOT; investigate why the drop off in results between early and later years
- Developing hints, tips and suggestions for teachers that address common issues

6. PLCs

- Protocols eg ensuring people come to the PLC with all the materials, data etc that are required
- Looking at data and how to use it effectively. What is 'good' data?
- How can we help PLC leaders become even better facilitators? What resources are available to help with this?

SSP Goals Targets and KIS

Goal 1	To improve Reading and Number outcomes for all students.
Target 1.1	Based on 2017 benchmarks: <ul style="list-style-type: none"> • increase relative NAPLAN growth in Reading and Numeracy • increase the percentage of students achieving in the top NAPLAN bands • increase the percentage of students achieving A and B as measured against the Victorian Curriculum standards
Key Improvement Strategy 1.a Building practice excellence	Develop an agreed approach to the effective teaching of Reading and Numeracy
Goal 2	Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.
Target 2.1	Based on 2017 benchmarks: <ul style="list-style-type: none"> • improvements in the School Staff Survey results • increased percentage of students achieving at or above the expected Victorian Curriculum standards • improvements in proficiency ratings along the Professional Learning Maturity Matrix • higher level of proficiency on the FISO continuum for Building Leadership Teams
Key Improvement Strategy 2.a Building practice excellence	Develop the capabilities and knowledge of the professional learning team leaders to enhance their ability to support teacher teams to improve student outcomes through a collaborative and consistent approach.
Goal 3	To empower all students to influence their learning and understand themselves as learners.
Target 3.1	Based on 2017 benchmarks:

	<ul style="list-style-type: none">• improvements in Attitudes to School Survey data in relation to teaching and learning• improvements in Parent Opinion Survey data in relation to student engagement
Key Improvement Strategy 3.a Empowering students and building school pride	Develop strategies to increase student voice and agency at the school and classroom level.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve Reading and Number outcomes for all students.	Yes	Based on 2017 benchmarks: <ul style="list-style-type: none"> • increase relative NAPLAN growth in Reading and Numeracy • increase the percentage of students achieving in the top NAPLAN bands • increase the percentage of students achieving A and B as measured against the Victorian Curriculum standards 	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Year 3 students in the top two NAPLAN bands for Reading will be above 65% in 2020. Year 5 students in the top two NAPLAN bands for Numeracy will be above 40% in 2020.
Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.	Yes	Based on 2017 benchmarks: <ul style="list-style-type: none"> • improvements in the School Staff Survey results • increased percentage of students achieving at or above the expected Victorian Curriculum standards • improvements in proficiency ratings along the Professional Learning Maturity Matrix • higher level of proficiency on the FISO continuum for Building Leadership Teams 	To improve the trend analysis mean score to meet 75.0 (72.86 in 2019) in the 'Use pedagogical model' component. To improve the trend analysis mean score to meet 75.0 (72.86 in 2019) in the 'Discuss problems of practice' component. To improve the trend analysis mean score to meet 77.0 (74.29 in 2019) in the 'Understand contribution to school

			improvement' component.
To empower all students to influence their learning and understand themselves as learners.	Yes	<p>Based on 2017 benchmarks:</p> <ul style="list-style-type: none"> • improvements in Attitudes to School Survey data in relation to teaching and learning • improvements in Parent Opinion Survey data in relation to student engagement 	<ul style="list-style-type: none"> • To improve the school's average scores from Term 1 to Term 4 on the PIVOT survey for the following questions: At the end of class, my teacher reminds us what we have learned. In my class, the students are well behaved. My class is busy learning and doesn't waste time.

Goal 1	To improve Reading and Number outcomes for all students.	
12 Month Target 1.1	Year 3 students in the top two NAPLAN bands for Reading will be above 65% in 2020. Year 5 students in the top two NAPLAN bands for Numeracy will be above 40% in 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop an agreed approach to the effective teaching of Reading and Numeracy	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The school commenced involvement in the Primary Maths and Science Specialists initiative in 2019. The focus throughout 2019 was to develop the content knowledge and pedagogy of our two Maths Specialists. They undertook high quality professional learning, completed investigations in their own classrooms and shared their learning with others. Moving into the second year of the initiative, we expect the specialists to work more closely with PLCs and individual teachers on diagnosing, setting goals, planning and implementation.</p> <p>Student outcomes in Writing have stagnated and issues around student motivation, vocabulary, and the development of consistent structures have been identified as areas of concern.</p>	
Goal 2	Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.	
12 Month Target 2.1	<p>To improve the trend analysis mean score to meet 75.0 (72.86 in 2019) in the 'Use pedagogical model' component.</p> <p>To improve the trend analysis mean score to meet 75.0 (72.86 in 2019) in the 'Discuss problems of practice' component.</p> <p>To improve the trend analysis mean score to meet 77.0 (74.29 in 2019) in the 'Understand contribution to school improvement' component.</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop the capabilities and knowledge of the professional learning team leaders to enhance their ability to support teacher teams to improve student outcomes through a collaborative and consistent approach.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The Staff Opinion Survey indicated that there was inconsistency in the adoption of the Pedagogical Model. School leaders will use the Pedagogical Model to support teachers in their professional learning and help them to reflect on current practices. Teachers can then assess their own performance against each domain's continuum and identify areas for improvement. The model will also help teachers to plan engaging and challenging experiences for students. PLC leaders require ongoing support in using a range of data to monitor, evaluate and improve the effectiveness of teacher practice. The Pedagogical Model will be used to review learning programs, to guide reflection and to set professional learning goals.	
Goal 3	To empower all students to influence their learning and understand themselves as learners.	
12 Month Target 3.1	To improve the school's average scores from Term 1 to Term 4 on the PIVOT survey for the following questions: <ul style="list-style-type: none"> At the end of class, my teacher reminds us what we have learned. In my class, the students are well behaved. My class is busy learning and doesn't waste time. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop strategies to increase student voice and agency at the school and classroom level.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>2019 PIVOT surveys indicated consistent improvement in key areas across the year, which compared favourably with other schools in our network Community of Practice. While gains were made, areas of relative weakness remained. These were mainly evident in Standard 4: Create and maintain safe and supportive learning environments.</p> <p>The Positive Education Team is keen to investigate how Positive Psychology may impact student perception.</p>
--	--

Define Actions, Outcomes and Activities

Goal 1	To improve Reading and Number outcomes for all students.
12 Month Target 1.1	Year 3 students in the top two NAPLAN bands for Reading will be above 65% in 2020. Year 5 students in the top two NAPLAN bands for Numeracy will be above 40% in 2020.
KIS 1 Building practice excellence	Develop an agreed approach to the effective teaching of Reading and Numeracy
Actions	<ul style="list-style-type: none"> • Review and refine the OPPS Reading Instructional Model and incorporate relevant training into the whole school professional learning program. • Develop and implement an OPPS Numeracy Instructional Model to support consistency across all classrooms. • Continue to explore and trial key resources including the Literacy Toolkit and DET Numeracy documents. • Review current assessment practices and provide support for teachers in the analysis of data.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to articulate the structure of Literacy and Numeracy lessons. • Understand, self-assess and record their progress, and be able to articulate what they need to know next. <p>Teachers will:</p> <ul style="list-style-type: none"> • Effectively analyse multiple sources of data and use them to inform PLCs and their own teaching. • Understand and implement the OPPS instructional models in Literacy and Numeracy. • Access and implement ideas from the Literacy and Numeracy documents. • Develop further consistency in PLCs through the triangulation of data. • Provide feedback to students following assessments and opportunities for students to self-assess and record their progress. <p>Leaders will:</p> <ul style="list-style-type: none"> • Participate in PLCs. • Facilitate professional learning during whole staff meetings and curriculum teams. • Participate in a joint inquiry with staff to create a shared understanding of existing instructional models.

	<ul style="list-style-type: none"> Facilitate staff access to a range of relevant resources. Lead the development of instructional models and assessment guidelines to ensure consistency across the school. Conduct Learning Walks and provide feedback to teachers. 			
Success Indicators	<ul style="list-style-type: none"> Notes from SIT meetings reflecting on progress. Notes from Learning Walks and Peer Observations. Lesson plans. Peer Observation notes. Leader notes from conversations with students during learning walks. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate current practices and any instructional models currently in place. Share findings with all staff.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide Professional Learning on a range of effective instructional models.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and document the OPPS instructional models for Reading and Numeracy.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Build teacher confidence in the unpacking, analysis and interpretation of identified data sets.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Numeracy Leader		to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 2	Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.			
12 Month Target 2.1	<p>To improve the trend analysis mean score to meet 75.0 (72.86 in 2019) in the 'Use pedagogical model' component.</p> <p>To improve the trend analysis mean score to meet 75.0 (72.86 in 2019) in the 'Discuss problems of practice' component.</p> <p>To improve the trend analysis mean score to meet 77.0 (74.29 in 2019) in the 'Understand contribution to school improvement' component.</p>			
KIS 1 Building practice excellence	Develop the capabilities and knowledge of the professional learning team leaders to enhance their ability to support teacher teams to improve student outcomes through a collaborative and consistent approach.			
Actions	<ul style="list-style-type: none"> • Collect common cohort data, analyse and identify needs of students and professional learning needs of teachers. • Provide professional learning for all staff on effective PLCs and our roles within PLCs. • Ensure AIP goals are addressed within PLCs. • Develop and implement agreed school wide and team PLC protocols. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Complete assessment tasks. • Work with their teachers to set personal learning goals. • Provide feedback to teachers. • Reflect on their own learning and that of their peers. <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop their understandings around how to analyse data. • Understand and participate actively in the PLC Inquiry Cycle (Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor). 			

	<ul style="list-style-type: none"> • Complete professional readings. • Participate professionally in PLCs and follow agreed protocols. <p>Leaders will:</p> <ul style="list-style-type: none"> • Participate in and support the work of PLCs. • Ensure relevant professional reading is readily accessible. • Create PLC folders on COMPASS. • Refer to the Pedagogical Model to assist the work of PLCs. 			
Success Indicators	<ul style="list-style-type: none"> • Teachers' performance plans and their reflections on their contribution to school improvement as part of the performance cycle. • Student assessments. • Documented PLC protocols. • PLC Inquiry Cycle documentation. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Unpack the Pedagogical Model with all staff.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement agreed protocols.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Work through a full Inquiry Cycle with PLC leaders to ensure understanding and consistency.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Work with Anita Calore to provide professional learning on PLCs.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To empower all students to influence their learning and understand themselves as learners.			
12 Month Target 3.1	To improve the school's average scores from Term 1 to Term 4 on the PIVOT survey for the following questions:			
	<ul style="list-style-type: none"> • At the end of class, my teacher reminds us what we have learned. • In my class, the students are well behaved. • My class is busy learning and doesn't waste time. 			
KIS 1 Empowering students and building school pride	Develop strategies to increase student voice and agency at the school and classroom level.			
Actions	<ul style="list-style-type: none"> • As part of the Performance Review process, ensure teachers include a Professional Development Goal that relates to student empowerment. • Incorporate how to make effective use of PIVOT resources within the Professional Learning Plan. • Develop and implement a Positive Education program from Grades 3-6. 			
Outcomes	Students will: <ul style="list-style-type: none"> • Work to develop more positive attitudes towards school. • Participate in democratic decision making at the classroom level. 			

	<ul style="list-style-type: none"> Maintain a 'gratitude journal'; whether individual or part of a class effort. Work with teachers to understand themselves as learners. <p>Teachers will:</p> <ul style="list-style-type: none"> Have a PDP goal relating to student empowerment that can be measured using results from the PIVOT survey. Incorporate empowerment strategies and tools within their planning Use a variety of techniques and strategies to enable students to have an authentic voice in the organisation of their classroom. Practise Positive Education strategies. <p>Leaders will:</p> <ul style="list-style-type: none"> Facilitate professional learning for teachers on PIVOT data and resources. Ensure the Student Empowerment Team includes representation from across the school where possible. Facilitate discussions with teachers based on PIVOT data. 			
Success Indicators	<ul style="list-style-type: none"> Teachers' Performance Plans. Professional Learning Plan incorporating Student Empowerment. Positive Education lesson plans. Term 1 and Term 4 PIVOT data and analysis. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of a Mindfulness Program Grades 3-6.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,720.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers incorporate a Gratitude Journal as part of the Start Up Program.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Conduct the PIVOT survey in Term 1 and Term 4.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLCs to analyse results from PIVOT surveys and develop shared response.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Key staff members to complete 'Discovering Positive Education' PL course and support staff to adopt and implement key share strategies.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,593.00 <input checked="" type="checkbox"/> Equity funding will be used