

Oakwood School Strategic Plan 2018 - 2021

School Vision

The Vision of Oakwood School is to re-introduce students to learning and develop each student's learning journey to a successful adult pathway.

We believe that all students can learn and would like to be attending school. We have a further strong belief that "students will give the best that they have got", in other words, if they could do better at school, they would.

The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practice and its integration with all areas of the school's work. This trauma informed learning environment fosters the dignity and self-esteem of our students and enables them to thrive in their learning and development at Oakwood School and beyond.

School Values

Oakwood School provides a safe, supportive, friendly and orderly learning environment that enables young people to reconnect with teachers and learning as embodied in Oakwood's intent of "Learning, Respect and Empowerment".

Oakwood School provides:

- Excellence in Teaching and Learning
- Trauma informed practice within a positive, predictable, calm and structured learning environment
- Small classes and individual learning support
- Teaching based on the learning needs of the young person
- Partnerships with agencies to provide holistic support and services as required
- Individual case management
- Integrated pathways support

The program is centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education.

The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning.

Context Challenges

Oakwood School has campuses in Caulfield North, Noble Park North and Frankston and "pop-up" schools at community venues in Hastings, Rosebud, Pakenham and Mornington. Oakwood School also runs a satellite VCAL program at Longbeach Place in Chelsea and has responsibility for Montague School in South Melbourne. Oakwood School has approximately 420 students enrolled across the campuses and auspice several re-engagement programs delivered by external providers that cater for a further 50 students.

The Oakwood School team comprises the educational leadership team of principal, campus principals, student wellbeing and teaching and learning

leaders, teachers and allied health professionals, such as psychologists, mental health nurse, youth workers and administrative staff.

Oakwood School is continuing to develop across the South East Victoria Region as a coordinated approach to engaging our most vulnerable young people with learning.

The review process identified the following key challenges for the school:

- Barriers to attendance, variable levels of student learning confidence, social skills and mental health concerns also identified as factors limiting the progress of students. The panel recommended that the school develop a more articulated approach to responding to students who may be at risk of disengaging from Oakwood School, for example monitoring potential early warning signs with an agreed protocol for responding to these.
- In analysing the performance against the school goals, it is acknowledged that the usual data set collected by schools did not adequately describe the achievements of Oakwood School. Furthermore, the reporting of achievement in Literacy and Numeracy was hampered by restricted alignment with Victorian Curriculum. The school identified a need to align the assessment processes with the Victorian Curriculum and to ensure consistent whole school approaches to the teaching of literacy and numeracy.
- The consistent implementation of the Oakwood School approach is difficult to maintain across the range of different sites. Significant adaptations are being planned to the program at Caulfield Park to bring it more in line with approach of other Oakwood School sites.
- That expansion of Oakwood School were not part of any strategic planning but rather a response to need. Whilst the new initiatives provided great opportunities for students they presented risks for the leadership and governance of Oakwood School. Many small campuses presented issues when difficulties arose either with staff or students that were a challenge to manage with limited staff.

Intent, rationale and focus

The intention of Oakwood School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes to develop their learning potential and journey to a successful adult pathway.

The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning.

Our teachers are actively engaged in developing class room practice to ensure that our pedagogy and curriculum engages all students at their academic entry level. We believe that discussing all aspects of learning with students leads to meaningful, purposeful, authentic learning, which genuinely reengages students in education. The small classes of up to ten students per

teacher provides a safe, supportive and caring environment for our students in order to establish trust and to maximize learning opportunities.

Oakwood student enrolment and induction processes are designed to promote a safe and supportive learning environment and to ensure that staff and students are aware of our expectations and their responsibilities.

Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability.

Every staff member involved in Oakwood School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first meeting with parents or carers, at student led conferences where achievements, reflections and goals are shared with parents/carers and at Student Support Groups which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together sharing a common goal.

The key directions for the next School Strategic Plan are:

- the embedding of the Oakwood School instructional framework particularly in literacy and numeracy across all campuses
- a focus on trauma informed practice for all staff across the school
- a focus on improving student learning growth in Literacy and Numeracy
- alignment of the assessment with the Victorian Curriculum
- improved consistent assessment practices and embedding of these across the school
- effective and shared leadership throughout the school
- the development of data literacy across all staff
- further strengthening of the pathways processes across the school.

By focusing on these key directions the panel agreed that the school will effectively provide a learning environment where students, parents and teachers are a community of learners. Through providing agency to all students in their learning the panel agreed that the cognitive engagement of students will improve, as will their learning confidence and motivation. With effective leadership, consistent practice will be targeted across all classrooms, and there will be a common language around curriculum and teaching and learning. These factors will facilitate the delivery of effective teaching at all students' point of need, and this will enable maximum learning growth and improved student outcomes.

Goal 1: To maximise learning growth for all students in literacy and numeracy.

Suggested FISO high-impact improvement initiatives for this goal (in order of priority)

1. Curriculum planning and assessment
2. Building practice excellence
3. Evaluating impact on learning

Rationale:

An analysis of the school's school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in both literacy and numeracy. The school identified a need to align the assessment processes with the Victorian Curriculum, and to ensure consistent whole school approaches to the teaching of literacy and numeracy.

Targets:

- By 2022 students who attend 80% of the time, will achieve at least 12 months growth in 12 months, using teacher judgement.
- By 2022 90% of students studying VCAL will achieve their learning outcomes.
- By 2022 80% of staff will respond positively to Collective Efficacy in the School Staff Survey (SSS), and Collective Focus on Student Learning.
- By 2022, 75% of students will respond positively to Sense of Confidence and 85% to Stimulating Learning in the AtoSS.

Key Improvement Strategies:

1. **Collect, share and analyse data across the school that informs the student Learning Maps in alignment with the Vic Curriculum and VCAL (BPE)**
2. **Build teacher capacity to maximise the impact of the Oakwood Instructional Model (CPA)**
3. Strengthen the culture of responsibility and shared accountability for evaluating impact on learning (EIL)

Annual Targets for 2019

1. By 2019 students who attend 80% of the time, will achieve 12 months growth in 12 months in writing.
2. 90% of students studying VCAL will achieve their learning outcomes.
3. 60% of staff will respond positively to Collective Efficacy in the School Staff Survey.
4. 68% of students will respond positively to the Sense of Confidence and 80% of students will respond positively to the Stimulating Learning in the Attitudes to School Survey.



Goal 2: To empower students to be independent, cognitively engaged and intrinsically motivated learners

Suggested FISO high-impact improvement initiatives for this goal (in order of priority)

1. Empowering students and building school pride
2. Intellectual engagement and self awareness

Rationale:

When students are challenged and cognitively engaged in the learning process then their outcomes are enhanced. The students at Oakwood school have significant challenges in their lives and so this goal is designed to create opportunities for students to become more independent and confident in their learning. Through this students can be encouraged to undertake positive pathways beyond the school.

Targets:

School Staff Survey - Collective focus on student learning to have a positive response rate above 90%

Attitudes to School Survey

- improve learning confidence to have a positive response rate of above 75%
- improve resilience to have positive response rate above 75%
- improve self-regulation and goal setting to reach a positive response rate above 80%
- improve student attitude to attendance to reach a positive response rate above 70%

Parent Opinion Survey - Student agency and voice positive response is above 90%

Key Improvement Strategies

1. Support students to apply metacognitive strategies to their learning (ISE)
2. Develop student agency to explore positive pathways (ESP)
3. Develop student self efficacy to pursue positive pathways (ESP)



Goal 3: To embed consistent robust structures and processes across Oakwood School that will enable improved student learning, engagement and wellbeing.

Suggested FISO high-impact improvement initiatives for this goal (in order of priority)

1. Building Leadership teams (BLT)
2. Instructional and Shared leadership (ISL)
3. Vision, values and culture (VVC)

Rationale:

Effective leadership is a key driver for school improvement. Over the past four years the school had a change in the leadership structure and also changes in personnel within the leadership team that resulted in disruption and lack of cohesion.

Targets:

- By 2020 Leadership section of SSS to achieve above 80% positive responses
- By 2020 the staff PDP goals will accurately align with the Annual Implementation Plan (AIP) outcomes and will be reviewed against these.
- By 2020 a documented organisational structure and Roles and Responsibility manual is developed and in use

Key Improvement Strategies:

1. **Align the Oakwood School Model including vision, values, culture and practices across all campuses (VVC)**
2. Develop leadership capacity to achieve the Strategic Plan goals (BLT)
3. Ensure leaders are consistent in practices and accountable for the school improvement priorities (ISL)

Annual Targets for 2019

1. The Leadership section of the School Staff Survey for Caulfield Park will be above 80% positive responses.
2. The staff PDP goals will align with the AIP outcomes and reviewed against these.
3. The roles, responsibilities and timetable at Caulfield Park will be redesigned and documented in the Staff Handbook.

