

Strategic Improvement Plan 2021-2024

Oakdale Public School 2789



School vision and context

School vision statement

At Oakdale Public School, we are focused on achieving academic excellence for our students, with high level aspirations for ongoing improvement. Our plan has been informed by the situational analysis in consultation with our community and will include the programmed inclusion of revision in the teaching cycle, ensuring deep knowledge and long term retention for students. The implementation of our assessment schedule K-6 will bring more rigour and consistency to "knowing students and how they learn", whilst Teaching Sprints will enable staff to continuously reflect on their practice and make learning adjustments where necessary. Emphasis will be placed on providing feedback to students, dynamic lessons to engage students and student involvement in designing their own learning. Our strengthened staff leadership capacity will ensure student growth with our executive staff trained as coaches to support everyone in reaching our school targets.

School context

Oakdale Public School is a P1 school with 133 students; predominantly Anglo Saxon. Nine percent of our students are from an Aboriginal background and almost two thirds of our students are male. We have identified significant need and we strive to improve the performance of all students creating individualised plans, making adjustments to learning programs as well as increasing challenge for identified students. Whilst improved academic achievement guides all of our curriculum, wellbeing has and will continue to be at the forefront of our decision making for our students and is embedded in all programs across the school. We make sure we offer a broad extracurricular program to ensure students have the opportunity to extend their experiences; preparing them for high school and beyond. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society by providing the best education possible.

The school's staffing entitlement in 2020 was 8.965 teaching staff and 1.806 non-teaching staff. Our executive staff; is stable with the majority being here for more than 10 years. We do not have any staff that are in their early career as teachers. There is a turnover 5% of staff each year.

The school is the hub of the community with families and local businesses supporting the school to achieve its strategic and improvement targets in the areas of teaching, leading and learning. The learning community feel great pride in how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work and learn. The school community come together often to support and celebrate staff commitment and student learning supported also by our local Rotary group.

Strategic Direction 1: Student growth and attainment

Purpose

Striving for improved student growth and attainment is core business at Oakdale Public School. Building a collective understanding, responsibility and efficient use of data is a priority to ensure learning programs are engaging, meet the individual educational needs of every student and improve student growth in literacy and numeracy.

Improvement measures

Target year: 2022

A further 4% uplift in NAPLAN reading Top 2 bands to reach lower bound

Target year: 2022

A further 4.6% uplift in NAPLAN numeracy Top 2 bands to reach lower bound

Target year: 2023

A further 3.2% of students uplift in student growth in NAPLAN reading to reach the lower bound

Target year: 2023

A further 2.6% uplift in student growth in NAPLAN numeracy to reach the lower bound

Initiatives

Whole school monitoring of assessment practices

*Implementation of new K-6 assessment schedule using more formative assessment measures to inform student achievement

*Formulated procedures in place for data collection and analysis that effectively identify trends to drive teaching and learning programs, feedback to students, reporting to parents and student improvement

*Increased practice of teachers' entering data into progressions for quantifying number 3-6, EAS K-2 and creating text K-6 and other targeted areas.

*Literacy and numeracy data collected and analysed each term to evaluate student learning over time and implement changes to programs and grouping that lead to measureable improvement

*Data discussed regularly at stage and whole staff meetings to look for trends in learning

Targeted staff deployment to raise literacy and numeracy results

*Funding of additional staff to deliver specialised literacy programs-InitialLit, MiniLit and MultiLit

*Professional development to upskill teachers and support staff in the delivery of specialised literacy programs

*Purchase of resources to support the implementation of these intervention programs

*K-3 and 4-6 supported with additional staff to allow smaller flexible groups targeting learning needs in numeracy and literacy across all stages and targeted DOE students.

*COVID-19 Initiative funds used to support students who have shown a decline in literacy and numeracy achievements as a result of 2019 pandemic.

Success criteria for this strategic direction

Whole school monitoring of assessment practices:

*A whole school assessment schedule is implemented expertly by staff. Assessment is also used routinely as an integral part of daily classroom instruction. Formative assessment informs teaching and adaptations to meet the learning needs of students. and results in measurable improvement of student results.

*The school analyses student progress and achievement data and a range of other contextual information to make decisions about individual, group and whole school planning.

Targeted staff deployment to raise reading and numeracy results:

*The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students.

*The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Evaluation plan for this strategic direction

Data will be regularly administered, analysed and recorded following a whole school assessment schedule. Human resource and specialised programs will be purchased and target students in reading and numeracy to improve individual student growth.

Question:

How have we met the individual needs of every student and improved student growth in literacy and numeracy?

Data:

South Australian Spelling Test data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

PAT -Reading, Maths and Comprehension

SENA

Initial Lit, MiniLit, MultiLit

Second Bite Reading

NAPLAN

Analysis:

All staff will follow our Assessment Schedule for administering varying assessments, logging and analysing results and discussing and acting upon findings. Regular collection and analysis of data will examine student growth.

Implementation:

After analysing the data, a determination will be made as to future work and 'Where to next?'

Strategic Direction 2: Engagement with learning

Purpose

At Oakdale Public School we have a commitment to building effective partnerships in learning with parents and students to ensure students are motivated to deliver their best and continually improve. This partnership works together to support consistent and systematic processes that ensure student absence does not impact on learning outcomes.

Improvement measures

Target year: 2022

A further 1% increase in number of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School

Target year: 2022

A further 1.4% uplift of students attending >90% of the time in Semester 1

Initiatives

Engagement with Learning through consistent attendance

- * Principal, staff and LST regularly analyse attendance data to inform planning to address the DOE target to reduce the number of partial and unjustified/unexplained absences.

- * Staff, parents and community work together to support consistent and systematic processes that ensure absences do not impact learning outcomes by implementing improvement strategies to decrease absences for special days e.g. birthdays, ongoing partial leave for appointments e.g. speech therapy and prompt return of notes or email sighting the reason for absences

- * Fortnightly articles in newsletter to highlight attendance data and improvement strategies

- * All staff have a thorough understanding of the attendance policy and procedures evidenced by their management of attendance

Building parent and student engagement

- * Staff participate in PL on work of Paul Dix "When the Adults Change Everything Changes" building student and teacher relationships that focus on visible kindness and consistency to establish whole school approach to managing behaviour and building student/teacher relationships.

- * All staff exposed to professional learning to "Powerful Partnerships" by Robert Dillon to improve student and parent engagement

- * Teaching programs include activities that are based on relationship building and positive mindset to assist the establishment of a network of paired student /significant teacher to support students that require emotional support

- * Improved parent/teacher communication that seeks joint commitment to raise expectation of parental engagement in opportunities to participate in assisting their child's

Success criteria for this strategic direction

Engagement with Learning through Consistent Attendance:

*Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Building Parent and Student Engagement:

*The whole of community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

*Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

Regular collection and analysis of data to measure attendance and parent and student engagement will determine the extent to which we are meeting the purpose of our School Improvement Plan. Parent Involvement in student learning will result in students achieving higher grades and test scores, attending school regularly, improved social skills, behaviour and a positive connection to school.

Question:

Has student attendance been improved to support consistent learning outcomes?

Data:

Attendance data

TTFM

Homework completion rates

Analysis:

Strategic Direction 2: Engagement with learning

Initiatives

learning with child care afforded to parents who wish to attend school meetings, fundraisers, interviews, training and so on, to increase attendance and the flow on effect of support for school programs, home learning and improved results

* All staff implement trauma based practices assisting and improving engagement with learning with targeted wellbeing program extended to include Year 2 as well as activities that foster connections to culture to support the learning of Aboriginal students.

Evaluation plan for this strategic direction

Every five weeks attendance data is analysed.

Implementation:

Feedback shared with parents and staff to highlight issues of and/ or celebrate.

Strategic Direction 3: Effective Classroom Practices

Purpose

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. Providing feedback to students is a focal area for our professional learning providing staff with the skills to move learning forward in reading and numeracy.

Improvement measures

Target year: 2024

* 10% increase in number of students meeting or exceeding stage expectations indicated by NSW English Syllabus K-6 in reading and comprehension by year's end.

Target year: 2024

* 10% increase in number of students meeting or exceeding stage expectations indicated by NSW Mathematics Syllabus K-6 in numeracy by year's end in number sense, place value and operations.

Initiatives

Data literacy and planning

* Focus on publications in "What Works Best " series to build teacher understandings of assessment

*Professional reading through collaborative Book Circles to cover research based presentations regarding collection methods, analysis and effective use of data for learnings

*Establish, implement and maintain a K-6 assessment schedule

*Build teacher capacity to analyse class data

*Establish a teaching learning cycle model K-6 that includes revision and assessment

*Establishment of effective processes to share and analyse whole school data

*All staff receive PL on how to use PAT assessment results in science, comprehension and numeracy to assist planning.

Focus on timely and effective feedback

* Focus on publications in "What Works Best " series to build teacher understanding of effective feedback

*Collaborative peer observations and evaluations of effective practices in providing feedback through teaching rounds

*All staff engage in discussion about latest research on providing feedback, implement and feedback at staff meetings Hattie-Visible Learning and Chappius-How am I Doing?

*All staff complete aitsil Improved Practice online courses for providing feedback to students (Work done in staff meeting allocations)

*All staff complete aitsil Australian Aboriginal and Torres

Success criteria for this strategic direction

Data Literacy and Planning:

*Assessment is used flexibly and responsively as an integral part of daily classroom instruction with formative assessment practised expertly by teachers.

*The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Feedback from students on their learning derived from assessments informs future learning.

Focus on Timely and Effective Feedback:

*All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with a focus on providing quality feedback to ensure success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Regular collection and analysis of data will determine the extent to which we are meeting the purpose of our School Improvement Plan; moving student learning forward by improving our data literacy skills and honing our ability to give effective feedback to students.

Question:

Has building teacher capacity to use and analyse student data improved student outcomes in reading and numeracy?

Data:

*Collection and supervision of teaching programs

*Record of professional learning meetings

*Record of current professional readings discussions

Strategic Direction 3: Effective Classroom Practices

Initiatives

Strait Islander identify what teachers need to know and be able to do in order to teach Aboriginal and Torres Strait Islander students and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture.

*All staff complete aitsil Self-reflection Tool

Evaluation plan for this strategic direction

*Assessment Schedule implemented

*Collection and analysis of data tracking sheets

Analysis:

Every two weeks teacher programs are written, professional learning and discussion of current research takes place and data tracking is logged.

Implementation:

After implementing the assessment schedule, data is analysed and used to inform individual, group, class and whole school improvement.

Have we improved numeracy and reading results by providing timely and effective feedback to students?

Data:

*Record of whole school professional learning on feedback

*Record of aitsil online courses completed on feedback

*Teaching rounds-peer observation

*Data tracking sheets

*Analysis of reading and numeracy data

Analysis:

Every two weeks two weeks registered professional learning regarding feedback is delivered.

Implementation:

Information discussed and data shared at staff meetings to ascertain if providing feedback is improving number and reading outcomes.