

Strategic Improvement Plan 2024-2027

Oaklands Central School 2791



School vision and context

School vision statement

Oaklands Central School is an inclusive learning community where student growth and development is promoted and recognised. Our staff work collaboratively with community groups and broader partnerships to develop students' literacy and numeracy enabling opportunities for student to become successful and involved citizens.

School context

Oaklands Central School is located in the Riverina approximately 120km from Albury. It provides an educational setting for 50 students from K to 12. Our students are from the immediate township, outlying farms, and other nearby towns. *Luceat Lux Vestra* (Let Your Light Shine) is our school motto and reflects the school's core beliefs, that every student has the strength to thrive and shine.

Oaklands Central School is part of the Riverina Access Partnership which includes 5 other schools across the Riverina and provides access to a broad curriculum for our Stage 6 students.

Our Primary section has strong connections with our local primary schools. Staff work together providing a number of educational excursions, broadening the knowledge, and understanding of our students K to 6.

The school has excellent facilities which include well maintained grounds a comprehensive library and access to high quality technology devices to support student learning. Every student from K to 12 has access to a school laptop to support their learning.

The school currently has 8 teachers and 4 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, leadership and sporting experiences and has a strong focus on quality education.

At Oaklands Central School, we pride ourselves on the close relationships that we hold with the families who support our school. The school works in partnership with a variety of stakeholders including Student Representative Council, Parents and Citizens Association (P&C), Federation Council and Local businesses.

As a result of the school's situational analysis, it has been determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performance.

Over the next four years this approach will include:

- A focus on improving students' growth and attainment in the key areas of reading and numeracy.
- Utilising professional development and evidence-based analysis to determine next steps and future planning.
- Maintaining positive relationships with community stakeholders

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Reading, and Numeracy by utilising evidence-based strategies that identify student progress, and integrate processes which improve results.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Years 5 and 7 for 2024 compared with Years 5 and 7 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Years 5 and 7 for 2024 compared with Years 5 and 7 in 2023.

Initiatives

Data driven explicit teaching

Develop a whole school systemic approach that utilises data to evaluate student learning progress and implement changes that have a positive impact. Embed data analysis to support effective delivery and differentiation of evidence informed approaches and implementation of a responsive curriculum that promotes teaching and learning excellence.

Success criteria for this strategic direction

- Ongoing assessment data is collated to initiate and monitor student learning improvement patterns through explicit teaching instructions.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.
- The school identifies expected growth (and higher than expected growth) targets in student reading and numeracy, based on school progress measures and achievement data.
- Teachers collaborate to share feedback, data and curriculum knowledge regarding student progress and achievement to meet the learning needs of all students from K-12.
- The teaching and learning cycle clearly underpins all teaching and learning programs.

Evaluation plan for this strategic direction

Success in ensuring that all students are achieving learning outcomes in reading and numeracy and across the curriculum will be determined by considering:

To what extent can we show evidence of positive impact and improvement in numeracy and reading?

To what extent can we show evidence of positive impact and improvement across curriculum areas?

The school will use external and internal data including external assessment measures (e.g. Check-in assessments) and internal student achievements.

Ongoing analysis of data will assess the success of initiatives and determine areas for improvement or modification moving forward.

Analysis of progress measures will provide guidance and future planning to ensure continuous student learning and effective curriculum delivery.

Strategic Direction 2: Educational Leadership

Purpose

To enhance quality teaching, curriculum planning and assessment through instructional leadership, professional learning, evidence-based data and effective feedback that supports staff and improves student learning outcomes.

Improvement measures

Collaborative professional learning

Achieve by year: 2027

School Excellence Framework (SEF) assessment indicates improvement in SEF Element of Learning and Development (Collaborative Practice & Feedback, Professional Learning) from Sustaining and Growing to Excelling.

Initiatives

Collaborative Professional Learning

Embed a collaborative professional learning culture to embed explicit systems for effective learning and leadership practices that focus on whole school improvement, and to enhance sustained quality teaching practice through coaching and mentoring, modelling effective practice and constructive feedback.

Success criteria for this strategic direction

- Executive demonstrate instructional leadership, deliver effective professional learning, that promote continuous improvement in teacher efficacy, responsibility and accountability.
- Analysis of student progress and achievement data which facilitates professional learning that aligns with the school's strategic directions, improvement measures and initiatives.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Evaluation plan for this strategic direction

Success in ensuring that educational leadership provides professional learning opportunities that leads to student improvement will be determined by considering:

What has been the impact on student growth and development of the schools Instructional Leadership and professional learning programs?

What sources of evidence can be used to demonstrate improvement in teaching practise?

The school will use a variety of data measurements including: Assessment data through external and internal sources, ongoing feedback during classroom observation and teaching, minutes from meetings including whole school, faculty, and School Development Days and student attendance and engagement measures.

Evidence is collaboratively analysed to assess the impact

Strategic Direction 2: Educational Leadership

Evaluation plan for this strategic direction

of school processes and the changes in student growth and development achievement.

Analysis will facilitate future directions and modifications to professional learning programs, teaching practices, and whole school improvement measures.

Strategic Direction 3: Culture of High Expectations

Purpose

To promote a school culture of high expectations focused on the educational aspirations and well-being of students, and positive community partnerships.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 84.67% in 2023 to 85.9% by 2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Improve the percentage of students from the Riverina Access Partnership successfully transitioning to employment or further study compared with 2022-2023 baseline data.

Initiatives

Partners in Wellbeing

Develop strategic and sustainable partnerships with parents/carers, students and the wider community to ensure whole school processes are developed that support engagement and wellbeing of the whole school community.

Success criteria for this strategic direction

- All students have an sense of belonging and wellbeing evidenced by internal and external school data.
- Staff have increased understanding of school guidelines and procedures resulting in consistent practices across the school.
- Data shows improved and sustained attendance for all students.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing.
- Student motivation for continuous and ongoing improvement is clearly evident.
- A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff.
- Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers where appropriate.
- The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community.

Evaluation plan for this strategic direction

Success in ensuring a culture of high expectations across our school community will be determined by considering:

To what extent has a focus on a developing and maintaining a culture of high expectations positively impacted on student attendance, achievement, learning progress and sense of belonging?

In-school and external evidence will be collated and analysed to determine future planning. Data sources include: Tell Them From Me surveys, Parent, Student, Community and Teacher surveys, Attendance measures

Evaluation plan for this strategic direction

and School Sentral Data.

Data analysis determines the effectiveness of procedures implemented that maintain a culture of high expectations.

Future planning procedures will be determined following data analysis on key factors that contribute to high expectations, growth in student attendance, learning and achievement, and sense of belonging.