

School plan 2018-2020

The Oaks Public School 2793



School background 2018–2020

School vision statement

Striving for excellence.

At The Oaks Public School, we will create a quality teaching and learning environment that promotes equity and excellence through research-based pedagogies and innovative practices that enable everyone to connect, succeed and thrive.

School context

The Oaks Public School has a current population of **316** students. It is situated in the middle of The Oaks township, a semi – rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. This is expected to cause further growth to the school's population over the next few years. The closest schools are 15 minutes' drive away on country roads and are both smaller than The Oaks Public School. The school has a FOEI (Family Occupation Educational Index) of **103**, where **38%** of the parents are tradespeople, clerks and skilled office, sales and service staff, **18 %** had no paid work in the last 12 months, and **14%** are senior management and qualified professionals. The children predominantly speak English as their first language. There is a 5% Aboriginal population.

School planning process

The culmination of the 2018–2020 School Plan has been a gradual process that our school community consisting of students, parents, external community, teaching and non teaching staff as well as executive staff, have built to develop a shared school vision, agreed upon strategic directions and realistic improvement measures. The process began in Term 3 of 2017 where the principal shared the revised school planning concept with the school staff. From there, a lengthy process of deciding what our purpose is, what do we already do well, and what needs to be improved emerged. This started with the analysis of internal and external data demonstrating needs. During this process the executive staff took clarifying questions to the Parents and Citizens Association and to the Parent and Principal Afternoon Tea Group as well as ringing the community and holding a community forum. These community members provided insights into what they considered important for our school. Simultaneously, students were canvassed for their opinions. The feedback from all our stakeholders clearly highlighted 3 strategic directions required for our school to move forwards, including Quality Teaching and Learning, Wellbeing and Innovation and Change. From Term 4, 2017 the executive have taken the 5P's and completed the writing of the plan. This team has engaged with staff through both stage and whole school meetings in planned meeting time and on staff development days to bring the plan to life. In Term 1, 2018 we have a school plan that reflects the needs and aspirations of our school. We are very proud of its development.

School strategic directions 2018–2020

**Purpose:**

Quality teaching and learning practices will occur across the whole school, so that all students can be successful learners, especially in Literacy and Numeracy.

**Purpose:**

The whole school community will connect, succeed and thrive, supported by a framework of excellence in Wellbeing services.

**Purpose:**

Relevant research will be utilised to create an innovative and engaging teaching and learning culture, which will enhance educational outcomes for students.

Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
Quality teaching and learning practices will occur across the whole school, so that all students can be successful learners, especially in Literacy and Numeracy.	Staff Staff will value and engage in extensive Professional Learning. Staff will demonstrate use of data to inform practices.	Professional Learning with a Literacy/Numeracy Focus: Stage planning days each term Professional Learning meetings are relevant, specific and linked to our school plan/ DoE initiatives. Training for all staff in Progressions, and PLAN2 software. Data Skills and Use (Evaluation): Professional Learning in data use/analysis for all staff. Collection of data and analysis of results (eg. progressions, NAPLAN, PLAN, SENA, BURT) Staff interpret and extrapolate data to inform future teaching and learning. Feedback for students and staff: Professional Learning in best practice of feedback Feedback to staff drives ongoing improvements Goal setting reviews Feedback is timely, relevant and useful. Improved Literacy/Numeracy Achievement: Instructional Leader working with teachers to increase skill base in Writing K–6	Practices Professional Learning with a Literacy/Numeracy Focus: Planning of Professional Learning is aligned to the school plan, and its impact on student progress is evaluated. Data Skills and Use (Evaluation): Implement a sustainable and consistent system for collecting student assessment data. Feedback for students and staff: Feedback to students is relevant, specific and timely, which supports improved student learning. Explicit Feedback is provided for staff and drives ongoing school-wide improvements. Improved Literacy/Numeracy Achievement: All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.
Improvement Measures	Students Students will become successful learners through engagement in the curriculum. Leaders Leaders will engage in Professional Learning, specifically coaching and mentoring sessions. Leaders will participate in a professional learning community focused on continuous improvement of teaching and learning. Instructional Leader will lead the implementation of the literacy initiative. Leaders will distribute all resources equitably to enable literacy improvements.		Products Assessment: Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.
By 2020, all students from K–6 are mapped/tracked on literacy progressions demonstrating their growth.			
All teachers providing differentiated instruction for students based on student assessment data. (observations, PLP's, teaching and learning programs)			
All teaching staff use an assessment schedule that ensures a consistent approach to assessing students.			
At least 80% of students demonstrating achievement across DoE literacy progressions relevant to school targets.			
Growth rate in NAPLAN Writing demonstrates an increased percentage of students at Proficient.			
By 2020, all students K–6 are mapped/tracked on numeracy progressions demonstrating their growth.			
At least 80% of students demonstrating achievement across DoE numeracy progressions relevant to school targets.			

Strategic Direction 1: Quality Teaching and Learning

Processes

External support – Literacy consultant

Students from K–6 mapped/tracked on
Literacy/ Numeracy progressions.

Reflective practices, goal setting used
across the school

All teachers demonstrate how to explicitly
teach literacy and numeracy

Assessment:

Research a range of assessment tools and
their relevance and effectiveness

Professional Learning of best practice for
assessment

Consistent, evidence based judgement and
moderation of assessment (CTJ)

Development of assessment schedules for
KLAs

Evaluation Plan

Strategic Direction 1 will be evaluated
through; classroom observations, internal
and external student performance data and
teaching and learning programs from all
staff. The effectiveness and relevance of
Professional Learning will be demonstrated
in teacher proficiency and evaluated
through ongoing improvements.

Strategic Direction 2: Wellbeing

Purpose

The whole school community will connect, succeed and thrive, supported by a framework of excellence in Wellbeing services.

Improvement Measures

Demonstrated improvements to support cognitive, social, emotional, physical, and spiritual wellbeing of students are evident based on the results of Wellbeing Self Assessment Tools.

Increased healthy options for students. (Comparison of canteen menus over three years).

People

Staff

Staff will value and engage in extensive Professional Learning.

Staff will connect with and utilise the Wellbeing Framework.

Staff will encourage, support and empower students to connect, succeed and thrive.

Staff will foster in students a growth mindset that enables them to self regulate, embrace and pursue their learning goals.

Parents/Carers

Parents and Carers will support and value the Wellbeing Framework.

Students

Students will:

Foster self-discipline and effort.

Extend themselves and take risks.

Actively connect to their learning.

Have positive and respectful relationships.

Develop a growth mindset that enables them to self regulate, embrace and pursue their learning goals.

Leaders

Leaders will research and resource Department of Education Wellbeing Framework policies and procedures.

Leaders will ensure wellbeing strategies

Processes

Wellbeing Framework:

Developing a Wellbeing framework, including quality practices from DoE policy, by professionally developing staff knowledge and understanding. This will include using informed pedagogies such as Rock and Water, Dragons, Growth Mindset, Neuroscience for whole school community.

Healthy Canteen

Build a healthy canteen as determined by DoE policy.

Evaluation Plan

In order to evaluate SD2 we will utilise the Wellbeing Assessment Tool regularly, analyse Tell Them From Me data, internal school surveys as well as qualitative evidence provided by staff and the community.

Practices and Products

Practices

Wellbeing Framework

Wellbeing Self Assessment Tool used as a consistent means of providing evidence of school growth.

Wellbeing Framework:

Valuing and utilising Wellbeing Pedagogies eg. growth mindset strategies Rock and Water, Dragons, Growth Mindset, Neuroscience for whole school community.

Wellbeing Framework:

Connect with Wellbeing practices and implement them into quality teaching and learning practices.

Wellbeing Framework:

Embedding Aboriginal and Multicultural Education across all KLA's to ensure whole school community is culturally proficient.

Products

Wellbeing Framework

Timeline/scope and sequence/ set of procedures for the Wellbeing Framework.

Common language of the Wellbeing principles is embedded in everyday practice.

Healthy Canteen:

A healthy canteen as determined by DoE

Strategic Direction 2: Wellbeing

People

are being implemented across the school.

Instructional Leaders will lead the implementation of the DoE Wellbeing Framework for Schools.

Community Partners

Community Partners will demonstrate knowledge of school priorities and work collaboratively to support school programs.

Community Partnerships with local schools will explore and share best practice.

Practices and Products

policy.

Wellbeing Framework:

Sustained growth of current programs including PBL and The Oaks PS Wellbeing (Discipline and Reward)

Wellbeing Framework:

A comprehensive and integrated strategy to support cognitive, social, emotional, physical, spiritual wellbeing of students.

Strategic Direction 3: Innovation and Change

Purpose	People	Processes	Practices and Products
Relevant research will be utilised to create an innovative and engaging teaching and learning culture, which will enhance educational outcomes for students.	Leaders Leaders demonstrate knowledge of current research, DoE expectations and standards.	Transition: Research best practice at each transition point to enable positive pathways to support continuity of learning. Create and implement a model of best practice around transition.	Practices Technology Innovation: Through teacher professional learning, opportunities are routinely and consistently provided for students to engage in alternative technologies. Students demonstrate increased capabilities in using new technologies. Staff expertly integrate technology into classroom practice.
Improvement Measures	Staff Staff will share knowledge of future focused pedagogy. Staff will demonstrate a flexible mindset towards innovative practices. Staff will understand the relevance and importance of student profiles (transitions) and communicating clearly to colleagues.	Technology Innovation: Provide planned professional learning on alternative and new technologies to be utilised creatively in the classroom. Allocate school resources to maintain and enhance technology across the curriculum to drive engagement and student outcomes. Technology is expertly integrated into lessons. Technology focus group to develop a 5 year Plan.	Flexible teaching and learning spaces: Curriculum is enhanced through the use of flexible teaching and learning spaces.
Increased number of teaching and support staff utilising innovative practices and resources.	Students Students will engage at all points along the learning continuum. Students will embrace innovation and change (eg. technology & flexible learning spaces) to enhance their learning.	Flexible teaching and learning spaces : Research best practice on pedagogy in future focused learning and provide staff with professional learning. Resourcing teaching and learning spaces within the school to promote engagement and innovation in learning.	Transition: Effective communication between staff to enable continuity of learning.
Increased feedback related to each transition point that informs future practice	Parents/Carers Parents and Carers will engage in available transition programs.	Evaluation Plan Transition: Surveys at all points, observation, increased intake at transition points	Products Flexible teaching and learning spaces: An innovative and interactive playground. Building classrooms which foster communication, creativity, co-operation and collaboration amongst learners.
Learning spaces demonstrate evidence of innovation.			Transition: Embed quality Transition Programs for students across all stages to enable continuity of learning. Staff have profiled each student to enable
Current available technologies are utilised and embedded to support student learning.			
Technology is planned to ensure its effectiveness, relevance and ability to ensure quality opportunities are available.			

Strategic Direction 3: Innovation and Change

Processes

Technology Innovation:

Staff and student surveys, increased resources, increased use of resources, pre and post student interviews, TTFM survey.

Flexible teaching and learning spaces:

Photos (before/after), survey (staff, students, community), flexible learning spaces throughout the school.

Practices and Products

continuity of learning.

Technology Innovation:

5 Year Technology Plan outlining future directions and embedding existing technology and practices.