

Strategic Improvement Plan 2021-2024

Oatley West Public School 3797



School vision and context

School vision statement

At Oatley West Public School, we are 'learning to live and living to learn' through quality instruction, positive partnerships with our community, and a respect for the schools' eight core values- respect, fairness, integrity, cooperation, excellence, participation, care and responsibility. Our vision is to prepare our students for a rapidly changing world. Students are empowered to acquire, articulate and value knowledge and skills that will support them as life-long learners. The school will develop resilient students who embrace challenge, adapt to change and take personal responsibility to strive for excellence in all they undertake.

School context

Oatley West Public School is located in Sydney's South in the beautiful surrounds of Oatley Park and has a uniquely peaceful environment which encourages an active lifestyle. Oatley West PS has provided quality education since 1947 and has grown significantly over recent years with a current enrolment of 571 students. The school has increased enrolments of students with a language background other than English with 47% of students in this category. There are 40 different languages spoken at home with the predominant language being Chinese dialect (Mandarin). Oatley West Public School is founded on a strong culture of school improvement and success. The staff is committed to achieving high student learning outcomes in partnership with the parents and the wider community. This culture of effective learning is clearly expressed by the school's motto 'Learning to Live - Living to Learn.' The school's emphasis is on developing contemporary well-rounded students with Oatley West Public School offering a large range of extra-curricular activities including band, music tuition, chess, choir, dance, debating and public speaking. Our students are encouraged to be active contributors in the decision making of the school through the Student Representative Council. Oatley West PS collaborates with the local community to offer Out Of School Hours (OOSH) care for parents needing this service as well as programs including French, Greek, Taekwondo and Yoga, delivering benefit to both the school and the community. OWPS demonstrates outstanding achievements in the performing arts and sport. Enrolment to the school is highly sought after due to the school's outstanding academic reputation and results. An enormous part of the success of Oatley West Public School can be attributed to the high number of parents and carers involved in and around the school. The Parents and Citizens Association has a number of active subcommittees. These include uniform shop, music council, community festival and canteen. There is also a school club. The annual Community Festival is one of the longest running and most revered events in the St George region, and relies on parent and wider community involvement. This showcases the unique aspects of Oatley West Public School and local artists. Traditionally, Oatley West Public School has had strong volunteer input with support in school programs including reading, BEAR, MiniLit, mentors, gardening, PSSA, school carnivals and school banking.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan; student growth and attainment, high impact teaching and wellbeing and engagement. Through our situational analysis, we have identified a need to effectively use data-driven practices that ensure all students have access to stage appropriate learning as well as an opportunity to develop their learning to meet expected growth. The teaching staff will focus on high impact teaching methods to ensure they are responsive to the learning needs of individual students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Professional learning and direction will continue to focus on making learning visible, with a focus on differentiated teaching, assessment and reporting through collaboration.

Monitoring of student performance data, focusing on how students best learn, will be a continued focus of the whole school to ensure every child at OWPS is able to connect, succeed and thrive.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students achieve maximum growth and attainment through staff expertise in data use and skills focusing on reading and numeracy

Improvement measures

Target year: 2022

Improvement measures Achievement of 2022 system-negotiated targets:

At or above

* 73% of students in the top 2 bands (or equivalent) NAPLAN reading (lower bound target)

Target year: 2022

Improvement measures Achievement of 2022 system-negotiated targets:

At or above

* 71.1% of students in the top 2 bands (or equivalent) NAPLAN numeracy (lower bound target)

Target year: 2023

Achievement of 2023 system-negotiated targets:

* Increased percentage of students achieving expected growth NAPLAN reading to at or above lower bound target of 66.8%

Target year: 2023

* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy to at or above lower bound target of 74.4% .

Target year: 2024

School Excellence Framework target High expectations

Initiatives

Improving growth in Reading and Numeracy

Reading and Numeracy - maintaining high expectations and sustaining growth

Maintaining high expectations for our student's including the use of differentiation to provide a variety of rigorous and challenging learning experiences.

- identify appropriate evidence-based teaching strategies to effectively support individual students and cohorts, including high potential and gifted students
- expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities
- utilise directed and targeted teacher professional learning and school resourcing to build teacher capacity

Achievement of initiatives in this Strategic Direction will be supported through the use of the school's indicative funding including English Language Proficiency staffing (\$89,694), English Language Proficiency Flexible Funding (\$62,808), Socio-economic background flexible (\$6,228), Low level adjustment for disability flexible (\$36,419), Low level adjustment for disability staffing (\$56,059), Aboriginal background flexible (\$6,636) and Integration funding support (\$132,940).

Aspects of the school's indicative funding from Literacy and Numeracy Intervention (\$7,273) will also be used to support initiatives achievement in this Strategic Direction.

Using data meaningfully

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

- implement professional learning in data literacy, data analysis and data use in teaching for all staff.
- utilise the Instructional Leader model to work with

Success criteria for this strategic direction

High expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

The school has identified what growth is expected for each student and students are achieving growth on internal school progress and achievement data.

Data skills and use

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Curriculum

The establishment of a school wide integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Evaluation plan for this strategic direction

Evaluation Plan

Purpose- To ensure all students attain growth and attainment through staff expertise in data use and skills as well as culture of high expectations.

To what extent have we made an impact on student growth and attainment?

What has been our impact on staff use of data to enhance student learning?

How successful have we been in developing a culture of high expectations?

Data

Strategic Direction 1: Student growth and attainment

Improvement measures

* Move from 'sustaining and growing' to 'excelling' in the theme 'High expectations' within the element 'Learning Culture'

Target year: 2024

School Excellence Framework target Data skills and use

* Move from 'Delivering' to 'Excelling' in the theme 'Data use in teaching' within the element 'Data skills and Use'.

Target year: 2024

- Increase the percentage of targeted students who are achieving individual learning goals/ stage benchmarks so that equity gaps are closing.

Target year: 2024

A proportion of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy.

Target year: 2024

A proportion of students in Year 2-6 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the PAT in reading.

Initiatives

teachers using data to monitor and assess student progress to collaboratively design future learning at an individual and whole class level

- evaluate practice to ensure reliable formative and summative assessment tasks are used to track student progress, evaluate growth and report student achievement in literacy and numeracy, including those who are identified as high potential or gifted.

Achievement of initiatives in this Strategic Direction will be supported through the use of school's indicative funding including QTSS (\$108,418).

Aspects of the school's indicative funding from Literacy and Numeracy Intervention (\$37,574) will also be used to support initiatives achievement in this Strategic Direction.

Evaluation plan for this strategic direction

We will use a combination of data sources.

These could include:

- Internal assessment, eg. PLAN2, rubrics, Check-in assessments and PAT data
- External assessment, eg. NAPLAN, Tell Them from me and Resilient Youth
- Survey
- Observation
- Student voice
- Student PLP'S
- Focus Groups

The evaluation plan will involve:

- 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.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: High impact teaching

Purpose

Teachers will develop a shared understanding of what effective teaching and learning looks like, utilising evidence-based teaching strategies that are consistently informed by the best available research, student feedback, practice and valid evidence of student learning.

Improvement measures

Target year: 2024

School Excellence Framework target Effective classroom practice

* Move from 'sustaining and growing' to 'excelling' in the theme 'Explicit Teaching' within the element '**Effective classroom practice**'.

Target year: 2024

School Excellence Framework target Effective classroom practice

* Move from 'sustaining and growing' to 'excelling' in the theme 'Feedback' within the element '**Effective classroom practice**'.

Target year: 2024

* Value added data in Scout for K-3 continues to show Excelling; Value added data in Scout for and Y 3-5 and Y 5-7 is 'Excelling'.

Target year: 2024

- Learning dispositions are established to ensure the students of OWPS articulate how they are learning and the next steps in their learning

Target year: 2024

- Embedded Practice in Learning Intentions exhibited in all classrooms with students responsible for self and peer assessment using success criteria for their Literacy and numeracy goals.

Initiatives

Making learning visible

Visible Learning is the core component of teaching practice, intersecting with learning, assessment, and reporting

We will engage in a continuous process of self-evaluation to determine areas of focus to inform decision-making.

- establishing a clear picture of the type of learners the school is aspiring to have and ensure staff, students and parents are consulted to ensure a shared understanding of what progress looks like.
- identifying key learning dispositions to ensure the students of OWPS articulate how best they are learning and the next steps in their learning
- sharing assessment data with students so they can articulate where they are in their learning, how they are progressing and what they need to do to achieve their next steps

Aspects of the school's indicative funding from Professional Learning (\$15,000) will be used to support initiatives achievement in this Strategic Direction.

Collaboration

Effective collaboration is key to sharing successful and innovative evidence-informed practices across the teaching profession (High impact professional learning).

We will facilitate collaborative practices with the focus of evidence based research and an understanding of the impact of collective efficacy

- articulating a clear picture of the type of feedback culture and practice the school aspires to have, involving input from all staff, students and the community
- creating a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (**SEF - Effective classroom practice**)

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. (**Learning and Development/Collaborative Practices and feedback**).

Evaluation plan for this strategic direction

Evaluation Plan

Purpose: Teachers will develop a shared understanding of what effective teaching and learning looks like, utilising evidence-based teaching strategies that are consistently informed by the best available research, student feedback, practice, and valid evidence of student learning.

Is there a shared understanding of what effective practice is?

Is effective practice being utilised?

Are students actively engaged in the learning process- goals setting, strengths based teaching?

Do teachers use student assessment data and prior learning to set learning goals?

Are teachers working together to design learning activities and assessment tasks that require students to demonstrate knowledge and skills at many levels?

Data

We will use a combination of data sources.

Strategic Direction 2: High impact teaching

Improvement measures

Target year: 2024

School Excellence Framework target Learning and development/Collaborative Practice and Feedback

To move from sustaining and growing to excelling in learning and development/collaborative practice and feedback.

Initiatives

continuously develop their skills and knowledge.

- regular and sophisticated collegial coaching conversations
- engaging staff in collaborative conversations focused on quality research and the analysis of school data to collaboratively plan new approaches to professional learning.

Aspects of the school's indicative funding from Beginning Teacher Support (\$43,697) will be used to support initiatives achievement in this Strategic Direction.

Evaluation plan for this strategic direction

These will include:

- Internal assessment, eg. PLAN2, rubrics, Check-in assessments and PAT data
- External assessment, eg. NAPLAN, Tell Them from me, Corwin and Resilient Youth
- Survey
- Observation
- Student voice
- Student PLP'S
- Focus Groups

The evaluation plan will involve:

- 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.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing practice a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Wellbeing and engagement

Purpose

Student wellbeing and academic learning are inextricably linked. Belonging and engagement have the demonstrably largest effect size on student wellbeing and academic achievement.

Improvement measures

Target year: 2022

Attendance

- Students attending school greater than 90% of the time to be at or above the lower bound system negotiated target of 90.6%.

Target year: 2022

- TTFM Wellbeing data (advocacy, belonging, expectations) increases to meet lower bound target of 94.4%

Target year: 2024

- Resilient Youth survey for students shows a continual improvement each year in Positive Attitude (*I forgive myself when I mess up*) with figures exceeding 2023 progress measures and Australian Norms.

Target year: 2024

* Increasing evidence of student voice and leadership opportunities in classrooms and across the school, e.g. student reflections included in school reports

Target year: 2024

Engagement

- Targeted wellbeing programs such as *Peaceful Kids* and the *Rock and Water Program* are being consistently offered and implemented and an increasing percentage of parents understand their purpose and ethos.

Initiatives

Peaceful Community- students, teachers and parents

Wellbeing and learning are inextricably linked.

Ensuring a strategic and planned approach to developing whole school wellbeing processes supports the wellbeing of all students so they can connect, succeed, thrive and learn.

- Peaceful Kids program will continue to run and Peaceful Parents will be delivered to parents and caregivers to support students and improve social and emotional wellbeing.
- Whole school initiatives to be rolled out to target student voice, advocacy, and a sense of belonging.
- School policy/guidelines will continue to reflect both current and updated DOE policies

Aspects of the school's indicative funding from Professional Learning (\$4,812) will be used to support initiatives achievement in this Strategic Direction.

Belonging and Engagement

Belonging and engagement for all community members have a demonstrated positive impact on wellbeing and academic achievement

- A focus on staff wellbeing has a positive impact on staff retention, job satisfaction and productivity as well as on children and young people's outcomes. The responsibility for staff wellbeing, like the benefits it brings, is shared between the learning community and individual staff.
- Improved communication with all stakeholders will ensure that a strong sense of collaboration and joint ownership of learning is established, as well as continuity between school and home learning.
- A sense of belonging is established through targeted initiatives where students work together to make positive change in their world.

Success criteria for this strategic direction

Wellbeing

Caring for students

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Behaviour

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

A planned approach to wellbeing

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Reporting Parent engagement

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Evaluation plan for this strategic direction

Evaluation Plan

Purpose: Student wellbeing and academic learning are inextricably linked. Belonging and engagement have the demonstrably largest effect size on student wellbeing and academic achievement.

Are students able to draw upon a range of strategies when they feel worried or anxious?

Are parents and teachers utilising strategies to enable

Strategic Direction 3: Wellbeing and engagement

Improvement measures

Target year: 2024

Staff Resilient Youth Survey

- The percentage of staff feeling that they are *acknowledged for their contributions* is well above Australian Norms and shows a progressive upward trend each year- *I feel my hard work is acknowledged.*
- The percentage of staff feeling that the *school has systems in place to try and minimise stress* is well above Australian Norms and shows a progressive upward trend each year- *The school is committed to minimising unnecessary stress at work.*

Target year: 2024

SEF

- Move from 'sustaining and growing' to 'excelling' in the theme 'Wellbeing' within the element 'A planned approach to wellbeing'.

Initiatives

- Student engagement is fostered when students are recognised, respected and valued in all school settings.

Aspects of the school's indicative funding from Professional Learning (\$4,912) will be used to support initiatives achievement in this Strategic Direction.

Evaluation plan for this strategic direction

learners to make appropriate choices and manage their anxiety levels?

Are school and DOE wellbeing policies implemented consistently across the school?

Are negative behaviour incidences decreasing across all school settings?

Do surveys indicate an improvement in teacher wellbeing and engagement?

Do surveys indicate increased satisfaction with home/school communication?

Do surveys indicate improved student voice?

Data

We will use a combination of data sources.

These will include:

- Resilient Youth and TTFM data
- Survey
- Observation
- Student voice
- Student PLP'S
- Focus Groups
- SENTRAL

The evaluation plan will involve:

- 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 Wellbeing for Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 3: Wellbeing and engagement

Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing practice, a determination will be made as to the future of the four years' work and 'Where to Next'?