

# School Strategic Plan 2019-2023

Oakleigh South Primary School (4823)



Submitted for review by Erik Albers (School Principal) on 17 June, 2020 at 08:18 PM

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# School Strategic Plan - 2019-2023

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<b>School vision</b>	Oakleigh South Primary School's vision is for each child to become a happy and confident person, well equipped for the challenges of life-long learning, contributing to the society in which they live and be able to achieve their full academic, creative and social potential. At the heart of Oakleigh South Primary School's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age.
<b>School values</b>	<p>Oakleigh South Primary School's community works collaboratively and shares common goals, values and beliefs about the best way to support children and families on their educational path. We encourage respectful, collaborative relationships between children, families, the school, communities and educators, with our common focus being the child. We value an inclusive, supportive and caring environment where children, families and educators come together as a community of learners.</p> <p>The school provides support to each child to promote their health and wellbeing through a spirit of warmth and respect underpinned by a commitment to social justice. We respect and celebrate the culture and diversity within our community and beyond. We support the individual needs of our children to develop the view that learning is fun, exploratory and exciting. Our school philosophy includes a firm commitment to ensuring child safety and wellbeing, and to provide a high quality, safe and caring school environment.</p> <p>Oakleigh South Primary School's values are respect, excellence, integrity, resilience and working together. Implementing and promoting the following school values underpins the culture of our school.</p> <p>We show RESPECT by treating people with tolerance, acceptance, understanding and respect, and appreciation and care for the school environment.</p> <p>We show EXCELLENCE by striving to achieve our personal best and being persistent in everything we do and to never give up.</p> <p>We show INTEGRITY by being trustworthy and honest with each other, as well as taking and accepting responsibility for our own actions.</p> <p>We show RESILIENCE by dealing with the ups and downs, while still holding our heads up, and demonstrate the capacity to deal with change and bounce back during difficult times.</p> <p>We show WORKING TOGETHER by actively contributing to our school, and learning from each other.</p>
<b>Context challenges</b>	Oakleigh South Primary School is nestled in between Metropolitan and Huntingdale Golf Courses and is located approximately 15 kilometres south of the Central Business District of Melbourne. It prides itself in offering all students a wide range of success orientated opportunities and fosters a caring atmosphere with clearly defined expectations, where students can develop in a

supportive and safe learning environment. We value and encourage high academic achievement with a strong focus on English and Mathematics.

Our student enrolment is currently 1063 students (2020), and draw from diverse cultural backgrounds, many with a Language Background Other Than English (LBOTE) and with English as an Additional Language (EAL). EAL enrolments have been increasing significantly and now account for over 40% of students. The school's Student Family Occupation and Education Index (SFOE) is rated as low (high socio-economic status) and is markedly better compared to four years ago.

The 2020 staffing profile consists of 61.6 full time equivalent (FTE) teaching staff and 11.6 (FTE) support staff. Within the staffing profile, the school has a dedicated staff consisting of five Principal class leaders, 5 Learning Specialists, 59 teachers and 11 Education Support staff. These are arranged as 45 classroom teachers with 17 specialist teachers. We have specialists in Physical Education, Performing Arts, Visual Arts, Japanese, Digital Technologies and Science. Students are also able to receive tuition in musical instruments such as keyboard and guitar.

Our students from Prep to Year 6 are provided with a broad, rich and differentiated curriculum designed to cater for a diverse range of learning styles and student abilities with opportunities for support or enrichment at all levels. The school leadership and staff are intentional and purposeful in pursuing the optimal learning experiences for each and every student and as such, seek to provide all children with instruction that is personalised, evidence-based and technologically rich. Our highly successful sporting, arts and sustainability programs allow for the development of the whole child and assist in developing self-esteem, confidence and resilience.

We have high expectations of our students and set challenges and opportunities for all students to strive to be the very best they can. We continue to revise and develop our approach to student wellbeing to ensure all students are engaged and connected with the school. Promoting the values of: excellence, respect, integrity, working together and resilience, we encourage our students to be persistent, trustworthy, tolerant and actively involved in their school.

Focusing on family/school partnerships and developing the school as a community hub is a priority. Our excellent facilities enable us to host many after school activities and weekend sporting events to create and support healthy and active communities.

During the school's pre-review self-evaluation and review, the review Panel explicitly identified the key areas that students need to develop to improve their learning outcomes and the areas that teachers need to focus on in order to improve their teaching and enable students to progress in the identified areas.

The review Panel examined the extent that consistent high-quality instructional practice, and student voice and agency was delivered to meet the needs of all students across the school. The Panel investigated this through staff focus group interviews, classroom observations, analysis of student and parent opinions, observation of a team meetings and documentation analysis. The Panel concluded that while teaching strategies were effective across the school and staff worked collaboratively to implement them, there was inconsistent implementation of high-quality instructional practice in some classrooms. This reduced the effectiveness in extending the learning outcomes for some students. The following key challenges were identified by the review

	<p>panel through the extensive pre-review self-evaluation, and a thorough examination of the school’s practices and processes throughout the school review process. The Panel concluded that;</p> <ul style="list-style-type: none"> <li>• Staff understood the expected teaching and learning practices of the school and worked to collaboratively implement them, however, greater consistency of practice, especially in the use of high-impact teaching strategies to further improve student learning outcomes were still to be embedded.</li> <li>• While the school had effective policies and processes to support student voice and leadership, the empowerment of students to take ownership for their learning was less advanced. This impacted upon the active and consistent engagement of students in their learning and limited activating greater student agency.</li> <li>• The school's overall EAL enrolments is continuing to grow, leading to the challenge of providing an effective EAL and literacy support program (P-2), to improve learning growth in literacy.</li> <li>• Staff understanding of differentiation and feedback, and the utilisation of student feedback to inform teaching practice, were not yet fully embedded within the school.</li> <li>• The school’s collaborative team approaches, with professional learning opportunities and coaching, along with supportive leadership and clear expectations, were engendering leadership capabilities and structures to maximise learning outcomes for all students. However, the collaboration and vertical consistency across teams was yet to be fully developed.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>The Review Panel recommended the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Learning growth for all students in literacy and numeracy</li> <li>• Consistent, high quality teaching practice</li> <li>• Continue implementing High Impact Teaching Strategies into classroom practice</li> <li>• Agency in learning to support students as active and engaged learners</li> <li>• Building Instructional leadership capabilities.</li> </ul> <p>Over the period of the next Strategic Plan (2020-2023), the school will focus on the three areas of achievement, engagement and wellbeing and strive to achieve the following goals as recommended by the school review panel.</p> <p>1. Maximise student learning growth in literacy and numeracy.</p> <p>While student NAPLAN learning growth in Years 3-5 was high, there were variations in reading and writing results for some students. The school developed consistent documentation and processes for analysing student progress. However, the application of high-quality strategies varied across classrooms. The Panel determined that student outcomes would improve by further developing staff capabilities with high-quality practices and collaborations across all levels.</p> <p>2. Improve student active participation in their learning.</p> <p>Student Attitudes to School Survey (AtoSS) data indicated high percentages of positive responses to engagement and learning factors. Classroom observations revealed extensive student voice in learning, while student agency was not as consistently activated. The Panel determined that if the school develops and embeds a greater understanding of empowering students as</p>

learners, then student participation as active learners and learning outcomes will improve.

### 3. Enhance student wellbeing.

While engagement and wellbeing initiatives in the school were considered effectively developed, the Panel considered that more work could be done to support student resilience and further develop the holistic approach to learning. Students with higher resiliency are more likely to thrive in their learning and have improved educational outcomes. The school's focus on building high resilience, is equipping students with the skills and strategies they need to tackle current and future challenges.

The school's Key Improvement Strategies are linked to the school's assessment against the Framework for Improving Student Outcomes (FISO) Continua of Practice. Our focus for the next four years will be Building practice excellence, Instructional and shared leadership, Curriculum planning and assessment, Empowering students and building school pride, Health and wellbeing and Setting expectations and promoting inclusion dimensions.

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<b>Goal 1</b>	Maximise student learning growth in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2023, the percentage of students above benchmark growth as measured by NAPLAN will demonstrate continual improvement and increase in:</p> <ul style="list-style-type: none"><li>• Reading from 36% (2019) to 50%.</li><li>• Writing from 52% (2019) to 60%.</li><li>• Spelling from 47% (2019) to 55%.</li><li>• Grammar and Punctuation from 46% (2019) to 55%.</li><li>• Numeracy from 53% (2019) to 60%.</li></ul>
<b>Target 1.2</b>	<p>By 2023, the percentage of Year 3 students in the top two bands as measured by NAPLAN will increase in the following areas:</p> <ul style="list-style-type: none"><li>• Reading from 84% (2019) to 87%</li><li>• Writing from 81% (2019) to 84%</li><li>• Numeracy from 80% (2019) to 83%.</li></ul> <p>By 2023, the percentage of Year 5 students in the top two bands as measured by NAPLAN will increase in the following areas:</p> <ul style="list-style-type: none"><li>• Reading from 81% (2019) to 85%</li><li>• Writing from 53% (2019) to 60%</li><li>• Numeracy from 83% (2019) to 85%.</li></ul>

<b>Target 1.3</b>	<p>By 2023, the percentages of positive endorsement in the School Staff Survey (SSS) will increase:</p> <ul style="list-style-type: none"> <li>• for collective efficacy from 89% (2019) to 91%</li> <li>• for teacher collaboration from 73% (2019) to 80% or above.</li> </ul>
<b>Target 1.4</b>	<p>By 2023, the percentages of students above expected levels according to teacher judgements, will increase for:</p> <ul style="list-style-type: none"> <li>• for Reading from 64% (2019) to 75%</li> <li>• for Writing from 48% (2019) to 60%</li> <li>• for Number and Algebra from 65% (2019) to 75%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build consistent and collaborative approaches to teaching and learning.
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Build the instructional leadership capabilities of all staff.
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build staff capabilities to provide point of need teaching.
<b>Goal 2</b>	Improve student active participation in their learning.
<b>Target 2.1</b>	<p>By 2023, the percentages of positive endorsement in the AtoSS will increase:</p> <ul style="list-style-type: none"> <li>• for stimulated learning from 82% (2019) to 86%</li> <li>• for differentiated learning challenge from 84% (2019) to 88%</li> <li>• for self-regulation and goal setting from 88% (2019) to 90%</li> <li>• student voice and agency from 59% (2019) to 80%.</li> </ul>

	The percentage of students with 20 or more absence days will decrease from 27% (2019) to 20%.
<b>Target 2.2</b>	By 2023, the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase: <ul style="list-style-type: none"> <li>• from 82% (2019) to 85% for student voice and agency.</li> <li>• from 86% (2019) to 88% for stimulating learning environment.</li> </ul>
<b>Target 2.3</b>	By 2023, the percentages of positive endorsement in the School Staff Survey (SSS) will increase for collective focus on student learning from 89% (2019) to 92%.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a shared understanding of student voice, agency and leadership.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Embed the role of the student within the learning process.
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Develop critical thinking and problem-solving skills through the use of STEM.
<b>Goal 3</b>	Enhance student wellbeing.
<b>Target 3.1</b>	By 2023 the percentages of positive endorsement in the AtoSS will increase: <ul style="list-style-type: none"> <li>• for student motivation and interest from 83% (2019) to 86%.</li> <li>• for teacher concern from 69% (2019) to 77%.</li> <li>• for resilience from 78% (2019) to 84%.</li> </ul>



	<ul style="list-style-type: none"> <li>• for effective classroom behaviour from 83% (2019) to 90%.</li> </ul>
<b>Target 3.2</b>	<p>By 2023, the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase:</p> <ul style="list-style-type: none"> <li>• for student motivation and support from 78% (2019) to 82%</li> <li>• for confidence and resiliency skills from 87% to 89%</li> <li>• for managing bullying from 87% to 89%.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Build student resilience.
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Enhance opportunities across the school to promote holistic learning.