School plan 2018-2020

Oatley Public School 2796

Environment ★ Community ★ Opportunity

Oatley Public School

Every Child a Success

School vision statement

Our vision agreed upon from the community consultation for our students was that all students' "development as a human being and as a citizen" was vital to our understandings of developing competencies as leaders teaching our students to be future focussed learners. Six areas of rethinking competencies will be embedded into our teaching pedagogy.

They are Thinking and learning to learn; Looking after oneself, managing daily activities, safety; Cultural competence, interaction and expression; Multi–literacy & Numeracy; ICT competence; Competence for the world of work, entrepreneurship; Participation and influencing, building the sustainable future.

School context

Oatley Public School is situated near the Georges River drawing students from a wide range of socio–economic backgrounds, including those living on waterfront, large suburban blocks and rental properties. The school is on a split site separated by Neville Street. Both sites are easily accessed. To improve student safety a boom gate has been installed, effectively closing Neville Street on school days.

The school has spacious, well maintained grounds. Whole school enrolment has continued to increase. Demographics have changed slowly over the past few years, still predominantly Anglo Celtic. The 2018 enrolment is 551 students of which 47%will be from non–English–speaking backgrounds representing 32 language backgrounds other than English. The school celebrated their 100 years in 2017.

School planning process

The direction of the school plan continued in 2018 with conversational opportunities for the school community.

The leadership team being supported by teachers, parents and students were able to provide evidence of achievement of the three domains of learning, teaching and leading based against the School Excellence Framework.

Discussion needed to ensure that school evaluation and evidence from the previous three year plan 2015 – 2017 was plotted through the 14 elements and along the stages of expectation of the Schools Excellence Famework. This provided continuous school improvements as increased collaborative leadership led by evidenced based and strategic planning gave direction for future planning.

Parents, students and teachers were asked to provide their vision for Oatley PS as they and their child entered and exited primary school. This information was collated again for this new cycle of planning to provide clear statements of vision. This also supported the ongoing school's strategic targets and purposes.

Consultation occurred in parent forums' Tell Them From Me survey results and community focus groups K–6. Further consultations occurred in P&C meetings and Oatley Public School Advisory group meetings. Within these forums the Australian Curriculum general capabilities and the Finnish model of transversal competencies were discussed as our students are our future focussed learners. Agreed upon from the community consultation for our students was that " development as a human being and as a citizen" was our vision.

There will be continuous evaluation of the plan occurring and the school community will be involved through focus groups,surveys and parent forums as well as in the annual assessment cycle. Evidence will be produced against the Schools Excellence framework to ensure school improvement.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Students be successful competent and creative future focused learners

STRATEGIC DIRECTION 2
Promoting Collective Teacher Efficacy

STRATEGIC DIRECTION 3
Distributive leadership promotes a high performing school and community that is inclusive , informed and engaged

Purpose:

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Through effective feedback, knowledge construction and collaboration students will become effective future focused learners. Students will be productive and ethical users of technology through meaningful programs supporting critical and creative thinking, teamwork, problem solving, independent and resilient learners.

Purpose:

To ensure whole school practices that equip student competencies, creating a stimulating and engaging learning environment underpinned by high expectations, effective feedback practices and innovative teaching. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities to inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically.

Purpose:

To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable culture of success. Through reflective practices and whole school planning we will create effective partnerships which contribute positively to school community promoting student learning and competencies.

Strategic Direction 1: Students be successful competent and creative future focused learners

Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Through effective feedback, knowledge construction and collaboration students will become effective future focused learners. Students will be productive and ethical users of technology through meaningful programs supporting critical and creative thinking, teamwork, problem solving, independent and resilient learners.

Improvement Measures

Increased proportion of students using effective feedback strategies to be independent learners.

Increased value added results in the five key components of reading for K–2 students.

Increase proportion of students to apply knowledge they construct into new and different context to connect information and ideas through collaboration and creative thinking of which ICT is a tool.

Increased results in writing for Years 2–6 students using the writing criteria reference marking scale.

Increased improvement in numeracy and literacy in school based and external data.

People

Students

will be explicitly taught knowledge construction, effective feedback and collaboration strategies in order to become critical thinkers. Then are able to be active and reflective participants in directing their own learning.

Staff

will cater for students individual learning needs through the development of collaborative integrated units that empower students to: –Regulate their own learning,– Develop computational thinking and skills through ICT, –Be risk takers and problems solvers, –Be creative and critical high order thinkers

Parents/Carers

will through the provision of collaborative and inclusive partnership opportunities will develop the confidence and the ability to contribute to the school community.

Community Partners

will through the provision of collaborative and inclusive partnership opportunities will develop the confidence and the ability to contribute to the school community.

Leaders

are enable to be reflective in leading their teams through the development of knowledge construction, effective feedback and collaborative practices and the develop professional learning of their peers.

Processes

Student competencies.

Implementation of Knowledge Construction, Effective Feedback and Collaboration Strategies that enable student competencies to be self–directed, independent learners in literacy and numeracy.

Future focussed learners.

Initiate and lead student participation in online projects and online learning communities. Evidence that the students are being offered broader curriculum options and are more engaged in learning.

Evaluation Plan

Ongoing monitoring of the milestones for this strategic direction by looking at evidence of student learning and where to next strategies

Student growth data (including NAPLAN),

Learning progressions on data wall in literacy

InitialLit cumulative reviews including EAL/D

Student work sample of their learning linked to competencies & goal setting

Compilation of effective feedback practices through collaboration and observation of student outcomes moving towards peer assessment practices.

Students application to apply working mathematically in their learning – anecdotal/qualitative through work samples

Practices and Products

Practices

Teachers embed knowledge construction, effective feedback and collaboration strategies to drive planning and create meaningful learning experiences.

Students engage in learning experience that foster their competencies and create future focused learners.

Students are aware and involved in understanding learning intentions and success criteria along with setting personal goals for growth.

Teacher will quantitatively evaluate the improvement of students in writing through the development of writing programs and analyse their growth using the NAPLAN writing criteria.

Products

Students to use innovative, creative thinking to engage higher order and open ended opportunities in literacy and numeracy through integrated learning experiences.

Student feedback is established through Growth Mindset. Student directed learning experiences and effective feedback will enhance student engagement and growth.

Teacher will use ICT platforms to collaborate new ideas to provide students broader curriculum options to engage students in their learning.

Strategic Direction 2: Promoting Collective Teacher Efficacy

Purpose

To ensure whole school practices that equip student competencies, creating a stimulating and engaging learning environment underpinned by high expectations, effective feedback practices and innovative teaching. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities to inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically.

Improvement Measures

Increased deep knowledge of effective feedback practices leading students to self directed learners by the use of ICT as a learning tool.

Through Quality Teaching Rounds development of knowledge construction and collaborative practices enhance teacher pedagogy of effective feedback strategies

Increased staff documentation of evidence from goal setting against the three domains with reference to Australian Teaching Standards.

Teacher mentoring develops deep knowledge and understanding for teachers in Literacy and Numeracy.

People

Students

will be able to review, understand and apply constructive feedback and set personal and curriculum goals.

Staff

will establish and maintain a culture of high expectations by providing collegial support and constructive feedback linked to the Quality Teaching Practices understanding what effective feedback looks like.

Staff

develop the mindset that forming collaborative and respectful relationships are important to achieving: Teaching and learning programs, Assessment tasks and Teaching strategies.

Parents/Carers

increased knowledge and understanding the value of feedback to support students' personal best.

Community Partners

through the provision of collaborative and professional opportunities develop the confidence in their ability to contribute to the professional learning of others.

Leaders

leading learning and demonstrating professional growth in the area of Effective Feedback in classroom practice.

Processes

Collaborative Practice

Through the Quality Teaching Framework and the Australian Professional Standards, professional learning in Effective Feedback Practices, using collaboration skills will build growth towards a culture of learning.

ICT Collaboration

Teachers to locate, review and harness new and emerging technologies for classroom use and management tasks. Incorporated specific strategies to enhance learning opportunities for all students to improve their future focussed competencies in ICT.

Evaluation Plan

On going monitoring of the milestones for this strategic direction. Executive and team leader evaluations.

Video evidence

QTR Framework of evaluation focussed on effective feedback observations and developing Effective Feedback rubric

Survey

Qualitative evidence of teacher growth in pedagogy

Practices and Products

Practices

External Consultant will provide teachers in research based professional learning in Effective Feedback practices. Teachers establish practices through visible learning strategies utilising the online Goggle classroom platform.

Students are provided with specific learning intentions and success criteria during lessons to successfully meet their differentiated learning goals.

Teachers create integrated units of work that provide opportunities for students to engage in higher order and opened ended learning experiences and assessment can be measured across all curriculum areas.

Teachers set goals in their Personal Development Plans against the continuum of the Australian Teaching Standards and the school Strategic Management Plan.

School leaders will demonstrate, collaboration and instructional leadership practices.

Products

Teachers maintain an ongoing reflective learning journal inclusive of evidence to show growth of learning.

Continued collaboration amongst teachers is fostered to develop quality program that are shared and stored on G Suite.

Students develop high order and critical thinking skills through the participation of technology to enhance their growth and development.

Strategic Direction 3: Distributive leadership promotes a high performing school and community that is inclusive , informed and engaged

Purpose

To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable culture of success. Through reflective practices and whole school planning we will create effective partnerships which contribute positively to school community promoting student learning and competencies.

Improvement Measures

Increase parents knowledge of how students learn and the importance of school and parent relationship.

Increased growth of community being informed and valuing the school learning community.

People

Students

are supported in two way communication to demonstrate in their understanding of the importance of reflection in relation to academic, personal and effective feedback reflections to achieve their learning goals as lifelong learners.

Staff

develop increase in communication with parents in regards to teaching and learning practices through the introduction of promotional officer. Through discussions, increase capacity for three–way reporting and student reflection and understand the importance of their own learning and goals.

Parents/Carers

develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

Community Partners

will be strengthened to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

Leaders

adopt a coordinated approach to effective communication to parents. They monitor negotiated expectations of staff and students and lead continuous improvement in community learning.

Processes

Community of Learning

Implement an informed approach to promote effective communication with parents/carers and provide opportunity for involvement in programs to build an understanding of our learning community.

Community Engagement

 Use of ICT to promote teaching and learning through enhanced communication and links between home and school.

Evaluation Plan

SEF data

Teacher & student survey data,

Community survey

Focus groups.

Practices and Products

Practices

Enhance leadership capacity to reflect greater collaboration, self reflection, higher expectation and a cohesive school team.

Increase in the engagement of three way interviews to reflect the effective feedback, with the inclusion of future focused learning skills.

Improve community consultation in promoting teaching and learning practices to develop student competencies.

Products

Develop and enhance a positive partnership with Students, Staff and wider community. There is a whole school approach to improving service delivery, customer experience and community satisfaction.

An informed community through the increase and involvement from parents that engage in teaching and learning practices in the school creating a culture of high expectations.