

Strategic Improvement Plan 2021-2025

Oatley Public School 2796



School vision and context

School vision statement

At Oatley Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning empowering all students to develop as creative, collaborative, communicative and to critically reflect as learners through quality teaching and high impact leadership.

School context

Oatley Public School is a metropolitan school located in southern Sydney. The traditional owners were the Bidjigal people of the Eora Nation. The school is a focal point of the community and caters for students in Kindergarten to Year 6. Oatley Primary School has 26 teaching staff with a student enrolment of 433. The school community has positive partnerships with P&C consisting of parents and carers, teachers and the wider community. Oatley Primary School has a proud sporting history, provides opportunities in the creative and performing arts, Sciences, Technology and embraces Creativity, Critical Reflection, Communication and Collaboration (4Cs). The school promotes the growth and development of our young people and builds the capacity of our students to develop as a whole child and through teaching and learning incorporate capacities which help our students navigate through a changing world of challenges.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum, school evaluation on professional learning and student focus groups on students as learners.

Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for explicit focus in the new school plan. We have identified a need to use data driven practices and assessment to ensure all students have access to appropriate differentiated learning outcomes that will meet their needs for growth. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to all students inclusive of students with additional needs including those identified as high potential and gifted, English as Additional Language learners and Aboriginal students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. We are working to ensure greater consistency of continuous growth for all students from the beginning of their early years into their later years in our primary school context.

Transforming school culture

After a year of 4C Transforming school pedagogy inclusive of creativity, collaboration, communication and critical reflection there is overwhelming evidence that the explicit teaching of strategies against the diagnostic tool of the Learning Disposition Wheel of

School vision and context

School vision statement

School context

competencies for teachers, students and parents as learners will continue. The 4C approach demonstrates how our school can change teaching and leadership to embed and enact the 4Cs to make them central to dynamic and exciting learning. This evidence based research connected to students curriculum will be assessed in action research practices. This ultimately supports students' Wellbeing and sense of belonging as we shift the culture to student centred learning.

Partnerships in learning

Oatley PS has significant support from the whole school community. We are committed to community satisfaction and community engagement. We are working towards developing a culture for parents to be immersed in understanding how education has changed and the impact on their child as future citizens in their community. The school will engage in collaborative approaches to develop effective partnerships across other schools and the wider community ensuring the best use of professional skills, communication, knowledge and experiences are promoted.

Oatley Public School has always nurtured a high professional learning culture. The leadership team promote an ethos of high impact professional learning for teachers to grow student learning outcomes. Throughout this plan three elements of high impact professional learning will be implemented to support student progress and achievement:

- Professional learning is driven by identified student needs;
- Collaborative and applied professional learning strengthens teaching practice; and
- School leadership teams enable professional learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy and to build strong foundations for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 4 students in the Check In assessment for Reading increased by 2% (from 2021 to 2023).

Numeracy growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 4 students in the Check In assessment for Numeracy increased by 2% (from 2021 to 2023).

Initiatives

Differentiated learning

Embed a learning culture that enables students to create, receive feedback and achieve growth in their learning.

- High impact professional learning on use of literacy and numeracy diagnostic data, anecdotal observations and work samples to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

Development in HIPL element "Professional learning is driven by identified needs"-

- teachers understand the link between teaching practice and student needs
- ongoing formative and summative data of student progress is collated, analysed and applied at a class level, student cohort and whole school level to inform professional learning requirements leading to high quality targeted professional learning

Data driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Establish Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth

Success criteria for this strategic direction

There is an integrated approach to quality teaching, planning with explicit teaching and assessment that promotes excellence and responsiveness in meeting needs of all students in Reading and Numeracy.

Assessment data is collected in Reading and Numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Formative assessment is integrated in teaching practices in every classroom, confirming that students learn what is taught.

Students are performing at high levels on external and internal school performance measures and equity gaps are closing.

Consistency in teacher judgement in formative and summative assessment. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Professional Standards are a reference point for the whole school reflection and improvement. Teachers explicitly teach literacy and numeracy to students at all levels of achievement and is measured by improved student progress and data.

The leadership employ a distributive leadership model to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes learning progress.

EAL/D and LaST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs. Inclusive are the Aboriginal funding, literacy and numeracy initiative funding and flexible equity funding which support the improvement of student outcomes.

Strategic Direction 1: Student growth and attainment

Initiatives

over time and report student achievement.

- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Development in HIPL element "Collaborative and applied professional learning strengthens teaching practice"

- Create a culture of openness to sharing identified challenges and areas for development
- Foster identification and sharing of expert practice

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions:

The questions will be guided by the success criteria of the plan with a focus on collaborative and applied professional learning strengthens teaching practice which is identified by student needs.

To what extent have we embedded a culture of explicit teaching from student data analysis in order to support student growth and attainment?

The evaluation plan will involve:

Data:

- NAPLAN data
- Scout - Value added data
- Internal Check in data analysis
- Student work samples
- PAT analysis-Reading/ Numeracy Years 2-6
- Student Personal Learning Plans, adjustments
- PLAN 2 tracking data-Targeted Reading/Numeracy
- Surveys on professional learning
- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Teacher/student focus group

Analysis:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

This will be embedded within the initiative through progress and implementation monitoring

Ongoing review and triangulation of data sources including quantitative and qualitative, internal and external data informs future actions. Each term the school will review progress towards the improvement measures with check in strategies.. This will include collaborative discussions against the SEF, the evaluative questions on the initiative activity and data being qualitative or quantitative. The executive and Hubs will deliver this analysis to the staff.

Implications:

- Annual Reporting on school progress measures published as AR each year which is published on the school website. and interim community consultations on progress.

Strategic Direction 2: Transforming School Culture

Purpose

Teachers engage in collaborative and applied professional learning to deepen their understanding of student-centred curriculum design and principals of wellbeing and inclusive practice to enhance overall student development. Students connect with the interpersonal, intrapersonal and cognitive competencies required for deep learning, developing their communication, collaboration, creativity and critical reflection skills..

Improvement measures

Wellbeing

Achieve by year: 2023

Wellbeing data (advocacy, belonging, expectations) to increase to upper bound target of 92.88%

Achieve by year: 2025

School to show there is an excelling strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed, thrive and learn

Initiatives

Pedagogical practices

Researched pedagogical practices support students understanding of how they use and develop their competencies and character strengths in their learning and understand that these competencies support and connect students' wellbeing through developing their cognitive, intrapersonal and interpersonal domains.

Development in HIPL element "Collaborative and applied professional learning strengthens teaching practice"

- Create a culture of openness to sharing identified challenges and areas for development
- Foster identification and sharing of expert practice

Student-centred learning

How will pedagogical change of practice empower our students?

- Students to critically reflect on learning using the diagnostic tool of the Learning Disposition Wheel to analyse knowledge and empower agency.
- Student lead and explore the 4C processes through authentic curriculum delivery.

Success criteria for this strategic direction

The school implements evidence- based changes to whole school practices to support student wellbeing so they can connect, succeed and thrive. Positive and respectful relationships are evident and widespread among students and staff, creating optimal conditions for student learning.

Evidence-based teaching strategies are embedded in curriculum design with explicit teaching practices optimising learning progress across the full range of abilities. The curriculum provision is enhanced through learning alliances with other schools.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of innovative practices. Teaching staff demonstrate and share their expertise within their school and across other schools.

The leadership employ a distributive leadership model to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes learning progress.

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions:

The questions will be guided by the success criteria of the plan with a focus on collaborative and applied professional learning strengthens teaching practice.

The evaluation plan will involve:

Data:

Strategic Direction 2: Transforming School Culture

Evaluation plan for this strategic direction

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Teacher/student focus group
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- External consultant data collation and report
- Collaborative Classroom Visits teacher learning journals (CCV) and action from
- Deep Noticing and Action (DNA) from teachers teacher learning journals and T/L program.

Analysis:

This will be embedded within the initiative through progress and implementation monitoring

On going review and triangulation of data sources including quantitative and qualitative, internal and external data informs future actions. Each term the school will review progress towards the improvement measures with check in strategies.. This will include collaborative discussions against the SEF; Wellbeing Framework and Inclusive Education Policy the evaluative questions on the initiative activity and data being qualitative or quantitative. The executive leadership will deliver this analysis to the staff.

Implications:

- Annual Reporting on school progress measures published as AR each year which is published on the school website. and interim community consultations on progress.
- Future directions

Strategic Direction 3: Partnerships in Learning

Purpose

Build positive connections in communications with the school community, through creating a culture through structures that informs learning; values partnerships and participation in an inclusive environment.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attendance to 91.85%

Achieve by year: 2025

Increased percentage of collaborative partnerships with parents/communities and other organisations to support and develop students and school communities.

Initiatives

Connecting through community partnerships

Effective communication is a two-way exchange between families and schools that involves information sharing and opportunities for schools and families to connect, participate and collaborate.

Recognising the role of the family in consultation and decision making processes while building community and identity.

Attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

Success criteria for this strategic direction

Development of partnership with community that supports improvement and planning for learning.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Shared engagement with the community to improve understanding of student learning progress. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Practices and processes embedded to build a culture of high expectations through regular feedback.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. The curriculum is enhanced by learning alliances with other schools or organisations.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of innovative practices. Teaching staff demonstrate and share their expertise within their school and across other schools.

The leadership employ a distributive leadership model to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes learning progress.

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Strategic Direction 3: Partnerships in Learning

Evaluation plan for this strategic direction

Questions:

The questions will be guided by the success criteria of the plan with a focus on building strong connections with the school community and beyond enabling partnerships in learning through collaborative and applied professional learning, supporting whole school community, family - School Partnerships

The evaluation plan will involve:

Data:

The seven Key Dimensions of The Family-School Partnerships Framework which classifies activities into seven Key Dimensions. Each dimension includes a statement about the importance of the activity's contribution to strengthening engagement with families and the community to improve student learning outcomes.

Analysis:

Outcome statement outlines what a school could achieve when it reaches a sustainable stage of development. The outcomes can be measured or evaluated through the collection of data or observation.

Elements of effective practice Includes examples of effective practice to achieve the intended outcome for the dimension.

Stages of engagement is represents the three stages: Developing, Building, Sustaining, within each dimension as a continuum of engagement.

This will be embedded within the initiative through progress and implementation monitoring and analysis through the executive leadership team discussions on the evidence to support impact.

Ongoing review and triangulation of data sources including qualitative and quantitative internal and external data informs future actions. Specific events will provide this review progress towards the improvement measures

Strategic Direction 3: Partnerships in Learning

Evaluation plan for this strategic direction

with check in strategies.

Implications:

- Annual Reporting on school progress measures published as AR each year which is published on the school website. and interim community consultations on progress.
- Future directions
- The matrix combines the descriptions for each element of effective practice across the three stages of engagement from The Family-School Partnerships.