

Strategic Improvement Plan 2021-2025

Oatlands Public School 4071



School vision and context

School vision statement

At Oatlands Public School our vision is that all students *thrive* and **we are learning to thrive together**. We will engage in targeted, sustained and needs-based *learning* to ensure every student reaches their full potential in literacy and numeracy. We will carefully monitor the progress of every child to make sure all succeed. We will do this *together*, fostering an environment where everybody belongs and students develop the social skills they need to engage in a meaningful life.

School context

Oatlands Public School is located in Western Sydney and has a student enrolment of approximately 195. The school has a strong focus on developing students' skills and abilities across all areas, including academic, creative and interpersonal domains. Students are at the centre of decision making and all stakeholders work collaboratively to ensure every child has the opportunity to succeed.

Oatlands Public School is supported by a strong, diverse multicultural community with 59% of students with a language background other than English. Approximately 4% of students identify as Aboriginal. The positive partnership between the school and home is highly valued and contributes to student success.

The school values its connections with the Parent and Citizens Association as well as local learning communities and our academic partners.

Oatlands Public School has completed a situational analysis involving all sectors of the school community. This analysis provided the school with three areas of focus for this Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

The focus for this direction is to achieve the system negotiated targets in reading and numeracy to ensure student growth and achievement. School priorities include implementing effective systems to closely monitor student progress and enhancing teacher capacity to differentiate teaching in numeracy and reading.

Strategic Direction 2: Enhancing teacher capacity

The focus for this direction is to enhance and restructure professional learning systems to enable sustained evidence informed learning resulting in growth in every teacher. These systems will be regularly reviewed to ensure new learning is applied to teaching practice which results in improved student outcomes.

Strategic Direction 3: School culture and connectedness

The focus for this direction is to increase the sense of belonging experienced by students and the wider community. The school priority will be fostering positive peer and teacher relationships in which students are equipped with the social skills and behaviours they need to connect, succeed and thrive.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure every student reaches their full potential in reading and numeracy. All students should access high quality evidence informed teaching that responds to their needs.

Improvement measures

Numeracy growth

Achieve by year: 2023

Numeracy Growth

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 2023 compared with Year 3 in 2022.

Expected Growth Phonological Awareness

Achieve by year: 2025

Expected Growth Phonological Awareness

Uplift of 10% from 2020 baseline of students achieving expected phonological awareness indicators (progressions) for end of Kindergarten.

Reading growth

Achieve by year: 2023

Reading Growth

An increase in Check-in Assessment mean scaled score for reading in Year 4 for 2023 compared with Year 4 in 2022.

Initiatives

Knowing our Students

Knowing our students and ensuring academic growth

Embed systematic and effective monitoring systems that will ensure every student reaches their full potential in reading and numeracy.

- Create monitoring systems for literacy and numeracy that will enable teachers to regularly and carefully review student progress.
- Facilitate high impact professional learning about data analysis and using data to inform teaching.
- Embed consistent and reliable assessments that support accurate data entry and evaluation of teaching strategies for reading and numeracy.

Challenging our Students

Challenging our students so that every learner reaches their full potential in reading and numeracy

Ensure that student learning is underpinned by high quality teaching that meets each learner at their point of need through effective differentiation. Teachers will be supported by:

- High impact professional learning about phonemic awareness and phonics and effective evidence-based numeracy strategies.
- Establishment of NSW Primary Mathematics Specialist Teacher position and reading specialist teacher.
- High impact professional learning about interventions and differentiation for reading and numeracy.

Success criteria for this strategic direction

Data literacy - All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Data use in teaching - Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness

Whole school monitoring of student learning - 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.

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 and numeracy?

Data:

We will use a combination of pre and post data sources. These could include:

- External measures - NAPLAN, Check in Assessment
- Internal assessment eg (Literacy and Numeracy Progressions and report data)
- Internal monitoring system for reading and numeracy
- Teaching programs
- Work samples
- Surveys

Evaluation plan for this strategic direction

- Classroom observation data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed to determine the extent to which the purpose has been achieved.

Annually the school will review progress towards the improvement measures

Implications:

The findings of the analysis will inform

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and communicated to the community through school communication platforms).

Strategic Direction 2: Enhancing teacher capacity

Purpose

Our purpose is to support teachers in addressing the individual needs of their students through evidence informed, quality teaching. High impact professional learning should enable each teacher to continue to improve and refine their practice.

Improvement measures

Achieve by year: 2025

All teachers improve their practice by applying new professional learning to implement evidence informed strategies in reading and numeracy.

Achieve by year: 2025

All teaching and learning programs will show evidence of implementation of the Oatlands Public School numeracy and literacy policies.

Achieve by year: 2025

School survey data indicates over 80% of community members understand and articulate school policies for numeracy, literacy and behaviour.

Initiatives

Enhancing our Teaching

Enhancing our teaching through high quality research informed professional learning

Implementing targeted and relevant professional learning that enables the greatest impact by every teacher on the progress and achievement of every student in reading and numeracy.

Teachers will be supported by:

- Establishing regular data meetings to carefully monitor student progress as well as evaluate the impact of professional learning and adjustments to practice on student achievement.
- Redesigning and reviewing professional development structures to ensure learning is cohesive, driven by student needs and underpinned by research and evidence.
- Enabling teachers to work in teams to learn from and support each other in improving student outcomes.

Improving our Consistency

Improving our consistency in supporting our students with reading, numeracy and behaviour

Effective communication to all stakeholders of clear programs, policies and procedures that enhance the teaching of reading, numeracy and behaviour.

The community will be supported by:

- Ensuring all staff have a shared understanding of how to teach reading, numeracy and behaviour using effective evidence-informed strategies through the implementation of new and clear policies and procedures.
- Creation of new learning and support policies and procedures, outlining when and how to implement effective interventions for students in reading, numeracy and behaviour.

Success criteria for this strategic direction

Literacy and numeracy - All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

All stakeholders can articulate evidence based strategies applied in the classroom and in school policies.

Collaborative practice and feedback - 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.

Professional learning -The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of teaching of reading, numeracy and behaviour?

Data:

We will use a combination of pre and post data sources. These could include:

- External measures - TTFM, NAPLAN
- Internal measures - monitoring data, SEF SAS
- Teaching programs
- Work samples
- Surveys and focus groups

Strategic Direction 2: Enhancing teacher capacity

Initiatives

- Consistent communication with parents and community through workshops, videos and supporting documentation to improve their understanding of reading, numeracy and behaviour.

Evaluation plan for this strategic direction

- Classroom observation data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed to determine the extent to which the purpose has been achieved.

Annually the school will review progress towards the improvement measures

Implications:

The findings of the analysis will inform

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and communicated to the community through school communication platforms).

Strategic Direction 3: School culture and connectedness

Purpose

Our purpose is for students to develop the social skills they need to engage in a meaningful life. All members of the community should be included and feel a sense of belonging.

Improvement measures

Achieve by year: 2025

An improvement in the theme of behaviour to the level of excelling as measured by the School Excellence Framework.

Belonging

Achieve by year: 2025

Belonging

TTFM wellbeing data improves to be above the school's identified target (uplift of 10%) for belonging.

Attendance (>90%)

Achieve by year: 2023

Attendance

7% uplift of students attending school more than 90% of the time to be at or above the school's lower bound system negotiated target.

Aboriginal Education

Achieve by year: 2025

Aboriginal Education

100% of staff will have participated in Aboriginal cultural education.

Initiatives

Supporting our Students

Engaging evidence informed behaviour strategies to support our students

Enhancing behaviour management systems through implementing effective, evidence informed strategies. The community will be supported by:

- The implementation of effective proactive (universal) support for student behaviour.
- High impact professional learning about managing behaviour.
- Development of explicit policies and procedures.
- Implementing data driven (Tier 2 and Tier 3) interventions for managing behaviour.
- High impact professional development to support effective individual behaviour plans.

Improving our Sense of Belonging

Improving our sense of belonging through an inclusive school culture

Creating a culture of belonging through fostering positive peer and teacher relationships in which students are equipped with the social skills and behaviours they need to connect, succeed and thrive. The community will be supported by:

- Explicit teaching of social and emotional skills.
- High impact professional learning about trauma informed and inclusive practices including creating culturally safe classrooms for our Aboriginal students.
- Fostering of positive peer and teacher relationships and building an inclusive school culture.

Success criteria for this strategic direction

Whole School 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.

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.

Data analysis - goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

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 wellbeing and sense of belonging?

Data:

We will use a combination of pre and post data sources. These could include:

- External measures - TTFM, Attendance data from Scout
- Internal measures - Sentral behaviour and attendance data
- Teaching programs
- Work samples
- Surveys
- Classroom observation data

Analysis:

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed to determine the extent to which the purpose has been achieved.

Annually the school will review progress towards the improvement measures

Implications:

The findings of the analysis will inform

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and communicated to the community through school communication platforms).