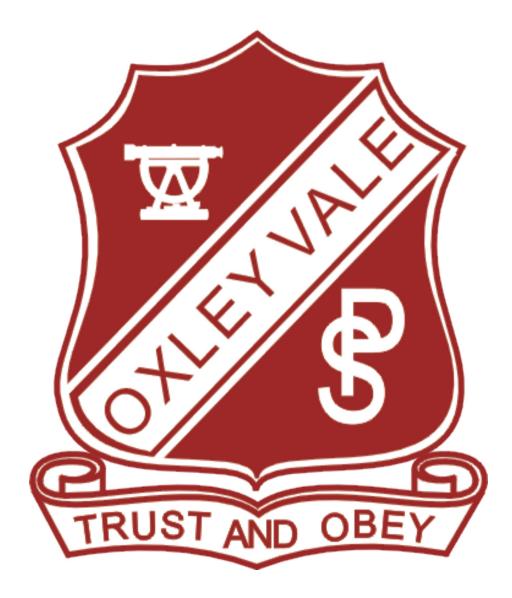# Strategic Improvement Plan 2021-2025

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 359 students enrolled. Enrolments have been stable for several years and are increasing as the surrounding rural areas of developed for more housing. 35% 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 135 (2022) and is organised into 14 mainstream classes, 2 of these being composite classes. The school has three 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 Assistant Principals of Curriculum and Instruction, 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 4 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 and, 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. 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 is to improve student growth and attainment in reading, spelling and numeracy K-6. 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.

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

School vision statement

School context

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. At the conclusion of 2021 the school transitioned from and EAfS school to an Accelerated Adopter school (K-2) to implement the new K-2 syllabus documents (English, mathematics) as part of the Literacy and Numeracy Strategy. The 5 priorities of the Literacy and Numeracy Strategy are:

- Priority 1: There is a whole school and system approach to literacy and numeracy achievement from preschool to Year 12
- Priority 2: School leadership is focused on improving student literacy and numeracy
- Priority 3: All teachers use effective practices to improve student literacy and numeracy outcomes through curriculum
- Priority 4: Schools and systems use data to inform literacy and numeracy improvement
- Priority 5: Families are supported as partners in their children's literacy and numeracy development

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. 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

Reading
Achieve by year: 2025

Progressive Achievement Tests (PAT

The proportion of students in Years 1 to 6 achieving or exceeding average results increases by a minimum of 2% per year.

Numeracy growth
Achieve by year: 2023

Numeracy

Progressive Achievement Tests (PAT)

The proportion of students in Years 1 to 6 achieving or exceeding average results increases by a minimum of 2% per year.

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:

- High Impact Professional Learning - Effective Reading
- targeted reading instruction
- using data to inform practice

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:

- High Impact Professional Learning - Big Ideas in Number
- targeted numeracy instruction
- using data to inform practice

Spelling

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

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

Initiatives

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:

- High Impact Professional Learning - Triple Word Form Theory
- targeted spelling instruction
- using data to inform practice

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
- data conversations
- Reading Eggs Data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Achieve by year: 2025

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.

Achieve by year: 2025

Curriculum and Instruction

Reading achievement:

We aim to achieve **70%** of students reaching the following school identified phonics levels in K-2

- end of kindergarten: phonics group 8 (early vowel digraphs)
- end of Year 1: phonics group 25 (common vowel digraphs)
- end of Year 2: phonics group 41 (irregular vowel and consonant graphemes)

Writing:

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

Curriculum and Instruction

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

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

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

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:

- **capacity building - targeted support** - the provision of targeted support in teaching literacy and numeracy for teachers
- **capacity building - culture of collaboration** - creating a culture of collaboration, observation and feedback within and across teams
- **content knowledge and expertise** - teachers will learn about and implement the new English and Mathematics syllabus documents

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

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

Curriculum and Instruction

Question:

Strategic Direction 2: Excellence in Teaching

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?

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
- 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

Wellbeing
Achieve by year: 2023

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.

Attendance (>90%)
Achieve by year: 2023

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 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 and HERO entries for negative student

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

Evaluation plan for this strategic direction

- behaviour
- SENTRAL and HERO 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.