

2021 Annual Implementation Plan

for improving student outcomes

Oak Park Primary School (4721)



Submitted for review by William Nolan (School Principal) on 16 December, 2020 at 10:24 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>The year 2020 will long be remembered for the worldwide pandemic, for lockdowns, shutdowns, social distancing and terrible losses. Our communities were hit hard, we had to find different ways of doing things and 'remote and flexible learning' became a thing. I think our whole school community acknowledge the hard work and dedication that was demonstrated by every one of our staff members. Their adaptability and innovative teaching enabled a smooth transition to remote learning and supported students as well as could be expected in the difficult circumstances.</p> <p>The school commenced involvement in the Primary Maths Specialists initiative in 2019.</p> <p>In 2020, the expectation was that specialists would work more closely with PLCs and individual teachers on diagnosing, setting goals, planning and implementation. This didn't eventuate to the extent we had anticipated, But we have decided to continue to self fund our specialists to allow them to build on what they have learned and to support teachers throughout the school.</p>
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	<p>It was also expected that work on the Pedagogical Model would be a major focus this year. We were supported in our work by our EILs, Jen Ames and Frances Lyngcoln but will need to continue this throughout 2021. The EILs were a good resource for the school and one that we utilise further.</p> <p>We had also anticipated that we would implement a Positive Education Program throughout the school this year. A volunteer interest-based group of classes undertook an inquiry and trialed different approaches. Further training and consolidation will also take place in the next 12 months.</p>
<p>Considerations for 2021</p>	<p>The School Improvement Team undertook a review of what was achieved in 2020, considered all the available data and what our next steps in key areas should be in key areas. These were the key findings:</p> <p>Reading and Number:</p> <ul style="list-style-type: none"> • Choose a model based on best practice; adapt to suit the needs of OPPS students and teachers • Provide PD/ Coaching/ mentoring on how to implement the model • Develop clarity around whole school expectations • Implement Professional Learning Program to assist PLC Leaders in developing a consistent understanding of PLC process <p>Professional Learning Communities:</p> <ul style="list-style-type: none"> • Develop understandings around the Pedagogical Model and how it can assist PLCs with planning. • Further work on understanding and analysis of data sets and how to inform future planning • Review PLC protocols • Work with Anita Calore to provide professional learning on PLCs. <p>Student Empowerment:</p> <ul style="list-style-type: none"> • Develop and implement a Positive Education program from Grades 3-6.

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve Reading and Number outcomes for all students.
Target 2.1	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 2.a Building practice excellence	Develop an agreed approach to the effective teaching of Reading and Numeracy

Goal 3	Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.
Target 3.1	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 3.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 4	To empower all students to influence their learning and understand themselves as learners.
Target 4.1	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 4.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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>For KIS 1a: The percentage of students achieving more than 12 months learning growth between term 1 and term 4 as identified by Running Records and benchmarking be 30% or greater.</p> <p>The percentage of students achieving more than 12 months learning growth between term 1 and term 4 as identified by teacher judgements be 30% or greater.</p> <p>For KIS 1b: To improve on the previous PIVOT school averages for the following components:</p> <ul style="list-style-type: none"> • This class keeps my attention (3.6 in 2020) • This class is focused on learning (3.7 in 2020) • I know how well I am doing in this class (3.8) <p>For KIS 1c: To improve the percentage of positive results on the Parent Opinion Survey for the following variables:</p> <ul style="list-style-type: none"> • I understand how my child is assessed.

			<ul style="list-style-type: none"> The academic standards at this school provide adequate challenge for my child.
To improve Reading and Number outcomes for all students.	No	<p>Based on 2017 benchmarks:</p> <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 	
Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.	No	<p>Based on 2017 benchmarks:</p> <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 empower all students to influence their learning and understand themselves as learners.	No	<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 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>For KIS 1a: The percentage of students achieving more than 12 months learning growth between term 1 and term 4 as identified by Running Records and PAT benchmarking be 30% or greater.</p> <p>The percentage of students achieving more than 12 months learning growth between term 1 and term 4 as identified by teacher judgements be 30% or greater.</p> <p>For KIS 1b: To improve on the previous PIVOT school averages for the following components:</p> <ul style="list-style-type: none"> • This class keeps my attention (3.6 in 2020) • This class is focused on learning (3.7 in 2020) • I know how well I am doing in this class (3.8 in 2020) <p>For KIS 1c: To improve the percentage of positive results on the Parent Opinion Survey for the following variables:</p> <ul style="list-style-type: none"> • I understand how my child is assessed. • The academic standards at this school provide adequate challenge for my child. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2	Happy, active and healthy kids priority	Yes

Health and wellbeing		
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>For KIS 1a: The percentage of students achieving more than 12 months learning growth between term 1 and term 4 as identified by Running Records and PAT benchmarking be 30% or greater.</p> <p>The percentage of students achieving more than 12 months learning growth between term 1 and term 4 as identified by teacher judgements be 30% or greater.</p> <p>For KIS 1b: To improve on the previous PIVOT school averages for the following components:</p> <ul style="list-style-type: none"> • This class keeps my attention (3.6 in 2020) • This class is focused on learning (3.7 in 2020) • I know how well I am doing in this class (3.8 in 2020) <p>For KIS 1c: To improve the percentage of positive results on the Parent Opinion Survey for the following variables:</p> <ul style="list-style-type: none"> • I understand how my child is assessed. • The academic standards at this school provide adequate challenge for my child.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> • Audit and refine the Literacy and Mathematics Instructional Models against the VTLM; adapt to suit the needs of OPPS students and teachers. • Develop understanding and analysis of the data sets we use and how they can inform future planning.

	<ul style="list-style-type: none"> Build middle leaders' capabilities to implement effective PLCs ensuring consistency and common understanding of PLC processes. 			
Outcomes	<ul style="list-style-type: none"> Teachers will consistently and explicitly implement the school's instructional model. Leaders will regularly update trackers/collated data. Teachers will provide regular feedback and monitor student progress using trackers/collated data. Students will know what their next steps are to progress their learning. 			
Success Indicators	<ul style="list-style-type: none"> Students provide feedback on differentiation, the instructional model, and use of common strategies. Student feedback indicating their personal goals have been achieved. Leaders compile artefacts that indicate the effective implementation of the PLC cycle. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Work with the EILs to refine the OPPS instructional models for English and Mathematics.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Facilitate additional external and internal PLC coaching for middle leaders.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership Team members participate in PLC meetings and support middle leaders.	<input checked="" type="checkbox"/> Leadership Team	<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	<ul style="list-style-type: none"> • Develop and implement a Positive Education program from Grades 3-6. • At-risk students will be identified and receive targeted support in a timely manner. 			
Outcomes	<ul style="list-style-type: none"> • Teachers will incorporate trauma informed practices in classes and in planning units of work. • Teachers and leaders will integrate social-emotional learning into school practice, policies and programs. • Students will have strong relationships with peers. • Students will maintain a gratitude journal. • Leaders will facilitate professional discussions with teachers around Positive Education and model Positive Education strategies. 			
Success Indicators	<ul style="list-style-type: none"> • Classroom and peer observations • Shared PL goals documented in staff PDPs • Student engagement in wellbeing programs (feedback, participation, classroom observations) • Student Wellbeing Leaders contribute to the effectiveness of programs. 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Two teachers to complete the Positive Education course run by the Positive education Institute.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop curriculum resources which reflect wellbeing and social-emotional learning focus.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Refine documentation for wellbeing programs.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input 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 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a Positive Education Team who supports staff to share, adopt and implement key strategies.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning. Use digital channels of communication to provide regular updates on weekly student learning programs. 			
Outcomes	<ul style="list-style-type: none"> Students will participate regularly in meetings with parents and teachers. Teachers will have strong relationships with students and parents/carers/kin. Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin. Parents will improve their understanding of the way teachers assess students. 			
Success Indicators	<ul style="list-style-type: none"> Positive class and whole school PIVOT surveys. Student/staff/parent/carer/kin focus groups and interviews. Parent Information Nights held each term. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise Parent Information Night on how the school conducts assessments. Follow up with further information via COMPASS and other school channels.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events.	<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

Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Initiate regular meetings using digital technologies between parents/carers/kin and teachers.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$14,700.00	\$14,700.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$14,700.00	\$14,700.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Document plans for coaching/mentoring/observation.	from: Term 1 to: Term 4		\$8,000.00	\$8,000.00
Two teachers to complete the Positive Education course run by the Positive education Institute.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Develop curriculum resources which reflect wellbeing and social-emotional learning focus.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$3,000.00	\$3,000.00

Organise Parent Information Night on how the school conducts assessments. Follow up with further information via COMPASS and other school channels.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$1,200.00	\$1,200.00
Totals			\$14,700.00	\$14,700.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Work with the EILs to refine the OPPS instructional models for English and Mathematics.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants EILs Frances Lyngcoln and Jen Ames	<input checked="" type="checkbox"/> On-site
Facilitate additional external and internal PLC coaching for middle leaders.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Anita Calore	<input checked="" type="checkbox"/> Off-site Departmental coaching for PLC Leaders.r

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Two teachers to complete the Positive Education course run by the Positive education Institute.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site At Geelong Grammar, Corio campus.