Oak Park Primary School 4721
Strategic Plan 2017-2021

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Bryan Nolan		....[name]................[date]	....[name]................[date]
School Council President: Joanne Roolker		....[name]................[date]	....[name]................[date]
Delegate of the Secretary: .... [name] [date]		....[name]................[date]	....[name]................[date]

School vision	School values	Context and challenges	Intent, rationale and focus
Oak Park Primary School will work collaboratively to provide a stimulating, safe and challenging learning environment that promotes resilient, innovative thinkers.	**Respect** Treating others with consideration and regard, respecting other points of view. **Responsibility** Being accountable for our actions, resolving differences constructively in peaceful ways, contributing to the community, taking care of our environment. **Resilience** Having a positive mindset with the ability to deal with challenges effectively.	**Context:** • Enrolment remains strong. • Excellent facilities and extensive specialist program. • Evolving model of inquiry supported by use of technology. • Capable, motivated and supportive parent community. **Challenges:** • Consistently strong results in Writing but which do not translate to Reading. • ATSS results generally indicate that students do not feel they are listened to or have a say in their own learning. • Teachers have expressed the need to improve the level of collaboration and collective ownership across the school.	**Intent:** To build on our strong community connections; to empower both students and teachers and for our school to be a place of learning that develops resilience, fosters creativity and celebrates diversity. **Rationale:** Student achievement and engagement will increase when students have more ownership of their school community. **Focus:** Empowering students and building school pride Building practice excellence Curriculum planning and assessment

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve Reading and Number outcomes for all students.	Excellence in teaching and learning **Building practice excellence**	Develop an agreed approach to the effective teaching of Reading and Numeracy. **Actions:** • 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.	Based on 2017 benchmarks: • 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 Victorian Curriculum standards.

Build a professional learning team approach that supports collaboration, develops teacher expertise and drives school improvement.	Excellence in teaching and learning **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:** • 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	Based on 2017 benchmarks: • 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 Community 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.	Positive climate for learning **Empowering students and building school pride**	Develop strategies to increase student voice and agency at the school and classroom level. **Actions:** • 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.	Based on 2017 benchmarks: • improvements in Student Attitudes to School Survey data ATS data in relation to teaching and learning • improvements in Parent Opinion Survey data in relation to student engagement