

School plan 2018-2020

Oak Flats Public School 3860



School background 2018–2020

School vision statement

At Oak Flats Public school we provide a quality learning environment allowing students to develop the knowledge, skills and values to be SAFE, RESPECTFUL, RESPONSIBLE and ACTIVE LEARNERS who contribute positively to all aspects of school.

School context

Oak Flats Public School is a member of the Oak Flats Community of Schools (CoS) and is situated in the Illawarra Region. The school enrolment for 2018 is 445 students K–6, in addition 40 students attend the onsite Oak Flats Public School Preschool. The school has 37 Aboriginal students enrolled. There are 18 classes from K–6. Staffing has remained relatively stable.

Oak Flats Public School is a comprehensive, community focused school that is central to the local area. With an excellent reputation for catering for the diverse learning needs of students from Preschool to Year 6. We pride ourselves on our strong transition programs from preschool to Year 7 which establish strong links within the Oak Flats community. Successful implementation of the Positive Behaviour for Learning program has provided a common language between staff and students creating an atmosphere of positive behaviour expectations. Bring Your Own Device (BYOD) is implemented in Stages 2 and 3, promoting enhanced student engagement and enriching learning experiences through inquiry based learning opportunities.

Oak Flats Public School is characterised by professional, dedicated teachers and support staff who continue to refine and reflect on their professional development and teaching practices. Our quality teaching and learning programs are based on current research and driven by timely and consistent data collection that addresses the individual learning needs of each student. The school's focus is to maximise student performance in all curriculum areas, particularly literacy and numeracy.

Oak Flats Public School has a strong focus in the area of Creative and Practical Arts. Opportunities include choir, drumming group, recorder ensemble, ukulele group, Southern Stars, Dance and Public Speaking. Sport continues to be an important focus at OFPS with students provided with numerous opportunities to participate in a variety of sports at varying levels.

School planning process

This 3 year plan is based on a rigorous evaluation process which has been conducted throughout 2017. Oak Flats Public School has undertaken wide consultation to develop the School Plan 2018–2020. The strategic directions demonstrate how the school will move forward with a collaborative, considered and consistent approach to delivering quality teaching and learning.

To support the planning process and provide valuable feedback, an online survey was provided to parents, community members, staff and a Student Representative Council focus group. Staff meetings were dedicated to evaluating and planning including extensive executive team discussions. Ongoing discussions with the P&C and parent groups have both informed and supported the current School Plan and this has included comprehensive reporting of the School Plan 2015–17.

A thorough analysis of 2017 internal and external data was undertaken as well as an examination of the school's trend data in literacy and numeracy. Staff also reviewed current research about evidence-based practices and characteristics of effective schools. Identifying these important factors, has driven the new strategic directions and initiatives.

Dedicated staff consultation in response to strategic and structural changes has ensured collaboration and collective support of the new planning directions. Staff have welcomed consultation and feedback to assess the development of major goals, strategic directions and initiatives.

The three key directions have been identified as a basis for a shared commitment for future development across the whole school community. Our future vision is embedded into the strategic directions, performance measures and evaluation strategy.

Our 2018–2020 School Plan supports a positive culture that nurtures personal growth and development, academic success and strong engagement among students, teachers and leaders.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Engaged Learning

Purpose:

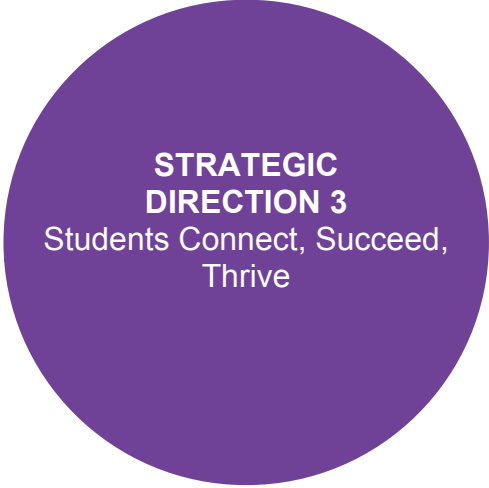
Every student will be exposed to meaningful learning opportunities within a culture based on high, aspirational expectations, quality teaching and learning. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback.



STRATEGIC DIRECTION 2 Future Focused Teaching

Purpose:

To build a dynamic culture of best practice pedagogy staff will commit to effective performance and improvement through a collaborative and supportive developmental framework for individuals and teams. Teachers and leaders will engage in individualised, team and shared professional learning opportunities to achieve the accreditation levels of the Professional Standards for Teachers.



STRATEGIC DIRECTION 3 Students Connect, Succeed, Thrive

Purpose:

To develop a holistic approach for the wellbeing of students, including strengthening their cognitive, physical, social, emotional and spiritual development. Our school provides a safe, respectful, responsible and active learning environment that fosters high expectations, individual achievement and celebrates student success.

Strategic Direction 1: Engaged Learning

Purpose

Every student will be exposed to meaningful learning opportunities within a culture based on high, aspirational expectations, quality teaching and learning. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback.

Improvement Measures

Increase in the proportion of students achieving proficiency and an increase in the percentage of students moving to the top two bands.

100% of students are able to articulate their learning goals in Literacy and Numeracy and strategies for improvement.

People

Students

Actively engage in authentic and challenging curriculum ensuring successful learners who self-evaluate, reflect on their learning, set goals and take responsibility for their future learning.

Staff

Consistently implement innovative and explicit teaching strategies, embedding formative and summative assessment and data based decision making.

Leaders

Guide a process of pedagogical reform in literacy, numeracy and differentiation through the analysis of school-wide assessment data.

Parents/Carers

Develop high expectations for student success and increase their own understanding of current pedagogy and how to support their child's learning at home and at school.

Processes

Data

School-wide collective responsibility for student learning and success with sustained excellence in instructional practice, quality teaching and aspirational targets, which are regularly set and reviewed based on data.

Visible Learning

Learning intentions, success criteria, self-evaluation, peer/teacher feedback and assessment practices are visible in learning activities, supporting students to analyse their progress, reflect on their successes and plan future learning.

Programming and Assessment

Teachers collaboratively plan evidence-based teaching practices providing explicit, challenging, differentiated and authentic learning experiences with a strong foundation in literacy and numeracy.

Evaluation Plan

Processes will be monitored by self-assessment, team leaders and executive staff using the improvement measures indicated. Measurement tools can include observational profiles, interviews, conferences, data, regular monitoring, focus groups and documents.

Practices and Products

Practices

Teachers use data to inform and differentiate teaching and learning with active student participation in setting and mapping learning goals and reflecting and reporting on their learning achievements.

Formative assessment strategies are embedded into learning activities supporting students to set high expectations for learning, reflect on their achievement and engage with feedback.

Evidence of teacher practice, student achievement and student engagement are collected, analysed and evaluated to inform effectiveness of teaching practice and school performance.

Products

Teaching/learning programs are data driven and differentiated for individual student learning needs with self-regulated students articulating their learning goals to develop strategies for improvement.

Visible learning strategies are embedded throughout the school reflecting innovation and refinement of practice to support improved student achievement.

Enhanced quality school-wide systems for assessment, feedback and early intervention maximise student learning outcomes.

Strategic Direction 2: Future Focused Teaching

Purpose

To build a dynamic culture of best practice pedagogy staff will commit to effective performance and improvement through a collaborative and supportive developmental framework for individuals and teams. Teachers and leaders will engage in individualised, team and shared professional learning opportunities to achieve the accreditation levels of the Professional Standards for Teachers.

Improvement Measures

Professional learning builds teacher collective efficacy and sustains excellence in data informed instructional practices.

A positive collaborative culture with systematic processes in place supporting teachers to collaborate and receive feedback on professional practice.

People

Students

Articulate their own learning, self regulate and report on their individual progress, developing strategies for improvement.

Staff

Engage in targeted professional learning with opportunities for collaboration and mentoring developing innovative teaching and best practice.

Leaders

Promote the development of a learning culture, supporting continuous improvement and modelling instructional leadership through evidenced based practice

Parents/Carers

Develop greater awareness and capacity to actively support their child's learning and understand the changing nature of education.

Processes

Professional Standards

A strong, visible culture in the school that supports differentiated and strategic school based professional learning, accessible to all staff aligned to Professional Development Plans, the Professional Teaching Standards and the School Plan.

Intervention

Consistent and reliable student assessment practices and collaborative processes to build staff capacity with quality and appropriate intervention programs identified, reviewed and evaluated to maximise individual student success and engagement.

Professional Knowledge

Teachers are supported towards school-wide improvement in explicit teaching practice and student results through the facilitation of professional dialogue, collaboration, collegial planning, classroom observation, modelling of effective practice and the provision of reflection and peer feedback.

Evaluation Plan

Processes will be monitored by self-assessment, team leaders and executive staff using the improvement measures indicated. Measurement tools can include observational profiles, interviews, conferences, data, regular monitoring, focus groups and documents.

Practices and Products

Practices

Teachers take ownership of individual professional development, reflect upon their career progression, maintain accreditation and set targeted goals aligned to standards and the school plan.

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy which is research informed.

Teachers demonstrate and share expertise, have high levels of contemporary content knowledge and teaching practices, and use evidence-based teaching strategies.

Products

Strengthened teacher knowledge of syllabus, pedagogy and practice through engagement in purposeful professional learning opportunities linked to school strategic directions

School wide collective responsibility for student learning and success with student intervention based on data, explicit instruction and targeted teaching to close the gaps.

Structures are in place to enable regular opportunities to collaboratively plan, reflect, improve and deliver evidence-based pedagogy.

Strategic Direction 3: Students Connect, Succeed, Thrive

Purpose

To develop a holistic approach for the wellbeing of students, including strengthening their cognitive, physical, social, emotional and spiritual development. Our school provides a safe, respectful, responsible and active learning environment that fosters high expectations, individual achievement and celebrates student success.

Improvement Measures

Increased proportion of students demonstrating active engagement in their learning, connection, inclusion, empowerment and capacity to contribute to the school.

Positive Behaviour for Learning is implemented as part of a comprehensive and inclusive student wellbeing policy supported by all students, staff, parents and carers.

People

Students

Develop and apply their understanding through explicit teaching of the principles of being a safe, respectful, responsible and active learner as outlined in our wellbeing policy in a supportive environment.

Staff

Staff have a shared understanding of PBL principles that are consistently promoted and taught. The LST works collaboratively with all teachers to build capacity in supporting students with additional needs.

Leaders

Lead and engage all stakeholders in the development, implementation and evaluation of the wellbeing framework and programs through collaborative planning and consultation.

Parents/Carers

Support school wide expectations, are familiar with whole school well being practices and are consulted about the wellbeing of their child.

Processes

Wellbeing Framework

Implement a planned approach to wellbeing with whole school programs and support structures which are integral to learning and responsive to the needs of students.

Positive Behaviour for Learning

Embed Positive Behaviour for Learning systems to ensure a whole school, consistent and clearly defined approach to behaviour and learning, supporting individual and collective wellbeing.

Collaboration

Enhance student wellbeing and develop teacher capacity and understanding of the wellbeing framework through targeted professional learning, collaboration and an individual and shared commitment to sustainable practices.

Evaluation Plan

Processes will be monitored by self-assessment, team leaders and executive staff using the improvement measures indicated. Measurement tools can include observational profiles, interviews, conferences, data, regular monitoring, focus groups and documents.

Practices and Products

Practices

Individual learning is supported by effective use of school, system and community expertise and resources through contextual decision making and planning.

Foster a positive learning environment that nurtures, guides, challenges and inspires all students through ongoing school wide data analysis and targeted support.

School wide collective responsibility and commitment to student learning, wellbeing and engagement is shared by students, parents and teachers.

Products

Successful programs and support structures are in place to facilitate positive behaviour strategies for all students including those who require additional social and emotional skill development.

A whole school integrated approach to Positive Behaviour for Learning optimises social, emotional, physical and intellectual student wellbeing.

Connection with external agencies, experts, academic partners, and other organisations reflect school priorities and support for student learning.