

Strategic Improvement Plan 2021-2025

The Oaks Public School 2793



School vision and context

School vision statement

Collaborate - Grow - Achieve

The Oaks Public School nurtures a strong, inclusive school community that promotes respect, kindness and a sense of belonging. Our vision is to enable students to achieve their personal best in the pursuit of academic excellence by creating an engaging learning environment that promotes growth for all.

School context

The Oaks Public School has a current population of 289 students. It is situated in the middle of The Oaks township, a semi-rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. The closest schools are 15 minutes drive away on country roads and are both smaller than The Oaks Public School.

The school has a FOEI (Family Occupation Educational Index) of 103, where 38% of the parents are tradespeople, clerks and skilled office, sales and service staff, 18% had no paid work in the last 12 months, and 14% are senior management and qualified professionals. The children predominantly speak English as their first language. There is an 8% Aboriginal population.

The Oaks Public School has a combination of experienced and early career teachers. The school's staffing entitlement in 2021 is 16 teaching staff and 3 non-teaching staff. Over the past four years there has been a high turnover of leadership and staff within the school. The school currently has 12 classes K-6. Staff are committed to providing all students with a well-rounded education, focusing on the holistic development of the child, with many extra-curricula activities provided for students during break times, in the areas of music and creative arts, technology and public speaking. This ensures all students individual talents and interests are catered for. The school values its community, and is focused on building and maintaining strong partnerships with staff, parents and students.

All staff have a strong focus on delivering high-quality and engaging teaching and learning programs that maximise student outcomes, with particular emphasis on Reading and Numeracy.

In consultation with the whole school community, the school has completed a thorough situational analysis using reflections from our 2020 External Validation process and other data sources. Three areas of focus have been identified for this Strategic Improvement Plan.

We have identified a need to use data-driven practices that ensure all students have opportunities to engage in Reading and Numeracy activities appropriate to their level of need.

There will be a focus on ensuring all staff are participating in meaningful collaboration to drive teaching and learning programs that support student attainment. Reflective practices and feedback will promote the growth of all staff and students.

Building collaborative partnerships with parents, external partners and across schools and networks will create a learning environment that supports whole school and individual success.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student academic growth and achievement in Reading and Numeracy through high impact professional learning, evidence-based teaching methods and data-driven practices.

Improvement measures

Reading growth

Achieve by year: 2023

- Year 3 and Year 5 students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Numeracy growth

Achieve by year: 2023

- Year 3 and Year 5 students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Initiatives

High Impact Teaching in Reading

Embed evidence-based teaching methods that optimise growth opportunities for all students in Reading by:

- the selection of evidenced based teaching strategies to support student learning needs.
- determining the impact of the implemented strategies on student learning through evaluative practices.
- engaging teachers in high impact professional learning and resourcing the school to support the development of teacher capacity enabling student growth and attainment.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

High Impact Teaching in Numeracy

Embed evidence-based teaching methods that optimise growth opportunities for all students in Numeracy by:

- the selection of evidenced based teaching strategies to support student learning needs.
- determining the impact of the implemented strategies on student learning through evaluative practices.
- engaging teachers in high impact professional learning and resourcing the school to support the development of teacher capacity enabling student growth and attainment.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Success criteria for this strategic direction

An embedded, whole-school approach to programming, planning, evidence-based quality teaching methods and assessment in reading and numeracy. (SEF - Curriculum, Assessment)

All staff members are committed to identifying, understanding and implementing effective and explicit evidence-based teaching methods. (SEF - Effective classroom practice)

A range of assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. (SEF - Data skills and use/Assessment)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. (SEF - Learning and Development)

Teaching and learning programs across the school show evidence of formative assessment. They are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum)

Evaluation plan for this strategic direction

Question: To what extent have we maximised student growth and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Question: Did the data sources used prove effective in analysing the growth in students in order to program for future learning?

Data:

External Data

- NAPLAN data
- Scout - Value added data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- PAT data
- Check-in assessment data
- Literacy and numeracy PLAN2, ALAN data
- Learning Sprint data analysis

Internal Data

- Student work samples
- Student PLPs and PLSPs
- Internal Assessment Data - Reading Levels, TENS Levels,
- stage diagnostic testing

Analysis:

Analysis will be embedded in the plan through progress and implementation monitoring.

Implication:

The findings of the analysis will inform future action and implementation.

Strategic Direction 2: A culture of continuous improvement

Purpose

Leaders and teachers will establish reflective practices to provide authentic, targeted and timely feedback committing to a sustained focus on continued improvement in student learning.

Improvement measures

Achieve by year: 2025

Self assessment indicates that the SEF theme of Collaborative practice and feedback is excelling.

Achieve by year: 2025

Self assessment against the HIPL tool indicates that in the theme of *Applying formative and summative evidence* the school is excelling.

Achieve by year: 2025

Self assessment indicates that the SEF domain of *Leading* is excelling.

Initiatives

Reflective Practices & Feedback

Leaders, teachers, SLSO's and students engage in purposeful reflective practice and a culture where feedback is acted upon to ensure continuous improvement. We will achieve this through:

- building leadership and teacher capability to provide students with detailed explicit feedback to support improved learning and growth
- collegial sharing and observation of practice implementing individual, pair and group feedback within classrooms
- assisting SLSO's to apply professional learning in practice to support continuous improvement
- students developing skills in giving and receiving teacher and peer feedback.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF - Learning & Development)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. (SEF - Effective classroom practice)

Formative and summative assessments create opportunities for students to receive feedback on their learning and provide opportunities for students to give and receive peer feedback. (SEF - Assessment)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Question:

How do we ensure all stakeholders identify, understand and implement reflective practices and effective feedback for continuous improvement?

Data: Professional Learning evaluations, staff meeting minutes, collaborative team notes/minutes

Strategic Direction 2: A culture of continuous improvement

Evaluation plan for this strategic direction

- Annotated programs
- Annotated work samples
- walk-throughs and observations
- Staff surveys
- PDPs

Analysis:

Analysis will be embedded in the plan through progress and implementation monitoring.

Implication:

The findings of the analysis will inform future action and implementation.

Strategic Direction 3: Collaborative Partnerships

Purpose

We are committed to building a high expectations culture of engagement and shared responsibility through collaborative partnerships within and beyond the school. Parents and the broader school community actively support wellbeing and attendance for improved engagement in learning where students are motivated to deliver their best in the pursuit of excellence.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

A 4% increase of the proportion of students attending school >90% of the time in Semester 1.

Wellbeing

Achieve by year: 2023

Wellbeing

A 4.5% increase of the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school.

Initiatives

Engagement for Learning

Developing a learning culture that values educational excellence through improvement in attendance, enhancement of wellbeing practices, the development of quality transition programs and engaging learning environments. This will be achieved by:

- regular analysis of school attendance data to develop, refine and evaluate school wide expectations and systems for attendance at a whole school, grade and class level to ensure learning time is optimised for all students
- Parents and the broader school community actively participate in the school and help students to develop positive transitions.
- Student learning takes place in a quality learning environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

Learning Alliances

Embed a whole-school culture of collaboration which promotes and values the sharing of ideas and expertise by:

- building learning alliances within and beyond to develop staff and leadership capacity
- embedding effective strategies to improve teaching and learning and sharing expertise
- linking learning alliances to strengthen reflective practices and feedback as in strategic direction 2.

Success criteria for this strategic direction

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. (SEF - Effective classroom practice)

Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF - Effective classroom practice)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)

The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Teachers collaborate with staff in other schools to share and embed good practice. (SEF - Curriculum)

Whole school practices result in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture)

Evaluation plan for this strategic direction

Question:

How have we shown a commitment to building a high expectations culture of engagement through collaborative partnerships?

How has attendance improved?

How has wellbeing improved?

Strategic Direction 3: Collaborative Partnerships

Evaluation plan for this strategic direction

Data:

SCOUT data

TTFM data

Sentral data

Exit slips

Student survey data

Walk-through data

Professional learning evaluations

Analysis:

Analysis will be embedded in the plan through progress and implementation monitoring.

Implication:

The findings of the analysis will inform future action and implementation.