

2019 Annual Implementation Plan



Goal 1: To maximise literacy learning and growth for every student, every day.

KIS 1: Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met.

Actions	Activities and Milestones	Success Indicators
Build the capacity of teachers to collaborate on differentiation of student learning.	Coaching model (Teaching Partners) to gather and use classroom data and peer observations to develop the teaching of literacy.	Coaching model implemented to support literacy teaching.
Reliably and accurately assess student progress using a range of tools and strategies.	Students are grouped for learning in Reading and Writing informed by the use of data.	Analysis of data used in planning.
	Targeted student learning goals are documented in Reading and Writing, recorded on a continuum, with attention to strategies identified for students at risk of not making 12 months growth in one year, or not reaching level, in Reading and Writing.	Teacher planning documents in literacy are consistent, reflect the use of High Impact Teaching Strategies (Differentiated Teaching and Feedback) and show student groupings.
	Use of the data wall for professional conversations around individual student growth and attainment.	Data wall moderated through PLC inquiry model.
	Whole school Writing moderation to inform point of need teaching through use of rubrics.	Learning goals visible in classrooms.

KIS 2: Implement evidence based, high impact teaching and learning strategies across the school.

Actions	Activities and Milestones	Success Indicators
Maximise teacher understanding and use of high impact teaching strategies (with a focus on Feedback and Differentiated Teaching) and evidence based best practice to maximise student learning outcomes.	Through the PLC and meeting schedule, develop agreed documents to support, implement and embed the High Impact Teaching Strategies into the OSPS Instructional model.	Coaching model (Teaching Partners) to gather and use classroom data and peer observations to develop the teaching of literacy.

	Differentiation of teaching and learning is documented, implemented, analysed and monitored. Continue to document and store planning centrally.	Teacher planning documents in literacy are consistent, reflect the use of High Impact Teaching Strategies (Differentiated Teaching and Feedback) and show student groupings.
	Ongoing scheduled conferencing with students so that students receive feedback.	Data wall moderated through PLC inquiry model.
		Teachers implement HITS as evidenced in Professional Development Plans.

Outcomes

Students	Teachers	Leadership:
can articulate their goals and how they will know if they have successfully achieved them	will support goal setting with students including conferences and provide regular feedback to students to support learning and identify future goals	will support staff through professional learning
can discuss their progress during conferencing/ feedback sessions and explain how this supports their learning	demonstrate and visibly use the instructional model using HITS – explicit teaching, differentiation, goal setting and feedback	will provide regular feedback from classroom observations and planning
will be on task in their daily two hour literacy block	will plan collaboratively using data to differentiate learning to continue to develop a culture of student growth	will facilitate and support collaborative practices across the school
	will investigate and use a range of formative assessment tools	will investigate and collaborate with staff to implement a range of assessment tools to support assessment
	analyse data to reflect and review the impact of their practice on learning outcomes	Will work closely with the teaching partner using the improvement cycle for Reading
	will work with the teaching partner using the improvement cycle for reading	
	will adopt a goal within PDP process to support implementation of HITS in teaching and learning	

12 Month Targets

All students to demonstrate at least 12 months growth in 1 year of schooling in English as evidenced by Victorian Curriculum teacher judgements.	To increase and maintain the percentage of students with high relative growth of at least 25 percent and medium relative growth of at least 50 percent in reading in the National Assessment Program - Literacy and Numeracy (NAPLAN) as evidenced by the School Performance Report.	To increase and maintain at least 20% of students judged above level when assessed against the Victorian Curriculum in Writing, Reading and Numeracy.	Increasing the consistency between teacher judgement and NAPLAN results as evidenced by the Interactive Dashboard Panorama Report.
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Goal 2: To strengthen student engagement and empowerment in their learning.

KIS 1: Embed the Oberon South Primary School Wide Positive Behaviour Support program to create a culture of respectful, responsible, safe and engaged learners

Actions	Activities and Milestones	Success Indicators
Develop, document and implement an agreed SWPBS action plan that is focused on maximising student learning outcomes through increased engagement.	Curriculum Day devoted to developing SWPBS action plan.	SWPBS action plan.
Develop, document and implement a social and emotional learning curriculum.	Document curriculum to support social and emotional learning derived from the SWPBS matrix.	Students to participate in social and emotional learning curriculum.
Build opportunities for increased student voice and agency.	Document SWPBS reward system for consistency of practice across the school.	SWPBS reward system document.
		Students to provide feedback on attitudes to school throughout the year.
		Improvement in components of the attitudes to school survey as identified in targets.
Outcomes		
Students	Teachers	Leadership:
will use common vocabulary across the school to articulate their sense of empowerment and school pride	will use an inquiry model to support a growth mindset	will support SWPBS, Inquiry learning and student agency through professional development
will develop personal, social and interpersonal skills through knowing, understanding and demonstrating School Wide Positive Behaviour Framework	will enable students to be problem solvers through implementing strategies used from their research	will involve the Inclusion team alongside teachers to enhance student voice and agency
will understand and use the Zones of Regulation	will develop common language used across the school	provide teacher professional learning to support students self-regulation, self-efficacy and self-esteem

can evaluate and reflect on their learning behaviours	will embed the SWPBs Matrix with students and embed positive strategies into classroom practice	
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12 Month Targets

School Staff Survey factors for performance; - Academic emphasis to increase to 58%	Student Attitudes to School Survey factors for performance; - Stimulating learning to increase to 59% - Student voice and agency to increase to 59 % - Sense of connectedness to increase to 67%	Parent Opinion Survey factors for performance; - Student connectedness to increase to 86% - Student motivation and Support to increase to 83% - Student voice and agency to increase to 85%	To reduce unapproved absences to align with similar school data to be less than 26 percent of students with 20 or more absent days in one year.
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