Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Oakleigh South Primary School (4823)

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Define Actions, Outcomes and Activities

Goal 1	Maximise student learning growth in literacy and numeracy.
12 Month Target 1.1	The percentage of students above benchmark growth as measured by NAPLAN will improve in all domains (2019- Reading 36%, Writing 52%, Spelling 47%, Grammar & Punctuation 46% and Numeracy 53%).
12 Month Target 1.2	The percentage of Year 3 students achieving in the top two bands as measured by NAPLAN will increase in the following domains: Reading from 84% (2019) to 85% (2020) Writing from 81% (2019) to 82% (2020) Numeracy from 80% (2019) to 81% (2020) The percentage of Year 5 students achieving in the top two bands as measured by NAPLAN will increase in the following domains: Reading from 81% (2019) to 82% (2020) Writing from 53% (2019) to 55% (2020) Numeracy from 83% (2019) to 82% (2020)
12 Month Target 1.3	The percentages of positive endorsement in the School Staff Survey (SSS) will increase for: Collective efficacy from 89% (2019) to 90%(2020). Teacher collaboration from 73% (2019) to 75% (2020).
12 Month Target 1.4	The proportion of students assessed above expected level (Victorian Curriculum) according to teacher judgments will increase for: Reading from 64% (2019) to 66% (2020). Writing from 48% (2019) to 51% (2020). Number and Algebra from 65% (2019) to 67% (2020).
KIS 1 Building practice excellence	Build consistent and collaborative approaches to teaching and learning.
Actions	Continue to implement the SMART Spelling Approach program as a consistent, structured approach to the teaching and learning of spelling (P-6). Implement the agreed Oakleigh South Primary School Instructional Model in Literacy and Numeracy (Explicit Teaching- Gradual Release of Responsibility).

	Develop a whole-school documented curriculum plan to demonstrate how the school will implement Mathematics through a continuum of learning (scope and sequence). Ensure the use of the High Impact Teaching Strategies 'Setting Goals', 'Feedback' 'Metacognitive Strategies', 'Questioning' and 'Differentiated Teaching' are consistently and effectively applied throughout the teaching and learning program in Literacy and Numeracy. Vertical (Professional Learning Teams & Junior/Senior Teams) and Horizontal teams (Year Level Teams) to meet regularly to ensure collaboration and consistency across the school in all curriculum areas. Appoint a junior and senior Numeracy Leader. Establish a Numeracy Professional Learning Team. Develop a peer observation schedule as an important mechanism to develop consistency across the school (SMART Spelling, Reading, Writing, HITS, Mathematics). Develop new STEM based resources and activities for teachers to integrate into Maths (Measurement & Geometry, and Statistics & Probability) and Integrated lessons.
Outcomes	Teachers will: * feel more confident with the implementation of the SMART Spelling program within their Literacy sessions. * implement the school's agreed instructional model during Literacy and Numeracy sessions. * clearly display and articulate the Learning Intention & Success Criteria. * engage in high quality, professional discussion about teaching and learning, and share strategies, ideas resources and knowledge about ways to enhance students Literacy, Numeracy and Digital Technologies skills. * participate in a series of moderating sessions in writing. * develop their knowledge, identify effective pedagogical practices in the teaching and learning of spelling at all year levels. * use the HITS Setting Goals, Collaborative Learning, Feedback, Metacognitive Strategies, Questioning and Differentiated Teaching consistently and effectively throughout the teaching and learning program in Literacy, and reflect on classroom practice. * have participated in peer observation linked to Literacy and Numeracy at least once a term. Students will: * use SMART Spelling terminology and strategies during spelling and writing sessions. * set individual goals in Literacy and Numeracy and monitor their progress. * demonstrate improvement in spelling as evidenced in the agreed assessment tool (PAT Spelling). * be provided with the opportunity to co-construct Learning Intentions & Success Criteria with their teacher. * be able to articulate aspects of their learning, such as the LI & SC, their learning goals. Leaders/Learning Specialists will: * share SMART Spelling implementation reflections from their year level at SIT meetings.

	* provide quality PL to teachers in Literacy, Numeracy and STEM.
	* monitor and hold staff accountable for the consistent implementation of the school's instructional model.
	* have participated in learning walks at all year levels and discuss with students aspects of their learning.
	* develop new STEM based resources and activities
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed:
	* Improved NAPLAN data in Reading, Writing and Spelling (students in top 2 bands).
	* Improved NAPLAN Benchmark growth data in Reading, Writing and Spelling.
	* Improved School Staff Survey data around the component of teacher collaboration.
	* Peer Observation and Feedback reflections
	* Learning Walk observational notes
	* Peer Observation Schedule
	* SIT meeting minutes
	* PLT meeting minutes
	* documented whole school mathematics curriculum plan (scope and sequence).
	* Staff PDPs
	* Weekly and Term planning documentation
	* Learning Intentions and success criteria clearly displayed
	* Individual Student Learning Goals visible
KIS 2 Curriculum planning and assessment	Build staff capabilities to provide point of need teaching.
Actions	Continue to implement 'Essential Assessment' curriculum and assessment tool for numeracy to monitor each student's average achievement level, learning growth and progress on specific Mathematics strands and sub-strands to inform effective differentiated planning and point of need teaching.
	Continue to effectively implement the myON Reading Program (Year 2-6) to support the development of consistent targeted reading strategies, student engagement, differentiated teaching and learning growth.
	Continue to develop teacher capabilities to effectively differentiate learning to meet the range of student needs and ensure they are catering for high ability students in Literacy and Numeracy.
	Develop teacher capacity to utilise data sets effectively to enhance collaboration and collective accountability for student learning

	growth and point of need teaching. Appoint a High Ability Practice Leader.
Outcomes	Teachers will: * have participated in professional learning related the data literacy, and built their knowledge and understanding of Accelerated Reader, myON, Mathletics and Essential Assessments data sets. * effectively use 'Essential Assessments' curriculum and assessment tool for numeracy to measure impact and use this data to set personalised learning goals, differentiated learning, point of need teaching and measure student learning growth by comparing a students progress over time. * work collaboratively with colleagues to discuss and moderate Literacy and Numeracy assessments to develop more consistent teacher judgements in line with the Victorian Curriculum. * analyse student data to reflect and review the impact of their practice on learning outcomes and plan future learning opportunities. Students will: * articulate their Literacy and Numeracy learning goals and how they will know if they have successfully achieved their goals and what they need to learn at the next level. * have a greater awareness of how they are tracking with their learning using 'Essential Assessments', myON and Accelerated Reader. Leaders will: *support staff through professional learning. * participate in learning walks to talks with students to discuss their learning. *provide professional learning opportunities that involve building teacher capacity with data literacy. * consistently monitor data to track student learning growth. * schedule regular SIT meetings to analyse whole school data sets. * attend year level meetings to support teachers to develop their data literacy skills, and provide feedback. * ensure all staff consistently implement the use data to inform teaching and differentiation to students point of need. * support the learning and engagement of high-ability students.
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: Evidence: * Essential Assessment Individual Numeracy Learning Plans * Moderated writing assessment pieces. * SIT and Team meeting minutes (Data as an agenda item)

	* SIT professional learning notes - Data Literacy * Weekly and Term planning documentation demonstrating differentiation in Literacy and Numeracy * Cohort data analysis reports * Staff PDPs * Weekly and Term planning documentation * Learning Intentions and success criteria clearly displayed * Individual Student Learning Goals Student goals visible * Learning Walk observational notes * School meeting schedule
Goal 2	Improve student active participation in their learning.
12 Month Target 2.1	The percentages of positive endorsement in the AToSS will increase for: Stimulated learning from 82% (2019) to 83% (2020) Differentiated learning challenge from 84% (2019) to 85% (2020) Self-regulation and goal setting from 88% (2019) to 89% (2020) Student voice and agency from 59% (2019) to 65% (2020) The percentage of students with 20 or more absence days will decrease from 27% (2019) to 25% (2020).
12 Month Target 2.2	The percentages of positive endorsement in the Parent Opinion Survey (POS) will increase for: Student voice and agency from 82% (2019) to 83% (2020) Stimulating learning environment from 86% (2019) to 87% (2020).
12 Month Target 2.3	The percentage of positive endorsement in the School Staff Survey (SSS) will increase for: Collective focus on student learning from 89% (2019) to 90% (2020).
KIS 1 Empowering students and building school pride	Develop a shared understanding of student voice, agency and leadership.
Actions	Review existing processes to capture the school's views and understandings of student voice, agency and leadership. Utilise AMPLIFY to further support the processes, protocols and practices to support teachers and empower our students in their learning.

	Review the school's instructional model, Explicit Teaching - Gradual Release of Responsibility and planning documents to identify where student voice and agency is/can be further enacted.
Outcomes	Teachers will: * clearly articulate what 'student voice and agency' means and how it applies in the Oakleigh South Primary School context. * participate in rich discussions, collaborate and implement actions that will empower student learning. * reflect on their practice and explore opportunities where student voice, agency and leadership can be improved and adjustments made and articulated in planning documents. * further develop their understanding of the HITS that specifically focus on building student voice and agency in the classroom (Setting Goals, Collaborative Learning, Questioning, Feedback, Metacognitive Strategies and Differentiated Teaching) and implementing into classroom practice. * collaborate with students to identify and plan future learning goals in Literacy and Numeracy. * design feedback forms for students. Students will: * articulate their learning goals and how they will know if they have successfully achieved their goals and what they need to learn at the next level. * be provided with the opportunity to co-construct Learning Intentions & Success Criteria with their teacher. * provide feedback to their teacher on the teaching and learning program. Leaders will: * provide professional learning activities which build staff understanding of student voice, agency and engagement in learning. * support teachers and students to collaborate and plan how they will improve student voice, agency and leadership in the classroom. * participate in learning walks to talks with students to discuss their learning.
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: * Improved AToSS results in the following areas; Stimulating learning, Student voice and agency, Differentiated learning challenge, Self-regulation and goal setting. * Learning Walk observational notes * SIT meeting minutes * PLT meeting minutes * Staff PDPs * Weekly and Term planning documentation * Learning Intentions and success criteria clearly displayed

	* Individual Student Learning Goals visible * feedback forms
KIS 2 Intellectual engagement and self-awareness	Develop critical thinking and problem-solving skills through the use of STEM.
Actions	Appoint a Digital Technologies Learning Specialist. Incorporate the key Science Inquiry Skills into STEM based lessons across all Digital, Science & relevant Applied Maths based lessons. Develop STEM based lessons aimed at developing students' problem solving, critical and creative thinking skills both in and outside the classroom. Develop documented Science Units across the school (P-6). Adopt the Google Classroom program to foster a culture of teacher collaboration, and drive a consistent approach to student learning within year levels. Build teacher capacity in the use and teaching and learning of Digital Technologies particularly around the areas of Coding/Robotics and Cloud based technology through the Google Suite. Continue to resource the school's Digital Technologies Lab to enhance Oakleigh South Primary School's Robotics program. Establish collaborative relationships with South Oakleigh Secondary School and Huntingdale Primary School through the Oakleigh Education Plan.
Outcomes	Teachers will: * have participated in small group professional learning sessions in relation to the teaching and learning of STEM. * use Google Education (Google Classroom) as a means for staff collaboration. * have opportunities to team teach STEM lessons with the Digital Learning Specialist, and given an opportunity to discuss teaching experiences and give/receive feedback after the teaching and learning sessions. * collaboratively design a sequence of science lessons with a view to the development of a unit of work. * feel more confident with the delivery of digital systems and aspects of STEM in classroom practice. Students will: * have the opportunity to develop their understanding/knowledge of STEM based activities. * use cloud based technologies in a variety of different settings (Google Suite). * participate in STEM based activities where they will collaborate and share their learning to support the development of capabilities in problem solving, creativity, and critical and creative thinking.

	* exhibit behaviors and attitudes towards STEM that indicate high levels of engagement, as noted in the AToSS data. Leaders will: * lead observation opportunities by modelling STEM lessons for staff and giving feedback. * work with teams to co-construct science lessons and units of work. * monitor and evaluate the implementation of the Science and Digital Technologies Curriculum within the school. * participate in learning walks to talks with students to discuss their learning.
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: * Improved PAT Science data in Year 3-6. * Improved AToSS results in the following areas; Stimulating learning and Student voice and agency. * Improved School Staff Survey data around the component of Collective focus on student learning. * Documented Digital Technology Units in line with the Victorian Curriculum across the school (P-6). * Documented Science Units in line with the Victorian Curriculum across the school (P-6). * Peer Observation and Feedback reflections * Learning Walk observational notes * Peer Observation Schedule * SIT meeting minutes * PLT meeting minutes * Staff PDPs
Goal 3	Enhance student wellbeing.
12 Month Target 3.1	The percentages of positive endorsement in the AToSS will increase for: Student motivation and interest from 83% (2019) to 84% (2020) Teacher concern from 69% (2019) to 72% (2020) Resilience from 78% (2019) to 80% (2020) Effective classroom behaviour from 83% (2019) to 85% (2020).
12 Month Target 3.2	The percentages of positive endorsement in the Parent Opinion Survey (POS) will increase for: Student motivation and support from 78% (2019) to 79% (2020) Confidence and resiliency skills from 87% (2019) to 88% (2020) Managing bullying from 87% (2019) to 89% (2020).
KIS 1	Build student resilience.

Health and wellbeing	
Actions	Implement The Resilience Project across the whole school (P-6). Implement and rollout the eSmart Digital Licence program for all students across all year levels. Implement aspects of the Healthy Skills for Life Program into classroom practice. Continue to develop a consistent school-wide approach to the implementation of the Resilience, Rights and Respectful Relationships program. Develop a Growth Mindset into the classroom.
Outcomes	Teachers will: * reinforcing learnings and shared language from The Resilience Project visit. * use resources, activities and knowledge gained from the Resilience Project professional learning sessions to support their students develop resilience. * teach the key skills that underpin the development of growth mindsets. Students will: * use strategies learnt through the Resilience Project presentations to build resilience. * exhibit appropriate safe and responsible behaviours with the use of digital technologies. * successfully regulate their emotions, thoughts, and behaviours in different situations through strategies taught through the Healthy Skills for Life program. * demonstrate growth mindset behaviours such as persistence, confidence, embraces challenge and opportunities to grow. * exhibit appropriate safe and responsible behaviours with the use of ICT, and improved digital literacy skills through the eSmart Digital Licence program. Leaders will: * communicate 'The Resilience Project' with the school community through information in school newsletter and invite the community to attend 'The Resilience Project' forums. * source/provide professional learning/resources for staff on developing a growth mindset in the classroom. * provide resources to build student resilience and support student health and wellbeing across the school. * provide professional learning to staff on the eSmart Digital Licence program and deliver the program across the school (P-6).
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: * Improved AToSS reults in the following areas; Student motivation and interest,Teacher concern, Resilience and Effective classroom behaviour.

	* Teacher, student and community Feedback reflections targeted to the Resilience Project Immersion program and community forums. * Learning Walk observational notes * SIT meeting minutes * PLT meeting minutes * Staff PDPs * Weekly and Term planning documentation