



Strategic Improvement Plan 2021-2024

Oak Flats Public School 3860



School vision and context

School vision statement

Oak Flats Public School is an innovative, collaborative and inclusive learning community. Our vision is to promote academic success along with social and emotional wellbeing, supporting all students to reach their full potential.

We have dynamic, passionate teachers and staff who believe the cornerstone to education is a strong learning culture and student wellbeing. We foster pride and belonging with community connection, ensuring students develop the knowledge, skills and our Positive Behaviour for Learning values to be *SAFE, RESPECTFUL, RESPONSIBLE* and *ACTIVE LEARNERS*.

School context

Oak Flats Public School is situated in the Illawarra Region, with an enrolment of 513 students including 40 students who attend the onsite Oak Flats Public School Preschool. Since 1952, third and fourth generation families have enrolled which is a testament to our proud tradition and history in the local area. We focus strongly on maintaining and fostering our school as a learning community which values interaction between, and contribution from students, parents, teachers and the wider community.

At Oak Flats Public School literacy and numeracy are at the core of our curriculum and quality teaching is based on current research driven by timely and consistent student data collection. A whole school focus maximising student performance encourages high expectations and life-long learning. Modern technologies are embraced, and students, teachers and parents value our 3-6 BYOD and K-2 iPad program and unique digital technology lab, enhancing engagement and inquiry-based digital learning.

At Oak Flats Public School we are sensitive to individual student abilities and circumstances and pride ourselves on support for students with additional learning and support needs and our commitment to individualised instruction. We have quality transition programs from Preschool to Year 7 complemented by a wide range of extra-curricular opportunities in leadership, sport, creative and performing arts and beyond. A strong link between wellbeing and learning outcomes with our Positive Behaviour for Learning program and Wellbeing Framework provide structures to ensure a happy and successful teaching and learning environment.

A comprehensive situational analysis, including consultation with students, staff and parents has been conducted to inform the development of the 2021-2024 Strategic Improvement Plan. Through our situational analysis we have identified that further work is required to ensure teachers plan for and deliver quality differentiated instruction in literacy and numeracy. Work will take place in the regular analysis and use of data with high impact strategies evident in teaching and learning, assessment and early intervention. The school has identified system-negotiated target areas in Reading and Numeracy. A focus on strong content knowledge, explicit teaching and consistent data collection will further support individual academic progress and achievement.

Teachers and support staff will continue to refine and reflect on their professional development with teachers being leaders of learning, working collaboratively to drive our school culture. With greater input from parents, teachers and the community, we will embrace the flexibility to shape our direction, build partnerships and make local decisions to benefit our students. The school has a rich educational past and we believe that together as a school community, we can look towards an energetic and exciting future.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student learning outcomes in literacy and numeracy through innovative and responsive teaching and learning and data-based decision making.

Improvement measures

Target year: 2022

A minimum of 30.1% of students achieve in the top two bands in NAPLAN Numeracy (lower bound system-negotiated target).

Target year: 2022

A minimum of 41.2% of students achieve in the top two bands in NAPLAN Reading (lower bound system-negotiated target).

Target year: 2023

A minimum of 50.5% of students achieve expected growth in NAPLAN Numeracy (lower bound system-negotiated target).

Target year: 2023

A minimum of 65.1% of students achieve expected growth in NAPLAN Reading (lower bound system-negotiated target).

Target year: 2024

72% of K-2 students achieve at or above grade expectations based on school determined Reading targets.

Target year: 2024

Value added data in Scout for K-3 to move from delivering to Sustaining and Growing.

Initiatives

Data analysis at systemic, school and classroom level

Teachers engage in the regular and rigorous analysis and use of data to support and inform teaching and learning.

Data is used to develop student learning goals with students aware of individual academic progress and achievement.

Collaborative teacher moderation to ensure consistent judgement in assessment and reporting and an integrated approach to quality teaching, curriculum planning and delivery.

Student achievement in literacy and numeracy

High quality differentiated curriculum, teaching, assessment and early intervention programs across the school in response to individual student data.

Students are provided with explicit, challenging and authentic learning experiences to demonstrate learning progress and achievement.

Teaching and learning programs are dynamic showing strong content knowledge, foundation skills in literacy and numeracy and continuous tracking of student progress and achievement.

Success criteria for this strategic direction

A school wide culture of self-evaluation and reflection that enables a deeper discussion of data, sharing accountability and responsibility for student achievement.

Explicit processes are developed to collect, analyse and report internal and external student and school performance data with deep understanding of literacy and numeracy progressions.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction with formative assessment practised expertly by teachers.

Creative and engaging learning experiences with alternative assessment options for students to demonstrate a greater range of learning and understanding.

Evaluation plan for this strategic direction

Q - The school will analyse the effectiveness of initiatives and the extent to which data is collected and used to drive teaching, identify student cohorts, plan, implement and monitor precise intervention strategies and improve outcomes in literacy and numeracy.

D - NAPLAN, Best Start, PLAN2, Check-in Assessments, Phonics Screening Check, Phonological Awareness, PAT.

A - Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards differentiated teaching and learning with an explicit model of instructional practice. Teacher capacity to identify a student's point of learning readiness, deep content knowledge, pedagogy and consistent teacher judgement will be a focus.

I - Practices and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implication and future school planning to ensure continuous improvement in student learning outcomes in literacy and numeracy and data-based decision making.

Strategic Direction 2: Targeted teaching and resourcing

Purpose

To support a high performance culture, with a clear focus on student progress and achievement and high quality evidence-based teaching strategies.

Improvement measures

Target year: 2024

Staff TTFM data improves from baseline 75% to be at or above 80% in the area of Leadership.

Target year: 2024

Staff People Matter Survey data indicates improvement from baseline of 73% in Teaching Learning and Development.

Target year: 2024

School self-assessment within the theme of Explicit Teaching indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

Achieve Excelling across the four themes of Learning and Development in the School Excellence Framework self-assessment.

Target year: 2024

Instructional leadership is sustained as embedded practice across the school building teacher capacity, informing quality teaching and learning.

Target year: 2024

A succession program, supported through aspiring leaders encourages staff to expand their skills and leadership potential through clearly defined roles and expectations.

Initiatives

Effective classroom practice

Teachers employ evidence-based, high impact teaching strategies with effective methods identified, promoted and modelled.

Targeted professional learning and high level support with resourcing to build collective teacher efficacy, collaboration and practice.

High quality physical, human and ICT resources to support the attendance, engagement and achievement of all students.

Learning, development and leadership

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.

Enhanced and distributed leadership capabilities of staff and students to lead school improvement, innovation and change.

Teachers are supported to trial future focused practices, take shared responsibility for student improvement and contribute to a transparent learning culture.

Success criteria for this strategic direction

Instructional leaders work shoulder to shoulder with staff, building capacity to effectively deliver ongoing, measured improvement in student progress and achievement.

High expectations and standards of teacher performance through induction, professional learning and evaluation based on the Australian Professional Standards for Teachers.

Research, evidence based strategies and innovative thinking is used in designing and implementing pedagogical practice.

Strong, strategic and effective leadership to support individuals and teams with a culture of collaborative professional learning that builds the capability of all staff.

Evaluation plan for this strategic direction

Q - The school will analyse the effectiveness of initiatives and the extent to which high quality evidence-based teaching strategies are integrated into classrooms and school planning around curriculum, instruction and assessment.

D - School Excellence Framework Self-Assessment, Tell Them from Me, SCOUT, NAPLAN, Professional Development Plans, teaching programs and classroom observations.

A - Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review the extent to which high performance expectations and targeted professional development leads to innovative and evidence based, future- focused practices.

I - Practices and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implication and future school planning to ensure a supportive and collaborative professional environment in which performance management is viewed as ongoing self-development and teacher feedback is provided.

Strategic Direction 3: Collaborative and inclusive partnerships

Purpose

To support a school wide culture of high expectations and shared responsibility for student learning and wellbeing with purposeful, collaborative and inclusive partnerships.

Improvement measures

Target year: 2022

Increase the percentage of students attending above 90% of the time to be at or above the system negotiated lower bound target of 79.5%.

Target year: 2022

Increase the percentage of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging) at school from a baseline of 83% to be at or above the system-negotiated lower bound target of 87.5%.

Target year: 2024

Parent TTFM survey data improves from 68% to be at or above 75% in the area of Inclusive School.

Target year: 2024

Student TTFM data shows an upward trend from baseline data of 56% in the area of Student Interest and Motivation.

Target year: 2024

Parent TTFM data shows an upward trend from baseline data of 72% in the area of the School Supports Learning.

Target year: 2024

School self-assessment within the theme of High Expectations indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Focused and individual support reflecting changing student needs

Flexible and collaborative structures to develop, implement and evaluate student's individual learning and support needs and plans.

Evidence-based, practical approaches to meet the needs of diverse students to enhance an inclusive learning culture.

Commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for promoting positive student attendance, engagement, learning, development and success.

Positive partnerships for learning, engagement and wellbeing

Partnerships, extra-curricular programs and school activities support the engagement of students, parents, caregivers and the broader community with clear improvement and planning for learning.

Development and clear articulation of our school's approach to student wellbeing, including behaviour management, learning support, social-emotional and relational development and support of students with additional learning and support needs.

Collaboration with other agencies and strengthened networks contributes to the learning outcomes, engagement and wellbeing of students.

Success criteria for this strategic direction

All students can access and fully participate in learning, supported by reasonable adjustments and teaching strategies tailored to meet individual needs.

Early and sustained interventions and transitions are in place for targeted groups and students identified as requiring additional support.

Strengthened relationships with parents and carers and stronger partnerships with our local community and external agencies.

Inclusive learning and support for students with complex behaviour is based on flexible and evidence based approaches.

Evaluation plan for this strategic direction

Q - The school will analyse the effectiveness of initiatives and the extent to which inclusive and personalised learning and wellbeing experiences address the explicit needs of every student.

D - School Excellence Framework Self-Assessment, Tell Them from Me, SCOUT, NAPLAN, PLAN2, Sentral, student IEPs and PLPs, work samples, Learning Support Team data and parent/carer focus groups.

A - Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review the extent to which a positive, collaborative culture is embraced, promoting a shared vision, strategic clarity and collegiality.

I - Practices and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implication and future school planning to ensure inclusive learning support systems and processes cater for the needs of diverse learners, achieved through early intervention, effective transition and planned and proactive engagement with parents and carers.

