

School Strategic Plan 2024-2028

Oakleigh South Primary School (4823)



Submitted for review by Erik Albers (School Principal) on 21 June, 2024 at 03:49 PM

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School Strategic Plan - 2024-2028

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School vision	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 the 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.
School values	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, 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. 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. Implementing and promoting the following school values underpins the culture of our school. Oakleigh South Primary School's values are Respect, Excellence, Integrity, Resilience and Working Together. We encourage our students to be persistent, trustworthy, tolerant and actively involved in their school. We show EXCELLENCE by striving to achieve our personal best and being persistent in everything we do and to never give up. We show RESPECT by treating people with tolerance, acceptance, understanding and respect, and appreciation of and care for the school environment. We show WORKING TOGETHER by actively contributing to our school, and learning from each other. We show INTEGRITY by being trustworthy and honest with each other, as well as taking and accepting responsibility for our own actions. 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.
Context challenges	Oakleigh South Primary School 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. Oakleigh South Primary School values and encourages high academic achievement with a strong focus on English and mathematics.

The 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. The school's highly successful sporting, arts, sustainability, wellbeing and Science Technology Engineering Mathematics (STEM) programs allow for the development of the whole child and assist in developing self-esteem, confidence and resilience.

Student enrolment in 2024 is currently 1050 students, and draws from diverse cultural backgrounds, many with English as an Additional Language (EAL). EAL enrolments account for approximately 46% of students. The 2024 staffing profile consists of 65 full time equivalent (FTE) teaching staff and 11 FTE support staff. The school has a dedicated staff consisting of Principal class leaders, learning specialists, classroom teachers and education support staff.

During the school's review, the review Panel examined the extent that teachers collaborate using evaluative skills and the Victorian curriculum to plan differentiated learning at each student's point of need. The Panel investigated this through staff focus group interviews, classroom and team meeting observations, and documentation analysis. The Panel concluded that the positive impact on teacher collaboration in team meetings was key to ensuring teachers used data to plan and assess where students were at. The Panel found that teachers were using the Victorian curriculum to plan, although there was further scope to align teacher judgements against the curriculum standards. Differentiation was evident in small focus groups and intervention groups across the school however there was variability in the knowledge and delivery of differentiation within classrooms. The panel agreed that a further focus for teachers to embed high quality differentiation would lead to greater overall improvement for every student.

The review Panel also examined the extent to which teachers challenge and stimulate students and develop learning agency. The Panel's assessment acknowledged the school's commitment in offering a diverse range of curricula activities to stimulate and challenge students as well as ensuring they all had learning goals. The Panel concluded that student goal setting was inconsistent across the school and could be further strengthened through the co-development of goals with teacher and student, as well as identifying what they needed to do and what were the next steps would give greater ownership of their learning. The Panel also found that feedback was evident, although establishing more organised channels, for students to give and receive feedback on their learning experiences would enhance their sense of agency. The Panel agreed that investing in greater student agency would empower students in their educational journey.

During the school's pre-review self-evaluation and review, the key challenges identified for Oakleigh South Primary School were maintaining the school's very high NAPLAN results in English and Mathematics and strengthening parent community partnerships between home and school, specifically volunteering in the classroom and school events.

Intent, rationale and focus	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, 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. The Panel concluded that the school introduced several improvement strategies to develop student engagement and connectedness throughout the school. These included student leadership roles, classroom choices and a variety of extra curricula activities and school programs. However, the Panel found that student agency in their learning was not consistently understood or implemented across the school and establishing more organised channels for feedback would be crucial for promoting student learning and engagement. The Panel also noted that student absences had increased over the School Strategic Plan (SSP) period therefore addressing and minimising absence would help support student success. The panel agreed that further activation of these would allow for greater student autonomy and recommended that student agency and wellbeing be a priority for the next SSP. Through classroom observations and the assessment of practice against the FISO 2.0 core elements in Teaching and learning and Assessment highlighted the need to ensure greater consistency in the implementation of the instructional model and success criteria. The Panel also identified the need to ensure the delivery of high-quality differentiated learning experiences across content, processes and product. The Panel agreed that a focus on maximising student learning growth be a priority in the next SSP. Over the period of the next School Strategic Plan (2024-2028), the school will focus on the following learning and wellbeing goals and key improvement strategies that are linked to the school's assessment against the Framework for Improving Student Outcomes (FISO 2.0) Continua of Practice recommended by the school review panel. Goal 1: Enhance student agency and wellbeing. Key Improvement Strategies: * Embed student agency across the school. * Build staff capability to implement proactive strategies and a tiered response to student wellbeing. Goal 2: Maximise learning growth for all students. Key Improvement Strategies: * Build teacher capability to differentiate learning to meet students at their point of need. * Embed a whole school approach to the collection and use of evidence against the Victorian curriculum 2.0 to inform teaching and learning.
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Goal 1	Enhance student agency and wellbeing.
Target 1.1	By 2028 improve the positive endorsement in the Attitude to School Survey for the following factors: • low resilience for Year 4 to 6 from 22% (2023) to 15% • high resilience for Year 4 to 6 from 14% (2023) to 20% • student voice and agency from 75% (2023) to 80%.
Target 1.2	By 2028, reduce the number of parent choice unauthorised absences in Panorama (absences by absence type) for Years P-6 from an average of 341 days annually per year level in 2023 to an average of 250 days per year level annually.
Target 1.3	By 2028 increase the percentage of positive endorsement in the School Staff Survey for the following factor: • use student feedback to improve practice from 75% (2023) to 80%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed student agency across the school.
Key Improvement Strategy 1.a	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff capability to implement proactive strategies and a tiered response to student wellbeing.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Maximise learning growth for all students.
Target 2.1	By 2028, increase the percentage of students in Years 1-6 assessed by teacher judgements as making above expected growth in literacy from 25% in 2023 to 30%.
Target 2.2	By 2028 increase the percentage of Year 3 achieving NAPLAN proficiency level of exceeding in:

	• reading from 58% (2023) to xx% • writing from 50% (2023) to xx% • numeracy from 55% (2023) to xx%. (NAPLAN target to be determined)
Target 2.3	By 2028 increase the percentage of Year 5 achieving NAPLAN proficiency level of exceeding in: • reading from 56% (2023) to xx% • writing from 47% (2023) to xx% • numeracy from 48% (2023) to xx%. (NAPLAN target to be determined)
Target 2.4	By 2028 improve the English Online Interview (EOI) results of Year 1 students (assessed towards level 2 or higher) for the following factors: • reading from 64% (2023) to 70% • writing from 63% (2023) to 70%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to differentiate learning to meet students at their point of need.
Key Improvement Strategy 2.b	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school approach to the collection and use of evidence against the Victorian curriculum 2.0 to inform teaching and learning.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	