

Strategic Improvement Plan 2021-2025

Oaklands Central School 2791



School vision and context

School vision statement

Our school empowers all staff and students to embrace academic learning, achieve their personal best and build their emotional, social and physical well-being.

School context

Oaklands Central School is located in the Riverina approximately 120km from Albury. It provides an educational setting for 55 students from K to 12. Our students are from the immediate township, outlying farms and other nearby towns. Luceat Lux Vestra (Let Your Light Shine) is our school motto and reflects the school's core beliefs, that every student has the strength to thrive and shine.

Oaklands Central School is part of the Riverina Access Partnership which includes 5 other schools across the Riverina and provides access to a broad curriculum for our Stage 6 students. Our Primary section has strong connections with our local primary schools. Staff work together providing a number of educational excursions, broadening the knowledge and understanding of our students K to 6.

The school has excellent facilities which include well maintained grounds, a comprehensive library and access to high quality technology devices to support student learning. Every student from K to 12 has access to a school laptop to support their learning.

The school currently has 8 teachers and 6 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, leadership and sporting experiences and has a strong focus on quality education.

At Oaklands Central School we pride ourselves on the close relationships that we hold with the families who support our school. The school works in partnership with a variety of stakeholders including Student Representative Council, Parents and Citizens Association [P&C], Federation Council and local businesses.

As a result of the school's situational analysis, it has been determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performance.

Over the next four years this approach will include:

- * Providing professional learning with a focus on enhancing teaching practice
- * Using evidence and assessment to understand our students
- * Authentic partnerships with the community
- * Student wellbeing and engagement

Our Strategic Improvement Plan and the initiatives outlined in it will be regularly evaluated and adjustments to meet the needs of the school will be made accordingly.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and performance in reading and numeracy, a culture of high expectations will be supported through explicit teaching of evidence based strategies and use of data to inform practice.

Improvement measures

Reading growth Primary

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

Reading growth Secondary

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.

Initiatives

Explicit Teaching

Establish and embed evidence based explicit teaching strategies that enable effective planning and reflective practice to improve students learning growth and achievement in reading and numeracy.

Using and interpreting data

Establish whole school systems and structures for staff to collect and analyse formal and informal data to monitor and reflect on student progress, identifying strengths and areas for future learning.

Success criteria for this strategic direction

Explicit Teaching

Effective teaching strategies are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth in reading and numeracy.

Teachers regularly employ evidence-based teaching strategies to develop teaching and learning programs which respond to the identified need of every student.

Using and analysing data

Staff build their knowledge and capacity to analyse and use data to identify student strengths and areas to drive teaching practice and planning.

Teachers collaborate within and across stages and key learning areas to develop a consistent understanding of data use in order to plan for student improvement.

All students have Individualised Learning Plans (ILPs) that set high expectations and clearly articulate and support students learning goals.

Evaluation plan for this strategic direction

To what extent have students made improvements in literacy and numeracy through explicit teaching and using data to inform teacher practice?

Explicit Teaching

Students have made improvements through the implementation of programs including InitialLit, MultiLit, Reading Eggs, Mathletics, NAPLAN Practise tests, Reading programs, Students goals and implementation of rewards systems and achievements

The school has employed a LaST 2 days per week, starting term 2. The focus of this learning has been individual students support and assistance to improve reading and comprehension strategies. Ongoing

Evaluation plan for this strategic direction

assessment of student growth and development has been inconsistent due to Covid-19 and teacher absence.

Using and analysing data

The school did not have an AP for Term 1. As such, the tracking or progress of students has been limited due to casuals and school staff taking classes at random. Teachers on these classes worked their best to keep consistency of program delivery such as Intitlait and Mathletics.

Tracking is completed by teachers and support staff. Ongoing assessment of students has indicated progress has been made in 2022, there have been significant variations between students due to absence from Covid-19.

Term 3

The school has registered for TTFM survey (partial completion this year). A data team will form for consistent whole school assessment and individual student tracking.

The findings from the analysis will inform future actions and budget allocation for the school. They will be reported annually to the community.

Ongoing analysis of data will measure the success of initiatives and identify areas for improvement or modification. This will include teaching and learning programs, internal and external assessment data, Literacy and Numeracy progressions, Individual Learning Plans and school based surveys.

The findings from the analysis will inform future actions and budget allocation for the school. They will be reported annually to the community.

Strategic Direction 2: Enhancing Practice

Purpose

All staff collaborate to identify, develop and implement the most effective practices including the use of assessment and feedback to drive student improvement.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Percentage of HSC course results from the Riverina Access Partnership increase by a minimum of 5% in the top 3 bands.

Aboriginal student HSC attainment

Achieve by year: 2023

Percentage of Aboriginal students from the Narrandera Network attaining the HSC whilst maintaining their cultural identity increases by 21%.

Initiatives

Collaboration

Professional Learning is aligned with the Strategic Improvement Plan and its impact on the quality of teaching and students learning outcomes are evaluated.

Whole school relationships provide mentoring and coaching support that drive ongoing collaborative development and improvement of all teachers to improve student results.

Effective Feedback for Growth

An integrated approach to quality teaching, curriculum planning and delivery ensures responsiveness in meeting the needs of all students.

Teachers provide explicit, specific and timely feedback related to defined success criteria to support improved student learning.

Success criteria for this strategic direction

Collaboration

Staff use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.

A whole school professional learning approach ensure effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

Staff Performance and Development Plans (PDPs) demonstrate a focus on improvement in practice.

Effective Feedback for Growth

Teachers routinely review learning with each student ensuring they have a clear understanding of how to improve and show substantial individual growth.

Student feedback is differentiated and informs teaching practice and student misunderstandings are addressed until proficiency is demonstrated.

Teachers deliver quality assessments and assessment data is explicitly used school-wide to identify student achievement and progress to inform practice.

Evaluation plan for this strategic direction

To what extent has enhancing teacher practice through collaboration, assessment and feedback seen an improvement in student achievement?

Ongoing analysis of data will measure the success of initiatives and identify areas for improvement or modification. This will include observation and coaching records, Staff Performance and Development Plans, internal and external assessment, Literacy and Numeracy progressions and feedback records on assessment.

The findings from the analysis will inform future actions

Strategic Direction 2: Enhancing Practice

Evaluation plan for this strategic direction

and budget allocation for the school. They will be reported annually to the community.

The school continues to provide professional development staff across multi stage and curriculum areas. The issues of casual availability is a concern, however staff have been highly supportive of covering.

Staff will also integrate professional collaborative practice, with a focus on improving reading and comprehension across years. pairing Primary and Secondary teachers will seek to enhance the variability of teaching strategies and the effective implementation of them.

Strategic Direction 3: School Culture and Values

Purpose

To promote a culture of engagement and wellbeing so that all students are equipped to be lifelong learners and are enabled to connect and thrive.

Improvement measures

Wellbeing

Achieve by year: 2023

An uplift of 20% of students reporting expectations for success, advocacy and a sense of belonging at school in the Tell Them From Me survey.

Attendance - Primary (>90%)

Achieve by year: 2023

An uplift of 8% of K-6 students attending 90% or more of the time at school.

Attendance - Secondary (>90%)

Achieve by year: 2023

An uplift of 10% of 7-12 students attending 90% or more of the time at school.

Initiatives

Improved Wellbeing

Student learning will be supported through the use of research informed practices and initiatives that will drive and change a whole school approach resulting in measurable improvements in wellbeing and engagement.

Community Connection

Effective partnerships within the whole school community demonstrate high expectations of learning progress to ensure all students are motivated to continually improve.

Evidence based practices will be used to develop authentic partnerships focused on ensuring every student improves every year.

Success criteria for this strategic direction

Improved Wellbeing for Staff and Students

Strategies are implemented to proactively teach personalised healthy coping strategies, resilience and self-regulation resulting in a positive learning environment.

Evidence based strategies are collaboratively shared between the school, community and other agencies to support student wellbeing.

Students are positive towards learning and show engagement in school activities reflecting high levels of attendance. Strong student voice is evident across the school, encouraging students to feel connected to their learning.

Community Connection

The school establishes and maintains programs that build a learning community and effectively build partnerships to improve student engagement and motivation.

Student learning plans are developed in collaboration with parents and articulate aspirational goals through stages of learning.

Cultural awareness professional learning will be provided for all staff to improve their understanding of Aboriginal History and Culture.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of staff and student wellbeing and community partnerships?

Ongoing analysis of data will measure the success of initiatives and identify areas for improvement or modification. This will include, Tell Them From Me surveys, internal surveys, student voice and observation, school based behaviour and engagement records and community feedback.

Evaluation plan for this strategic direction

The school continues to implement a variety of wellbeing programs to assist student growth. A major support provided by the school is financial, through supplementing excursions and food. We are also assisting through afternoon clubs.

The school has received mixed feedback for their wellbeing and communication strategies. The findings from the analysis will inform future actions and budget allocation for the school. They will be reported annually to the community.