

# Strategic Improvement Plan 2021-2024

## Oyster Bay Public School 3593



# School vision and context

## School vision statement

Oyster Bay Public School is a learning community aspiring for excellence. Our purpose is to provide a safe and inclusive environment, where students are nurtured and valued and experience a quality education. Through innovative, creative and authentic differentiated teaching and learning programs, our dedicated staff are committed to preparing students as confident, creative and successful 21st Century learners. Students will be instilled with our core values of Respect, Resilience and Responsibility. Oyster Bay Public School works harmoniously and collaboratively providing students today the skills needed for their future tomorrow, in partnerships with our local community.

## School context

Oyster Bay Public School is located in a small community pocket of the Sutherland Shire in the southern suburbs of Sydney. It has a current enrolment of 425 students across K-6, including 2% Aboriginal students and 8% EAL/D students. School resources and funding is distributed across the school to meet the needs of all students. Oyster Bay Public School is a split site school, boasting a separate early learning campus for our K-2 students which is located 500 metres up the road from the 3-6 site.

The school has an incredibly active P&C Association who consistently raise and contribute significant funds towards school improvement projects by running an annual Art & Craft Festival. Many cultural and sporting extracurricular activities are offered to the students including band, choir, dance and a range of friendly and competitive sports options. Oyster Bay Public School implements a range of targeted programs across K-6 to continue to drive improvement in student learning, including the 'Walker Learning Approach', 'Seven Steps to Writing Success' and 'Soundwaves'. Based on the findings from our Situational Analysis, OBPS is harnessing a focus on data driven assessment of learning in Mathematics by using the platform 'Essential Assessment' from 2021 onwards. OBPS is an inclusive school that ensures all students are known, valued and cared for.

# Strategic Direction 1: Student growth and attainment

## Purpose

To consistently and accurately track and measure student performance in numeracy and reading across our split site school, by utilising a range of improved assessment and data collection tools and maintaining a focus on effective classroom practice.

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving expected growth in NAPLAN reading by 3.32% to meet the lower-bound target from the system-negotiated baseline.

### Target year: 2022

Increase the percentage of students achieving expected growth in NAPLAN numeracy by 9.63% to meet the lower-bound target from the system-negotiated baseline.

### Target year: 2022

Increase the percentage of students achieving in the top 2 bands in NAPLAN reading by 3.5% to meet the lower-bound target from the system-negotiated baseline.

### Target year: 2022

Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy by 9.7% to meet the lower-bound target from the system-negotiated baseline.

## Initiatives

### Data driven assessment

Embed consistent practices of assessment and data collection across K-6 to ensure student achievement is tracked effectively.

- Implementation of Essential Assessment across K-6 in line with school scope and sequence in numeracy.
- Ensure regular analysis of data and collaborative discussions take place between staff to ensure explicit teaching and high expectations are maintained.
- Executive team to meet weekly to identify 'target students' and ensure individual learning needs are being addressed.

Aboriginal student support / EALD - School data will show that student progress and achievement for Aboriginal and EALD students is equal to, or greater than peers. Attitudes of connection to the school will be high for all students through collaborative planning of all stakeholders

### Improving achievement in numeracy and reading

Provide teachers with modelled lessons, coaching and scaffolds to implement effective teaching sequences.

- Implement a consistent teaching model in numeracy across K-6:

Friday - Assess, Monday - Explicit Whole Class Teaching, Tuesday - Group Differentiation, Wednesday - Explicit Whole Class Teaching, Thursday - Group Differentiation, Friday - Sweep and Assess.

- Utilise QTSS time for AP's to provide staff with 'instructional leadership' and coaching in the explicit teaching of numeracy and reading.

## Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable achievement. This will be achieved by:

- implementing 'Essential Assessment'. Student achievement data will be collected weekly by all teachers K-6 in line with the school scope and sequence and pre/post testing system.
- teachers using the Assess > Teach > Differentiate > Sweep model
- executive staff meeting weekly and leading data discussions with staff to identify and support the individual learning needs of 'target students'.
- all students articulating, understanding and achieving their reading and numeracy learning goals.
- NAPLAN results in Year 3 & 5 reflecting improvement and showing a trend towards achieving system-negotiated targets.

## Evaluation plan for this strategic direction

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will inform our success and guide future directions:

- NAPLAN data (External)
- Essential Assessment data (Internal)
- Check-in Assessment
- Student work samples
- Teacher lesson observations
- MiniLit Placement Test Data
- PM Benchmark Reading Levels

The evaluation plan will involve:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Scheduled weekly Executive data analysis sessions to track student progress and identify areas of improvement.
- Creation and maintenance of a whole school assessment database to track internal data measures more effectively.
- Sharing results and successes with staff.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

## Strategic Direction 2: Effective classroom practice

### Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective teaching methods, by using the 'What Works Best' document, with a high priority given to the eight key themes.

### Improvement measures

#### Target year: 2024

100% of staff use the 'What Works Best' document and can ably demonstrate the implementation of all eight themes within their teaching practice.

#### Target year: 2024

All teachers regularly review and improve their practice through explicit feedback provided by peers and supervisors through the Professional Development Plan (PDP's) process and observations of classroom practice leading to improvements in student learning outcomes.

### Initiatives

#### Explicit Teaching

All teachers will use Learning Intentions and Success Criteria to ensure numeracy lessons are delivered, relevant and engaging.

- All K-6 staff are using the updated Mathematics Scope & Sequence and Assessment Schedule.
- Teachers utilise the modelled, guided and independent programming guidelines.
- All teachers regularly monitor student progress to check for understanding.

#### Teacher Feedback and Growth

- Teachers reflect and act on feedback provided to them from peer and supervisor lesson observations, to improve teaching practice.
- All staff seek professional learning opportunities to share and gain expertise in evidence-based teaching practices.

### Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Ongoing improvement in teacher practice will be driven by:

- ensuring consistent teacher judgement is evident across the school.
- engaging in the PDP process effectively
- developing aspiring leaders and allowing them to share knowledge as 'Subject Matter Experts'
- regularly reviewing learning with students to ensure they have a clear understanding of how to improve their learning.

### Evaluation plan for this strategic direction

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will inform our success and guide future directions:

- Staff PDP's
- NAPLAN data (External)
- Essential Assessment data (Internal)
- Check-in Assessment
- Student work samples
- Teacher lesson observations
- MiniLit Placement Test Data
- PM Benchmark Reading Levels

The evaluation plan will involve:

- Scheduled weekly Executive data analysis sessions to track student progress and identify areas of improvement.

## Strategic Direction 2: Effective classroom practice

### Evaluation plan for this strategic direction

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- Creation and maintenance of a whole school assessment database to track internal data measures more effectively.
- Sharing results and successes with staff.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and findings will inform future actions.

# Strategic Direction 3: Wellbeing

## Purpose

To consistently embed an evidence-based whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

## Improvement measures

### Target year: 2023

To achieve the system negotiated upper-bound target of 95.2% for Wellbeing.

### Target year: 2024

To develop a whole school student focused wellbeing procedure in alignment with Departmental policies (Wellbeing Framework, SEF, Student Behaviour Policy, Student Behaviour Strategy).

## Initiatives

### Student Wellbeing

- School wide explicit teaching of school values
- Attendance is regularly monitored to ensure student are receiving consistency in learning.
- Initiate strategies to build a positive learning environment characterised by supportive relationships and regular contact with each student.

### Student Welfare Procedures

- Development of behaviour management flowchart in consultation with staff and community.
- Implementation of whole school acknowledgement system focusing on non classroom settings..
- Creation of explicit matrix relevant to non classroom settings to ensure consistency across K-6.
- Use collaborative strategies and share with staff across the school, the school community, and other agencies as required to support the wellbeing of students..

## Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. This will be achieved by:

- each classroom utilising the 'Focus Student' strategy initiated through Walker Learning
- broadening student voice across the school through the introduction of Mini Ministers and the livestreaming of Parliament to all classrooms K-6 and the community.
- introducing a 'Minister for Wellbeing' into the Parliament team
- school wellbeing procedures being streamlined K-6 to promote consistency using common language and behaviour management.
- seeing a decrease in recorded negative behaviours and an increase in positive behaviour data on relevant platforms.

## Evaluation plan for this strategic direction

- Consistent and accurate documentation of student behaviour school wide (K-6)
- Staff, student and community understanding of Student Welfare Procedures.
- TTFM student and community data.
- Self Assessment tools (PBL/ Wellbeing Self Assessment)
- Analysis will be implemented in the project through progress and implementation monitoring.
- The findings of the analysis will inform future actions.