

2018 Annual Implementation Plan

for improving student outcomes

Oak Park Primary School (4721)



Submitted for review by William Nolan (School Principal) on 08 December, 2017 at 02:00 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 08 December, 2017 at 03:46 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Oak Park Primary School (4721)

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>Recently completing a Peer Review has enable us to reflect on the school performance and progress against the FISO framework. There are many things we do well and we have a solid foundation for further development. Our staff is on the FISO journey and we are working hard to further our understandings. The development of our next Strategic Plan provides opportunities for further research and a sharpening of focus. We are serious about improvement and are clear on the areas we need to improve in.</p>
Considerations for 2019	<p>The school has recently completed a Peer Review. Three areas were identified for inclusion in the next Strategic Plan:</p> <p>Building Leadership Team The panel suggested that the school revise its professional learning team model to increase shared ownership and collective responsibility for achieving the school's improvement agenda. The school has submitted an expression of interest to participate in the Professional Learning Communities initiative in 2018-19 and is currently awaiting the outcome.</p> <p>Curriculum Planning and Assessment</p>

	<p>The panel recommended that the school review its assessment schedule and establish consistent and efficient assessment tools and practices to gather reliable summative data to evaluate learning and formative assessment data to guide teaching and learning.</p> <p>Empowering Students and Building School Pride The panel agreed that the next step for the school is to empower students to enable them to increasingly influence their learning and understand themselves as learners.</p>
Documents that support this plan	<p>Draft Peer Review Report Oak Park.docx (0.31 MB) School Performance Report.pdf (1.85 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Oak Park Primary School (4721)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve Reading and Number outcomes for all students.	<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 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Year 3 students in the top two NAPLAN bands for Reading will increase from the four year average of 50% to 60% in 2018.</p> <p>Year 5 students in the top two NAPLAN bands for</p>	Building practice excellence

	<ul style="list-style-type: none"> increase the percentage of students achieving A and B as measured against the Victorian Curriculum standards 		Numeracy will increase from the four year average of 24% to 28% in 2018.	
Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.	<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 	Yes	<p>To improve the trend analysis mean score to meet 80.0 (76.59 in 2017) in the 'Staff trust in colleagues' component.</p> <p>To improve the trend analysis mean score to meet 73.0 (70.80 in 2017) in the 'Teacher collaboration' component.</p> <p>To improve the trend analysis mean score to meet 80.0 (78.89 in 2017) in the 'Understand formative assessment' component.</p> <p>To improve the trend analysis mean score to meet 70.0 (68.89 in 2017) in the 'Understand how to analyse data' component.</p>	Building practice excellence
To empower all students to influence their learning and understand themselves as learners.	<p>Based on 2017 benchmarks:</p> <ul style="list-style-type: none"> improvements in Attitudes to School Survey data in relation teaching and learning improvements in Parent Opinion Survey data in relation top student engagement 	Yes	To increase Grade 5 and 6 scores on the Student Attitude to School Survey, to at least the second quartile (first quartile in 2017) for differentiated learning challenge.	Empowering students and building school pride

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Improvement Initiatives Rationale
Following a Peer Review in Term 3 this year, it was recommended that the school should focus on improving outcomes in both Reading and Mathematics. The panel identified that the previous Key Improvement Strategy of providing whole school targeted professional learning in Writing had enabled high learning growth. Strategies to improve assessment practices in Reading and Mathematics have not been fully implemented and we have seen lesser growth in these areas.

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 increase from the four year average of 50% to 60% in 2018. Year 5 students in the top two NAPLAN bands for Numeracy will increase from the four year average of 24% to 28% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	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.
12 month target 2.1	To improve the trend analysis mean score to meet 80.0 (76.59 in 2017) in the 'Staff trust in colleagues' component. To improve the trend analysis mean score to meet 73.0 (70.80 in 2017) in the 'Teacher collaboration' component. To improve the trend analysis mean score to meet 80.0 (78.89 in 2017) in the 'Understand formative assessment' component. To improve the trend analysis mean score to meet 70.0 (68.89 in 2017) in the 'Understand how to analyse data' component.
FISO Initiative	Building practice excellence

Key Improvement Strategies	
KIS 1	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.
12 month target 3.1	To increase Grade 5 and 6 scores on the Student Attitude to School Survey, to at least the second quartile (first quartile in 2017) for differentiated learning challenge.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Develop strategies to increase student voice and agency at the school and classroom level.

Define Evidence of Impact and Activities and Milestones - 2018

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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 increase from the four year average of 50% to 60% in 2018. Year 5 students in the top two NAPLAN bands for Numeracy will increase from the four year average of 24% to 28% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop an agreed approach to the effective teaching of Reading and Numeracy

Actions	<ul style="list-style-type: none"> • build effectiveness with formative assessment strategies • build effectiveness with formative evaluation of teaching programs strategies • establish efficient and accessible formative assessment tools in Mathematics • build teacher capacity to conduct Running Records during reading conferences to inform instruction and document progress over time • build teacher capacity to challenge and extend independent readers through challenging and authentic tasks • use evidence of learning for targeted teaching along a learning continuum • plan explicit learning for high achieving students in planning meetings • implement the evidence-based high impact strategies. 			
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> • complete professional learning on the guiding principles outlined in the school's English and Mathematics handbooks • participate in collegiate visits and complete reflections focussed on the teaching of English and Mathematics • create planning documents that reflect the school's agreed practices <p>Students will:</p> <ul style="list-style-type: none"> • co-construct personal learning goals in English and Mathematics <p>Leaders will:</p> <ul style="list-style-type: none"> • provide expert support at professional learning community meetings • coach and mentor teachers in areas relevant to the teaching of English and Mathematics • incorporate relevant professional learning in the PL calendar 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Refine the English and Mathematics handbooks and ensure teachers understand the agreed approaches.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Leadership will support teachers to undertake classroom observations and provide critical feedback to each other to inform improvements in teacher practice in line with agreed teaching approaches.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Schedule collegiate visits for teachers to observe one another's practice in order to provide and act on feedback relative to evidence-based teaching models.	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Coaching/Mentoring with teachers occurs in classrooms on a regular basis, followed by a professional discussion.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$11,000.00 <input checked="" 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	To improve the trend analysis mean score to meet 80.0 (76.59 in 2017) in the 'Staff trust in colleagues' component. To improve the trend analysis mean score to meet 73.0 (70.80 in 2017) in the 'Teacher collaboration' component. To improve the trend analysis mean score to meet 80.0 (78.89 in 2017) in the 'Understand formative assessment' component. To improve the trend analysis mean score to meet 70.0 (68.89 in 2017) in the 'Understand how to analyse data' component.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	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"> • participate in the Professional Learning Community initiative • utilise an inquiry cycle model to build staff confidence, ownership, knowledge and expertise • strengthen PLT leaders' expertise in proven coaching methods • monitor multiple sources of whole-school data to measure the achievement of short term and long-term goals • establish agreed norms and protocols to encourage contribution and reflection in PLT meetings • schedule regular PLT meetings
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> • incorporate focused and differentiated feedback to support the progress and achievement of every student • develop a deep knowledge of the curriculum and students' progress and achievement, through the use of high quality Common Assessment Tasks and rigorous moderation processes • participate in professional conversations regarding student learning • use the Professional Learning Communities Maturity Matrix to select professional learning goals in their PDP

	<p>Students will:</p> <ul style="list-style-type: none"> • provide regular feedback to teachers and peers • respect and value the views of others, and feel their own views are respected and valued in return • contribute to shaping the curriculum and learning activities <p>Leaders will:</p> <ul style="list-style-type: none"> • ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams • model effective feedback processes and facilitate multiple opportunities for regular 360 degree feedback throughout the school • facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching • facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement • establish whole school agreed norms and protocols to encourage contribution and reflection 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Participate and implement the Victorian PLC initiative.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Include PLC professional learning within the Professional Learning Calendar.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate the impact of PLCs in relation to improving student learning and the quality of teaching.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish whole school agreed norms and protocols to encourage contribution and reflection.	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to:	\$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 increase Grade 5 and 6 scores on the Student Attitude to School Survey, to at least the second quartile (first quartile in 2017) for differentiated learning challenge.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Develop strategies to increase student voice and agency at the school and classroom level.
Actions	<ul style="list-style-type: none"> • increase the collection of student feedback during and after lessons, for example through the use of exit cards, to determine the impact of teaching and the level of student engagement or interest • consult with students and use the feedback to inform teaching practice and lesson planning • provide explicit learning intentions and success criteria or exemplars to support self-assessment • include elements of choice and challenge in learning tasks • routinely plan for and develop rich learning tasks that challenge all learners • develop assessment rubrics that are accessible to enable teachers and students to view learning sequences, monitor progress and evaluate success • explicitly teach students how to set personal learning goals and how to develop strategies to achieve them • Develop student capacity to provide feedback on completed units of work.
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> • provide explicit feedback to students on the work that students do. • incorporate elements of student choice and feedback in to all units of work. • be positive about the effects of student agency and will make concerted efforts to increase levels of agency in their classroom • specifically teach metacognition strategies • have students complete a 'Learning Map' to help gauge student voice • consider students' prior knowledge and determine readiness levels prior to the teaching of a topic <p>Students will :</p> <ul style="list-style-type: none"> • provide regular feedback to teachers and peers • respect and value the views of others and feel their own views are respected and valued in turn. • feel confident that their teacher understands how they learn • work together to apply previously acquired knowledge <p>Leaders will:</p>

	<ul style="list-style-type: none"> • support teachers to inquire into the impact of feedback on their teaching through classroom embedded professional learning • sustain a focus on HITS through coaching, modelling, observation and feedback • act as mentors for students undertaking leadership roles • provide classroom support to enable one on one 'learning meetings' to occur between teacher and students 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Classroom teachers provide regular opportunities for students to provide feedback and weekly planners include evidence of Student Agency.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to conduct one on one interviews with students focussing on their needs as learners.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce and enhance negotiated leadership roles for senior students eg Student Voice Team, House Captains, Environment Captains, Newsletter.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Oak Park Primary School (4721)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Refine the English and Mathematics handbooks and ensure teachers understand the agreed approaches.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Leadership will support teachers to undertake classroom observations and provide critical feedback to each other to inform improvements in teacher practice in line with agreed teaching approaches.	PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Coaching/Mentoring with teachers occurs in classrooms on a regular basis, followed by a professional discussion.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Numeracy Coach: Kathy Palmer	<input checked="" type="checkbox"/> On-site
Participate and implement the Victorian PLC initiative.	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site TBC
Classroom teachers provide regular opportunities for students to provide feedback and weekly planners include evidence of Student Agency.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

[Draft Peer Review Report Oak Park.docx \(0.31 MB\)](#)

[School Performance Report.pdf \(1.85 MB\)](#)

Draft