

# Strategic Improvement Plan 2021-2024

## Oakhill Drive Public School 4604



# School vision and context

## School vision statement

Our students will gain the skills, knowledge and attitudes, that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well-rounded, global citizens that contribute to the common good.

## School context

Oakhill Drive Public School is located in the Castle Hill area of North West Sydney. Our current enrollment numbers are at 762 students. 62% of our students are from a language background other than English. We have a strong learning alliance with the Cherrybrook Community of Schools.

The school has developed a research-based, data-informed, action-planned culture and is committed to achieving outstanding outcomes in the areas of leadership, teaching, learning, student welfare, and parent engagement. We have implemented highly successful programs and practices in each of these areas to achieve our aspirational targets.

Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, our students excel in a diverse range of programs including the creative arts, sport and many other co-curricular areas which develop each student's interests and talents whilst building their confidence and self-esteem.

Through our situational analysis, we have identified that high expectations, expert curriculum knowledge, the design of essential learning and the tracking of student achievement will ensure growth for all learners in literacy, numeracy and wellbeing. Student performance data will determine areas of need and future priorities. Collaboration between teachers and support staff will be prioritised to develop collective efficacy and collegial support. Harnessing the expertise of the collective will ensure strong collaborative practice to improve student outcomes. Genuine consultation with parents and carers will guide individual student goals. Wellbeing for all remains an integral focus of everything we do. We will improve student attendance and engagement by establishing deep connections to our students so that they are all known, valued and cared for and through proactive programs and interventions as required.

As the school has grown, support of the school's initiatives and goals by parents, has never been stronger. Together we strive to achieve a happy and inspiring school.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student outcomes in literacy, numeracy and wellbeing, we will develop whole school processes for collecting, analysing and using data to ensure the implementation of high challenge curriculum provision and support for every student.

## Improvement measures

### Target year: 2022

#### Achievement in NAPLAN Bands Yr 3 and Yr 5

- A 10% uplift above the system target baseline of students achieving in the top two bands of reading.
- A 10% uplift above the system target baseline of students achieving in the top two bands of numeracy.

### Target year: 2023

#### Achievement in NAPLAN Growth Yr 3 and Yr 5

- A 10% uplift above the system target baseline of students achieving expected growth in reading.
- A 10% uplift above the system target baseline of students achieving expected growth in numeracy.

### Target year: 2022

#### Achievement in Attendance and Wellbeing

- A 7% uplift above the system negotiated target baseline of student attendance.
- A 5% uplift above the system negotiated target baseline of student wellbeing.
- All students report their teachers know them well.

### Target year: 2024

#### School Based Target

- All K-2 students perform above state literacy and numeracy baselines.

## Initiatives

### Data driven practices

Data will be used school-wide to identify student achievement and inform teaching practice, ensuring that every student is known, supported and challenged. Data incorporates all aspects of students' learning, wellbeing and attendance. Measures will be purposefully selected and teachers will collectively analyse their impact to drive improvement.

- PL in data literacy, analysis and interpretation.
- Analysis of trends and patterns to inform improvements.
- Whole school assessment schedules and tools to be reviewed, developed and implemented to analyse student progress e.g. Review and Plan, Consistency of Teacher Judgement, literacy/numeracy progressions, standardised tests.
- Gap analysis of skills to inform teaching and set personalised learning targets for students.
- Accurate triangulation of data will inform teaching and establish individual learning goals.

### Positive Relationships and Resilient Culture

Students are nurtured to enhance their connection and engagement with their peers, teachers, school and learning. A focus on positive wellbeing, including social and emotional skills, will enable all students to connect, succeed and thrive in a dynamic and challenging learning environment.

- PL in wellbeing and relationships to maintain a resilient school culture.
- Attendance will be monitored and tracked, and systems will be developed to support students at risk.
- The Learning Support Team proactively builds the capacity of the whole school community to better support wellbeing e.g. relationships, behaviour, attendance.

## Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Attendance and wellbeing data is monitored systematically and regularly and used responsively to improve connection to self, others and the school.
- Student literacy, numeracy and wellbeing data is tracked longitudinally to ensure continued challenge and maximise growth.
- Consistent and valid teacher judgement is evident across the school.
- Specialist teacher support teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy, numeracy and wellbeing programs.
- All students articulate positive connections to our school.
- Triangulation of data leads to differentiated practice and enhanced growth in literacy and numeracy.

## Evaluation plan for this strategic direction

How has staff knowledge in data, led to student attainment?

What is the impact of wellbeing interventions?

- NAPLAN data
- PAT data
- Student samples of learning
- Student PLSPs
- Literacy/Numeracy progression data
- Student surveys/focus groups/ self-report
- Attendance data
- Teacher and parent anecdotal data

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Preventative and interventionist initiatives that support wellbeing to be refined, scaled up and embedded to meet student needs e.g. Circles, Restorative Practices, Grit2Grow.

## Evaluation plan for this strategic direction

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- Determining and gathering baseline data.
- Regular review of data sources to inform progress
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and evaluation of School Excellence Framework.

## Strategic Direction 2: Explicit Teaching and Expert Pedagogy

### Purpose

In order to improve student learning outcomes, we will hold high expectations for every student and apply explicit teaching practices using research driven pedagogy to enable all students to effectively access and use information to solve problems, pose questions, synthesise ideas and justify their reasoning.

### Improvement measures

**Target year: 2024**

#### Explicit Teaching

- 4% uplift of students knowing the LISC and referring to it during the learning.
- 10% uplift of effective feedback from teachers to students.
- 20% uplift of teacher questions shaping students' understanding of the LI and deepening student knowledge.
- 50% uplift of students asking effective questions (eg. facilitative, constructive, procedural, generative).
- 80% of students use thinking protocols to drive their curiosity and understanding.

**Target year: 2024**

#### Expert Curriculum Knowledge

- All reading and numeracy lessons actively progress student learning.
- All lessons are designed and adjusted to challenge all students

### Initiatives

#### Explicit Teaching

A culture of pedagogy will be embedded to make learning visible so that students can articulate what they are learning, how they will know when they are successful in that learning and why that learning is important.

- PL to develop a deep understanding by all teachers of What Works Best and how this connects with our school context, informing differentiated professional learning for PDPs.
- Teachers prioritise relationships to create a positive classroom and staff culture.
- Teachers collaborate to develop and expertly use tools and strategies to make learning explicit.
- Embed data informed formative assessment practices school-wide as an integral part of daily instruction in every classroom.

#### Expert Curriculum Knowledge

Ensure effective strategies for differentiated learning are embedded that support every student to achieve their personal learning goals.

- PL on the application of data to inform teaching both when planning sequences of learning and minute by minute during lessons.
- Teachers expertly understand the diverse needs of all learners (EAL/D, HPG, LS).
- Learning trajectories are designed that focus on big ideas and essential learning with entry points for every learner to achieve high expectations.
- PL to deepen understanding of curriculum knowledge to enable the creation of challenging, 'worthwhile lessons' and their effective delivery through modelled, guided and independent strategies.

### Success criteria for this strategic direction

- Positive, respectful relationships are evident and widespread to promote wellbeing.
- Teachers hold high expectations of all students and purposefully design opportunities for student growth and attainment.
- All lessons use evidence based pedagogy (LISC, substantive communication, effective questioning, feedback & thinking protocols).
- Effective practices are explicitly modeled by all teachers and students use these to become self-regulated learners.
- Worthwhile lessons are designed, delivered and evaluated using curriculum, student progress data and their needs to provide challenge for all students.
- All learners (HPGE, EAL/D, LS) demonstrate growth in their domain.

### Evaluation plan for this strategic direction

Are all students challenged in their learning and do they have the skills to self-regulate?

- IR data and walkthroughs
- Student samples of learning
- Student focus groups
- Review and Plan analysis & Consistency of Teacher Judgement
- Spirals of Inquiry data
- EAL/D progression

Evaluation will involve:

- Determining and gathering baseline data.
- Regular review of data sources to inform progress
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

## Strategic Direction 2: Explicit Teaching and Expert Pedagogy

### Evaluation plan for this strategic direction

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and evaluate against School Excellence Framework.

## Strategic Direction 3: High quality collaborative culture

### Purpose

In order to improve student learning outcomes, our community will engage in high-quality collaborative practices, harnessing the expertise of the collective, critical to improving teacher quality, parent involvement and student outcomes.

### Improvement measures

#### Target year: 2024

##### Collective Efficacy

- 10% uplift of parents report that they feel they are in partnership with the school and confident in supporting their children's learning in reading, numeracy and wellbeing.

#### Target year: 2024

##### Expertise and Innovation

- All teacher PDPs are aligned to school strategic directions and all staff feel supported to achieve these goals.
- All staff value collaboration between teachers, to improve their practice.
- 10% uplift of teachers that report that 'others' provide them with useful feedback about their teaching.

### Initiatives

#### Collective Efficacy

Parent and community involvement increases all students' achievement. We will build strong relationships with parents by keeping them informed about their children's progress and by involving them in the why and how the school is teaching reading, numeracy and wellbeing.

- Whole school systems are established to facilitate effective three way communication to support student growth in reading, numeracy and wellbeing.
- Parent collaboration is enhanced to support their children's development to become well-adjusted, healthy, life long learners.

#### Expertise and Innovation

Collaborative practices will connect teachers and leaders to their colleagues and to external experts to positively influence student achievement.

- Teachers collaborate through a high impact and systematic professional learning model (Spirals of Inquiry) driven by student need to facilitate professional dialogue, review data, and embed What Works Best pedagogy to improve student progress and achievement.
- The leadership team maintains a focus on the instructional leadership model through professional learning communities.
- Source and use the expertise of external specialists in a range of fields to influence professional learning.

### Success criteria for this strategic direction

There is school wide collective responsibility for student learning and success.

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

Collective efficacy, through collaboration and applied professional learning strengthens teaching practice.

All stakeholders have a shared vision of school improvement that informs professional learning.

### Evaluation plan for this strategic direction

Does our school community have clarity of our strategic goals and are united in our quest to improve student learning and wellbeing for all learners?

- TTFM Teacher/Parent/Student survey data
- Focus Groups/ Targeted surveys
- IR Findings and Feedback

Evaluation will involve:

- Determining and gathering baseline data.
- Regular review of data sources to inform progress
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and evaluate against School Excellence Framework.