



School Strategic Plan 2021-2025

Oakleigh Primary School (1601)

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School Strategic Plan - 2021-2025

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School vision	Our aim is for each child to become happy, healthy and resilient, well equipped for the challenges of lifelong learning, contributing to the society in which they live and able to achieve their full academic, creative and social potential. At the heart of Oakleigh Primary School and Kindergarten'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. We will achieve this by providing a welcoming, positive, safe and inclusive learning environment in which everyone is treated equitably, individual strengths are recognised and all achievements are celebrated.
School values	The values that form the basis of the actions in our learning community are: Positive Emotion: Train your mind to focus on the positives rather than the negatives; be resilient. Positive people look back on the past with gladness; look into the future with hope; and enjoy and cherish the present. Having the ability to recover strength, confidence and good humour. When things go wrong we are able to 'bounce back' or 'bounce forward'. Engagement: Use and improve your character strengths to carry out each task to the best of your ability. When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and become immersed in a task. Relationships: Create and maintain authentic and fulfilling relationships. We develop a culture of respectful relationships and gender equality for all. Everyone needs someone. We enhance our wellbeing and share it with others by building strong relationships with the people around us - family, friends, classmates and neighbours. Meaning: Lead a purposeful existence. We are at our best when we have a sense of purpose and use that purpose to contribute to the community and help others - family and friends, at school and in the local and broader community. Accomplishment: Have a growth mindset. Strive for and achieve success. Everyone needs to experience a sense of achievement and success. Considering what you want to achieve and setting personal goals, no matter how small, is an effective way to focus on what is important. Putting effort into reaching these goals builds self esteem and a sense of accomplishment.
Context challenges	Oakleigh PS and Kindergarten has a history of over 130 years and is part of a thriving, bustling, multicultural community. Our 2021 enrolment was 484 students. The school population reflects this cultural diversity with approximately 32

different nationalities. 37% of students come from a language background other than English (LBOTE). A kindergarten is located on the premises with a consistent enrolment of over 100 children. Our SFO (Student Family Occupation) profile is low. We have just undergone a major refurbishment including redesigning our main building which included modernising the open plan classroom layout in our middle and senior school areas, as well as re-developing the Performing Arts centre to include a STEAM Centre as well as the construction of a gymnasium. Works were completed midway through the year. We have just received an additional \$4 million in funding to complete Stage 2 of the refurbishment, which is the upgrading of the Heritage Building and grounds.

Our commitment to Positive Education underpins every aspect of our school. We believe that an individual's wellbeing is the foundation on which success in life is built. If students are able to develop healthy levels of personal wellbeing they will be more likely to achieve their academic potential; more likely to establish supportive relationships; more likely to make a meaningful contribution to their community and more likely to lead a fulfilling life. We are committed to maximising each child's academic potential complemented by a holistic approach to their individual needs.

The school provides a stimulating and broad based education program to a student body that is socially, economically and culturally diverse: a facet valued and celebrated by the community. The Victorian Curriculum is used to develop an integrated approach to curriculum planning, teaching and assessment. The school has a strong focus on Literacy and Numeracy. Specialist subjects include Visual Arts, Performing Arts, Japanese, Physical Education and EAL (English as an Additional Language). Support and enrichment programs are offered.

Our staffing profile includes a broad balance of teaching experience, knowledge, skills and gender. The school currently has approximately 40 staff including the Principal, Assistant Principal, 3 Learning Specialists (with classroom teaching roles), 28 teaching staff and 8 education support staff. With the provision of induction/mentoring, peer observation and professional learning our new staff are able to successfully implement the school's approach to pedagogy, including the implementation of the MSL Program from Prep – Year 4.

Our teaching and support staff pride themselves on their commitment to the school community and the academic, social and emotional wellbeing of each child. There are high levels of engagement in and support for school events.

We recognise the importance of performance and development, including balancing the needs of the individual and the school's goals. There is a strong link between our staff's Professional Development Plans and the Key Improvement Strategies articulated in the Annual Implementation Plan (AIP) and Strategic Plan. Time is allocated for Professional Learning Teams to meet weekly. Underpinning this structure is building a culture of collaboration and collective responsibility for teaching and learning programs.

During the review process the panel focused on three key questions/terms of reference:

- How may the school further build capacity to improve teaching practice and student learning outcomes?

	<ul style="list-style-type: none"> • To what extent does the school activate student voice and agency in their learning? • To what extent does the school develop students' social and emotional wellbeing? <p>The Panel investigated these through staff focus group interviews, classroom observations, analysis of student and parent opinions, observation of a team meeting and classroom lessons and documentation analysis.</p> <p>The following challenges were identified by the review panel through the pre-review self-evaluation and a thorough analysis of the school review findings:</p> <ul style="list-style-type: none"> • providing more opportunities for student voice and learner agency in curriculum development, goal setting, learning experiences and assessment. • increasing student achievement through high expectations and challenge, particularly in Numeracy and in Writing in Year 5. • refining strategies to stretch the learning of our high-ability students across all learning areas. • embedding consistency in the provision of a differentiated teaching program which caters for all our students at their point of need. • consistently monitoring and evaluating the impact of our teaching practices and programs. • providing consistent and sequential social and emotional wellbeing programs, including the Respectful Relationships Program.
<p>Intent, rationale and focus</p>	<p>Learning and wellbeing are at the centre of school improvement.</p> <p>Following the review process the Review Panel recommended the following key directions for the new School Strategic Plan:</p> <ul style="list-style-type: none"> • Learning growth for all students in numeracy and literacy, particularly improving writing in Year 5 • Data literacy and assessment practices • Differentiation • Student voice and agency in learning • Student social and emotional wellbeing. <p>The FISO 2.0 elements of Teaching and Learning and Assessment indicate that high impact teaching strategies, responsive teaching and learning programs and evidence based assessment practices have been shown to have significant impact on student outcomes over time. Building teacher capacity to implement these and ensuring consistency of practice is critical. If an evidence-based differentiated teaching and learning model is embedded in every classroom, then consistently high quality teaching focused at each student's point of need will occur and every student will demonstrate high levels of relative growth and targeted learning progress.</p>

This rationale aligns with the FISO 2.0 Engagement element which shows that activation of student voice and agency, including in leadership and learning will strengthen students' participation and engagement. If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve. By strengthening the link between student voice and agency students will be empowered to influence their learning through collaborative decision making and action.

Children and young people with high wellbeing capabilities are more likely to thrive in learning and achieve the highest levels of learning growth. By building the school's capacity to provide responsive, tiered and contextualised support and resources we will enable every student to strengthen their wellbeing capabilities and maximise their learning growth.

Over the period of the Strategic Plan (2022-2025), 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.

To maximise the learning growth and achievement of all students.

To empower students to be actively engaged in their learning.

To improve the social and emotional wellbeing of all students.

We aim to improve learning outcomes for all our students by:

Achievement

- providing a differentiated program, in particular in Numeracy and Writing, which caters for all our students, including our high achievers.
- building teacher capacity to implement a shared evidence based pedagogical approach to learning and teaching.
- deepening student learning through high expectations and challenge.
- monitoring and evaluating the impact of teaching practices in a collaborative manner.
- enhancing consistency and rigor in our data literacy and assessment practices.

Engagement

- embedding student voice and agency in curriculum development, learning and assessment.

Wellbeing

- implementing consistent social and emotional wellbeing programs which build perseverance, resilience, self-esteem, social connectedness and confidence.

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Goal 1	To maximise the learning growth and achievement of all students.
Target 1.1	By 2025, the percentage of students achieving above benchmark growth in Numeracy will increase from 25% (2021) to 35% (2025)
Target 1.2	By 2025, the percentage of students in the Top 2 Bands in Numeracy Year 3 will increase from 56% (2021) to 65% (2025)
Target 1.3	By 2025, the percentage of students in the Top 2 Bands in Numeracy Year 5 will increase from 51% (2021) to 57% (2025)
Target 1.4	By 2025, the percentage of students achieving above benchmark growth in Writing will increase from 30% (2021) to 36% (2025)
Target 1.5	By 2025, the percentage of students in the Top 2 Bands in Writing Year 5 will increase from 36% (2021) to 40% (2025)

Target 1.6	By 2025, the percentage of students in Semester 2 rating teacher judgements above level in Writing will increase from 29% (2019) to 35% (2025)
Key Improvement Strategy 1.a Building practice excellence	Build capacity of staff to meet the learning needs of all our students including high achievers
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to consistently implement a shared pedagogical approach
Key Improvement Strategy 1.c Evaluating impact on learning	Enhance consistency and rigor in data literacy and assessment practices
Goal 2	To empower students to be actively engaged in their learning.
Target 2.1	By 2025, the percentage of positive responses by students to the AtSS factor Student Voice and Agency will increase from 60% (2020) to 80% (2025)
Target 2.2	By 2025, the percentage of positive responses by students to the AtSS factor Self-regulation and goal setting will increase from 79% (2020) to 90% (2025)
Target 2.3	By 2025, the percentage of positive responses by students to the AtSS factor Motivation and Interest will increase from 73% (2020) to 85% (2025)
Key Improvement Strategy 2.a Empowering students and building school pride	Build authentic learning partnerships between students and teachers.

Key Improvement Strategy 2.b Empowering students and building school pride	Develop staff capacity to activate student agency in classroom learning experiences
Goal 3	To improve the social and emotional wellbeing of all students.
Target 3.1	By 2025, the percentage of positive responses by students to the AtSS factor Advocate at school will increase from 85% (2021) to 90% (2025).
Target 3.2	By 2025, the percentage of positive responses by students to the AtSS factor Respect for diversity will increase from 78% (2021) to 86% (2025).
Target 3.3	By 2025, the percentage of positive responses by students to the AtSS factor Sense of confidence will increase from 78% (2021) to 87% (2025).
Target 3.4	By 2025 the percentage of positive responses by students to the AtSS factor Sense of connectedness will increase from 81% (2021) to 88% (2025).
Target 3.5	By 2025 the percentage of positive responses by students to the AtSS framework factor Emotional awareness and regulation will increase from 67% (2021) to XX% (2025) TBC.
Key Improvement Strategy 3.a Health and wellbeing	Effectively mobilise available resources to support student wellbeing and mental health, especially the most vulnerable
Key Improvement Strategy 3.b Health and wellbeing	Strengthen the capacity of teachers to support student social and emotional wellbeing