

School plan 2018-2020

Oakdale Public School 2789



School background 2018–2020

School vision statement

Our vision is underpinned by the promotion of equity and excellence in an environment where all students can be successful learners, confident, creative individuals, and active and informed citizens.

Oakdale Public school is committed to assisting every student reach their potential by promoting an inclusive environment; supported by ongoing professional learning to meet the needs of a wide variety of students. Making adjustments for students to achieve success underpins the value all staff place on students achieving success.

Providing opportunities for students to maximise skill growth and broaden their capabilities is also a foundation of our school plan; we are providing a platform to raise the educational choices of students' to make a difference to the quality of their lives both inside and outside the school. We want all staff, parents and students to take responsibility for improving learning outcomes. There is an expectation that students will be respectful, work hard and strive to improve supported through the process by dedicated staff and engaged parents.

School context

Oakdale Public School is a P1 school with 153 students. It is set in a picturesque semi-rural area in the Wollondilly Shire. It is about a twenty minute drive from the larger townships of Picton and Camden. Surrounded by orchards and farms the school is the hub of the community with families and local businesses supporting the school to achieve its strategic targets. We promote equity and excellence and strive to ensure all learners experience success. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society. We offer a broad extra curricula program to ensure students have the opportunity to widen their experiences; preparing them for high school and beyond. The learning community feel great pride for the school and that is reflected in the amount of support we receive whenever we ask for assistance. We are "Not too big, not too small, but just right!" We pride ourselves on how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work. The school has a relaxed, welcoming and personable atmosphere where staff, students and community are mutually respectful in their interactions. Staff work effectively to provide students with the basic skills and to also broaden their knowledge in cultural, social, and emotional pursuits. We excel in identifying, supporting and guiding talent and assisting students in need become successful learners. The students enjoy vigorous physical activity and challenges requiring imagination and creative play. They use good manners, show respect and look out for one another. Students display enthusiasm and appreciation for all of the extra-curricular events planned for them. The school community come together often to support student learning. Parents and extended family, business and broader community assist with achieving our strategic directions.

School planning process

Each year we go through a rigorous self-evaluation process that provides us with data to assist with the consultative process of developing our school plan.

*Surveys were sent to all teachers, SLSO's, administration staff, students and parents to glean responses about our performance in 2017 across a variety of areas. This information was used for discussion in our Dream Believe Work Hard Achieve meetings with our educational community.

*Two meetings were held one with staff and the other with community members. We talked about our aspirations for the school and what it would look like in 2018. We discussed current programs, improvements that needed to be made and programs we would like to see implemented.

*Targets and ASR information for 2017 were reviewed. NAPLAN, PLAN, Best Start, SEF-SaS and school-based assessment data was used by school committees to assist with the direction of the plan.

*Staff sought professional learning about the development of the school plan. Subsequently, executive met to familiarise themselves with these processes. Staff meetings focused on the DOE website for school planning and the Australian Professional Standards for Teachers.

*All amenities within the school complement our vision of promoting equity and excellence, successful learners, confident and creative individuals, as well as, active and informed citizens.

*Strategic directions were determined and the principal and executive formulated a timetable to allow for the collegial development of the Oakdale Public School Plan 2018–2010.

*This document will drive school improvement to assist us bring our school vision to fruition.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Strengthening community
engagement

Purpose:

Strengthening the connection between the school and home is paramount to achieving a shared responsibility for student learning and wellbeing. Working together to create positive attitudes to learning, developing shared understandings of how students learn and building on families' capacity to support learning at home is pivotal to improving student outcomes in all areas. Strengthening effective two-way communication to regularly share information about students' achievements, learning needs, school policies, practices and community initiatives will ensure parents are informed about their child's needs, their responsibilities and the ways they can actively support their child's learning. A culture of welcome, inclusion and belonging will be fostered as families see themselves as partners in their child's education.

STRATEGIC DIRECTION 2

Delivering quality teaching

Purpose:

Delivering well designed programs and lessons via quality instruction is a strong focus as current research indicates it directly impacts the level of student achievement. Raising student engagement, literacy and numeracy outcomes K–6 and learning growth 3–6 through evidence based teaching strategies is fundamental to the success of our plan. Teacher self reflection, collaborative planning and effective analysis of data to identify student need to inform personalised instruction underpins making learning meaningful for each student. A shared responsibility is taken to diagnose barriers to learning and ways to challenge students to improve their performance. The delivery of quality teaching programs will mould successful, creative and confident life-long learners.

STRATEGIC DIRECTION 3

Building teacher capacity

Purpose:

Building teacher capacity through professional learning, practice and engagement to enable the delivery of a high quality curriculum that meets the needs of all students; particularly in the areas of literacy and numeracy is central to strategic direction 3. Staff proactively planning professional development that will address their individual learning goals in a cycle of continuous professional improvement combined with whole school opportunities to target improved practice thereby improving student learning will be focal in our plan. The Australian Professional Standards will be comprehensively unpacked and guide discussion and feedback on teacher performance. Current research on how students learn will feature in our professional readings.

Strategic Direction 1: Strengthening community engagement

Purpose

Strengthening the connection between the school and home is paramount to achieving a shared responsibility for student learning and wellbeing. Working together to create positive attitudes to learning, developing shared understandings of how students learn and building on families' capacity to support learning at home is pivotal to improving student outcomes in all areas. Strengthening effective two-way communication to regularly share information about students' achievements, learning needs, school policies, practices and community initiatives will ensure parents are informed about their child's needs, their responsibilities and the ways they can actively support their child's learning. A culture of welcome, inclusion and belonging will be fostered as families see themselves as partners in their child's education.

Improvement Measures

Increase in the number of parents attending all information sessions that pertain to student learning.

Organise events that foster inclusion, belonging and school pride and support school projects.

Increase in methods of communication between school and home.

People

Leaders

Build a culture where parents feel welcome; actively encouraging and supporting them as partners in their child's learning. They value parent opinion and act on ideas that bring about positive change. They involve community members in school planning; consider their needs in school processes and are transparent about school operations.

Staff

Encourage parents into classrooms and make time to discuss student progress. They communicate regularly the positive gains each student has made and ways of supporting their needs. Teaching programs reflect the range of students and how the needs of each learner is supported.

Students

Invest in their own learning by developing respectful connections with all community members. They commit to work hard to achieve personal goals and follow feedback from teachers. They enthusiastically engage in planned activities and welcome parent/carer involvement in their learning.

Parents/Carers

Connect in a positive manner with the school to participate in and support their child's learning. They take responsibility for implementing teachers' suggestions and assist their child to accept responsibility for learning; by being encouraging, constructive and affirmative about school.

Processes

Key events will be organised to encourage parents into the school to bolster connections in the learning community, support parents understanding of school programs and policies and give them a snapshot of their child in varied learning situations.

Additional forms of communication will be added to the many and varied forms that already exist to share information about students' achievements, learning needs, school policies, practices and community initiatives.

Multiple opportunities will be provided for all families to attend planned learning events at school and community locations. Teachers and families will have regular scheduled workshops about how each school program or activity links to student learning. Support will be given to parents to enable them to participate in their child's learning at home and school.

Evaluation Plan

Progress toward improvement measures will be evaluated through community participation in school events data, parent and community satisfaction surveys (e.g. 360 Reflection Tool) student growth data in literacy and numeracy, new tools used for communicating to parents and the effectiveness this has had on community engagement and student learning at school and at home.

Practices and Products

Practices

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community involvement in supporting the school's achievement measures to raise student performance.

A variety of events that cater for all parents are well organised and communicated to the parent body. The events are well attended and there is a sense of purpose derived from strategically raising educational standards school-wide and developing a culture of continual improvement.

Parents are responsive to communication from the school. They act upon advice given, respond to requests in a timely fashion and are involved in school programs.

Products

20% increase in parental representation at school events organised to inform about student learning improves student engagement and outcomes in literacy and numeracy.

Effective forms of communication results in a high level of satisfaction from parents, greater involvement in all school activities and positive feedback in the 360 Reflection Tool about school planning and processes.

All community members take responsibility to raise literacy and numeracy standards across the school. Internal and external data shows a 10% increase in growth since 2017 results.

Strategic Direction 2: Delivering quality teaching

Purpose

Delivering well designed programs and lessons via quality instruction is a strong focus as current research indicates it directly impacts the level of student achievement. Raising student engagement, literacy and numeracy outcomes K–6 and learning growth 3–6 through evidence based teaching strategies is fundamental to the success of our plan. Teacher self reflection, collaborative planning and effective analysis of data to identify student need to inform personalised instruction underpins making learning meaningful for each student. A shared responsibility is taken to diagnose barriers to learning and ways to challenge students to improve their performance. The delivery of quality teaching programs will mould successful, creative and confident life-long learners.

Improvement Measures

Increase in the standard of writing produced across K–6 with 60% of students showing expected learning growth in writing and spelling between Year 3 and 5 in NAPLAN.

80% of students K–2 achieving stage outcomes for writing and early arithmetic strategies (EAS)

60% of students showing expected growth in numeracy from Year 3 to Year 5 in NAPLAN data.

An upward movement showing in trend data for learning growth from Year 3 and 5 over the 3 years in literacy and numeracy.

People

Leaders

The school executive will adopt a co-ordinated and transparent approach to the development of literacy programs where writing and its components and numeracy programs that build number sense, place value understanding and application of operations in problem solving are valued, and the expectation of sustained growth K–6 generally and in particular year 3 to 5 in NAPLAN.

Staff

Collegially work with leaders, staff and community to ensure that writing and numeracy programs are well planned, engaging and meet the individual needs of students through use of the Learning Progressions.

Students

Through personal learning goals will build writing, punctuation and spelling skills by focussing on story structure, reviewing and editing processes and the use of simple but effective scaffolds; and build mathematical strength in number knowledge and problem solving skills through use of targeted practical activities.

Parents/Carers

Assist student progress by supporting initiatives; displaying a positive mindset towards school programs and actively accepting their role in the learning partnership, resulting in improved results for their child.

Processes

Teachers implement and review Oakdale Public School's Spelling and Grammar Scope and Sequence written in 2017.

Through QTSS funding, executive staff will support, mentor and help implement changes to class culture to enhance literacy and numeracy learning programs

Teachers K–6 enter data into Learning Progression database to assist differentiation of teaching in areas of creating texts and the elements of number programs that build number sense, place value understanding and effective application of operations to problem solving.

Executive teachers to be trained in and deliver same training to staff on "Seven Steps of Writing" resource to enhance class writing programs.

Evaluation Plan

Progress toward improvement measures will be measured by observational rounds, teacher/mentor feedback sessions, analysis of school based and external assessment data, program supervision, stage and staff meeting minutes, writing work samples and reporting mechanisms.

Practices and Products

Practices

All teachers implement and program from Spelling and Grammar Scope and Sequence and participate in its review and modification.

Every teacher participates in observational rounds and feedback sessions and show effort in implementing suggestions for increasing effectiveness of lessons and their delivery in literacy and numeracy.

All teachers make entries onto Learning Progressions database for every student to track their individual literacy and numeracy learning needs.

Every classroom teacher incorporates the components of the Seven Steps of Writing resource into class writing programs.

Products

Enhanced level of writing standard observable at all levels across K–6 and writing growth evident in year 3 to 5 in NAPLAN. Observable growth in trend data for numeracy from year 3 to 5 in NAPLAN over the 3 year plan.

Improved results in all students spelling age and growth in NAPLAN data and improvement in transfer of spelling skills into students' writing products.

More effective teaching and learning programs designed with greater implementation of personalised learning through goal setting resulting in positive students growth over 3 year period validated through Learning Progression and NAPLAN analysis.

Strategic Direction 3: Building teacher capacity

Purpose

Building teacher capacity through professional learning, practice and engagement to enable the delivery of a high quality curriculum that meets the needs of all students; particularly in the areas of literacy and numeracy is central to strategic direction 3. Staff proactively planning professional development that will address their individual learning goals in a cycle of continuous professional improvement combined with whole school opportunities to target improved practice thereby improving student learning will be focal in our plan. The Australian Professional Standards will be comprehensively unpacked and guide discussion and feedback on teacher performance. Current research on how students learn will feature in our professional readings.

Improvement Measures

100% of teachers log data into PLAN 2 Learning Progressions.

100% of staff participate in all professional learning sessions on creative and critical thinking.

100% of staff successfully complete the annual PDP cycle.

People

Leaders

School executive will adopt a coordinated and transparent approach to ensure that teachers professional knowledge and growth is supported by quality professional development in the area of personalised learning.

Staff

Engage in targeted professional development that builds their capacity to set effective personalised learning goals in specified areas of literacy and numeracy and build student capacity to think creatively and critically. Staff maintain and build on their knowledge and skills by identifying and planning for areas of personal professional learning and participate annually in self reflection and feedback reviews with supervisors.

Students

Students drive their literacy and numeracy learning through the setting of personal learning goals as identified through Learning Progressions tool.

Parents/Carers

Parents/Carers participate in opportunities provided by the school to learn strategies that will assist them in the supporting of their child's learning needs; become involved in their child's development.

Processes

Staff participate in professional learning on personalised learning and how to support the needs of every child and produce individual learning plans.

Staff build knowledge of and incorporate concepts of critical and creative thinking across the curriculum.

Staff identify areas of need in their professional learning to develop individual Performance and Development Plans based on the Australian Teaching Standards.

Evaluation Plan

Progress toward improvement measures will be evaluated through participation in training courses, demonstrated use of the progressions, internal data analysis, program supervision and feedback, observational rounds, PDP reflection, self-assessment and review meetings.

Practices and Products

Practices

All staff participate in the online training course Personalised Learning and executive teachers deliver practical training in the use of PLAN 2 and the Learning Progressions.

All staff attend professional learning sessions on the general capability of critical and creative thinking and show evidence of how this is embedded in their teaching programs.

Staff have completed a personal development plan, participated in the observation and feedback cycle and determined their professional learning to support goal improvement on an annual basis.

Products

All staff have a certificate of completion for Personalised Learning course and can show evidence of data entry into PLAN 2 and the incorporation of this evidence into their teaching and learning program.

All teaching programs contain evidence of learning activities designed to develop the capacity of students to think critically and creatively across all KLAs.

All staff continue to meet accreditation requirements successfully and logged a minimum of 60 hours of professional learning over 3 years.