

School plan 2018-2020

Oxley Vale Public School 3690



School background 2018–2020

School vision statement

Through inspiring a passion for learning, Oxley Vale Public School will challenge all members of the school community to achieve excellence in academic, cultural and sporting pursuits.

School context

Oxley Vale Public School is located on the outskirts of Tamworth, in the New England region of NSW. The school enjoys the benefits of a drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks.

Oxley Vale PS is a P3 school with a 339 students enrolled as at March 2018. Enrolments have been stable for several years and are increasing as the surrounding rural areas of developed for more housing. 33% of students identify as Aboriginal or Torres Strait Islander and the school is steadily increasing in cultural diversity, creating a vibrant and inclusive school community.

The school prides itself on being cohesive and collaborative, working closely with parents and community groups including local Aboriginal elders, support services, local businesses, a playgroup, the Oxley Vale community church and United Taekwondo. The school has a FOEI (Family Occupation and Education Index) of 131 (2018) and is organised into 13 mainstream classes, 2 of these being composite classes. The school has one Multi Categorical support class.

Our 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. Students also benefit from a part-time school counsellor 2 days per week 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.

School planning process

In preparation for this strategic plan OVPS undertook a broad planning process. A range data collection mechanisms were employed to provide some key areas for future focus in efforts to drive student learning forward.

Data sources included:

- staff surveys – Google form
- student surveys – Google form
- parents and community surveys – Google form
- individual and group consultations with parents, students and staff
- executive meetings analysing academic and survey data
- planning meetings with key drivers of school improvement
- consultation with the school parents and citizens organisation
- SCOUT data

The Executive staff of the school will monitor and report on the progress of the plan each term to staff via the week 10 staff meeting and parents via the last P&C meeting of each term. Progress will also be regularly posted in the schools communications with community. Identified leaders of each milestone project will have direct responsibility and accountability for the implementation of this plan. The plan will be adjusted where required over the course of 3 years to improve outcomes for all students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Explicit Quality Teaching and Learning

Purpose:

Students who experience explicit teaching practices make greater learning gains (What Works Best: Explicit Teaching, 2014, NSW DoE). This plan provides the framework for teachers to implement evidence based, explicit teaching practices to genuinely engage students in learning. Oxley Vale Public School aims to grow confident, motivated, curious, self directed learners.

STRATEGIC DIRECTION 2

Wellbeing for Learning

Purpose:

At Oxley Vale Public School there is a commitment to a strategic approach to wellbeing processes that support all students to connect, succeed, thrive and learn (School Excellence Framework V2 DoE, 2017). Our aim is to maximise the opportunity for all teachers to teach and all students to learn.

Oxley Vale Public School recognises that regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options (Student Attendance in Government Schools Procedures, 2015). The staff are committed to the ongoing academic achievement of students supported by regular attendance.

STRATEGIC DIRECTION 3

Quality Learning Environments

Purpose:

At Oxley Vale Public School resources are strategically used to achieve improved student outcomes and high quality service delivery.

Strategic Direction 1: Explicit Quality Teaching and Learning

Purpose

Students who experience explicit teaching practices make greater learning gains (What Works Best: Explicit Teaching, 2014, NSW DoE). This plan provides the framework for teachers to implement evidence based, explicit teaching practices to genuinely engage students in learning. Oxley Vale Public School aims to grow confident, motivated, curious, self directed learners.

Improvement Measures

- To increase students in year 3 achieving at or above national minimum standards by 7% in literacy and numeracy.
- To increase students in year 5 achieving at or above national minimum standards by 7% in literacy and numeracy.
- The school is able to evidence growth from Working Towards Delivering in Student Performance Measure to Delivering.

People

Leaders

Leaders will:

- implement high impact professional learning in literacy and numeracy for the whole staff to improve student outcomes.
- set high expectations for the implementation of the research and evidence-based practices of Visible Learning and Early Action for Success as the two key drivers for student improvement.
- actively lead and support change that leads to improvement through targeted and differentiated professional learning opportunities.
- work collaboratively to moderate, collate, analyse and develop consistent feedback practices for staff, students and parents.

Staff

Staff will:

- demonstrate high expectations for student learning.
- be open to learning and knowing their impact to improve student progress.
- recognise the need to use learning data and develop capacity to analyse it for student learning improvement.
- embrace and implement evidence based teaching practices.
- effectively use formative feedback to impact on student learning.
- actively participate in class walk-

Processes

Visible Learning

The school provides/facilitates professional learning on Visible Learning and monitors it's implementation to improve student learning.

Early Action For Success

The school Provides/facilitates professional learning that builds teacher's understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

Evaluation Plan

- Classroom walkthrough data triangulates observations and evidence.
- Analysis of programs using a rubric demonstrates quality differentiation and personalisation based on student needs.
- PDPs indicate commitment to the principles of Visible Learning and early action for success.
- Improvement measures indicate student growth.

Practices and Products

Practices

Visible Learning

- Teachers use data to effectively implement learning goals and success criteria within literacy and numeracy as evidenced in program feedback, walk-throughs and lesson observations.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria as evidenced in student focus groups.
- Students articulate what they are learning and why, as evidenced by walk-throughs and student survey data.
- Teachers collaborate across stages to share curriculum knowledge, data, and other information about student progress and achievement.

Early Action for Success

- Teachers engage in professional discussion and collaboration to improve teaching and learning for particular student groups as evidence by differentiation in programs, surveys and walk-throughs.
- Teachers demonstrate effective literacy and numeracy strategies as demonstrated by walk-throughs, program feedback and lesson observations.

Products

Visible Learning

- A school wide culture of collaborative use of data to plan, teach and assess student learning.

Strategic Direction 1: Explicit Quality Teaching and Learning

People
throughs in various roles.
Students
Students can expect: <ul style="list-style-type: none">• to actively engage in their own learning.• to recognise that they have ownership of their learning through reflection and active participation.• to be self regulated learners, knowing what they have learned, why they have learned it and how it can be used to improve further learning.
Parents/Carers
Parents can expect: <ul style="list-style-type: none">• to support, be actively involved and engaged in the learning of their child.

Practices and Products
<ul style="list-style-type: none">• Teaching and learning programs have learning goals and success criteria.
Early Action for Success
<ul style="list-style-type: none">• A whole school system and process for assessment and tracking of student data to inform teaching and learning.• Highly skilled teaching and support staff who actively use data to inform teaching and learning.• Empowered and engaged students who are self regulated learners.

Strategic Direction 2: Wellbeing for Learning

Purpose

At Oxley Vale Public School there is a commitment to a strategic approach to wellbeing processes that support all students to connect, succeed, thrive and learn (School Excellence Framework V2 DoE, 2017). Our aim is to maximise the opportunity for all teachers to teach and all students to learn.

Oxley Vale Public School recognises that regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options (Student Attendance in Government Schools Procedures, 2015). The staff are committed to the ongoing academic achievement of students supported by regular attendance.

Improvement Measures

An embedded culture of learning as evidenced by data from SENTRAL, surveys, observations and teacher reflections.

The school is known as a positive learning environment by the community as evidenced by an increase in positive responses from parent survey data from 58% in 2017 to more than 80% by 2020.

OVPS will move from Delivering to Sustaining and Growing in the element of Wellbeing in the Learning Domain, as evidenced by SEFSAS (V2)

People

Leaders

Leaders will:

- set high expectations and lead the implementation of PBL for improved student learning outcomes and consistent behaviour practices.
- actively lead and support PBL and anti-bullying at a stage level.
- lead the development of expectations matrix and sequence for learning through the effective analysis of data to support decision making.
- set the expectations, develop systems to address and prevent bullying, consult with all stakeholders and communicate initiatives.
- regularly evaluate and address school attendance as per the OVPS school attendance plan.
- regularly communicate progress of milestone projects to community.

Staff

Staff can expect:

- consistent practices and expectations embedded in school culture.
- explicit teaching, regular practice and frequent reinforcement to be embedded in the expectations, procedures and routines.
- the school community to be modelling and promoting the core values of pride, respect, excellence and integrity.
- students to be attending school regularly through the maintenance and

Processes

Positive Behaviour for Learning – PBL

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Anti-bullying

The school has implemented evidence based change to whole school practices resulting in measureable improvements in engagement to support learning.

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation Plan

- wellbeing data from SENTRAL, surveys, observations and teacher reflection.
- document analysis of the impact of PBL (SET).
- collective responsibility survey data, and unpacked in teacher reflections.

Practices and Products

Practices

Positive Behaviour for Learning

- All teachers actively engage in the development of the whole school PBL approach as evidenced in the SET report.
- Teachers explicitly teach, regularly practise and frequently reinforce the expectations as evidenced in surveys, classroom observations and teacher reflections.
- Students display and articulate respectful relationships towards staff and students as evidenced by SENTRAL data, classroom observations and teacher reflections.

Anti-bullying

- Teachers implement utilising the PBL scaffold for expected behaviours in a range of settings that are consistent and explicit.
- Students actively participate in reporting and responding appropriately to reported incidents of bullying as evidenced SENTRAL, survey data and student reflections.

Attendance

- The attendance team support students and families to better engage in school as evidenced by improved rates of attendance.
- Regular feedback to parents on attendance rates, communication of reductions in absences is the responsibility of all staff.

Strategic Direction 2: Wellbeing for Learning

People
employment of strategies to improve student attendance.
Students Students can expect: <ul style="list-style-type: none">• to demonstrate the core values of pride, respect, excellence and integrity.• to proactively and positively interact with each other, staff and parents demonstrating the core values of the school.• consistent language and expectations to be embedded across the school.• explicit expectations in all settings taught to empower them in becoming resilient, proactive and self regulating communicators.
Parents/Carers Parents: <ul style="list-style-type: none">• can expect regular communication to be a shared responsibility regarding student wellbeing.• will support and reinforce the implementation of school wide expectations and policy development in improving student wellbeing and school consistency.• will have an understanding of the expectations of the school and that there is a shared responsibility to address student wellbeing issues.• will ensure their child/children attend school each day for instruction unless they have a valid reason not to.• will communicate any absences and/or

Practices and Products
Products Positive Behaviour for Learning <ul style="list-style-type: none">• A positive school wide culture of learning as evidenced in survey data, SENTRAL and SET data.
Anti bullying <ul style="list-style-type: none">• An effective PBL action plan leading to improved student/student and student/teacher relationships.• A consistent and systematic approach to identifying and responding to negative incidents, including bullying resulting in timely interventions for students.
Attendance <ul style="list-style-type: none">• A flowchart for monitoring, recording and reporting attendance processes is fully implemented.• Increased rates of attendance correlating with improved academic outcomes.

Strategic Direction 2: Wellbeing for Learning

People

issues impacting on their child's attendance.

Strategic Direction 3: Quality Learning Environments

Purpose

At Oxley Vale Public School resources are strategically used to achieve improved student outcomes and high quality service delivery.

Improvement Measures

Technology

- The school is known as a positive learning environment with technology expertly integrated into lessons by teachers as evidenced by parent, student and teacher survey data, learning programs and focus groups.
- The school is able to evidence growth from Delivering to Sustaining and Growing in the element of school resources in the Leading Domain.
- 100% of teachers embed a technology rich curriculum within classroom teaching and learning as evidenced in programs.

Learning Environments

- Pre and post survey data, classroom walk-throughs and photographic evidence demonstrates an increase in student engagement.

People

Leaders

Leaders will:

- provide and support professional learning using research in the effective use of technology to support literacy and numeracy.
- provide and support research based professional learning in the use of flexible environments to support literacy and numeracy.
- consult with staff to provide physical resources for successful implementation of goals.

Staff

Teachers can expect:

- time to plan collaboratively resulting in deep understandings of curriculum.
- better resourcing.
- a quality, stimulating learning environment.
- modelling and implementation of flexible and organised work space designs.
- work collaboratively to plan, implement and evaluate innovative and quality teaching and learning opportunities.
- be supported with professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as ICT learners, teachers and leaders.

Students

Students can expect:

Processes

Technology

The SAMR model enhances and transforms the utilisation of technology in learning through the development of a deep understanding and implementation of systematic strategies.

Learning Environments

A creative approach to the use of physical environments ensures that learning is optimised, within the constraints of the school design and setting.

Evaluation Plan

- Student and staff surveys.
- Student and staff reflections.
- Walk-through data.
- Analysis of correlation between expenditure and student outcomes.

Practices and Products

Practices

Technology

- Technology that supports transformational learning is available and expertly integrated into lessons by teachers.
- All staff will fully embed the SAMR (substitution, augmentation, modification and redefinition).
- Administrative staff are expert users of available technology and systems.
- Optimal use of funding and resources to transform and extend students.
- Students demonstrate high levels of engagements as evidenced by walk-through data.

Learning Environments

- Physical learning spaces are used flexibly to meet broad range of student learning interests and needs as evidenced by survey data, student and teacher reflections, observations of learning.
- Students and staff use learning environments, enabling students to demonstrate positive interdependence, individual accountability, equal participation and simultaneous interaction.

Products

Technology

- SAMR is embedded into school culture.
- Technology to support learning is being used effectively by students and staff.

Strategic Direction 3: Quality Learning Environments

People

- flexible learning spaces.
- choices in where and how they learn.
- to be enabled as leaders of their own learning.
- develop a sense of high expectations.
- to be inspired and engaged.
- a variety in the delivery of lessons.
- an organised and collaborative environment.
- to be taught by expert teachers committed to ongoing professional learning.

Parents/Carers

Parents can expect:

- to understand, support and value the impact of resourcing the school in technology and flexible learning environments to achieve improved academic achievements for their children.
- to develop an improved understanding of future-focused education and its impact on learning.

Practices and Products

- Students have and use a digital portfolio to demonstrate learning against frames of excellence.

Learning Environments

- A child centered learning environment exists where each student is engaged in future focused, inquiry based and technology rich learning experiences.