

School plan 2015-2017

Oxley Vale Public School 3690



School background 2015–2017

School vision statement

Oxley Vale Public School prides itself on providing a professional, stimulating and challenging learning environment. The school is built on the values of pride, respect, excellence and integrity. Students at Oxley Vale are provided with opportunities to become passionate, engaged learners who will be effective citizens in the 21st century. The school promotes high academic achievements, caters for the needs of individual students, celebrates diversity and provides a safe, happy and caring environment. The caring, enthusiastic and professional staff at Oxley Vale Public School work in partnership with parents and the broader community to promote and celebrate high quality teaching and learning in a happy and welcoming environment.


School context

Oxley Vale Public School is a P3 school with a student population of 325. 35% of students identify as Aboriginal or Torres Strait Islander. The school prides itself on being a cohesive community which works closely with both parents and the wider community including external providers. The school has a FOEI (Family Occupation and Education Index) of 132.8 (2015) and is organised into 13 mainstream classes, 2 of these being composite classes. The school has one Multi Categorical support class. This class currently has 7 students. The school boasts highly skilled teachers, 2 full time office staff and one full time Aboriginal Education Officer. The school has three Assistant Principals and a School Chaplain 2 days per week. The school has a part time Reading Recovery teacher, a part time school counsellor and one librarian 4 days per week. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability. Oxley Vale prides itself on having highly effective transition to school programs. The school houses modern facilities in an aesthetic and active learning environment. It is located on the outskirts of Tamworth City and enjoys strong parental support, enjoying an active P&C and another highly active 'Yarn Up' group for Indigenous parents. The school has well-established programs in the performing arts, sports and also enjoys strong community links.

School planning process

Consultation with staff, students and the community was fundamental in the formation of this plan. Evidence collected from a number of groups, community forums, staff meetings, professional learning workshops and student focus groups served as the basis upon which the strategic directions have been founded. Initially a review of the 2012–2014 School Improvement Plan was conducted. Surveys were distributed mid-way through 2014 for students, parents and staff to provide a snapshot of the current culture of the school. Information on student learning, teacher learning, staffing, school culture, pedagogy, curriculum, support structures and the culture of the school was collected and collated. This information was then triangulated with Survey Monkey surveys for each group (staff, students and parents), staff workshops, a community forum and P&C meetings focussing on 21st Century Learning, the 5P planning process and their hopes and dreams for our school. Further to this process was the analysis of SENTRAL data regarding attendance and behaviour referrals as well as using NAPLAN and PLAN data to review areas of need for learning. Consultation was sought with the DEC's Principal Support Liaison Officer regarding the 5P planning process. The Principal, along with an Assistant Principal, worked with Kaye Lewis, a former Principal and Principal mentor, to draft early versions of the plan. Several iterations of the plan were produced, each on being further refined through consultation to ensure a plan that reflected the aspirations of the students, community and staff of Oxley Vale Public School.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

Enhanced Teaching and Learning

Purpose:

Learning is the purpose for which students attend O.V.P.S every day. Research (Hattie et al) indicates that teachers make the most significant difference to student success therefore excellence in teaching is critical to the success of every learner. The framework of the National Curriculum and the NSW syllabus documents, along with research based practices will facilitate better outcomes for students.



STRATEGIC DIRECTION 2

Culture and Values

Purpose:

For students and staff to be successful they must work within a system of values, have a sense of pride in themselves and their school, challenge themselves by taking safe risks, and work in a culture that celebrates success. The Positive Behaviour for Learning Program will ensure values and behaviour expectations are consistent across the school conducive to an environment where everyone feels welcome and valued for their contributions and where student learning takes centre stage.



STRATEGIC DIRECTION 3

Partners in Learning

Purpose:

Partnerships between schools, families and communities enhance the conditions to improve student outcomes. Parents, students and teachers working together in a mutually supportive way fosters a strong sense of belonging and pride for all stake holders. Positive and respectful relationships across the school community underpin a productive environment and support student's development of strong identities as learners. To this purpose the school is committed to building strong partnerships in order to enhance student learning.

Strategic Direction 1: Enhanced Teaching and Learning

Purpose

Learning is the purpose for which students attend O.V.P.S every day. Research (Hattie et al) indicates that teachers make the most significant difference to student success therefore excellence in teaching is critical to the success of every learner. The framework of the National Curriculum and the NSW syllabus documents, along with research based practices will facilitate better outcomes for students.

Improvement Measures

Focus on Literacy and Numeracy

- By 2017 OVPS will improve student results in reading and comprehension from an average K–2 achievement in 2014 of 62% to meet or exceed the state target of 80%.
- By 2017 OVPS will improve student results in writing from an average K–2 achievement 2014 of 33% to meet or exceed the state target of 80%.
- By 2017 90% of students will be achieving at a C grade or above in history and geography based on reliable data from rigorous CTJ process.
- Aboriginal students will be equal to non-Aboriginal students in both literacy and numeracy achievement.

Pedagogy for the 21st Century Learner

- There is a measureable improvement in student engagement in their learning and student self directed learning evidenced through teacher and student feedback surveys and analysis of walkthrough information.

Syllabus Implementation

People

Students

- To be actively engaged in their learning
- To experience challenging, differentiated and personalised learning Lessons in line with National Curriculum and NSW syllabus documents
- High quality teaching based on current research
- Have learning intentions explicitly stated
- Teachers who are engaged in their own learning
- High quality, supportive learning environments

Staff

- Work with either the LaST or Instructional Leader to differentiate for students in their class
- Use NSW syllabus documents to plan and deliver quality learning sequences
- Use NSW syllabus documents to embed 21st century skills in practices
- Provide assessment strategies focussing on Formative Assessment (as/of/for learning) Use PLAN as a primary method to benchmark and track student assessment
- Specific content and skills to be developed for each KLA
- Give and receive feedback on teaching practices after negotiated protocols have been developed
- Receive professional learning on Visible Learning practices
- Develop Personal Development Plans

Processes

Focus on Literacy & Numeracy

- L3 professional learning for teachers K–2.
- TEN professional learning for K–2 teachers.
- Consistency of assessment practices K–6 through professional learning in "Building Blocks for Numeracy".
- Consistency of assessment K–6 through development of assessment schedules K–6.

Pedagogy for the 21st Century Learner

- Professional learning K–6 on visible learning.
- Collegial school visits to observe and contextualise visible learning product and practices.

Syllabus Implementation

- Supporting teachers in the implementation of the History and Geography syllabi.
- Professional learning and the development of key documents such as scope and sequences, units of work and assessment tasks.

Evaluation Plan

- School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Focus on Literacy and Numeracy

- As a result of L3 and TEN training teachers will accurately assess student achievement and authentically use data to inform teaching based on student need. This will be evidenced through regular plotting of student achievement on PLAN, positive feedback of staff capacity to differentiate and support individual student needs.

Focus on Literacy and Numeracy

- All teaching staff use the K–6 Scope and Sequence on Literacy and Numeracy. As a result there is a consistent set of assessment tools and procedures that track student achievement in Literacy and Numeracy each term. Evidenced through regular and on going moderation meetings and spot checks that ensure the integrity of the data.

Pedagogy for the 21st Century Learner

- All teaching staff teach explicitly using learning intentions and success criteria to more deeply engage each student in their learning evidenced through student articulation of what they are learning and why, as observed in classroom observations.

Syllabus Implementation

- Teaching, learning and programming is supported in all subjects with K–6 Scope and Sequence documents as evidenced in teaching and learning programs. The development of subject

Strategic Direction 1: Enhanced Teaching and Learning

Improvement Measures

- The development of assessment tasks K–6 in English and mathematics provides for more accurate analysis of student achievement and is used to inform programming and reporting to parents.

People

in line with the NSW DEC Performance and Development Framework.

Parents/Carers

- Be encouraged to become more engaged with their children’s learning by attending P&C and Parent/Teacher meetings where PLAN is explained.
- Be informed about Early Action for Success
- Become familiar with changes to content, skills, terminology and knowledge of new syllabuses and better understand the implications of learning in the 21st Century
- Gain an understanding of “Visible Learning”
- Engage in conversations about their child’s learning

Leaders

- Work consistently to build the capacity of teachers through regular feedback and support
- Use the PDF to guide teacher accreditation at proficiency level with an aim to encourage staff to seek accreditation at “lead” or “Highly accomplished” levels.
- Gain a deeper understanding of the coaching methodology.
- Executive staff will receive development on building their own leadership capacity through systems leadership and GROW coaching.

Processes

Practices and Products

specific assessment tasks and moderation of assessment meetings is increasing the accuracy of reporting student achievement.

Products

Focus on Literacy and Numeracy

- By 2017 OVPS will improve student results in reading and comprehension from an average K–2 achievement in 2014 of 62% to meet or exceed the state target of 80%.
- By 2017 OVPS will improve student results in writing from an average K–2 achievement 2014 of 33% to meet or exceed the state target of 80%.
- By 2017 90% of students will be achieving at a C grade or above in history and geography based on reliable data from rigorous CTJ process.
- **Specific Aboriginal improvement measure similar to above.**

Pedagogy for the 21st Century Learner

- There is a measureable improvement in student engagement in their learning and student self directed learning evidenced through teacher and student feedback surveys and analysis of walkthrough information.

Syllabus Implementation

- The development of assessment tasks K–6 in English and mathematics provides for more accurate analysis of

Strategic Direction 1: Enhanced Teaching and Learning

Improvement Measures

People

Processes

Practices and Products

student achievement and is used to inform programming and reporting to parents.

Strategic Direction 2: Culture and Values

Purpose

For students and staff to be successful they must work within a system of values, have a sense of pride in themselves and their school, challenge themselves by taking safe risks, and work in a culture that celebrates success. The Positive Behaviour for Learning Program will ensure values and behaviour expectations are consistent across the school conducive to an environment where everyone feels welcome and valued for their contributions and where student learning takes centre stage.

Improvement Measures

Positive Behaviour for Learning

- There will be a measurable decrease in the number of negative incidents as evidenced by SENTRAL data.
- There will be a measurable decrease in the number of suspensions as evidenced through suspension data in ERN.
- There will be a measurable increase in the number of students achieving each of the PBL levels as evidenced by SENTRAL data.
- A Welfare and Discipline policy that aligns with the PBL values and behavioural expectations.

School Culture

- A quality inclusive learning environment is established that is responsive to student needs and where students feel safe to take risks with their own learning and progress towards being more independent learners. Evidenced by survey data from students and staff.

People

Students

- Share and demonstrate the Oxley Vale Public School values and develop resilience to meet challenges at school and in their private lives. (Aspects of You Can Do It Program)

Students

- Become confident learners who have established good relationships with their teachers
- Show empathy and appreciation of diversity of others and have a strong social conscience
- Understand and consistently demonstrate the core values of Excellence, Respect, Pride and Integrity
- Accept responsibility for their own behaviour and learning in line with their stage of development.

Staff

- Gain a more consistent understanding of appropriate student behaviours
- Develop a greater understanding and implementation of mindfulness techniques to calm students and ready them for learning
- PBL team to lead staff in developing lessons after receiving training from PBL Principal leader. Other members of staff understand their responsibility to promote the values and support the PBL team.

Leaders

- Review the Welfare & Discipline Policy

Processes

Positive Behaviour for Learning and School Culture

- Staff actively engaged in teaching and promoting the values of PBL through class lessons and when interacting with students.
- Staff effectively using school wide processes, rewards systems and referrals to fully engage students in the process and promote high expectations for all.
- Increase the PBL signage throughout the school in classrooms and playground areas.
- Employment of Deputy Principal to support school welfare programs and provide classroom assistance 3–6.

Mindfulness

- Professional learning in mindfulness by regional staff
- Mentor teachers supporting teachers in the implementation of mindfulness activities such as The Smiling Mind.

Evaluation Plan

- School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.
- Analysis of SENTRAL data to assess number of referrals for negative behaviour and number of students attaining PBL levels.

Practices and Products

Practices

Positive Behaviour for Learning

- Effective use of PBL system to reduce the number of negative incidents in the school.
- Effective use of levelled rewards system to promote positive behaviour.
- Use of student survey data to analyse the school culture.

School Culture

- As a result of providing opportunities for students, staff and parents to provide regular feedback the school will establish and foster a positive school culture focussed on learning as evidenced through a feedback cycle. This cycle will value the input of all parties creating increased ownership of the culture of the school.

Mindfulness

- As a result of implementing mindful practices into daily class routines students will be better prepared for learning. This will be evidenced by student and teacher feedback through surveys as well as a snapshot of classroom observations focussing on time on task.

Products

Positive Behaviour for Learning

- There will be a measurable decrease in the number of negative incidents as evidenced by SENTRAL data.
- There will be a measurable decrease

Strategic Direction 2: Culture and Values

Improvement Measures

Mindfulness

- 100% of classes are using a structured approach to mindfulness in their classrooms as evidenced by walkthroughs and teaching programs.
- SENTRAL data will indicate a measureable reduction in negative incidents as a result of calmer classrooms.

People

in line with PBL values and behavioural expectations.

Processes

Practices and Products

in the number of suspensions as evidenced through suspension data in ERN.

- There will be a measureable increase in the number of students achieving each of the PBL levels as evidenced by SENTRAL data.
- A Welfare and Discipline policy that aligns with the PBL values and behavioural expectations.

School Culture

- A quality inclusive learning environment established that is responsive to student needs and where students feel safe to take risks with their own learning and progress towards being more independent learners. Evidenced by survey data from students and staff.

Mindfulness

- 100% of classes are using a structured approach to mindfulness in their classrooms as evidenced by walkthroughs and teaching programs.
- SENTRAL data will indicate a measureable reduction in negative incidents as a result of calmer classrooms.

Strategic Direction 3: Partners in Learning

Purpose

Partnerships between schools, families and communities enhance the conditions to improve student outcomes. Parents, students and teachers working together in a mutually supportive way fosters a strong sense of belonging and pride for all stakeholders. Positive and respectful relationships across the school community underpin a productive environment and support student's development of strong identities as learners. To this purpose the school is committed to building strong partnerships in order to enhance student learning.

Improvement Measures

- Attendance at P&C meetings showing increased engagement of parents in school decision making and consultation processes.
- Community attendance for whole school community events such as Harmony Day and Welcome BBQ indicates an 80% (or whatever it works out at) increase in attendance.
- Social Media data indicates growth in parent interest in school activities.

People

Students

- To think critically, creatively and innovatively and communicate clearly their ideas and thoughts, work collaboratively and use technology effectively to enhance their learning
- Become actively engaged in their own learning
- Improved engagement
- A greater sense of ownership in their school

Staff

- Increase levels of effective communication with parents and carers
- Help develop workshops to better inform and engage the community

Parents/Carers

- Understand what 21st century skills are, why they are important and how they can support their child's learning.
- Be more engaged in their child's learning .
- Be more engaged in the school activities and events.

Community Partners

- Creating a greater awareness of the need for a diverse range of skills for life in the 21st century.
- Engage in activities promoting collaboration with the school.

Leaders

- Improve communication with the

Processes

- Building community relationships through actively engaging the community in the promotion of the school's vision and challenging community members in taking lead roles on the promotion of the school.
- 2016 P&C Facebook page created, community survey indicated greater audience reached using FB as a platform rather than school App
- Develop systems to improve and promote school culture.
- Produce a specific Code of conduct for students, staff and community.
- Staff expectations reviewed and documented in staff handbook, reviewed annually.
- Engage local Elders and community members with community garden project. This will involve Aboriginal and non-Aboriginal parents and community members.
- Review school communication systems via surveys and implement improved communication processes to better meet the needs of the community.

Evaluation Plan

- Data collection and feedback regarding the participation rates of parents at parent-teacher interviews.
- Feedback from community members, parents and volunteers via Google forms.
- Regular review of P&C meeting attendees.
- Attendance of families and community members at whole-school events.

Practices and Products

Practices

- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them. They understand and acknowledge the new skills students need to be successful learners and productive citizens.
- Opportunity exists for parents and community members to participate in learning and decision-making as evidenced by annual and scheduled surveys.
- Increase parent voice via systematic feedback on whole-school events.
- The school will have effective communication processes in place to engage and inform the community. Evidenced by increased attendance at whole-school events and activities.

Products

- The school actively engages with the parent and wider community.
- Parents will be actively involved in their child's learning, be better informed about school matters and be more involved in consultation.
- The school will be warm, welcoming and have a positive feel for visitors, guests and parents.
- A Yarning Circle available to the entire school community as a place of learning and discussion.
- Strong links between the students, staff and community as a result of working together on a specific project.
- Increased involvement in student

Strategic Direction 3: Partners in Learning

Improvement Measures

People

community through the use of the school newsletter, presentations at P&C meetings updating progress on school plan initiatives, use the school app to greater effect.

- Seek opportunities to engage with the wider community, including local businesses and community groups such as Nazareth House.
- Instructional leader to up skill staff, enabling them to understand the importance of 21st century skills and be able to use them effectively in the classroom.
- Develop the capacity of staff to engage with parents and the community.

Processes

Practices and Products

learning as evidenced by increased attendance and participation in whole school cultural activities such as NAIDOC week, Harmony day, Sorry Day and parent/teacher interviews.