School plan 2018-2020

Oatlands Public School 4071

School vision statement

Students are engaged in critical, collaborative, creative and communicative learning for future success.

'Growing for our Future'

School context

Oatlands Public School was established in 1957 and is a wonderful, caring, community school with a strong focus on developing students' skills and abilities across all areas, including academic, sporting, citizenship and interpersonal domains. We offer students all the benefits of education in a large school, with the supportive atmosphere of a small school.

Oatlands Public School serves a diverse community with 63% of students with a language background other than English and is fortunate to be enjoying a period of increasing enrolments. There are currently 225 students in nine year and stage based classes. The positive partnership between the school and home is highly valued and contributes to student success.

Our school is fully committed to preparing our students for the future through the implementation of current research based educational reform, as a part of the Department of Education's vision to be Australia's best education system and one of the finest in the world.

At Oatlands Public School the students are at the centre of decision making as we work collaboratively with the local community to ensure every child has the opportunity to connect, succeed and thrive.

The Parent and Citizens Association provides outstanding support to the students and staff. The school values the collaboration with its learning communities and academic partners, including; the Parramatta Learning Community (PLC), Cumberland Community Connections (CCC) and Macquarie University tertiary education students (TES) hub school initiative.

The school is committed to continuous improvement in learning, teaching and leading and this forms the basis of the 2018–2020 school plan.
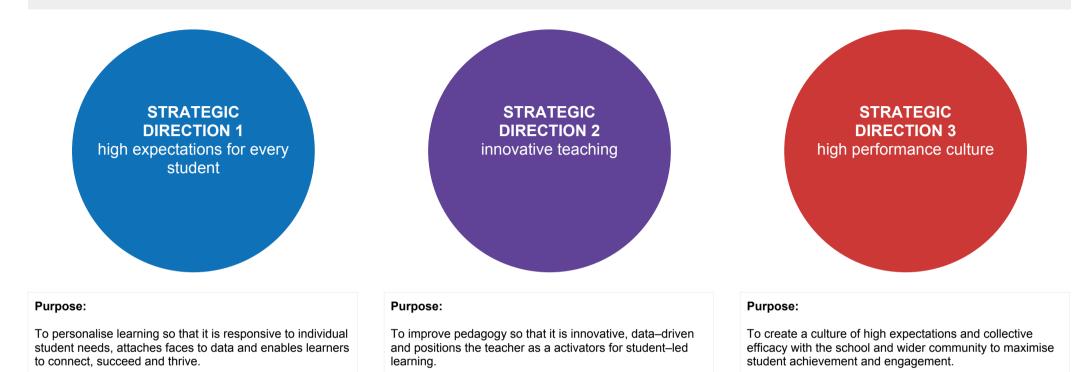
School planning process

A rigorous and authentic process was used to assess the needs of Oatlands Public School and form the basis of the 2018–2020 school plan.

School performance measures in the 2015–2017 school plan were assessed through examining internal and external performance data, surveys and focus groups. Using this data, the community conducted a needs analysis in line with the School Excellence Framework. Trends from the analysis formed the basis of the school vision and strategic directions. Feedback on decisions was continuously collected from all sectors of the school community.

Members of the community were consulted through surveys, focus groups and meetings to provide specific and personal feedback about school improvement.

Processes, products and practices were designed based on this method of data collection and extensive research into current and effective improvement measures. These were shared and agreed upon with all stakeholders and the new projects were mapped against the School Excellence Framework, to enable the community to work together to achieve excellence in all areas by the end of 2020.

STRATEGIC DIRECTION 1
high expectations for every student

STRATEGIC DIRECTION 2
innovative teaching

STRATEGIC DIRECTION 3
high performance culture

Purpose:

To personalise learning so that it is responsive to individual student needs, attaches faces to data and enables learners to connect, succeed and thrive.

Purpose:

To improve pedagogy so that it is innovative, data–driven and positions the teacher as a activators for student–led learning.

Purpose:

To create a culture of high expectations and collective efficacy with the school and wider community to maximise student achievement and engagement.

Strategic Direction 1: high expectations for every student

Purpose

To personalise learning so that it is responsive to individual student needs, attaches faces to data and enables learners to connect, succeed and thrive.

Improvement Measures

1.1: Student data indicates improvement in student ownership of learning.

1.2: PLAN/Progression data indicates a minimum of a year's growth for at least 95% of students in all areas of literacy and numeracy.

1.3: Tell Them From Me and internal data indicate that all students are self–aware and have positive relationships at school.

OVER ALL MEASURE

Proficiency levels in Year 3 NAPLAN will increase by 15% by 2020

Proficiency levels in Year 5 NAPLAN will increase by 12% by 2020

A minimum of 85% at your above expected grade level in PLAN/ Progressions across K–6 by 2020

People

Students

1.1 and 1.2: Students will be leaders of their own learning and influence school decision making.

1.3: Students will regulate their own emotions and behaviours and have positive relationships at school.

Staff

1.1: Staff are facilitators of student learning and value learning as a partnership.

1.2: Staff support students to develop and achieve personalised learning goals and monitor to ensure continuous progress (minimum of a year's growth).

1.3: Staff advocate for and build positive relationships with students.

Leaders

1.1 and 1.2: Leaders mentor and support staff through instructional leadership to promote student voice and ensure a year's growth (minimum) for every student.

1.3: Leaders model positive relationships, student advocacy and strategies to support social and emotional learning.

Parents/Carers

Parents and families are partners in student learning and wellbeing.

Community Partners

Academic partners mentor and support staff in methodologies and pedagogy to

Processes

1.3: Embedding emotional and social learning in classroom practice and improving systems so that at risk students have an advocate.

1.1: Professional learning and research into interest–based learning, student decision making and student leadership.

1.2: Continually tracking student progress to ensure improvement is made in line with a year's growth (minimum) and relevant personalised learning goals are implemented.

Evaluation Plan

Learning walks, student survey data (internal and TTFM) and focus groups about student voice, positive relationships at school and wellbeing.

Continuous analysis of PLAN/Progression data in line with a year's growth, evident in programs, PDPs and class teacher assessment records.

Evidence of personalised learning goals determined through learning walks and program rubrics.

Practices and Products

Practices

Students are engaged in interest based lessons and are supported to make decisions about their learning and their school.

Teachers continuously analyse student data to ensure all students are making a year's growth miniumum and work with students to create personal learning goals.

Teachers advocate for students, integrate social and emotional learning into the curriculum and build positive relationships with students.

Products

Programs and policies reflect interest based learning and student voice in school decision making.

Personalised learning goals are visible and articulated in classrooms and programs.

Improved student wellbeing and engagement is evident K–6.

Oatlands Public School 4071 (2018-2020)

People
achieve a year's growth (minimum) and student–led learning.

Strategic Direction 2: innovative teaching

Purpose

To improve pedagogy so that it is innovative, data–driven and positions the teacher as a activators for student–led learning.

Improvement Measures

2.1: Internal survey and TTFM data indicates increased number of students monitoring their own growth in literacy and numeracy.

2.2: 100% of students are using the learning environments in a fluid, flexible and collaborative way. Students apply critical and creative thinking skills across K–6.

2.3: All teachers demonstrate increase in confidence and ability to implement necessary Individual interventions based on data collected from formative assessments for all students not achieving a year's growth.

People

Students

2.1 and 2.3: Students identify what they need to do to improve in literacy and numeracy and they work towards achieving their own learning goals.

2.2: Students think creatively and critically and they communicate and collaborate flexibly to solve problems.

Staff

2.1: Staff provide explicit feedback to students and assist students to monitor their own growth through visible learning practices.

2.2: Staff create flexible learning environments for students. They provide opportunities for critical and creative thinking, communication and collaboration.

2.3: Staff monitor student data to assess the needs of individual students. They implement effective intervention strategies for students who are not making a year's growth.

Leaders

2.1 and 2.3: Leaders provide mentoring and professional learning about growth mindset, data analysis, interventions and visible learning practices.

2.2: Leaders provide staff with opportunities to observe and create flexible learning environments.

Parents/Carers

Parents and carers work with the school to

Processes

2.1: Professional learning about effective feedback and growth mindset. Embed learning intentions and success criteria into all lessons.

2.2: Professional learning and observations of flexible learning environments in practice. Develop and refine future focused pedagogy through professional learning communities.

2.3: Collaboratively review data to identify student needs and implement quality interventions on a regular basis.

Evaluation Plan

Student, staff and parent and carer surveys (internal and TTFM), focus groups and learning walks to determine if students are monitoring their own process and their mindset.

Learning walks and lesson observations (using rubrics) indicate how students are flexibly using their environments to communicate and collaborate.

Work samples and surveys show evidence of critical and creative thinking skills.

Analysis of programs and adjustments for interventions in place based on data indicating student needs.

Data showing improvements in specified areas of literacy and numeracy based on individual interventions.

Practices and Products

Practices

Students are supported in their self–assessing and monitoring progress towards their own learning goals.

Teachers demonstrate and embed future focused learning promoting critical and creative thinking, communication and collaboration in their programs and practice.

Teachers identify students who are not making a year's growth and select and implement effective interventions.

Products

Students are self directed learners who collaborate and communicate within flexible and fluid learning environments to enhance their creativity and critical thinking skills.

Intervention programs are in place across the school based on data analysis of student needs.

Student work samples indicate self–assessment.

Strategic Direction 2: innovative teaching

People
promote growth mindsets, critical and creative thinking and communication and collaboration.
Community Partners
Academic partners and professional learning communities collaborate with the school to share ideas about future focussed pedagogy.

Strategic Direction 3: high performance culture

Purpose

To create a culture of high expectations and collective efficacy with the school and wider community to maximise student achievement and engagement.

Improvement Measures

3.1: All executive staff are instructional leaders and all teachers collaborate and share their knowledge of effective practice, leading to measurable student improvement.

3.2: The community are consistently engaged with school administrative and communication systems and satisfied with service delivery.

3.3 All stakeholders collaborate to share and embed exemplary practice which focuses on continuous improvement of teaching and learning in the context of the school plan.

People

Students

3.3 Students proudly share their learning with the community.

Staff

3.1 All teachers enthusiastically engage in personalised professional development, working with instructional leaders to assist in the development of high quality data driven, future focused learning tasks.

3.2 All teachers improve connections between home and school learning through regular interaction with families to share student learning.

3.3 All teachers provide reciprocal lesson observation opportunities to model and share expert classroom practise across and beyond the school.

Leaders

3.1 School leaders will guide a process of professional development planning, accreditation, performance review and curriculum delivery.

3.2 Mentor and coach teachers to improve connections between home and school learning through regular interaction with families.

3.3 Initiate and support staff to develop and maintain strong school wide and inter–school relationships for ongoing development, including excellent working relationships with the high schools. Leaders to take on roles within the PLC and CCC.

Processes

3.1: Embed distributive instructional leadership practices and collective teacher efficacy.

3.2: Clear, open and effective communication with the community and implementation of processes that are responsive to their needs.

3.3: Collaborate with academic partners and professional learning communities to improve teaching and learning practices and student outcomes.

Evaluation Plan

Staff surveys (jnternal and TTFM) about the impact of distributive instructional leadership.

Community satisfaction surveys (internal and external TTFM) and focus groups.

Audit of frequency in which the community is engaging with administrative and communication systems.

Surveys, focus groups and reflective statements from staff about the impact of academic partners and learning communities.

Observations of collaborative practices in action using rubrics to assess impact.

Practices and Products

Practices

Leaders, teachers, academic partners and professional learning communities share effective practices with each other, working towards the goal of improving student outcomes.

Staff consistently inform the community about what is happening in the school through online communication systems and parents and carers engage with these systems

Administration practices reflect efficiency and collaboration.

Products

Frequent community engagement with school administrative practices and online communication systems.

Use of human resource funds reflects a needs based approach to school staffing

Teaching and learning programs reflect work with instructional leaders, professional learning communities and academic partners.

Oatlands Public School 4071 (2018-2020)

Strategic Direction 3: high performance culture

People
Parents/Carers
3.2 Parents and caregivers understand what their children are learning and how by engaging with the regular information provided by the school to support achievements and progression.
Community Partners
3.2 The community are educated on school strategic directions, practices and initiatives.
3.3 Work collaboratively with the PLC and CCC to strengthen interactions and share resources and expertise.

Oatlands Public School 4071 (2018-2020)