School Strategic Plan for Oakleigh Primary School
2014 - 2017

Endorsements

Endorsement by School Principal	Signed………………………………………. Name: Jack Fisher Date…………………………………………
Endorsement by School Council	Signed………………………………………. Name: Jimmy Mastrandonakis Date………………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed………………………………………. Name………………………………………. Date…………………………………………

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

Purpose	Our aim is for each child to become a happy and confident person, 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. It is important to our community that our students: - are literate, numerate and confident to take their place in their world - are successful, self-motivated and independent learners - have high, but realistic expectations of themselves - handle challenging situations constructively - are responsible learners empowered to make decisions that positively affect their lives and society - work co-operatively with their peers and other members of the school community - are tolerant, respectful and appreciative of people and their differences - have personal values and attributes such as honesty, resilience, empathy and respect for others', and the capacity to act with ethical integrity - use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively We encourage students to: - be self- motivated, take responsibility for their own behaviour and have pride in their achievements - recognise that mistakes are part of life from which we can learn and forgive - practise gratitude – develop a sense of wonder and appreciation for the people in their life and the things they do, have and learn - develop an awareness of their preferred learning style and what helps or hinders their learning - develop effective decision making, problem solving, creative and critical thinking skills - value their own cultures, languages and beliefs, and those of others - be personally and socially competent - learn to operate effectively as a part of a team - undertake leadership roles through a variety of whole-school and classroom responsibilities and opportunities - minimise their carbon footprint by engaging in sustainable practices

Values	*The values that form the basis of the actions of our learning community are:*
	Respect: acknowledging and accepting differences; valuing ourselves, each other and the environment, respecting the rules.
	Cooperation: working together to achieve the best possible outcome for all; sharing ideas and solutions; helping each other.
	Honesty/Trustworthiness: being honest, fair and trustworthy in our words and actions.
	Friendliness: being welcoming to others, being polite and having good manners.
	Resilience: the ability to recover strength, confidence and good humour when things go wrong; being able to 'bounce back' and persist without giving up easily.
	Responsibility: taking charge of your own actions, behaviours and mistakes; thinking before doing and making wise decisions.
Environmental Context	Oakleigh PS and Kindergarten is a school with a history of over 130 years and is part of a thriving, bustling, multicultural community. The school population reflects this cultural diversity with approximately 32 different nationalities. Over 30% of students come from a language background other than English. The majority of these new arrivals have come from Greece and Asia – specifically China. During the period 2010 to 2014 the Student Family Occupation (SFO) index has decreased gradually from 0.43 to 0.39.
	A kindergarten is located on the premises with a consistent enrolment of 75 children. The kindergarten has a very strong connection with the school, making use of our facilities and participating in joint social and fundraising events. About 80% of these children join our school community In Prep.
	Enrolments have increased steadily from 248 in 2010 to 330 in 2014. Significantly the numbers of prep students have increased from 28 in 2011 to 66 in both 2013 and 2014. This consistency in enrolment intake is crucial to future planning of the school. Indications are that enrolments are expected to continue to increase over the next few years.
	The increase in enrolments has provided the school an opportunity to broaden its staffing profile. It has provided the

	school with an opportunity to appoint a 0.8 Physical Education teacher as well as a teacher with a shared responsibility for Performing Arts and an ICT Coach.

Oakleigh Primary School and Kindergarten is recognised for its commitment to academic success, complemented by an holistic approach to the needs of each child. Inherently we understand 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 then they will be more likely to achieve 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. Our commitment to Positive Education underpins every aspect of our school.

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 new Australian Curriculum (AusVels) 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, Information Technology and Physical Education. Support and enrichment programs are offered. There are many extra-curricular opportunities, including swimming, interschool sport, instrumental music and choir, tennis coaching and a chess club. Children are able to participate in a variety of excursions, incursions and annual camps. |
| **Service Standards** | General

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and differentiated curriculum including skills for learning and life.
- The school believes that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age.
- The school provides a safe, challenging and stimulating learning environment to ensure all students can achieve their full potential.
- All students receive instruction that is adapted to their individual needs. |

	• The school ensures that student voice is an integral component of curriculum planning and teaching and learning experiences. • The Positive Education Framework underpins all that we do. • The school believes that regular student attendance is crucial for success at school enabling students to maximise their full educational potential and actively participate and engage in their learning Specific • The school will respond to all communication by parents and caregivers as soon as practicable (in a timely manner). • The school celebrates and embraces our multicultural community and is committed to learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. • All teachers will provide timely and targeted feedback to students on their work linked to their achievement against the learning intent and future direction. • Oakleigh Primary will provide an environment where positive encouragement by students, staff and the broader school community is considered the norm. • The development of intrinsic and extrinsic motivation will guide our learning and teaching practices. • All students at our school have a right to feel safe. Oakleigh Primary School staff will employ the principles of Restorative Justice when dealing with children who have not followed school and class codes of behaviour. • Breaches of school rules may incur some penalty or action which will be a logical consequence of the inappropriate behaviour.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	To drive ongoing improvement of student learning outcomes across all curriculum areas.	• Increase the percentage of students achieving above the expected NAPLAN levels in Numeracy and Reading in Year 5 and in AusVels, Speaking and Listening (Foundation to Year 6). • To achieve high levels of high relative growth and low levels of low relative growth on NAPLAN relative growth charts. • Relative growth for all students, deemed capable, in AusVels to be equal to at least one year. • Increase the percentage of students achieving above the expected level in Speaking and Listening to 30%. • Parent Opinion about student reporting is in the third quartile.	• Staff have a strong shared belief in their instructional efficacy, leading to high academic performance. • Fully establish and employ agreed assessment practices integrated with teaching and learning, for greater whole school consistency of differentiation and increased rigour. • Continue to build Teacher Capacity by focussing on high-quality professional learning in the areas of Speaking and Listening (curriculum, pedagogy and assessment). • Provide opportunities for staff to develop their understanding of the Speaking and Listening outcomes (AusVels) and learning tasks to achieve these standards. • Develop a more consistent

			instructional approach to the teaching of Speaking and Listening across the school. • Fully implement the AusVels curriculum.
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	To improve engagement of all students through greater student autonomy in their learning. To build student capacity to be active members of our school and the wider community.	• Improvement of student Attitude to School survey variables. e.g. Student motivation, stimulating learning, learning confidence and school connectedness to be consistently in the 3rd quartile. • A productive relationship is established between our school and a Sister School in Japan leading to increased student engagement in language learning. • The Leadership Programs we provide for our students lead to high levels of Engagement. • The Specialist Programs are used to increase the opportunities for students to celebrate and showcase achievements leading to increased satisfaction with learning and teaching variables.	• Provision of targeted learning opportunities for increased student voice, through our leadership programs. • Through the implementation of the Positive Education principles increase students' intrinsic motivation to learn and self efficacy. • Establishment of a Sister School in Japan, Showa, leads to increased community engagement and intercultural understanding. • The Specialist Programs are used to increase students' connectedness, motivation and engagement in their learning and the community.

Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	To strengthen wellbeing for a flourishing school community.	• Improvement of student Attitude to School surveys wellbeing variable. • Increased attendance and punctuality, being better than the state mean for all year levels. • Reduction in the number of unexplained absences for students identified as having a high level of absenteeism.	• Fully implement and embed Positive Education and the Kidsmatter framework to provide a whole school approach to wellbeing. • Identification and monitoring of students with poor attendance. • Establishment of targeted support programs and procedures for these students to minimise unexplained absences.
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.	To ensure resources management is responsive to the needs of the school and our students.	• Improvement in parent opinion of school improvement • Workforce and facilities improvement plans are developed to ensure that the needs of our growing school community are met. • Our staffing profile meets the needs of our school community eg. EAL • To provide a school based Leadership Program for all interested teachers to help build leadership capacity. • A targeted Literacy and Numeracy intervention program is developed for students at risk leading to improved outcomes for	• Manage and align resource allocation according to school goals and priorities and identified student needs. • Build leadership capacity across the school for professional growth and succession planning. • Staffing Provision is made to enhance the support programs available for students identified as 'at risk' and EAL.

		students working below the expected level. • A targeted program for EAL students is implemented to support these students in their language acquisition.	

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement • Staff have a strong shared belief in their instructional efficacy, leading to high academic performance. • Fully establish and employ agreed assessment practices integrated with teaching and learning, for greater whole school consistency of differentiation and increased rigour. • Continue to build Teacher Capacity by focussing on high-quality professional learning in the areas of Speaking and Listening (curriculum, pedagogy and assessment). • Provide opportunities for staff to develop their understanding of the Speaking and Listening outcomes (AusVels) and learning tasks to achieve these standards. • Develop a more consistent instructional approach to the teaching of Speaking and Listening across the school. • Fully implement the AusVels curriculum.	Year 1 2014	▪ Seek input from parents about what they would like to see included in their child's reports. ▪ Implement the Sentral Reporting System Software to write student reports. ▪ Two staff members to coordinate the Sentral Software and inservice staff on its use. ▪ All students to be put on the Sentral Continuum Tracker Software system for English and Mathematics domains. ▪ Identify standardised tests which need to be tracked over time and record identified results on Markbook. ▪ Continue to align our curriculum with AusVELS, including the general capabilities and cross curriculum priorities. ▪ Continue to build on our shared belief and commitment to execute the courses of action required to produce high levels of attainment (collective efficacy).	▪ Sentral Reporting System is used to create student reports. ▪ Data identifying student achievement against the progression points in English and Mathematics is entered on the Continuum Tracker. ▪ Inquiry Units and term planners indicate that all staff are using the AusVELS curriculum to plan learning tasks and assess student achievement. ▪ Assessment tasks are embedded in planning documents. ▪ At least 20% of students in Years Foundation to Year 6 achieve above the expected level in Speaking and Listening. ▪ Staff feel more confident and make better use of multimedia programs in their teaching practice. ▪ Students produce a multimedia presentation for the Arts Festival.
	Year 2	▪ Using the Speaking and Listening	▪ Parent Opinion of Student Reports is

2015	continuum to develop a whole school understanding of the progression points, including the development of authentic assessment tasks leading to increased differentiation. ■ Staff use the Sentral Continuum tracker to analyse student relative growth over a year. ■ Staff use Markbook system to record student achievement on identified tests eg. Running records ■ Begin to develop a collection of student work for each standard for all writing genres. ■ Professional Development on assessment in Mathematics, Number, leading to the development of open ended authentic tasks which identify misunderstandings and an ability to apply understandings to real life problems. ■ All students to be put on the Sentral Continuum Tracker Software system for all applicable domains ■ Continue to build on our shared belief and commitment to execute the courses of action required to produce high levels of attainment (collective efficacy).	in the third quartile. ■ At least 30% of students in Years Foundation to Year 6 achieve above the expected level in Speaking and Listening. ■ Data identifying student achievement against the progression points in English and Mathematics is entered on the Continuum Tracker. ■ Data from Naplan and Ausvels indicates that students at the school achieve high levels of relative growth.
Year 3 2016	■ Through Professional Development and professional dialogue ensure that all staff have agreed understandings about assessment	■ Parent Opinion of Student Reports is in the third quartile. ■ At least 30% of students in Years Foundation to Year 6 achieve above

		- practices. - The Sentral Continuum Tracker, Markbook and Report system are fully embedded and used to drive student improvement, track performance over time and differentiate learning.	- the expected level. - The data on the Continuum Tracker is used to analyse trends, strengths and areas for improvement across the school. This information is used to plan for targeted learning opportunities. - Data from Naplan and Ausvels indicates that students at the school achieve high levels of relative growth.
	Year 4 2017	Review	

Engagement - Provision of targeted learning opportunities for increased student voice, through our leadership programs. - Through the implementation of the Positive Education principles increase students' intrinsic motivation to learn and self efficacy. - Establishment of a Sister School in Japan, Showa, leads to increased community engagement and intercultural understanding.	Year 1 2014	- Year 6 Leadership Program developed to give students more opportunities to lead and give to the community. - Student Engagement is enhanced through strengthening our Arts Program and the diversity of opportunities offered for our students. - An Arts Festival is to celebrate the Arts, increase student engagement and sense of community. - Provide increased opportunities for students to demonstrate community efficacy by giving without reward eg.	- Student Opinion related to Learning and Teaching to be in the third quartile. - Learning confidence of girls in Year 5 to reach the third quartile. - Student opinion of boys in Year 6 to increase and reach 3rd quartile. - Increased opportunities for students in Year 6 to undertake Leadership Roles linked to identified criteria, Positivity and Relationships, Library, Environment, Sport and Student Learning. - Year 5 students undertake a Leadership training program.

• The Specialist Programs are used to increase students' connectedness, motivation and engagement in their learning and the community.		Asylum Seeker Resource Centre. ▪ Establish a relationship with a Sister School in Japan, Showa. ▪ Develop a school based survey to assist us in measuring student engagement and wellbeing.	▪ Our relationship with our Sister School, Showa is strengthened.
	Year 2 2015	▪ Review and Refine Year 5 and 6 Leadership Program ▪ Professional Development on ways we can increase student voice. ▪ Review and enhance the JSC by increasing opportunities for student voice and to serve the community. ▪ Continue to facilitate high levels of student engagement through the provision of a rich Specialist Program. ▪ Opportunities are given for students achieving well above the expected level to participate in enrichment tasks or opportunities.	▪ Year 5 and 6 Leadership Programs are reviewed and modified if required. ▪ Continue to develop and foster opportunities for students in Year 6 to undertake Leadership Roles linked to identified criteria, Positivity and Relationships, Library, Environment, Sport and Student Learning. ▪ Students achieving well above the expected level participate in enrichment tasks or opportunities, eg. Maths Olympiad. ▪ Opportunities are provided for students to explore, create and present Art in a variety of forms ▪ LOTE (Japanese) is provided for students from Foundation to Year 6.
	Year 3 2016	▪ A high quality Leadership Program is provided for students in the school. ▪ Continue to facilitate high levels of student engagement through the provision of a rich Specialist Program.	▪ Students achieving well above the expected level participate in enrichment tasks or opportunities, eg. Maths Olympiad. ▪ Opportunities are provided for students to explore, create and present Art in a variety of forms.

	Year 4 2017	▪ Review	▪

Wellbeing • Fully implement and embed Positive Education and the Kidsmatter framework to provide a whole school approach to wellbeing. • Identification and monitoring of students with poor attendance. • Establishment of targeted support programs and procedures for these students to minimise unexplained absences.	Year 1 2014	▪ Positive Psychology and Kidsmatter Action Team formed. ▪ Component Module 1 of the Kidsmatter Framework, *Positive School Community*, is implemented. ▪ Complete an Action Research Project at each level of the school related to one of the PERMA Principles ▪ Create a BLOG site for parents on our web page to keep them informed about the principles of Positive Psychology. ▪ Develop a school based survey to assist us in measuring student engagement and wellbeing. ▪ Parent Information Session conducted to inform parents about the Positive Psychology Principles.	• The Positive Psychology Team conduct regular Professional Development opportunities for staff. • The Positive Psychology Team develop networks with other schools and institutions implementing Positive Psychology principles. • Successful implementation of Positive Psychology Principles in classrooms through the Action Research Model. • Parent Information session, blog site and regular newsletter articles increase parent understanding and support of the Positive Psychology Principles. • Kidsmatter Action Team leads the school and kindergarten in Component 1 of the program. • Staff have a shared vision of the policies, practices and framework we need for mental health promotion, prevention and early intervention. • Student Opinion related to wellbeing in the Attitudes to School Survey to be in the 2nd quartile.

Year 2	- Investigate the purchase of the Sentral Welfare Tracking module to assist us in tracking and monitoring welfare issues. - Component 2 of the Kidsmatter Framework, *Social and Emotional Learning for Students*, is implemented. - Continue Action Research Projects including standardising the improvements, ensuring the changes 'stick' and sharing what has been learnt. - Continue to embed the Positive Psychology principles into all that we do.	- A process is developed to monitor and track student welfare issues. - Policies, practices and a framework are developed to create a culture of mental health promotion, prevention and early intervention. - School staff understand the importance of mental health and wellbeing, its impact on learning and the contributions they can make. - Belonging and Inclusion for all school community members is addressed in school strategic planning, policies and practices. - The school continues to provide and build on the protective practices in place to improve mental health and wellbeing. - Student Opinion related to wellbeing in the Attitudes to School Survey to be in the 3rd quartile. - The Positive Psychology Team conduct regular Professional Development opportunities for staff. - A framework (Foundation to Year 6) for the teaching of Positive Psychology Principles is developed.
Year 3	Component 3 of the Kidsmatter Framework, *Working with Parents and Carers,* is implemented.	- Policies, practices and a framework continue to be developed to create a culture of mental health promotion, prevention and early intervention. - Belonging and Inclusion for all school community members is addressed in

			school strategic planning, policies and practices.
			▪ The school continues to provide and build on the protective practices in place to improve mental health and wellbeing.
			▪ A framework (Foundation to Year 6) for the teaching of Positive Psychology Principles is implemented.
	Year 4	▪ Kidsmatter Framework is fully implemented, including Component 4, *Helping Children with Mental Health Difficulties.* ▪ The impact of the Kidsmatter and Positive Psychology Programs are full evaluated. ▪ Review	▪ All members of the school community support and understand the principles of KIdsmatter leading to high levels of student mental health and wellbeing. ▪

Productivity • Manage and align resource allocation according to school goals and priorities and identified student needs. • Build leadership capacity across the school for professional growth and succession	Year 1	▪ Develop an Action Plan for building projects linked to the strategic plan and enrolment trends. ▪ Targeted Extension and Support Programs are offered for identified students, including EAL, Literacy and Numeracy. ▪ Facilitate opportunities for succession training in key leadership roles.	▪ Staff attend the school based Leadership Program and are provided with opportunities to build their leadership capacity. ▪ Successful completion of School Improvement Projects, outdoor roofed area, curtain replacement, cooling installation in the Performing Arts Centre. ▪ A 0.4 Staff allocation is made to

planning. • Staffing Provision is made to enhance the support programs available for students identified as 'at risk' and EAL.		▪ Establish a school based Leadership Program – Aspire – for all teachers interested in building their Leadership capacity.	provide Extension and Support Programs. ▪ EAL Programs are offered for new arrivals to support their language acquisition.
	Year 2	▪ Targeted Extension and Support Programs are offered for identified students, including EAL, Literacy and Numeracy.	▪ Successful completion of School Improvement Projects, replacement of fencing around the school perimeter (Logie Street). ▪ An EAL and Enrichment and Support Coordinator is appointed to oversee the programs offered and ensure that student progress is tracked. ▪ A 0.6 Staff allocation is made to provide Enrichment and Support Programs.
	Year 3	▪ Targeted Extension and Support Programs are offered for identified students, including EAL, Literacy and Numeracy.	▪ Successful completion of School Improvement Projects. ▪ A 0.8 Staff allocation is made to provide Extension and Support Programs.
	Year 4	▪ Review	