

Plan for Improvement

Our Lady of the Angels', Wavell Heights

"The school leadership team and governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers, and students, with accompanying timelines" (National School Improvement Tool, ACER, 2016).

The purpose of this document is to outline the plan by which the school's explicit improvement agenda is addressed. In the first section, a compelling case for change is articulated. In the second, a plan for making change is described. Lasting, sustainable impact is achieved when there is a compelling reason for change, a clear vision of the future, and a coherent plan for getting there (Change², Creating Tomorrow, 2013).

Acting Principal's name: Kirsten Karey Date of development: 5/11/2021 Date for review: 4/6/2022

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Explicit improvement agenda: A compelling case and a vision for the future

<p>Focus</p> <p>What specific change are we focusing our energies on? What needs to change?</p>	<p>Our focus is to develop teacher capacity and student progress and achievement through a narrowed, explicit focus on Assessment FOR/AS/OF Learning within the English Curriculum across Prep – Year Six.</p>
<p>Evidence-based rationale</p> <p>Why has this focus been identified? What is the current landscape? What data and evidence support the identification of this focus?</p>	<p>We have identified that there are inconsistencies in the progress and achievement of our learners as reflected through our data sets. Currently, our learners are demonstrating varied levels of achievement in SRS which is not in alignment with the BCE Monitoring Tools and NAPLAN.</p>
<p>Vision</p> <p>What are the intended outcomes? What will change as a result of this plan? What is our vision for the future?</p>	<p>We are striving to provide a suitable level of challenge for all learners as to foster engagement, progress and achievement.</p>
<p>Measurables and Monitoring</p> <p>How will intended outcomes and impact be monitored, measured or observed over time?</p>	<p>Via engagement within our Curriculum (Literacy and Data Use at OLA) Professional Learning Communities, data sets will be regularly accessed, monitored and evaluated through BI. Teachers will engage in a Professional Learning Twilight with Kylie-Jo Harvey to better understand how to analyse and triangulate data sets through BI. Students in Prep – Year Two will engage in timetabled "Structured Play" which further unpacks the selected Learning Intention within the Achievement Standard. At various points in the Semester, Year Levels will meet with a member of the Leadership Team to review their triangulated data within BI.</p>
<p>Communication</p> <p>How will the explicit focus and intended outcomes and impact be communicated to staff, parents, students, and other community stakeholders?</p>	<p>During Staff Meetings facilitated by the relevant Professional Learning Community, purposeful feedback will be provided in response to the previously established measurable targets. These Staff Meetings are to occur regularly throughout each Semester. Parents and Caregivers will be notified of collective progress and achievement via avenues such as P&F Meetings, Board Meetings, OLA School Newsletters and the Parent Portal. Student voice will be regularly collected to ascertain progress with respect to the evidence based, pedagogical practices. These insights will be fed back to the Teaching Staff.</p>

The plan for enacting this explicit improvement agenda will be developed by:

- School leadership and Senior Leader Performance and Progress (self-managed)
- School leadership and Learning and Teaching staff (critical friend and/or strategic partnership)

Date: / /2021 Author: [Principal name]

The creation and implementation of this plan will be supported by:

- School leadership with support from the Senior Leader Performance and Progress (self-managed)
- School leadership, Senior Leader Performance and Progress, and a critical friend from Learning and Teaching (critical friend)
- School leadership, Senior Leader Performance and Progress, and Learning and Teaching staff (strategic partnership)

Plan for Action						
Action	Impact	Responsibilities	Steps	Timeline	Resources	Monitoring
<p>What needs to be done to achieve the intended outcomes?</p> <p>Frame this action around what needs to change.</p>	<p>What is the intended outcome of this action?</p>	<p>Who is responsible for leading this action? Who will need to be involved?</p>	<p>What steps are involved in this action?</p>	<p>What milestones are anticipated? Is a phased approach needed for change to occur? If so, what are the phases?</p>	<p>What support, structures, or other resources are needed to enable these actions and steps?</p>	<p>How will we evaluate the outcomes of our actions? How will we monitor change to know we are on track to success?</p>
<p>Articulate what Assessment Capability looks like within the English Curriculum.</p>	<p>Teacher clarity and capacity surrounding Assessment FOR/AS/OF Learning within the English Curriculum.</p>	<p>PLLs (Lizzie, Jodie and Dan) and APA to conduct sessions with Teaching Staff during Staff meetings and Planning Meetings.</p>	<p>Engagement with QCAA Standard Elaborations</p> <p>ACL terminology, with supporting visuals, to be unpacked and displayed within c/rooms.</p>	<p>Introduce, explore, experiment, use, review, embed into planning and practice.</p> <p>Star Rating to represent A – E in Early Years</p> <p>Embedding of 3R Strategy across P – 6</p>	<p>PowerPoint: Planning Days + PPCT</p> <p>Newsletters with specific focus on EIA ("Spotlight on EIA")</p> <p>Anchor Charts ("What does an ACL look like, sound like, feel like at OLA?")</p> <p>BCE provided resourcing aligning with skills, capabilities, knowledge and understanding.</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3 + 4</p> <p>Microsoft Form to capture Student Voice</p>
<p>Engagement with BCE's Progressive Reporting Project through the Early Adopter Initiative in order to understand future aspiration for assessment at OLA.</p>	<p>Build capacity of the teaching staff to front end assessment opportunities when engaging in collaborative planning opportunities.</p>	<p>Jacinta Wilson and Angela Fraser to facilitate Progressive Reporting PD for Teaching Staff (T1)</p> <p>PLL (Lizzie) and APA, Teachers (Hilary, Megan, Kaitlin)</p>	<p>Staff engage in Progressive Reporting Twilight</p> <p>Staff (Hilary, Megan, Kaitlin) to engage with interface and provide feedback.</p>	<p>Twilight to occur in Term One</p> <p>Term 2 and Term 3</p>	<p>PowerPoint, posters and questioning cards provided by BCE</p> <p>Images, poster awards, electronic communication on sign.</p> <p>Accessible LI and SC including Rubrics to be unpacked throughout Responsive Planning Cycles</p>	<p>Microsoft Form to capture Student Voice</p> <p>Review of features within Progressive Reporting Platform in Term 3</p>
<p>Engagement in Data Literacy PD with EOs focussing specifically on navigating BI precisely.</p>	<p>Build capacity of the teaching staff to rigorously analyse and triangulate data sets in order to identify cohort, small group and individual needs during Responsive Planning Cycles, assisting them to provide an appropriate level of progress, achievement, stretch and challenge for every learner.</p>	<p>Kylie Jo Harvey (EO) to facilitate Data Literacy PD</p> <p>Follow up by LT</p>	<p>Understanding interfaces of Business Intelligence (BI) and ACER to analyse capabilities.</p> <p>Interrogation and Triangulation of various data sets including SRS, PAT, NAPLAN.</p>	<p>Term 2 Twilight with Kylie Jo Harvey</p> <p>Planning Days</p> <p>Staff Meetings (Term 2 and Term 3)</p>	<p>BI, ACER</p> <p>Opportunities for dialogue and discussion within and outside of Staff Meetings</p> <p>Modelling of process during Staff Meetings and PPCT</p>	<p>Term 2</p> <p>Planning Days and PPCT (as per PPCT Matrix)</p>
<p>Establishing Professional Learning Communities (Curriculum: Literacy)</p>	<p>Greater engagement with the English Curriculum in order to inspire collective responsibility and accuracy in the collection of responsive data sets (CAP, SLK, PM Benchmark, Writing Analysis, PAT R).</p>	<p>Teaching Staff of nominated PLC (Gabby, Ali, Lizzie, Cath, Kaitlin, Kara, Lilly, Chelsea H)</p>	<p>Staff promotion of PLCs</p> <p>Pitch of PLCs</p> <p>Review of PLCs</p>	<p>Staff Meetings Term 1 x 3</p> <p>Staff Meetings Term 2 x 3</p> <p>Staff Meetings Term 3 x 3 in readiness for Term 4 Twilight (Annual Plan)</p>	<p>PowerPoint (PLC)</p> <p>Staff Meeting Schedule including relevant time allocation.</p> <p>Minutes</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p>

Some additional considerations:

- There is currently some overlap between plans for improvement and School Annual Plans (which run from January to December), and we would not wish for duplication or confusion at the school level. The plan for improvement might run in the short term, or longer term over the course of one calendar year and into another.
- Plans for improvement may relate directly to a particular faculty or subject, while others might be cultural or address needs of the whole school.
- Depending on the scope of the plan, urgency of need, and available resources, the level of support from office staff may vary.
- There needs to be alignment between the plan and the system strategic goals.
- The achievement of improvement targets are most often observed in a hope-filled environment where the conversation is positive and acknowledges that the future can be better, focused on high ideals, and grounded in action by all staff and students.