



**Oakleigh Primary School**

**School Strategic Plan**

---

2006–2009

## Part 1– School Profile

### **Vision:**

To develop students who strive for personal, social and academic excellence.

Within an inclusive school culture, to develop a learning community that fosters positive and ongoing success.

### **Environmental Context:**

Oakleigh Primary School is situated approximately fifteen kilometres south-east of Melbourne's CBD. It is a school with a 130-year history and tradition. Traditionally Oakleigh Primary School has had a school population that has been high ESL and high EMA with approximately 32 different nationalities in attendance. Recent and continuing demographic change, due in part to changes in to the real estate market, has significantly impacted on the composition of the school community. This has put pressure on enrolments and has seen the school's Like School Group (LSG) change from 9 to 6 and it is likely that the school will move to LSG 5 in the next twelve months and to LSG 2 in the next three years.

The school provides a comprehensive and balanced curriculum and over the past Charter has implemented a thinking curriculum approach. There are many extra curricular opportunities including instrumental music and choir, sports including tennis coaching, camping programs and clubs such as the chess club. The school showcases student talent in a variety of ways with special events. It has recently extended its range of services and facilities to include a purpose built 3 and 4 year old kindergarten. Since opening in 2005, demand for places has been high in this state-of-the-art centre. This innovative plan provides further support for school families and will mean the school will have the opportunity to research and develop unique and effective transitions from kindergarten into Prep.

The school presents as a positive and harmonious environment. Its grounds are well maintained and the gardens and playground are currently undergoing renovation. The buildings are used to good effect and there are organized 'learning areas' within the school which allow for innovative team teaching and a sharing of best practice teaching and learning approaches. Parents are welcomed into the school, participating in classrooms and assisting in other capacities such as on school committees. The school has the active support of a school-funded Welfare Officer who assists parents, students and staff and provides important information about other support agencies outside the school as required.

Oakleigh Primary School is an active member of the Ashwood Innovations and Excellence Cluster. The work of the Cluster on the Thinking Curriculum and innovative approaches to teaching and learning has provided opportunities for staff to network and learn from colleagues in other schools as well as to share their own practice. Opportunities to share effective strategies and visit the school have been taken up by interested educators beyond the cluster. All member schools have been provided with opportunities to share resources and run common professional development programs and Oakleigh Primary School is an active facilitator and participant in these activities.

## Part 2 – Strategic Intent

	<b>Student Learning Outcomes</b>	<b>Student Engagement and Wellbeing</b>	<b>Student Pathways and Transitions</b>
<b>Goals</b>	<b>To increase student achievement in English and Mathematics with a particular focus on explicit teaching.</b>	<b>To increase student connectedness to school through enhanced student engagement in learning.</b>	<b>To implement an effective approach to transition between CSF levels.</b>
<b>Targets</b>	<p>The learning growth of each student in all strands of English and Mathematics to equal or exceed the expected growth of 1.0 CSF/VELS level.</p> <p>AIM matched cohort growth in reading and number be at least the expected 1.0 CSF/VELS level.</p> <p>85% of students achieving “at or above the expected CSF/VELS level” and at least 20% above expected levels across the school in all English and Mathematics strands by 2009.</p> <p>Parent Opinion of the Quality of Teaching and CSF Data consistently above state benchmarks, trending up across the strategic planning period.</p> <p>Improved Student Attitude to School Survey in Self-Esteem and School Connectedness to at least a nett agree 85%.</p> <p>Improved Student Attitudes to School Survey in High Expectations to at least a nett agree 90%.</p>		

## Key Improvement Strategies

Extend student reading strategies and comprehension skills:

- develop school-wide spelling, comprehension and reading program
- develop school-wide diagnostic assessment tools
- strengthen home-reading program through data collection and parent education and information program.

Strengthen student communication in listening, speaking and writing:

- develop a school-wide writing program
- develop school-wide listening, speaking and writing rubrics
- centralise CSF/VELS data.

Improve student problem-solving skills in mathematics:

- identify and implement resources and programs to support VELs and student needs
- improve data management and collection through centralised teacher CSF/VELS data.

Improve student well-being and engagement in their learning:

- implement and review You-Can-Do-It Program
- strengthen student goal setting in their own learning through best practice approaches to teaching and learning
- maintain effective student and teacher relationships
- identify and implement strategies to communicate academic success to parents.

Develop effective approaches for informed and smooth transition through the school:

- develop and review a formal internal transition program focussing on Year 2 to 3 and Year 4 to 5.
- implement and review the Prep transition program.

## Part 3 – Signatures

SIGNED by the Principal

Name Philip Hughes

Date 22./12/2005

A handwritten signature in black ink, appearing to read 'Philip Hughes', is centered within a light blue rectangular box.

SIGNED by the School Council President

Name David Hodge

Date 22./12/2005

SIGNED by the Regional Director (or nominee)

Name

Date 22./12/2005