School Strategic Plan 2022-2026

Oakwood School (8337)

Oakwood School

Learning · Respect · Empowerment

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School vision	The vision of Oakwood School is to re-introduce students to learning to the extent that they are able to be successful through connection and belonging and to build upon these successes and in so doing develop their learning and pathway goals. 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 School'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 at Community venues in Hastings, Rosebud, Pakenham and Mornington. Oakwood School also runs a satellite Victorian Pathways Certificate (VPC) program at Longbeach Place in Chelsea and Caulfield. Oakwood School has approximately 409 students enrolled across the campuses. The Oakwood School team comprises the educational leadership team of principal, campus principals, student wellbeing and teaching and learning leaders, and the pathway and transitions team, teachers and allied health professionals, such as psychologists, mental health practitioners , doctors in schools 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 school review process identified the following key challenges for the school: Target 2: By 2022 90 per cent of students studying VCAL will achieve their learning outcomes. The Panel acknowledged the challenges around attendance impacted on the learning progress of a cohort of students and was particularly relevant to the achievement of VCAL learning outcomes. The VCAL and Vocational Education and Training (VET) attendance course requirements were problematic for many students. Discussions with leaders and teachers on Validation Day and during the fieldwork identified several barriers and stressors that increased nonattendance. These included the impact of trauma on a student's mental health, poor learning experiences in previous schooling, parental care responsibilities, learning difficulties, wellbeing issues and more generally family life challenges. The Panel agreed with the school's assessment that the prolonged lockdown as a response to the COVID–19 pandemic and remote learning had caused a further disconnection from school and been a factor in explaining the high absentee rates. Goal 1: To maximise learning growth for all students in literacy and numeracy. The Panel heard from leaders and staff that many students had complex mental health challenges which impacted on their resilience, focus, cognitive ability, reliability, optimism and learning growth. Mental health practitioners in their interviews with the Panel said that the COVID–19 pandemic had increased depression and anxiety amongst students and had further disconnected them from school. These staff told the Panel that many of these students were untreated and had very few coping skills beyond the supports the school provided. School leaders told the Panel that low learning confidence and low self–esteem, and the academic stress caused by a student's previous school experiences increased the likelihood of emotional, behavioural, and mental health disorders. The Panel recognised this was a barrier to the school achieving its goals.

	Target 3: By 2022 80 per cent of staff will respond positively to Collective efficacy in the SSS, and Collective focus on student learning. The Panel acknowledged the challenges associated with operating a school with nine campuses in diverse locations each with distinctive characteristics and localised issues. School leaders in their discussions with the Panel aimed for a consistent and coherent Oakwood School model across the sites but were cognisant that each site was different and needed to respond to local needs. Teacher collaboration, moderation of assessment, staff resourcing, face to face meeting time and professional learning were affected by the campus model. Staff told the Panel there were less resources available in the community settings than in dedicated campus buildings. The Panel recognised that these issues were barriers to the school achieving this target.
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 School 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 they play 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 School Review Panel recommends the following key directions for the next SSP:

- Assessment Practices
- Data literacy
- High impact teaching strategies (HITS)
- Learning confidence
- Social awareness and self–regulation
- Instructional model
- Monitoring structures and processes to ensure consistency
- Instructional leadership.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1: To what extent is the Oakwood school trauma informed approach being consistently used at each campus?

The Panel concluded that the Oakwood School trauma informed approach was in place and was being consistently used across all the campuses. The key elements were embedded, and leaders and staff spoke confidently about these practices and their relevance to reengaging vulnerable students in education. Sustaining these school improvement initiatives was identified by school leaders as being key to their work.

ToR Focus Question 2: How effectively is data used to inform teaching and learning?

The Panel found that the school had systemic assessment practices and used these to inform teaching and learning. However, Panel members recommended further strengthening the data literacy capabilities of staff to use assessments to evaluate the impact of their teaching on student learning.

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 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 improved wellbeing, learning growth and improved student outcomes

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Goal 1	Maximise the learning growth of every student.
Target 1.1	- By 2026 students who attend 80 per cent of the time for six months, will achieve at least 12 months growth in 12 months in reading, using teacher judgement. - By 2026 decrease the percentage of students who attend 80 per cent of the time for six months that make no progress in numeracy from 14 per cent to 10 per cent using teacher judgement. - By 2026 students who attend 80 per cent of the time for six months will make progress from benchmarks established during induction.
Target 1.2	By 2026, increase the proportion of positive response scores on the AtoSS across the school for the factor: - Stimulating learning from 83% (2022) to 90%. - Self–regulation and goal setting from 69% (2022) to 75% - Sense of confidence from 60% (2022) to 66%
Target 1.3	By 2026 increase the percentage of students with an exit destination.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed whole–school scope and sequence documents for literacy and numeracy that promote high quality teaching and learning.

Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Improve school–wide instructional leadership capacity.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Implement a PLC program to build teacher practice and collaboration.
Goal 2	Strengthen social awareness and self–regulation for all students.
Target 2.1	Improve attendance data for the nine campuses of Oakwood School.
Target 2.2	Students enrolled for six months from induction to the end of year will improve in their awareness of pro–social behaviours according to their SDQ scores. Students enrolled for six months will increase their pro–social skills from induction to the end of year according to SDQ scores on pro–social behaviours.
Target 2.3	By 2026, increase the proportion of positive response scores on the AtoSS across the school for the factor: • Resilience from 52% (2022) to 60% • Emotional awareness and regulation from 56% (2022) to 62% • Student voice and agency from 72% (2022) to 78%

Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole school approach to strengthening students' positive mental health.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi–tiered systems of support that enhance student wellbeing, engagement, and inclusion.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen student voice and agency.