

Annual Implementation Plan - 2023

Oakleigh Primary School (1601)



Submitted for review by Michele Nolan (School Principal) on 30 November, 2022 at 12:24 PM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 16 January, 2023 at 10:34 AM
Endorsed by David Woodgate (School Council President) on 07 February, 2023 at 02:37 PM

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	The percentage of students in the Top 2 Bands in Numeracy Year 3 at 66% (2022) will be maintained. The percentage of students in the Top 2 Bands in Numeracy Year 5 will increase from 52% (2022) to 55% (2023) The percentage of students achieving above benchmark growth in Numeracy will increase from 25% (2021) to 30% (2023) The percentage of positive responses by students to the AtSS factor Sense of Confidence will increase from 86% (2022) to 87% (2023). The percentage of positive responses by students to the AtSS framework factor Emotional Awareness and Regulation will increase from 70% (2022) to 72% (2023). The percentage of positive responses by students to the AtSS factor Sense of Connectedness will increase from 85% (2022) to 86% (2023).
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Further build staff understanding of the proficiencies and ability to embed them into numeracy sessions, including identifying them in LI and SC. Review our approach to the teaching of the Measurement and Geometry strand, including the use of resources, real life application and task differentiation. Ensure that Planning Documents and Work Programs indicate an explicit focus on the proficiencies. Continue to embed the use of Number Talks into teacher practice, including an understanding of which proficiency is the focus of the Number Talk. Staff to make greater use of the resources in fuse and the Numeracy Portal in planning and classroom teaching programs.
Outcomes	Whole School Level Students in need of targeted Numeracy extension or support will be identified and supported. Numeracy Leaders will support teaching staff to embed the proficiencies into planning documents and teaching practices. Staff will undertake Professional Development on the effective use of Number Talks, task differentiation and the proficiencies. Staff will review planning documentation, including yearly planners, in terms of the way we approach the teaching of the Measurement and Geometry Strand.

	<p>Classroom Level Students will understand what the next steps are to progress their learning and will set SMART numeracy learning goals. Teachers will explicitly teach and integrate the proficiencies and differentiated Measurement and Geometry tasks into their classroom practice. Teachers will provide students with regular feedback and monitor their progress, including against the achievement of their SMART goals. There is an increase in the percentage of students who are achieving above expected level in the Measurement and Geometry Strand, (NAPLAN and teacher judgments).</p> <p>Individual and Small Group Level Teachers and tutors will plan for differentiation based on student learning data. Opportunities for highly able students to participate in enrichment sessions e.g. Maths Olympiad. Extension and Support Maths groups will provide opportunities to develop students' understandings of the Measurement and Geometry Strand.</p>			
Success Indicators	<p>Early Indicators: Curriculum Documentation in Numeracy shows evidence of differentiation and explicit teaching of the proficiencies and the Measurement and Geometry Strand Student feedback on differentiation of instruction and tasks Student feedback on goal setting and teacher feedback/support Teacher records and observations of student progress against Numeracy goals Teachers' formative assessment data and summative judgements against the curriculum Classroom observations and learning walks demonstrating use of the proficiencies.</p> <p>Late indicators: NAPLAN results: percentage of students in the top two bands in Numeracy Students perception survey results: self-regulation and goal setting and motivation and interest. Semester 2 teacher judgments.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build teacher capacity to embed to mathematical proficiencies into their documentation, classroom practice and assessment.	☑ All staff	☑ PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader		to: Term 3	
Embed the use of Number Talks into teacher practice, including an understanding of which proficiency is the focus of the Number Talk.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Staff to make greater use of the resources in Fuse and the Numeracy Portal in planning and classroom teaching programs.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	<p>Deliver whole school Professional Development Programs which support positive mental health, including supporting students with anxiety.</p> <p>Review our processes to ensure a whole school approach to mental health, including supporting and managing students with mental health, behavioural or social issues.</p> <p>Students with emerging or acute wellbeing needs will be identified, referred and supported appropriately.</p> <p>Communication and education provided to parent community around our School Wellbeing program, including supporting children with compromised wellbeing.</p> <p>Identify, monitor and support students with poor attendance records, including implementing strategies and processes to increase their attendance rate.</p>				
Outcomes	<p>Whole School</p> <p>The AIP Student Wellbeing Committee plan and deliver whole school Professional Development to build teaching capacity to support positive mental health.</p> <p>The AIP Student Wellbeing Committee plan and deliver whole school Professional Development on supporting students with compromised wellbeing needs e.g. anxiety, attendance, or social skill development.</p> <p>Parent Community will understand the school approach to positive mental health and the resources available to them and their families.</p> <p>Parent Community will understand that it is not okay to be away.</p>				

	<p>Classroom Level Teachers and leaders integrate positive mental health strategies into their classroom practice. Students are taught strategies to deal with social issues, anxiety and build personal resilience and persistence.</p> <p>Individual or Small Group Level Students at risk and their families will receive regular communication and support from the school. Students with emerging or acute wellbeing needs are identified, referred and supported appropriately.</p>				
Success Indicators	<p>Early Indicators: Work Programs and planning documents shows evidence of explicit teaching of social and emotional wellbeing strategies Documented records of intervention and support offered for students at risk, including the student wellbeing tracker COMPASS incident and concern reports Records of whole school and sub school targeted wellbeing professional development, including: social skills, supporting students with anxiety, and managing challenging behaviour Whole School / Year level Newsletter articles featured A clearly defined approach is developed to ensure that there is consistency of practice when dealing with students with compromised social and emotional wellbeing. Student attendance records - identified groups e.g. Year 1 students 2023</p> <p>Late Indicators: AtSS and POS data Reduction in the number of incidents and concerns related to student personal and social wellbeing. Reduction in the number of students who are absent for more than 20 days a year.</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Deliver whole school Professional Development on the Resilience, Rights and Respectful Relationships Program and mental health, including supporting students with anxiety.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Professional Development to assist staff in supporting and managing students with behavioural or social issues, including	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00	

students with a disability, to ensure a school wide consistency of approach.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team		to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Document processes for supporting and managing students with behavioural or social issues, including students with a disability, to ensure a school wide consistency of approach.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Students with emerging or acute wellbeing needs are identified, referred and supported appropriately.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To empower students to be actively engaged in their learning.			
12-month target 3.1 target	The percentage of positive responses by students to the AtSS factor Student Voice and Agency will increase from 69% (2022) to 72% (2023)			
12-month target 3.2 target	The percentage of positive responses by students to the AtSS factor Self-regulation and goal setting will increase from 84% (2022) to 85% (2023)			
12-month target 3.3 target	The percentage of positive responses by students to the AtSS factor Motivation and Interest will increase from 83% (2022) to 85% (2023)			
KIS 3.b Empowering students and building school pride	Develop staff capacity to activate student agency in classroom learning experiences			
Actions	Plan and deliver whole school Professional Development on Student Voice and Agency. Audit our current Student Voice, Agency and Leadership Scope and Sequence Chart to ensure that it meets school and student needs. Continue to develop student and staff capacity to set SMART goals and review achievement against these goals. Increase the opportunities we provide students to exercise agency in their own learning e.g. codesigning open-ended learning			

	<p>experiences/investigations. Continue to increase opportunities for one-to-one student feedback which stimulates their thinking about learning and provides opportunities to ask questions and provide input. Increase opportunities for students to have a voice, both in the classroom and through student forums e.g. Oakleigh Matters</p>			
Outcomes	<p>Whole School There is an agreed understanding about what student voice and agency means in the classroom. The AIP Student Wellbeing Committee plan and deliver whole school Professional Development on Student Voice and Agency.</p> <p>Classroom Level Teachers and leaders increase opportunities to integrate student voice and agency into their classroom practice. The revised Student Voice, Agency and Leadership Scope and Sequence Chart is implemented schoolwide. Students are given opportunities to develop skills and competencies that support their ability to direct and take greater responsibility for their own learning. Students reflect on their learning successes and plan for future learning. In inquiry Units students use project-based learning strategies to explore real world topics deeply.</p> <p>Individual or Small Group Level Students confidently communicate their ideas and opinions in small group forums e.g. Oakleigh Matters Students in Enrichment classes negotiate and design learning that stretches their thinking.</p>			
Success Indicators	<p>Early Indicators: Work Programs and planning documents shows evidence of activities which promote student voice and agency Samples of student learning goals and feedback sessions. Student work samples where student agency has been activated e.g. Inquiry Units. Records of whole school and sub school targeted wellbeing professional development, including student goal setting, giving feedback and what student voice and agency looks like as students progress through the school. Whole School / Year level Newsletter articles featured in the Student Voice Section of the newsletter. Percentage of positive responses related to Student Voice and Agency in the AtSS and the Parent Opinion Survey.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build the capacity of the students to set SMART goals and act on teacher feedback.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student(s)		to: Term 2	
Plan and deliver whole school Professional Development on Student Voice and Agency.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Audit our current Student Voice, Agency and Leadership Scope and Sequence Chart to ensure that it meets school and student needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Year level coordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Increase opportunities for students to have a voice, both in the classroom and through student forums e.g. Oakleigh Matters	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00