

Annual Implementation Plan: for Improving Student Outcomes

School name: Oakleigh Primary School

Year: 2017

School number: 1601

Based on strategic plan:

Endorsement:

Principal Jack Fisher

Date: 22 March 2017

Senior Education Improvement Leader Mark Flack

School Council Jimmy Mastrandonakis

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
To drive ongoing improvement of student learning outcomes across all curriculum areas. To improve engagement of all students through greater student autonomy in their learning. To build student capacity to be active members of our school and the wider community. To strengthen wellbeing for a flourishing school community. To ensure resources management is responsive to the needs of the school and our students.	Excellence in teaching and learning	Building practice excellence	
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Curriculum planning and assessment:
 In 2016 our Assessment and Reporting Schedule was reviewed to ensure that assessment tasks provide valuable diagnostic information to inform program planning, resource allocation, identify future learning needs and effectively track individual and school wide performance. Staff identified the need to continue to develop authentic assessment tasks which identify student capabilities against the standards, including misunderstandings. Our FISO group's focus is developing teacher capacity in data analysis for targeted teaching and learning leading to improved student learning outcomes. On vehicle for building teacher data literacy will be the implementation of the Essential Assessments Program. Parent/Staff and Student focus groups identified a need to have an agreed understanding of the purpose of Learning Portfolios and their link to the reporting process. This shared agreement was reached in 2016 and different proformas were trialed in Term 4. The agreed process will be implemented in 2017.

Empowering Students and building school pride:
 The 2016 Attitude to School Survey still indicates that students are not satisfied as we would like with the Teaching and Learning practices at our school. Schools that build a culture where teachers and students work together and where student voice is heard and respected increase the students' feeling of self-worth and efficacy. By increasing opportunities for authentic student voice and active and collaborative participation in decision making about learning and assessment we will create a learning environment that is empowering and positive.

Curriculum planning and assessment:
 The Assistant Principal undertook the PALL (Principals as Literacy Leaders) training course in 2016. During 2016 staff undertook Professional Development on the components of the Big 6 (oral language, vocabulary, phonological awareness, letter-sound knowledge, comprehension and fluency). Through this Professional Development modifications were made to learning programs to improve oral language and vocabulary instruction. These will continue to be a focus in 2017. A focus for improvement was identified by teachers in the Junior School – phonological awareness.



Research has shown that a child’s awareness of the sounds of spoken words is a strong predictor of his or her later success in learning to read. Analysis of the English Online Interview data and teacher observation indicated that students have limited phonological awareness which impacts upon their ability to read and spell. It is believed that through an explicit phonological awareness program the students reading, phonemic and spelling progress will increase. It is also believed that students ‘at risk’, including EAL students, should be assessed to identify their phonological awareness and if appropriate a targeted intervention program implemented.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ul style="list-style-type: none"> • Evidence-based and data driven to guide improvement and measure impact • Connecting assessment with learning • Explicit assessment criteria
Empowering students and building school pride	<ul style="list-style-type: none"> • Teacher-student relationships and engagement for learning • Providing student motivation and confidence for learning • Promoting student voice and leadership
Curriculum planning and assessment	<ul style="list-style-type: none"> • Development and documentation of the school’s curriculum plan • Monitoring and evaluating curriculum • Using an holistic approach to curriculum, pedagogy, assessment and reporting



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		To drive ongoing improvement of student learning outcomes across all curriculum areas.																
IMPROVEMENT INITIATIVE		Curriculum planning and assessment																
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> • Increase the percentage of students achieving above the expected NAPLAN levels in Numeracy and Reading in Year 5 and in AusVELS, Speaking and Listening (Foundation to Year 6). • To achieve high levels of high relative growth and low levels of low relative growth on NAPLAN relative growth charts. • Relative growth for all students deemed capable, in AusVELS to be equal to at least one year. • Increase the percentage of students achieving above the expected level in Speaking and Listening to 30%. 																
12 MONTH TARGETS		<ul style="list-style-type: none"> • Data from the Essential Assessment indicates a high level of growth in Mathematics through the connection of assessment with learning. • Naplan results in Reading and Numeracy indicate a high level of high relative growth. <table border="1"> <tr> <td>2016</td> <td>Numeracy</td> <td>23%</td> <td>Reading</td> <td>15%</td> </tr> <tr> <td>2017</td> <td>Numeracy</td> <td>32%</td> <td>Reading</td> <td>30%</td> </tr> </table>							2016	Numeracy	23%	Reading	15%	2017	Numeracy	32%	Reading	30%
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	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING													
					Progress Status	Evidence of impact	Budget											
							Estimate	YTD										
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]												
Evidence-based and data driven to guide improvement and measure impact	Implement the Essential Assessments Mathematics Program to ensure that data is evidence based and identifies future learning and teaching tasks.	Leading Teachers Principal Class	Term 1	6 months: Data Analysis Team is established to oversee school wide collection of data and coordinate analysis to measure impact and drive school improvement.	● ● ●													
	Implement a data analysis team who will oversee the use of data to measure impact and guide improvement.	Principal Class Data Literacy Team	Term 1 Ongoing	Staff are trained in the effective use of the Essential Assessments Program and use pre and post assessments to measure impact and determine future learning needs.	● ● ●													
	Use the data from the Essential Assessments program to measure the effectiveness of teaching and learning by analysing relative growth.	Leading Teachers Classroom Teachers	Ongoing	The FISO team work collaboratively to share best practice and achieve the aims outlined in the AIP Plans.	● ● ●													
	Professional Development on the use of the Essential Assessment Program, including effective evaluation of achievement against the standards, including misunderstandings.	Assistant Principal Leading Teachers	Term 1	12 months: Data Analysis Team through effective collection of data and analysis to measure impact and drive school improvement are able to make evidence based recommendations for the 2018 AIP and the new Strategic Plan.	● ● ●													
	Work with our Monash/Manningham FISO group to collaboratively improve our use of evidence	Principal Class	Ongoing	Professional conversations and PDP meetings indicate that staff effectively use data to measure impact, guide future	● ● ●													



	based data.			learning and differentiate the curriculum.				
Connecting assessment with learning	Professional Learning, year level team and sub-school planning meetings include professional dialogue to ensure that all staff have agreed understandings about the link between assessment and learning (diagnostic and formative).	Leading Teachers	Ongoing	6 months: Planning documents and work programs identify the assessment tasks which will measure success and guide future learning. There is a visible link between differentiated learning tasks and assessment results.	● ● ●			
	Fully implement the Victorian Curriculum and use achievement against the standards (curriculum tracker) to plan future learning tasks.	Leading Teachers Classroom Teachers	Term 1	12 months: Staff have effectively used the Essential Assessment Program to evaluate achievement against the standards for each of their students and can clearly articulate strengths, misunderstandings and future learning tasks.	● ● ●			
	The Essential Assessment Program, is used to evaluate achievement against the standards, including misunderstandings and set future learning tasks. Planning documents clearly identify the assessment tasks which will measure success and guide future learning.	Curriculum Leaders Leading Teachers Classroom Teachers	Term 1 Ongoing Ongoing	Every students' achievement against the Victorian Curriculum standards is recorded on the Curriculum Tracker and the data is used to write reports, differentiate tasks, set learning goals and identify school wide trends.				
Explicit assessment criteria	Learning Portfolio samples are explicit and identify the learning intention, success criteria and achievement against the curriculum standards. The portfolios clearly show growth over time and are aligned with semester reports.	Curriculum Leaders Leading Teachers Classroom Teachers	Term 2	6 months: The Sub-school Leaders lead the implementation of common assessment tasks for the Learning Portfolios which are aligned with the reporting process.	● ● ●			
	Team and sub-school planning meetings include professional dialogue ensure that all staff have agreed understandings about assessment practices and portfolio tasks.		Ongoing	Minutes of meetings indicate staff have discussed assessment processes and have a consistent approach within and across year levels	● ● ●			
	The Sentral Continuum Tracker (Victorian Standards) is fully embedded and used to drive student improvement, track performance over time and differentiate learning. Specialist Teachers assess tasks against agreed learning intentions and success criteria for inclusion in the Learning Portfolios.	Specialist Teachers	Term 1 Term 2	12 months: Mean factor score on the Parent Opinion Survey for Reporting is: 6.0 Minutes of meetings indicate staff have discussed assessment processes and have a consistent approach within and across year levels PDPs indicate an agreed understanding of the effective use of explicit assessment criteria to identify student achievement against the standards and guide future learning.	● ● ● ● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve engagement of all students through greater student autonomy in their learning.																					
IMPROVEMENT INITIATIVE	Empowering students and building school pride																					
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Improvement of student Attitude to School survey variables. e.g. Student motivation, stimulating learning, learning confidence and school connectedness to be consistently in the 3rd quartile. A productive relationship is established between our school and a Sister School in Japan leading to increased student engagement in language learning. The Leadership Programs we provide for our students lead to high levels of Engagement. The Specialist Programs are used to increase the opportunities for students to celebrate and showcase achievements leading to increased satisfaction with learning and teaching variables. 																					
12 MONTH TARGETS	<ul style="list-style-type: none"> Attitude to School survey variables e.g. Student motivation, stimulating learning, learning confidence and school connectedness to exceed the Regional Mean. The Leadership Programs provided for our students lead to high levels of Engagement. The top SWOT app will lead to students having an increased understanding of themselves as a learner including their strengths and areas for improvement. Planning documents indicate that students are given opportunities to reflect on their own learning through self and peer evaluation and setting and monitoring learning goals. <p>To increase the percentage of positive responses to variables in the Attitude to School survey</p> <table border="1"> <tr> <td>2016</td> <td>Teacher Effectiveness and Empathy</td> <td>54%</td> <td>Learning Confidence</td> <td>59%</td> <td>Stimulating Learning</td> <td>47%</td> </tr> <tr> <td>2017</td> <td>Teacher Effectiveness and Empathy</td> <td>65%</td> <td>Learning Confidence</td> <td>65%</td> <td>Stimulating Learning</td> <td>65%</td> </tr> </table> <ul style="list-style-type: none"> 								2016	Teacher Effectiveness and Empathy	54%	Learning Confidence	59%	Stimulating Learning	47%	2017	Teacher Effectiveness and Empathy	65%	Learning Confidence	65%	Stimulating Learning	65%
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Teacher-student relationships and engagement for learning	Processes will be enhanced to seek and reflect on student perspectives and work with them to build understanding eg. through guided inquiry.	Leading Teachers Principal Class	Term 2	6 months: Inquiry Units are reviewed to ensure that they align with the Victorian Curriculum and provide more opportunity for student input and voice through <i>Guided Inquiry</i> .	● ● ●																	
	Teachers will make greater use of self-assessment tools, peer and student feedback to determine ways they can improve student motivation and self-confidence.	Classroom Teachers	Term 2 focus Ongoing	The Sub-school Leaders lead their teams to make use of peer and student feedback to give students' voice and a say in the way we can improve their motivation and confidence. 12 months: The Attitudes to School Survey Variable, <i>teacher effectiveness and teacher motivation</i> , to reach the region mean 4.41 (currently 4.2). Teachers seek authentic input from students about the ways they can improve their motivation and confidence leading to greater autonomy and collaboration.	● ● ●																	
Providing student motivation and confidence for	Students in Year 5 & 6 to undertake a self-evaluation of their learning strengths and areas for improvement using the Frank Crawford top	Year 5/6 Teachers	Term 1	6 months: Students in Year 5 & 6 use the topSWOT app to increase their understanding of themselves as a learner and use this	● ● ●																	



learning	SWOT app. Using this data students will set goals to improve themselves as a learner eg. planning/ thinking things through before acting.	LT Senior School		information to set learning goals.			
	Increase the opportunities for students to collaboratively set challenging learning goals which require reasoning and agency.	Classroom teachers	Term 2 focus	12 months: The Attitudes to School Survey Variable, <i>learning confidence</i> , to reach 4.5 (currently 4.12) and motivation to reach 4.6 (currently 4.52) Students in Year 5 & 6 are able to articulate their learning strengths and their improvements against the goal/s they set.	● ● ●		
Promoting student voice and leadership	The school will actively build students' capacity to collaborate on school planning and improvement eg. the school master plan, the Year 6 Legacy Project.	Leading Teachers Principal Class	Term 2 focus	6 months: The role of the JSC is extended to include decision making forums as well as community service.	● ● ●		
	Through the Junior School Council provide opportunities for students to participate in decision making forums.	JSC Staff Leaders	Term 1	Circle Time used to facilitate input into school planning and improvement including teaching and learning.			
	Circle Time is used to facilitate student input into school planning and improvement including teaching and learning.	Classroom Teachers	Term 1	12 months: Planning documents indicate that students have been provided with opportunities to build their leadership capacity.	● ● ●		
	The school will actively develop all students' leadership skills by providing opportunities eg. practise communication, teamwork, decision making and problem solving.	Classroom Teachers	Ongoing				
				6 months:	● ● ●		
				12 months:	● ● ●		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To drive ongoing improvement of student learning outcomes across all curriculum areas.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> • Increase the percentage of students achieving above the expected NAPLAN levels in Numeracy and Reading in Year 5 and in AusVELs, Speaking and Listening (Foundation to Year 6). • To achieve high levels of high relative growth and low levels of low relative growth on NAPLAN relative growth charts. • Relative growth for all students deemed capable, in AusVELs to be equal to at least one year. • Increase the percentage of students achieving above the expected level in Speaking and Listening to 30%. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> • Relative growth for all students deemed capable, in Reading to be at least one year. • Student achievement in spelling and phonics in Prep and Year 1 is greater than 1 year. • The Victorian Curriculum is used for planning and assessment. • The Big 6 Framework is used in planning documents to ensure that the elements are explicitly taught leading to improved reading skills. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Development and documentation of the school's curriculum plan	Implement a whole school documentation process for the planning and teaching of Reading in Prep – 6. (the Big 6 framework).	Assistant Principal	Term 1	6 months: The Victorian Curriculum is used in planning documents, work programs and assessment tasks.	● ● ●			
	Fully implement the Victorian Curriculum, including planning, assessment and reporting against the standards.	Leading Teachers Classroom teachers	Term 1 & 2	The school reporting process is reviewed and a new reporting to parents' process is developed in line with DEECD guidelines and the Victorian Curriculum. 12 months: All classroom teachers' planning documents and work programs indicate that the Victorian Curriculum is used to plan learning tasks that are differentiated to meet student needs. The Victorian Curriculum is fully implemented as indicated by planning documents, work programs, assessment tasks and reporting processes.	● ● ●			
Monitoring and evaluating curriculum	Ensure that reading acquisition is evaluated formatively and anecdotally using the Big 6 framework.	Assistant Principal Leading Teachers Classroom teachers	Term 2	6 months: The Assessment and Reporting Schedule reflects the Big 6 Framework components.	● ● ●			
				12 months: Staff have evaluated student progress against the Big 6 components and modified their curriculum to improve reading standards.	● ● ●			
Using an holistic approach to curriculum, pedagogy, assessment and	Adopt a whole school approach to the explicit teaching of Reading using the Big 6 framework (oral language, vocabulary, phonological awareness, letter-sound knowledge, comprehension and fluency).	Assistant Principal Leading Teachers Classroom	Term 1 & 2	6 months: Planning documents and work programs indicate an explicit focus on the Big 6 components. Phonological Awareness Program is implemented in Year Prep and 1 in Term 1 (foundation intervention)	● ● ●			



reporting	Professional Development for staff on the Big 6 components of comprehension and fluency.	teachers Assistant Principal	Term 1 & 2	Students identified at risk, Phonological Awareness, undertake a Wave 1 intervention program. Staff have undertaken Professional Development about comprehension and fluency leading to improved understanding which is reflected in the learning tasks.				
	Implement a structured Phonological Awareness Program for students in Year Prep and Year 1.	Erin M Year 1/2 teachers		Term 2	12 months: Testing indicates that students in Year Prep and 1 exceed the benchmark standards for reading and students are operating above like school. The results of the Phonological Awareness Assessment, undertaken in February and November, indicate an effect size of >0.4. Results of phonological testing in Term 1 2018 indicate that students entry level phonological awareness is above 2017 data. Children in the kindergarten have a sound phonological awareness. PRPs of Year Prep and Year 1 teachers indicate a successful implementation of the Phonological Awareness Program.	● ● ●		
	Work with the OPS kindergarten teachers (4 y-o groups) to implement a Phonological Awareness Program for the children leading to improved entry level phonological awareness.	Assistant Principal Kinder teachers						



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continuum of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	No		[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Yes		
	Evidence-based high impact teaching strategies	No		
	Evaluating impact on learning	Select		
Professional leadership	Building leadership teams	Select		
	Instructional and shared leadership	Select		
	Strategic resource management	Select		
	Vision, values and culture	Select		
Positive climate for learning	Empowering students and building school pride	Yes		
	Setting expectations and promoting inclusion	Select		
	Health and wellbeing	Select		
	Intellectual engagement and self-awareness	Select		
Community engagement in learning	Building communities	Select		
	Global citizenship	Select		
	Networks with schools, services and agencies	Select		
	Parents and carers as partners	Select		
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

