Strategic Improvement Plan 2021-2024

Oatley Public School 2796

School vision and context

School vision statement

At Oatley Primary School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning empowering all students to develop as creative, collaborative, communicative and to critically reflect as learners through quality teaching and high impact leadership.

School context

Oatley Primary School is a large metropolitan school located in a high socio-economic part of southern Sydney. The school is a focal point of the community and caters for students in Kindergarten to Year 6. Oatley Primary School has 26 teaching staff with a student enrolment of 475. The school has strong relationships with an Oatley Public School Advisory Group and P&C consisting of parents, caregivers, teachers and the wider community. Oatley Primary School has a proud sporting history, provides opportunities in the creative and performing arts, Sciences, Technology and embraces Creativity, Critical Reflection, Communication and Collaboration (4Cs). The school promotes the growth and development of our young people and builds the capacity of our students to develop as a whole child (cognitively, physically, emotionally, socially, morally) and through teaching and learning incorporate capacities which help our students navigate through a changing world of challenges.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum, school evaluation on professional learning and student focus groups on students as learners.

Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for explicit focus in the new school plan. We have identified a need to use data driven practices and assessment to ensure all students have access to appropriate differentiated learning outcomes that will meet their needs for growth. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to all students inclusive of students with additional needs including those identified as high potential and gifted, English as Additional Language learners and Aboriginal students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. We are working to ensure greater consistency of continuous growth for all students from the beginning of their early years into their later years in our primary school context.

School vision statement

School context

Transforming school culture

After a year of 4C Transforming school pedagogy inclusive of creativity, collaboration, communication and critical reflection there is overwhelming evidence that the explicit teaching of strategies against the diagnostic tool of the Learning Disposition Wheel of competencies for teachers, students and parents as learners will continue. The 4C approach demonstrates how our school can change teaching and leadership to embed and enact the 4Cs to make them central to dynamic and exciting learning. This evidence based research connected to students curriculum will be assessed in action research practices. This ultimately supports students' Wellbeing and sense of belonging as we shift the culture to student centred learning.

Partnerships in learning

Oatley PS has significant support from the whole school community. We are committed to community satisfaction and community engagement. We are working towards developing a culture especially for parents to be immersed in understanding how education has changed and the impact on their child as future citizens in their community. The school will engage in collaborative approaches to develop effective partnerships across other schools and the wider community ensuring the best use of professional skills, knowledge and experiences are promoted.

Oatley Public School has always nurtured a high professional learning culture. The leadership team promote an ethos of high impact professional learning for teachers to grow student learning outcomes.. Throughout this plan three elements of high impact professional learning will be implemented to support student progress and achievement:

- Professional learning is driven by identified student needs;
- Collaborative and applied professional learning strengthens teaching practice; and
- School leadership teams enable professional learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy and to build strong foundations for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

More than 69.24% of students in Top two bands (or equivalent) NAPLAN Reading

Target year: 2022

More than 59.19% of students in Top two bands (or equivalent) NAPLAN Numeracy

Target year: 2023

More than 67.16% of students achieve Expected growth NAPLAN Reading

Target year: 2023

More than 67.8% of students achieve Expected growth NAPLAN Numeracy

Initiatives

Differentiated learning

Embed a learning culture that enables students to create, receive feedback and achieve growth in their learning.

- High impact professional learning on use of literacy and numeracy diagnostic data, anecdotal observations and work samples to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

Development in HIPL element "Professional learning is driven by identified needs"-

- teachers understand the link between teaching practice and student needs
- ongoing formative and summative data of student progress is collated, analysed and applied at a class level, student cohort and whole school level to inform professional learning requirements leading to high quality targeted professional learning

Data driven practices

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

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Establish Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

There is an integrated approach to quality teaching, planning with explicit teaching and assessment that promotes excellence and responsiveness in meeting needs of all students in Reading and Numeracy.

Assessment data is collected in Reading and Numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Formative assessment is integrated in teaching practices in every classroom, confirming that students learn what is taught.

Students are performing at high levels on external and internal school performance measures and equity gaps are closing.

Consistency in teacher judgement in formative and summative assessment. 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.

Professional Standards are a reference point for the whole school reflection and improvement. Teachers explicitly teach literacy and numeracy to students at all levels of achievement and is measured by improved student progress and data.

The leadership employ a distributive leadership model to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes learning progress.

EAL/D and LaST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs. Inclusive are the Aboriginal funding, literacy and numeracy initiative funding and flexible equity funding which support the improvement of student outcomes.

- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Development in HIPL element "Collaborative and applied professional learning strengthens teaching practice"

- Create a culture of openness to sharing identified challenges and areas for development
- Foster identification and sharing of expert practice

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions:

The questions will be guided by the success criteria of the plan with a focus on collaborative and applied professional learning strengthens teaching practice which is identified by student needs.

To what extent have we embedded a culture of explicit teaching from student data analysis in order to support student growth and attainment?

The evaluation plan will involve:

Data:

- NAPLAN data
- Scout – Value added data
- Internal Check in data analysis
- Student work samples
- PAT analysis-Reading/ Numeracy Years 2-6
- Student Personal Learning Plans, adjustments
- PLAN 2 tracking data-Targeted Reading/Numeracy
- Surveys on professional learning
- 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.
- Teacher/student focus group

Analysis:

This will be embedded within the initiative through progress and implementation monitoring

Ongoing review and triangulation of data sources including quantitative and qualitative, internal and external data informs future actions. Each term the school will review progress towards the improvement measures with check in strategies.. This will include collaborative discussions against the SEF, the evaluative questions on the initiative activity and data being qualitative or quantitative. The executive and Hubs will deliver this analysis to the staff.

Implications:

- Annual Reporting on school progress measures published as AR each year which is published on the school website. and interim community consultations on progress.

Strategic Direction 2: Transforming School Culture

Purpose

Teachers engage in collaborative and applied professional learning models to deepen their understanding of student-centred curriculum design and implementation to support overall student development. Students connect with the interpersonal, intrapersonal and cognitive competencies required for deep learning, developing their self-regulation and agency.

Improvement measures

Target year: 2022

Wellbeing data (advocacy, belonging ,expectation)to increase above the lower bound target of 92.88%

Target year: 2023

Initiatives

Pedagogical practices

Researched pedagodical practices support students understanding of how they use and develop their competencies in their learning and understand that these competencies support and connect students' wellbeing through developing their cognitive, intrapersonal and interpersonal domains.

Development in HIPL element "Collaborative and applied professional learning strengthens teaching practice"

- Create a culture of openness to sharing identified challenges and areas for development
- Foster identification and sharing of expert practice

4C Learning renewed approach to teaching which better equips today's learners

- Instructional Leader to lead
- All Staff to engage in Collaborative Classroom Visits and Deep Noticing in Action to critically reflect on pedagogy and student learning using the diagnostic tool of the Learning Disposition Wheel (LDW)
- 4C processes to continue implementation with focus on authentic curriculum and wellbeing
- Leading HUB of teachers to engage in 4C pedagogical practices to support greater understanding of the LDW
- Academic researchers to provide ongoing PL opportunities to all staff

4C Community of Practice (COP) new learnings through PL in pedagogical knowledge

Professional Learning to engage in Action Research across a community of schools to strengthen teaching, learning and assessment of the 4Cs, focus on the wonderweb PL and e rubrics in developing learners against the Learning Disposition Wheel (LDW) as a Diagnostic Tool) and embedding into own school and beyond.

Success criteria for this strategic direction

The school implements evidence- based changes to whole school practices to support student wellbeing so they can connect, succeed and thrive. Positive and respectful relationships are evident and widespread among students and staff, creating optimal conditions for student learning.

Evidence-based teaching strategies are embedded in curriculum design with explicit teaching practices optimising learning progress across the full range of abilities. The curriculum provision is enhanced through learning alliances with other schools.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of innovative practices. Teaching staff demonstrate and share their expertise within their school and across other schools.

The leadership employ a distributive leadership model to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes learning progress.

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions:

The questions will be guided by the success criteria of the plan with a focus on collaborative and applied professional learning strengthens teaching practice.

The evaluation plan will involve:

Data:

- Implementing Phase 1 and Phase 2 of this model with six school communities and record inquiry learnings from the Learning Disposition Wheel (LDW) using assessment of e rubrics scale.
- Continue into the next phases of the disposition wheel using other elements of the LDW
- Embedding these assessment practices with own school 4C HUB.
- 4C Hub supports e rubrics into whole school practices
- Engaging more school HUBS to develop in this process by being involved in NSW 4C network days

4C Community of Schools (COS) shared PL for teachers in across school setting

Connecting with Kogarah PS in collaborative opportunities to share pedagogy through 4C processes and coherence makers in critical reflection.

- Teachers authentically embed 4C processes to support student's engagement in the curriculum which ensures deliberate practices embedded into pedagogy.
- Teachers use the Wonder Web (diagnostic tool for assessing behaviours) to design high quality learning experiences which make conditioners for the learner's understanding.
- Learners are encouraged to be self-motivated and independent, using the Learning Disposition Wheel (LDW) diagnostic tool for assessing behaviours, to critically reflect on learning and themselves as learners.

Student-centred teaching and learning

How will pedagogical change of practice empower on our students?

- Students to critically reflect on pedagogy and student learning using the diagnostic tool of the Learning Disposition Wheel to understand behavioural change of coercive to empowered
- Students will engage in deeper understanding of the LDW
- Student to explore the 4C processes through authentic curriculum delivery

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- 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.
- Teacher/student focus group
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- External consultant data collation and report
- E-rubrics for collaboration
- Observation of student behaviours using e rubrics of Learning Disposition Wheel through
- Collaborative Classroom Visits teacher learning journals (CCV) and action from
- Deep Noticing and Action (DNA) from teachers teacher learning journals and T/L program.

Analysis:

This will be embedded within the initiative through progress and implementation monitoring

On going review and triangulation of data sources including quantitative and qualitative, internal and external data informs future actions. Each term the school will review progress towards the improvement measures with check in strategies.. This will include collaborative discussions against the SEF, the evaluative questions on the initiative activity and data being qualitative or quantitative. The executive and Hubs will deliver this analysis to the staff.

Implications:

- Annual Reporting on school progress measures published as AR each year which is published on the school website. and interim community consultations on progress.
- Future directions

Strategic Direction 3: Partnerships in Learning

Purpose

Build strong connections with the school community, through creating a culture and structures that build a cycle of professional learning; an inclusive environment that enables learning and growth.

Improvement measures

Target year: 2022

Increase the percentage of students attending less than 90% of the time to be at or the lower bound target of 91.85%

Target year: 2024

Initiatives

Connecting through learning

Learning opportunities are provided to parents to support students in developing the academic, social and emotional competencies for successful life-long skills.

Provide opportunities for the school community to engage in learning that inform parents of current educational practice and develop an understanding of ways to support development and student learning.

Inquiry based learning

Professional learning models embed targeted and relevant learning that is research based and collaborative in structure to develop teaching pedagogy and deepen students as learners.

Development in High Impact Professional Learning (HIPL) element "Collaborative and applied professional learning strengthens teaching practice"

- Create a culture of openness to sharing identified challenges and areas for development
- Foster identification and sharing of expert practice

STEM Action Inquiry

 Inquiry based learning will be delivered to all students to provide our high potential and gifted students opportunities for further success and deliver a high expectation of educational delivery in curriculum.

Expertise and innovative resources will support this inquiry based learning.

Success criteria for this strategic direction

Development of partnership with community that supports improvement and planning for learning.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Shared engagement with the community to improve understanding of student learning progress. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Practices and processes embedded to build a culture of high expectations through regular feedback.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. The curriculum is enhanced by learning alliances with other schools or organisations.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of innovative practices. Teaching staff demonstrate and share their expertise within their school and across other schools.

The leadership employ a distributive leadership model to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes learning progress.

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions:

The questions will be guided by the success criteria of the plan with a focus on building strong connections with the school community and beyond enabling partnerships in learning through collaborative and applied professional learning. supporting whole school community.

The evaluation plan will involve:

Data: Four areas of data is designed to be collected from the initiatives and activities;

- High impact professional learning structure and systems - educational leadership
- Strategies and resources that provide communication and engagement - community partnership
- Creating a culture of feedback and openness to sharing identified challengers and future development - partnerships in learning
- Engagement in learning opportunities to inform current educational practices - inquiry based learning supporting high potential and gifted education

Analysis:

This will be embedded within the initiative through progress and implementation monitoring and analysis through the executive leadership team discussions on the evidence to support impact.

Ongoing review and triangulation of data sources including qualitative and quantitative internal and external data informs future actions. Specific events will provide this review progress towards the improvement measures with check in strategies.

Implications:

- Annual Reporting on school progress measures published as AR each year which is published on the school website. and interim community consultations on progress.
- Future directions