

Annual Implementation Plan - 2019

Select Annual Goals and KIS

Oakleigh South Primary School (4823)



Submitted for review by Erik Albers (School Principal) on 17 December, 2018 at 12:31 PM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 17 December, 2018 at 03:47 PM
Awaiting endorsement by School Council President

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To maximise student performance across all curriculum areas.</p>	<p>Yes</p>	<p>By 2019, the proportion of students assessed as being at or above the expected level (Victorian Curriculum A, B, C) to be at least 97% across all English and Mathematics dimensions, with 55% of students accessing A or B grades.</p> <p>To maintain the current high performance in NAPLAN testing in all areas.</p> <p>By 2019, 90% of students in Year 3 to be at or above Band 4 in all areas measured by NAPLAN (Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation).</p> <p>By 2019, 85% of students in Year 5 to be at or above Band 6 in all areas measured by NAPLAN (Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation).</p> <p>By 2019, reduce the percentage in the low category of relative growth in all domains as measured by NAPLAN to <12%.</p> <p>By 2019, relative growth scores of students between Year 3 to 5 to be above the state average.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The proportion of students assessed as being at or above age expected level (Victorian Curriculum) to be at least 98% across all English and Mathematics dimensions, with 55% of students working above age expected (A or B grades). To maintain the current high performance in NAPLAN testing in all areas. The percentage of students in the top two bands of NAPLAN for writing in Year 5 to increase from 37% in 2018 to 50% in 2019. The percentage in the low category of relative growth in all domains as measured by NAPLAN to be <12% (2018 – Reading: 17%, Writing: 15%, Numeracy: 11%, Spelling: 7%, Grammar and Punctuation: 7%).</p> <p>The percentage of students in the high category of relative growth in all domains as measured by NAPLAN to improve. (2018 – Reading: 36%, Writing: 44%, Numeracy: 48%, Spelling: 50%, Grammar and Punctuation: 51%).</p> <p>The proportion of students assessed as</p>

			<p>being at or above age expected level (Victorian Curriculum) to be at least 95% in Science, with an increase of students working above age expected levels compared to 2018 data.</p> <p>Improved PAT Science base line data taken at the commencement of the Program.</p> <p>The proportion of children scoring Stanine 5 or above on PAT Science Testing from Year 3 to Year 6 to be greater than 80%.</p> <p>AtSS results to demonstrate improvement in positive responses in the following areas; Stimulating learning (2018 - 82%), and Student voice and agency (2018 - 62%).</p> <p>To maintain Staff Survey results in the following areas; Staff trust in colleagues >79% (2018- 67%) and to be above the 'All Primary schools mean' (2018 - 79%). Teacher collaboration >70% (2018 - 57%) and to be above the 'All Primary schools mean' (2017 - 69%).</p> <p>Staff Survey results to improve in the following areas; Peer feedback (2018-67%) to 75%, Peer observation (2018-51%) to 60%, Knowledge of HITS (2018-77%) to 84%, Use of HITS (2018-73%) to 80% and Professional learning to improve practice (2018-67%) to 77%.</p>
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<p>Maintain the culture of high expectations of all learners at Oakleigh South Primary School.</p>	<p>Yes</p>	<p>To maintain current high levels of response as measured by the Attitudes to School survey.</p> <p>Attitudes to School Survey Results to improve in the following areas by 2019;</p> <p>Stimulating learning 4.34 (2015) to 4.50 by 2019.</p> <p>Learning Confidence from 4.17 (2015) to 4.30 by 2019.</p> <p>Student Motivation from 4.58 (2015) to 4.70 by 2019.</p> <p>School Connectedness from 4.61 (2015) to 4.70 by 2019.</p> <p>To maintain strong student attendance data as a measure of student engagement. Student absences to be less than 11 days per student per year.</p> <p>School Staff Survey to improve in the following areas by 2019;</p> <p>Staff Trust in Colleagues (2015-83%) and to be above the 'All Primary schools mean'.</p> <p>Teacher Collaboration (2015-80%) and to be above the 'All Primary schools mean'.</p> <p>Maintain 2014 data on transitions at 6.06 on the Parent Opinion Survey.</p>	<p>Student Attitudes to School Survey results to be maintained or improvement in positive responses in the following areas;</p> <p>Stimulating learning (2018 - 82%) Learning Confidence (2018 - 83%) Motivation and Interest (2018 - 86%) School Connectedness (2018 - 89%)</p> <p>To improve the Student Attitudes to School Survey results in the following areas;</p> <p>Student voice and agency >79% (2018 - 62%) Teacher concern >80% (2018 - 72%).</p> <p>To maintain School Staff Survey results in the following areas;</p> <p>Staff trust in colleagues >82% (2018- 67%) and to be above the 'All Primary schools mean' (2018 - 79%). Teacher collaboration >70% (2018 - 57%) and to be above the 'All Primary schools mean' (2017 - 69%).</p> <p>School Staff Survey results to improve in the following areas;</p> <p>Teaching and Learning - Planning: Use data for curriculum planning to increase from 75% (2018) to 80%. Teaching and Learning - Evaluation: Monitor effectiveness using data to increase from 71% (2018) to 80%. Teaching and Learning - Evaluation: Understand how to analyse data to increase from 57% (2018) to 70%.</p>
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			<p>Student absences to be less than 11 days per student (2018- currently 11.4).</p> <p>Parent Opinion Survey data related to Positive transitions to be maintained, (2018 - 91%).</p>
To support the ongoing health and wellbeing of every student.	No	<p>Attitudes to School Survey Results in all variables to be maintained or greater than current mean scores by 2019;</p> <p>Student Distress 6.08 (2015) to 6.30 by 2019.</p> <p>Student Morale from 5.76 (2015) to 6.20 by 2019.</p> <p>School Staff Survey to maintain scores in the following areas by 2019;</p> <p>Collective Responsibility (2015-86%) and to be above the 'All Primary schools mean'.</p> <p>Collective focus on student learning (2015-91%) and to be above the 'All Primary schools mean'.</p>	
Strategically allocate resources to best support the priorities of the Strategic Plan.	No	<p>School Staff Survey to improve in the following areas by 2019;</p> <p>Professional Learning: Renewal of Knowledge and Skills to be above the 'All Primary schools mean', (2014 school mean: 462, all schools mean: 531).</p> <p>Applicability of PL to be above the 'All Primary schools mean', (2014 school mean: 502, all schools mean: 531).</p>	

		<p>Collective Participation to be above the 'All Primary schools mean', (2014 school mean: 533, all schools mean: 526).</p> <p>Active Participation to be above the 'All Primary schools mean', (2014 school mean: 512, all schools mean: 526).</p> <p>Coherence to be above the 'All Primary schools mean', (2014 school mean: 528, all schools mean: 528).</p> <p>Parent Opinion Survey Results for General Satisfaction to be maintained over the review period. Currently, 6.37 (2014).</p> <p>All school programs adequately resourced.</p>	
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Goal 1	To maximise student performance across all curriculum areas.
12 Month Target 1.1	<p>The proportion of students assessed as being at or above age expected level (Victorian Curriculum) to be at least 98% across all English and Mathematics dimensions, with 55% of students working above age expected (A or B grades). To maintain the current high performance in NAPLAN testing in all areas. The percentage of students in the top two bands of NAPLAN for writing in Year 5 to increase from 37% in 2018 to 50% in 2019. The percentage in the low category of relative growth in all domains as measured by NAPLAN to be <12% (2018 – Reading: 17%, Writing: 15%, Numeracy: 11%, Spelling: 7%, Grammar and Punctuation: 7%).</p> <p>The percentage of students in the high category of relative growth in all domains as measured by NAPLAN to improve. (2018 – Reading: 36%, Writing: 44%, Numeracy: 48%, Spelling: 50%, Grammar and Punctuation: 51%).</p> <p>The proportion of students assessed as being at or above age expected level (Victorian Curriculum) to be at least 95% in Science, with an increase of students working above age expected levels compared to 2018 data. Improved PAT Science base line data taken at the commencement of the Program. The proportion of children scoring Stanine 5 or above on PAT Science Testing from Year 3 to Year 6 to be greater than 80%.</p>

	<p>AtSS results to demonstrate improvement in positive responses in the following areas; Stimulating learning (2018 - 82%), and Student voice and agency (2018 - 62%).</p> <p>To maintain Staff Survey results in the following areas; Staff trust in colleagues >79% (2018-67%) and to be above the 'All Primary schools mean' (2018 - 79%). Teacher collaboration >70% (2018 - 57%) and to be above the 'All Primary schools mean' (2017 - 69%).</p> <p>Staff Survey results to improve in the following areas; Peer feedback (2018-67%) to 75%, Peer observation (2018-51%) to 60%, Knowledge of HITS (2018-77%) to 84%, Use of HITS (2018-73%) to 80% and Professional learning to improve practice (2018-67%) to 77%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance the teaching of Literacy for all teachers.	Yes
KIS 2 Building practice excellence	Implement evidence based, High Impact Teaching Strategies (HITS) across the school.	Yes
KIS 3 Building practice excellence	Build the instructional capacity of teachers to deliver a high quality Science program.	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.	<p>Oakleigh South Primary School is committed to developing consistency of high quality teaching and learning practices across all curriculum areas, and this will continue in 2019.</p> <p>Analysis of our 2018 NAPLAN data indicates high performance in all areas of testing in Years 3 and 5. Our Year 3 and Year 5 Numeracy, Writing, Spelling, Reading and Grammar and Punctuation data indicates that we are well above State means. However, our Year 5 NAPLAN data for Writing indicated that 37% of students were working in the top two bands, which had decreased compared to previous years (2017-57%).</p> <p>The school continues to maintain High Growth in all domains as measured by NAPLAN compared to previous years. However, the results are slightly lower compared to 2017 NAPLAN data in Reading-36%, (2017-56%), and Writing-44%, (2017-55%). The percentage of students in the low category of relative growth in most domains as measured by NAPAN is less than 15%, except Reading (17%).</p> <p>Through the school's self-evaluation against the FISO Continua of Practice, whole school data analysis and reflecting on the 2018 AIP, our key improvement strategies will be linked to 'Building practice excellence'. We will continue to build consistency</p>	

	<p>in our approach to teaching and learning to improve student learning outcomes. We will enhance the teaching of Literacy for all teachers and continue with our whole school initiative of writing (VCOP). We plan to build the instructional capacity of teachers through collaboration, peer observation and continue to implement evidence based, High Impact Teaching Strategies (HITS) across the school. A key focus for 2019 will be to build the instructional capacity of teachers to deliver a high quality Science Program through the DET PMSS initiative.</p>	
Goal 2	Maintain the culture of high expectations of all learners at Oakleigh South Primary School.	
12 Month Target 2.1	<p>Student Attitudes to School Survey results to be maintained or improvement in positive responses in the following areas; Stimulating learning (2018 - 82%) Learning Confidence (2018 - 83%) Motivation and Interest (2018 - 86%) School Connectedness (2018 - 89%)</p> <p>To improve the Student Attitudes to School Survey results in the following areas; Student voice and agency >79% (2018 - 62%) Teacher concern >80% (2018 - 72%).</p> <p>To maintain School Staff Survey results in the following areas; Staff trust in colleagues >82% (2018-67%) and to be above the 'All Primary schools mean' (2018 - 79%). Teacher collaboration >70% (2018 - 57%) and to be above the 'All Primary schools mean' (2017 - 69%).</p> <p>School Staff Survey results to improve in the following areas; Teaching and Learning - Planning: Use data for curriculum planning to increase from 75% (2018) to 80%. Teaching and Learning - Evaluation: Monitor effectiveness using data to increase from 71% (2018) to 80%. Teaching and Learning - Evaluation: Understand how to analyse data to increase from 57% (2018) to 70%.</p> <p>Student absences to be less than 11 days per student (2018- currently 11.4).</p> <p>Parent Opinion Survey data related to Positive transitions to be maintained, (2018 - 91%).</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 1 Curriculum planning and assessment	Continue to develop and implement a whole school approach to the teaching and learning of Digital Technologies, incorporating the concepts of STEM and other important systems and programs.	Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity to use multiple sources of data, including evidence from peer observations, to inform teaching and learning.	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.	<p>Oakleigh South Primary School is committed to maintaining a culture of high expectations for all teachers and students. Our Student Attitudes to School Survey data indicates the school has very solid overall results in most domains with our school strengths being High expectations for success, School Connectedness, and Stimulated Learning. Survey data also indicates that we had lower percentage positive responses around Student voice and agency.</p> <p>The School Staff Survey results have continued to maintain positive overall results for Collective responsibility and Collective focus on student learning. Our data also indicates that further work is required around the components of teacher collaboration and understanding how to analyse data.</p> <p>Through the school's self-evaluation against the FISO Continua of Practice, whole school data analysis and reflecting on the 2018 AIP, our key improvement strategies will be linked to 'Curriculum planning and assessment'. Teachers will continue to build their capacity to use and collaboratively analyse data to inform teaching and learning, to ensure that an effective differentiated teaching program is provided to all students.</p> <p>The school believes by continuing with our whole school initiative to the teaching and learning of Digital Technologies (STEM), students will be engaged in their learning, develop student voice and agency, develop creative and critical thinking skills, in a positive, stimulating learning environment.</p>	