

School Strategic Plan 2021-2025

Oak Park Primary School (4721)



Submitted for review by Michael Gill (School Principal) on 21 July, 2022 at 04:36 PM

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School vision	<p>Our vision is to empower students to aspire to do their personal best and to make a positive difference with their learning. The stated purpose of Oak Park Primary School is to 'work collaboratively to provide a stimulating, safe and challenging learning environment that promotes resilient, innovative thinkers.'</p>
School values	<p>Our school values, developed in consultation with the school community are Respect, Responsibility and Resilience.</p> <p>Respect - Treat others with consideration and respect another person's point of view.</p> <p>Responsibility - Be accountable for our actions, resolve differences in constructive ways and take care of the environment.</p> <p>Resilience – Be equipped to successfully bounce back from setbacks, changes or disappointments.</p>
Context challenges	<p>Strong student achievement levels across the school stem from embedded team planning processes, the ongoing collection of data, Intervention & extension structures, and strong partnerships between home and school.</p> <p>Strong NAPLAN data in 2021 was particularly pleasing in light of the pandemic over the previous 18 months. These robust results were also affirming of the school's commitment to remote learning during 2020 and 2021.</p> <p>The school recognises future challenges in managing the unpredictable enrolment trends stemming from the pandemic, the empowerment of students to ensure they have both voice and agency in their learning as well as the ongoing focus on student wellbeing and mental health.</p> <p>With multiple ongoing members of our Leadership team currently on secondment to another school - we are faced with some delay in confirming updated Wellbeing roles and a finalised Leadership structure.</p> <p>Enhancing assessment and moderation practices, particularly furthering confidence in teacher judgements and formative assessments for students working ahead of the expected curriculum. This challenge could be supported by further Professional Learning on Speaking and Listening assessment, both formative and summative and re-defining best practice assessments for Non-Number Mathematics strands.</p> <p>With the disruption across 2020 and 2021 of lockdowns - ensuring stronger structures to empower teachers to consider the focus of peer observations linked to AIP outcomes and building a staffing profile with more Learning Specialists to support the process (Dependent on available Budget).</p> <p>Our review feedback suggested enhancing consistency across the school for both Writing and Spelling Scope and Sequences, in-part due to a number of new staff and changes in grade placement. Potential solutions could include professional learning for staff regarding the Spelling Inquiry Lesson Structure and 6+1 Writing Traits Professional Learning for relevant staff to ensure common understanding across the school.</p>

	<p>PLCs processes have improved greatly across the previous strategic plan, and the school will need to ensure PLC Training for new team leaders to maintain consistency of practice between teams.</p>
Intent, rationale and focus	<p>In regards to student learning at during this strategic period, the school has set ambitious targets in Literacy to align with the introduction of a new Writing Program (6+1 Traits) and more consistent spelling practices across all year levels. Through these endeavours, we aim to generate strong student learning growth in literacy (particularly in the senior school) and forge dispositions whereby students are motivated writers and authors.</p> <p>Over the next four years, we will aim for teachers at OPPS to be increasingly skilled at utilising multiple sources of feedback and data to inform their instructional practice. The structured and consistent use of student feedback will be a developing area for teachers to integrate into their classroom processes. Teachers will aim to establish authentic relationships with their students and promote genuine two-way communication in regards to each student's learning. OPPS will ensure 'student voice' is actively encouraged in the classroom & daily operation of the school and that students will have agency to direct and take responsibility for their learning. Wellbeing structures will continue to be enhanced with each year level having a Wellbeing Scope & Sequence Planner. To synchronise with the new FISO structure, Learning and Wellbeing will be the core focus of the school's daily operations. Students will be supported to develop their leadership skills and to support the decision making processes of the school where possible. OPPS will continue to be actively involved in networks and partnerships with community organisations that support the health, wellbeing, development and learning of students and their families.</p> <p>School improvement will be seen as a shared endeavour amongst all members of the school community. Parent participation will be strongly forged through structures such as the Classroom Helpers and a newly formed Parent Education Subcommittees of School Council.</p> <p>In supporting a positive enrolment trend over the next four years, the school will more proactively promote the learning programs in operation and further share & celebrate the many daily achievements of students.</p> <p>Using the Key Directions from the school review documentation, the School Improvement Team has prioritised our intent into the initial plan below:</p> <p>Professional Learning Teams, particularly planning processes</p> <ul style="list-style-type: none"> - Ensuring PLC Training for new team leaders. - Potential introduction of Whole School PLC - Inquiry Cycles within Staff meeting times with a focus linked to AIP. - Defining Documentation and Planning templates, for consistent use across F-Year 6. <p>Writing and Spelling – enhancing consistency across the school.</p> <ul style="list-style-type: none"> - Unpacking the Spelling Scope and Sequence further with staff for consistent use across F – Year 6. - Professional Learning for staff regarding the Spelling Inquiry Lesson Structure. - 6+1 Writing Traits Professional Learning for relevant staff to ensure common understanding across the school. - Use of 6+1 rubrics for student goal setting, feedback and assessment.

	<p>Assessment and moderation, particularly confidence in teacher judgements and formative assessments</p> <ul style="list-style-type: none"> - Greater parent education around progression points and student growth not always being linear. - Professional Learning on Speaking and Listening assessment, both formative and summative. - Defining best practice assessments for Non-Number Mathematics strands. - Developing greater processes for assessing and tracking whole cohort data for Mathematics <p>Peer observations</p> <ul style="list-style-type: none"> - Empowering teachers to consider the focus of peer observations linked to AIP outcomes. - Building a staffing profile with more Learning Specialists to support the process (Dependent on available Budget). - In-team peer observations linked to Inquiry cycle – with some supported time release in 2022 (lower APT than previous years). - Use of two clear peer observation proformas (mentor feedback, observation). - Developing a collection of agreed note taking tools to help with peer observations. <p>Personalised student learning, particularly understanding the continuum of learning to teach to each students' point of need and ensuring challenge for all students (Further Differentiation)</p> <ul style="list-style-type: none"> - Use of flexible groupings for all cohorts (Year 1-6) to support differentiation practices for the teaching of Number and Algebra. - Defined additional extension program responding to student learning data (TJ) – ensuring additional challenge for students working ahead of the curriculum. <p>Student voice and agency in learning, particularly feedback strategies, and construction of challenging learning goals</p> <ul style="list-style-type: none"> - Whole school PLCs focussed on effective feedback to students - Ongoing tracking and unpacking of PIVOT data for questions relating to feedback - Development of whole school protocols around student goal setting – defined at stages of learning (F, 1/2, 3/4 and 5/6). <p>Curriculum documentation particularly a new Inquiry scope and sequence</p> <ul style="list-style-type: none"> - Survey our community (parent, student and teacher) to support decision making around an additional Specialist Subject for 2023 and beyond - Develop new two year Scope and Sequence for Inquiry curriculum, ensuring clarity between new specialist subject and classroom inquiry content. <p>Support for students' mental health and wellbeing post COVID</p> <ul style="list-style-type: none"> - Develop Wellbeing Coordinator role and recruit. - Define a stage of schooling approach to further mental health and wellbeing programs – linked to Personal and Social Capability. <p>Learning partnerships with parents</p> <ul style="list-style-type: none"> - Classroom Helpers - enhance to further lunchtime activities
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| | <ul style="list-style-type: none">- Sending home 6+1 Traits rubrics as further examples of student reporting.- Hosting school-wide events linked to student achievement in defined curriculum areas. |
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Goal 1	Maximise the learning growth for all students (in literacy and numeracy).
Target 1.1	<p>By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Numeracy from 52% (2021) to 57% <p>Year 5</p> <ul style="list-style-type: none">• Reading from 57% (2021) to 62%• Numeracy from 36% (2021) to 42%
Target 1.2	<p>By 2025, increase the percentage of Year 5 students assessed as maintaining in the top two bands from Year 3 in:</p> <ul style="list-style-type: none">• Writing from 45% (2021) to 51%• Reading from 66% (2021) to 72%• Numeracy from 65% (2021) to 71%

Target 1.3	<p>By 2025 the percentage of Year 5 students assessed as ‘above’ benchmark growth in NAPLAN to be:</p> <ul style="list-style-type: none"> • Reading from 32% (2021) to 40% • Writing from 29% (2021) to 35% • Numeracy from 27% (2021) to 35%
Target 1.4	<p>By 2025, the average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 18% (2021) to 25% • Speaking and Listening from 11% (2021) to 20% • Writing from 18% (2021) to 25% <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 18% (2021) to 25% • Measurement and Geometry from 11% (2021) to 20% • Statistics and Probability from 13% (2021) to 20%
Target 1.5	<p>By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning -Planning Module for the components of:</p> <ul style="list-style-type: none"> • Professional Learning through peer observation from 33% (2021) to 75% • Time to share pedagogical content knowledge from 42% (2021) to 75% • Understand how to analyse data from 33% (2021) to 70%

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.
Key Improvement Strategy 1.b Building practice excellence	Strengthen the capacity of PLCs to build teacher practice and capabilities.
Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen curriculum planning and assessment.
Goal 2	To strengthen and embed learner agency.
Target 2.1	<p>By 2025 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 67% (2021) to 77% • Stimulated learning from 79% (2021) to 85% • Motivation and interest from 77% (2021) to 85%
Target 2.2	<p>By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 58% (2021) to 75% • Promote student ownership of learning from 58% (2021) to 80% • Plan differentiated learning activities from 67% (2021) to 80%

Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Deepen and strengthen student capability to set goals, monitor and reflect on their learning progress.
Goal 3	To develop confident and resilient students who are equipped to thrive in the contemporary world.
Target 3.1	<p>By 2025 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Perseverance from 77% (2021) to 82% • Respect for Diversity from 81% (2021) to 86% • Sense of confidence from 80% (2021) to 85%
Target 3.2	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Teacher communication from 78% (2021) to 85% • Parent participation and involvement from 77% (2021) to 85% • Student Motivation and Support from 84% (2021) to 90%
Key Improvement Strategy 3.a Health and wellbeing	Continue to strengthen the school's processes for supporting resilience, health and wellbeing.
Key Improvement Strategy 3.b Building communities	Strengthen partnerships with the school community.

