

Strategic Improvement Plan 2021-2024

Oxley Vale Public School 3690



School vision and context

School vision statement

Through inspiring a passion for learning Oxley Vale Public School will challenge all members of the school community to achieve excellence in academic, cultural and sporting pursuits.

School context

Oxley Vale Public School is located on the outskirts of Tamworth, in the New England region of NSW. The school enjoys the benefits of a drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks. Oxley Vale PS is a P3 school with a 358 students enrolled as at March 2021. Enrolments have been stable for several years and are increasing as the surrounding rural areas of developed for more housing. 33% of students identify as Aboriginal or Torres Strait Islander and the school is steadily increasing in cultural diversity, creating a vibrant and inclusive school community.

The school prides itself on being cohesive and collaborative, working closely with parents and community groups including local Aboriginal elders, support services, local businesses, a playgroup, the Oxley Vale community church and United Taekwondo. The school has a FOEI (Family Occupation and Education Index) of 120 (2021) and is organised into 13 mainstream classes, 2 of these being composite classes. The school has two Multi Categorical support classes.

Our school boasts highly skilled teachers, 2 full time office staff and one full time Aboriginal Education Officer (AEO) and one full time Aboriginal Community Liaison Office (ACLO). The school has a Deputy Principal, two Instructional Leaders, three Assistant Principals and a School Chaplain 2 days per week. Students also benefit from a part-time school counselor 2 days per week and one librarian 5 days per week. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability.

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 Early Action for Success (EAFS), Visible Learning, quality implementation of explicit teaching using assessment data to differentiate the curriculum. We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy K-6. Using high impact teaching strategies and professional learning will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. The school is focused on utilising the key strategies from the What Works Best documents to embed consistent expectations K-6.

1. Student growth and attainment

Our whole-school focus to improve student growth and attainment in reading, spelling and numeracy are key areas K-6 in the new school plan. An explicit focus on reading, spelling and mathematics and an improvement in the number of students the top 2 bands in NAPLAN. 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-

School vision statement

School context

informed teaching strategies for every student in every classroom.

The school is committed to continually improving effective classroom practices with professional learning for staff being key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins a focus on differentiated learning.

2. Excellence in Teaching

The school has been involved in the Early Action for Success (EAfS) strategy for the past 6 years. There are five key features of EAfS supporting students in Kindergarten to Year 2 (K-2) literacy and numeracy:

- instructional leadership
- high quality professional learning with a focus on the early years of schooling, K-2
- diagnostic assessment
- differentiated teaching
- targeted interventions

Visible Learning has been a key initiative in the school for the past 3 years. This initiative is led by an Instructional Leader. Embedding quality explicit teaching K-6 with assessment-capable students who are able to reflect upon and self-regulate their own learning through the use of learning goals and quality explicit feedback is a key focus. This strategy also emphasises reflection by teachers on their impact on student learning and enhancing outcomes for students.

3. Connect, Succeed, Thrive and Learn

The wellbeing and engagement of our students remains a priority for the school. OVPS has been implementing Positive Behaviour for Learning (PBL) for several years with some success. The core values of pride, respect, excellence and integrity have been established and are embedded across the school. Clear systems have been established to set and maintain high standards for behaviour and student work ethic. The school will undertake a review of PBL as part of its ongoing implementation to meet the changing needs of the school. Through the situational analysis the school has identified the need to review current attendance and wellbeing practices. This review will inform the development of updated policies and procedures in line with the Wellbeing Framework and the draft Student Behaviour Strategy.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading, spelling and numeracy, and to build strong foundations for academic success, the school will further develop and refine data driven practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Reading

Achievement of system-negotiated targets:

Top 2 Bands

The percentage of students achieving within the top two bands in reading increases from **20.7%** (2019 baseline) past the lower bound of **28.5%** in 2022, moving towards the upper bound of **33.5%** by 2024.

Increase the percentage of ATSI students achieving in the top three bands in reading from **28.1%** (2019 baseline) to the lower bound of **35.2%** in 2022, moving towards the upper bound of **40.2%** by 2024.

Target year: 2022

Numeracy

Achievement of system-negotiated targets:

Top 2 Bands

The percentage of students achieving within the top two bands in numeracy increases from **11%** (2019 baseline) past the lower bound of **19.1%** in 2022, moving towards the upper bound of **24.1%** by 2024.

Increase the percentage of ATSI students achieving in the top three bands in numeracy from **21.7%** (2019 baseline) to the lower bound of **28.7%** in 2022, moving towards the upper bound of **33.7%** by 2024.

Initiatives

Reading

We will have a consistent focus on improving reading and comprehension K-6. Teachers will employ explicit teaching utilising high expectations and high impact teaching strategies.

At the elbow support in class, QDAI sessions and data conversations will support consistency and excellence in these areas. Teachers will collaboratively use data to inform their teaching practice.

Activities:

- targeted reading groups in all classrooms K-6
- 'super six' comprehension strategies years 3-6
- targeted guided reading groups K-2
- using quality literature K-6
- 'Reading Eggs' online

Numeracy

We will have a consistent focus on improving student understanding and flexibility within the key ideas in mathematics. Teachers will employ explicit teaching utilising high expectations and high impact teaching strategies.

At the elbow support in class, QDAI sessions and data conversations will support consistency and excellence in these areas. Teachers will collaboratively use data to inform their teaching practice.

Activities:

- rich tasks in all classrooms K-6
- a focus on the big ideas in number K-6
- a focus on conceptual understanding
- a connected approach to teaching the concepts in mathematics

Spelling

Success criteria for this strategic direction

LEARNING DOMAIN

Curriculum

- supports high expectations for student learning
- teaching and learning programs are guided by continuous tracking of student progress and achievement
- differentiation ensures that all students are challenged and all adjustments lead to improved learning

Assessment:

- 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

TEACHING DOMAIN

Effective classroom practice

- teachers employ evidence-based effective teaching strategies
- students' learning improvement is monitored, demonstrating growth
- teachers routinely review learning with each student both ensuring all students have a clear understanding of how to improve
- student feedback is elicited by teachers and informs their teaching

Data skills and use

- strategies implemented reflect research on best practice and include ongoing monitoring and success
- the learning goals for students are informed by analysis of internal and external student progress and achievement data
- teachers clearly understand, develop and apply a full range of assessment strategies - assessment for

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Spelling

The percentage of students achieving a spelling age within 2 months of their chronological age increasing from **50.9%** (baseline from SA Spelling Test) to **70%** by 2024.

Target year: 2023

Reading

Expected Growth

The percentage of students achieving at or above expected growth in reading increases from **43.7%** (2019 baseline) past the lower bound of **54.8%** in 2022, moving towards the upper bound of **59.8%** by 2024.

Target year: 2023

Numeracy

Expected Growth

The percentage of students achieving at or above expected growth in numeracy increases from **37.9%** (2019 baseline) past the lower bound of **50.9%** in 2022, moving towards the upper bound of **55.9%** by 2024.

Initiatives

We will have a consistent focus on improving student flexibility and fluency in spelling. Teachers will employ explicit teaching utilising high expectations and high impact teaching strategies.

At the elbow support in class, QDAI sessions and data conversations will support consistency and excellence in these areas. Teachers will collaboratively use data to inform their teaching practice.

Activities:

- whole school professional learning using triple word form theory
- creation of a spelling scope and sequence
- consistently embedding triple word form theory into planning, practice and assessment

Success criteria for this strategic direction

learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness

Learning and development

- 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, school-wide improvement in teaching practice and student results
- teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, spelling and numeracy?

Data:

We will use a combination of data sources. These will include:

- internal assessments, eg PLAN 2, PAT
- external assessment eg NAPLAN
- survey
- observation
- focus group
- document analysis

Evaluation plan for this strategic direction

- QDAI Cycles
- data conversations
- Reading Eggs Data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Strategic Direction leaders will update Executive staff on milestones every 5 weeks.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on the school progress measures (published in the ASR)
- informing the community through the school website, social media platforms and school newsletter newsletter

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers work collaboratively, through peer learning and professional learning, utilising research based pedagogies to ensure teaching excellence in every classroom. Teachers are supported and empowered to use evidence and data to inform teaching and learning programs. All staff are supported and developed in the use of innovative practices to enhance their teaching, upholding high expectations for the improvement of student outcomes.

Improvement measures

Target year: 2024

Visible Learning

80% of students in each class are able to articulate what they are learning and why they are learning it for each lesson (Learning Intentions and Success Criteria - LISC).

80% of staff and students use the language of dispositions to support and scaffold learning, monitored by walkthrough data.

80% of classes have established practices for embedding learning goals as a part of teaching and learning.

Target year: 2024

Early Action for Success

Reading levels:

In Early Stage One, the number of students reaching the reading level benchmark (level 9) increases from **35%** in 2020 to **70%** by 2024.

In Stage One, **82%** of students reached reading level benchmarks in 2020. We wish to maintain this with a minimum of **80%** of students reaching reading level benchmarks (level 17 in Year 1 and level 21 in Year 2).

In Stage Two and Stage Three, the number of students reaching the end of Stage One reading level benchmark

Initiatives

Visible Learning

We will use evidence-based strategies to have the strongest impact on student learning. Through professional learning, support and classroom implementation staff will maintain high expectations of student learning. Teachers will utilise high impact teaching strategies and focus on developing assessment capable visible learners.

Teachers will be supported to use data to evaluate their impact on student learning. Teachers will strive to embody the characteristics of inspired and passionate teachers through following school aligned systems and processes.

Activities:

- **student learning goals** - embedding a learning culture that enables students to create and receive feedback in order to achieve their learning goals
- **implementing learning dispositions** - using the 6 qualities of an effective learner and adopting these ways of thinking to improve student outcomes and chances of successful, lifelong learning
- **professional learning** - teachers engaging in collaborative professional learning focusing on pedagogy. This aims consolidate professional learning to build teacher capabilities and embed collective pedagogical practice
- **classroom walkthroughs** - increase the use of classroom walkthroughs to target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth
- **'I See Learning' Community of Schools project** - teachers work together across a community of schools to ensure their pedagogy aligns with quality teaching practices that are shown through research to improve student outcomes

Early Action for Success

We will employ evidence based practice to improve the

Success criteria for this strategic direction

LEARNING DOMAIN

Curriculum:

- every classroom has high expectations for student learning
- student progress and achievement is tracked, analysed and planned from
- students feel challenged in all classrooms
- differentiation both supports and extends learning

Assessment:

- assessment data is analysed and used in all classrooms
- teachers respond to trends in student achievement, at individual, group and whole school levels

TEACHING DOMAIN

Effective classroom practice:

- teachers employ evidence-based effective teaching strategies
- students' learning improvement is monitored, demonstrating growth
- teachers routinely review learning with each student both ensuring all students have a clear understanding of how to improve
- student feedback is elicited by teachers and informs their teaching

Data skills and use:

- strategies implemented reflect research on best practice and include ongoing monitoring and success
- the learning goals for students are informed by analysis of internal and external student progress and achievement data
- teachers clearly understand, develop and apply a full range of assessment strategies
- teachers monitor and assess student achievement

Strategic Direction 2: Excellence in Teaching

Improvement measures

will be **85%** by 2024.

Writing:

An increase in the percentage of students reaching the following school-identified benchmarks within the National Literacy Learning Progressions (Version 3) as below:

Creating Texts

- end of Kindergarten: level 4
- end of Year 1: level 5
- end of Year 2: level 6-7

Numeracy:

An increase in the percentage of students reaching the following school-identified benchmarks within the National Numeracy Learning Progressions (Version 3) as below:

Number and place value

- end of Kindergarten: level 3
- end of Year 1: level 4
- end of Year 2: level 5

Additive strategies:

- end of Kindergarten: level 3
- end of Year 1: level 6
- end of Year 2: level 7

Multiplicative strategies:

- end of Stage 1: level 4

Initiatives

literacy and numeracy skills of our learners. Teachers will be supported by at the elbow support and targeted professional learning. Teachers will seek, receive and give timely feedback within their teams through observations, modelled lessons and team teaching. Resources will be allocated to provide time for teachers to collaboratively design, adjust and implement quality teaching and learning programs for their learners. Time will also be invested in the rigorous interrogation of data and relentless pursuit of improvement in curriculum and pedagogy. This data will be used to identify students requiring targeted, well designed and carefully measured interventions. Instructional leadership will be at the core of this endeavour.

Our students will develop a strong foundation in early literacy skills. This will be achieved by employing targeted and explicit literacy lessons at point of need. Teachers will focus on improving the quality and effective differentiation of guided reading lessons, writing sessions and contextual spelling tasks.

We will support students to develop an awareness of mathematics as a sense-making endeavour, seeing and using the flexibility inherent within numbers, operations and mathematical thinking to solve problems. Our learners will develop strong conceptual understanding and deep number sense through rich tasks and explicit teaching.

Activities:

- **differentiated professional learning** - the provision of professional learning in teaching literacy and numeracy for each staff member K-2 at point of need
- **at the elbow support within classrooms** - instructional leader and teachers working side by side in classrooms to model and provide feedback on best practice
- **use of data to target teaching and monitor learning** - a rigorous, systematic and regular interrogation of data in both literacy and numeracy to both track and monitor student progress and to target teaching

Success criteria for this strategic direction

and reflect on teaching effectiveness

Learning and development

- the school facilitates professional dialogue and collaboration
- classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers is embedded
- ongoing school-wide improvement in teaching practice and student results is evident
- the school trials innovative practices and has processes in place to evaluate and refine success

LEADING DOMAIN:

Educational leadership:

- there is a culture of effective, evidence-based teaching and ongoing improvement
- every student is supported to make measurable learning progress
- the leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning

School planning, implementation and reporting

- we continually improve and refine our practice
- we use evidence-based strategies in designing and implementing the school plan

School resources

- the leadership team deploys staff to make best use of available expertise to meet the needs of students
- financial planning is integrated with school planning to address school strategic priorities and meet identified improvement goals

Evaluation plan for this strategic direction

Strategic Direction 2: Excellence in Teaching

Initiatives

- **learning from each other** - creating a culture of collaboration, observation and feedback within and across teams
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Evaluation plan for this strategic direction

Visible Learning

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student articulation of Learning Intentions and Success Criteria (LISC)?

Data:

We will use a combination of data sources. These will include:

- walkthroughs
- survey
- observation
- focus group
- document analysis
- effect size calculations

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Strategic Direction leaders will update executive staff on milestones every 5 weeks.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on the school progress measures published in the Annual School Report
- informing the community through the website, social media accounts and newsletter

Early Action for Success

Question:

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student achievement in literacy and numeracy in K-2?

Data:

We will use a combination of data sources. These will include:

- observations of teaching and learning
- tracking across the National Literacy and Numeracy Learning Progressions using work samples and observations
- text level growth graphs
- Components of Spelling Test Early Years (COSTEY)
- Hearing and Recording Sounds in Words assessments
- Writing Vocabulary assessments
- individual SENA assessments
- PAT data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Strategic Direction leaders will update executive staff on milestones every 5 weeks.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on the school progress measures published in the Annual School Report
- informing the community through the website, social media accounts and newsletter

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for all members of the school community.

Improvement measures

Target year: 2022

Wellbeing: system-negotiated target

Tell Them From Me (TTFM) survey data (expectations for success, advocacy, and sense of belonging) increases from **83.9%** in 2020 to be at or above the system-negotiated lower bound target of **88.4%** in 2022.

Target year: 2022

Attendance: system-negotiated target

Increase the percentage of students attending >90% of the time from **71.6%** in 2020 to be at or above the lower bound system-negotiated target of **76.5%** in 2022.

Initiatives

Wellbeing and Engagement

We will embed a whole-school approach to wellbeing and engagement where there is a collective responsibility from students, parents and staff to ensure high levels of learning for all students. This will be achieved through:

Activities:

- reviewing current wellbeing policies and processes and how they align with the 'Wellbeing Framework for Schools' and the 'Student Behaviour Strategy'
- implement and embed updated policies and procedures to ensure a consistent approach to monitoring, analysing and evaluating wellbeing and engagement
- utilising the school's Aboriginal Community Liaison Officer (ACLO) to connect with external community agencies to support families and students
- all students K-6 engaging in Kamilaroi language and culture program. This aims to increase the knowledge and understanding for all students of the histories, culture and experiences of Aboriginal people as the First Peoples of Australia. Additionally this aims to improve educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students to excel and achieve in every aspect of the education

Attendance

We will embed a whole-school approach to student attendance through collection and analysis of attendance data, building the collective responsibility from students, parents and staff and ensuring high attendance rates. This will be achieved through the following universal, targeted and individual interventions:

Activities:

- regular reporting of whole-school attendance rates and promotion of attendance in the school newsletter and on social media

Success criteria for this strategic direction

LEARNING DOMAIN

Wellbeing:

- the school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback
- the school has implemented evidence-based change to whole school practices
- there is measurable improvement in wellbeing and engagement to support learning
- positive and respectful relationships are evident throughout the school

Attendance:

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

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of wellbeing and attendance?

Data:

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:

- SCOUT Attendance data
- Tell Them From Me (TTFM) data
- Wellbeing Framework self assessment data
- SENTRAL entries for negative student behaviour

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Initiatives

- regular discussions with students and parents about attendance
 - reviewing and refining systems that recognise and celebrate regular attendance
 - setting attendance goals with individual students
 - setting attendance plans with and for students identified as having poor attendance
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Evaluation plan for this strategic direction

- SENTRAL entries for positive behaviour data
- PBL School-wide Evaluation Tool (SET)
- Roll audit/Roll checks with Home School Liaison Officer (HSLO)

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Strategic Direction leaders will update Executive staff on milestones every 5 weeks.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on the school progress measures (published in the Annual School Report)
- informing the community through the school website, on social media accounts and newsletter.