

School plan 2018-2020

Oakhill Drive Public School 4604



School background 2018–2020

School vision statement

Our students will gain the skills, knowledge and attitudes, that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well rounded, global citizens who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

School context

Oakhill Drive Public School is located in the Castle Hill area of North West Sydney. Our current enrolment numbers are at 752 students. 51% of our students are from a language background other than English. We have a strong learning alliance with the Cherrybrook Community of Schools including our feeder high schools Cherrybrook Technology High and Castle Hill High. Oakhill Drive staff and community are committed to providing many opportunities for our students to strive to achieve. Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, we offer an exciting and diverse range of programs in the creative arts, sport and many other co-curricular areas which will develop each student's interests and talents whilst building their confidence and self-esteem. Programs such as, school choirs, bands and dance groups, sports teams, school representative council and debating are just a few that offer students, opportunities to showcase their talents. As the school has grown, support of the school's initiatives and goals by parents has never been stronger. Together we strive to achieve a happy and inspiring school.

School planning process

Oakhill Drive Public School continually evaluates and consults with students, teachers and parents to explore the effectiveness of programs, initiatives and opportunities offered to students. These stakeholders are invited to complete surveys and attend focus groups, to articulate their dreams and hopes for future priorities at Oakhill Drive Public School. Teachers, parents and students complete surveys developed by The Learning Bar "Tell Them From Me" designed to triangulate meaningful data on student engagement, wellbeing and effective teaching strategies. In addition students are interviewed to gain insight about how they like to learn best at school, what helps to make learning stick, what their favourite activities are at school and what opportunities they would like to see the school explore further. Parent information sessions and workshops are conducted regularly to empower parents and gain further input from them about future directions. The executive team consults with parents in the playground in a more informal manner to canvas parent opinions and input. As a result of this consultation three key strategic priority areas have been identified to build upon the existing strengths of Oakhill Drive PS.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality teaching and learning in
a dynamic school

Purpose:

To continue to build a school culture of excellence and equity, ensuring each student experiences success; aspiring to become confident and creative life long learners and global citizens.

STRATEGIC DIRECTION 2

Quality relationships and
wellbeing for all

Purpose:

To promote and build a positive school community environment through sustainable school wide systems which develop the overall wellbeing of students, staff and the community. Positive practices and procedures foster a culture of learning, collegiality and effective partnerships in which the school and its community are able to connect, succeed and thrive.

STRATEGIC DIRECTION 3

Quality leadership and
management

Purpose:

To create a culture of high expectations and community engagement resulting in whole school improvement and develop administrative systems, structures and processes underpinning ongoing improvement and professional effectiveness of all school members.

Strategic Direction 1: Quality teaching and learning in a dynamic school

Purpose	People	Processes	Practices and Products
To continue to build a school culture of excellence and equity, ensuring each student experiences success; aspiring to become confident and creative life long learners and global citizens.	Students Every student will become an active participant developing increasing ownership of their learning, achieving success criteria, working towards their goals, giving and receiving meaningful feedback and contributing in all learning experiences within a community of learners.	Pedagogical expertise: Professional development on assessment to ensure that every students' needs are known and teachers have the skills and resources to accommodate needs. This will include learning on data analysis, formative assessment techniques, differentiation, goal setting, substantive communication and feedback. Students will become active participants of their own learning. Staff will further develop consistency of teacher judgement (CTJ) between and beyond classes, Stages and the school.	Practices Staff will develop assessment strategies, and data analysis skills, to ensure all students are challenged. Every student will be supported to achieve personal learning goals with ongoing feedback provided to parents/carers. Literacy and numeracy skills will be monitored. Instructional Rounds will evaluate and support teacher learning.
Improvement Measures Students use and understand the language of learning. They can identify where they are in their learning and where to go next.	Staff Every teacher will continue to develop their professional capacity and every student will be known by their teachers who will hold high expectations for all.	Curriculum implementation: Professional learning to build syllabus knowledge and implementation (CA, PDHPE, S&T) and review of programs including meaningful inclusion of the General Capabilities (in particular critical and creative thinking) and the Cross Curriculum Priorities.	Scaffolds and techniques will be utilised effectively to promote rich talk. Explicit, meaningful feedback will be used by all teachers and students.
Formal processes (eg Review & Plan and Instructional Rounds) and informal observations will indicate programs are dynamic, with assessment data effectively gathered, evaluated and used to inform future teaching.	Leaders Leaders will model exemplary practice and actively support teachers within and beyond the school to prepare, deliver and evaluate dynamic teaching programs, research-based pedagogy and effective behaviour management across the full range of student abilities and needs.	Parent engagement in student learning: Opportunities through workshops, written communication, online tools and information sessions will be provided for parents/carers to understand and participate in new pedagogy to actively support their children in their learning.	Learning programs will reflect appropriate content incorporating general capabilities and cross curriculum priorities. Programs for new syllabus documents and up to date scope and sequences will be written.
NAPLAN data will indicate growth of the number of students in the top two bands to an average of 83% (Year 3) and 67% (Year 5).	Parents/Carers Parents/Carers will develop active partnerships to support their child's learning through an understanding of curriculum content and delivery, and ongoing feedback on student learning, including goals, semester reports and teacher interviews.	Evaluation Plan Data is analysed at regular milestones to determine the effectiveness of the implementation and embedding of pedagogy. Planning is informed by this evidence to meet the needs of teachers, students and the community.	Products All students will experience individual growth in literacy and numeracy every year as measured through NAPLAN, assessments and continuums/progressions.
All student's literacy and numeracy skills will be monitored using the syllabus and tools such as the Continuum/Learning Progressions to explicitly target teaching to develop all students skills in literacy and numeracy.	Community Partners Proactive learning alliances will be nurtured to support learning within and beyond the school.		Students will engage in quality talk; explicit feedback based on generalised learning intentions will be effective.
			Programs will be dynamic and include the general capabilities (creative and critical thinking) and cross curriculum priorities (sustainability) to enrich and add depth in a future focused environment (including use of ICT).
			Consistency of teacher judgement will be improved within and beyond each Stage.

Strategic Direction 2: Quality relationships and wellbeing for all

Purpose	People	Processes	Practices and Products
<p>To promote and build a positive school community environment through sustainable school wide systems which develop the overall wellbeing of students, staff and the community. Positive practices and procedures foster a culture of learning, collegiality and effective partnerships in which the school and its community are able to connect, succeed and thrive.</p>	<p>Students</p> <p>Develop skills to establish and maintain positive relationships. Identify strengths and use these to build individual wellbeing and enhance engagement in learning.</p>	<p>Positive Education Program: Implement an evidenced based program for teaching Positive Education in which students can connect, succeed and thrive at each stage of their schooling as outlined in a Positive Education K–6 Scope & sequence. Students and staff effectively using solution focused strategies to address adversities and build wellbeing.</p>	<p>Practices</p> <p>Embedded Positive Psychology practices to promote positive relationships between students, staff and the community, which reflect our expectations of respect, responsibility and resilience.</p>
<p>Improvement Measures</p> <p>Students and staff demonstrate a high level of wellbeing and positive, respectful relationships, evidenced by attendance data, behaviour data and feedback.</p> <p>Increased efficiency of Learning Support Team procedures to enable capacity building of teachers. Reduced percentage of students who require Learning Support Team interventions related to behaviour, learning or wellbeing.</p> <p>All teachers successfully implementing the procedures in the new Student Wellbeing Policy. Parents supportive and involved in Policy procedures.</p>	<p>Staff</p> <p>Adopt a coordinated approach to wellbeing, where the teaching of positive psychology is valued both personally and professionally and there is an expectation of growth in overall wellbeing for self and others. Staff recognise and prioritise the individual social, emotional and academic needs of each student to ensure that all students reach their full potential.</p> <p>Parents/Carers</p> <p>Develop an understanding and valuing of the theories and practices of positive psychology that underpin the school's educational and wellbeing philosophy. Parents take responsibility to be involved and embrace opportunities to be active partners in embedding the principles of positive psychology into the school's culture.</p>	<p>Student, Staff and Community Engagement in Wellbeing programs: Develop professional learning sessions and workshops for teachers to empower them to confidently adopt positive psychology practices. Provide opportunities for parents to consult, understand and support the school's positive education program and associated policies.</p> <p>Student Wellbeing Policy: Draw on research to develop and implement an integrated set of policies and procedures that align with DoE Wellbeing Framework and related policies. Sub policies and procedures outline guidelines for rewards, discipline, student leadership, anti-bullying, cyber bullying, learning support and gifted & talented education.</p>	<p>Shared school wide responsibility for wellbeing is evident through positive teacher/parent relationships</p> <p>Teachers and students engaged in positive education lessons and integration of the key messages in teaching programs across all curriculum areas.</p> <p>Evidence based student wellbeing programs and policies that support the cognitive, emotional, social, physical and spiritual wellbeing of all students, which measurably improves the individual and collective wellbeing.</p> <p>Parents consulted and informed of new school policies and procedures that relate to wellbeing</p>
	<p>Community Partners</p> <p>Productive utilisation of the resources offered by external agencies and other schools to support individual students and targeted programs.</p> <p>Leaders</p> <p>Purposeful leadership of wellbeing programs through modelling best practice and monitoring of program</p>	<p>Evaluation Plan</p> <p>Data is analysed at regular milestones to determine the effectiveness of strategies. Planning is informed by this evidence and the changing learning environment of the school and its community.</p>	<p>All staff successfully implement new Student Wellbeing policies and procedures</p> <p>Ongoing sourcing of evidence based research and external expertise to drive professional learning for teachers, workshops for parents and lessons for students.</p> <p>Products</p> <p>Enhanced wellbeing of students reflected by positive relationships and engagement in learning. This is evidenced by student welfare data which include rewards/discipline data, report data, survey</p>

Strategic Direction 2: Quality relationships and wellbeing for all

People

implementation. They will foster positive and respectful relationships with staff by providing guidance and encouragement in a nurturing learning environment.

Practices and Products

data and learning support referrals. Data shows a reduced need for intervention in all aspects of wellbeing

Every teacher models and embeds positive psychology practices into their teaching and relationships with others.

Positive, respectful, reciprocated relationships across the school community underpin a harmonious learning environment. This is evidenced by increased positive parent involvement and communication and a high level of staff cohesiveness.

Strategic Direction 3: Quality leadership and management

Purpose	People	Processes	Practices and Products
To create a culture of high expectations and community engagement resulting in whole school improvement and develop administrative systems, structures and processes underpinning ongoing improvement and professional effectiveness of all school members.	Students Students take responsibility for their own learning. Their voices are activated in initiatives and decision making to develop general leadership capabilities.	Executive staff experience professional development from John Hattie to deepen their knowledge of Visible Learning enabling them to effectively lead the sustainable immersion of this pedagogy with all teachers ensuring all students make measurable learning progress and gaps in student achievement decrease.	Practices The school demonstrates a high performing culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.
Improvement Measures All teachers are vigilant about building expertise to create positive effects on achievement for all students. TTFM Teacher surveys continue to show growth in the Eight Drivers of Student Learning and the Four Dimensions of CRM & School Practices. All PDPs reflect a self driven learning culture. Formal and informal data, indicates all students are achieving success.	Staff Staff take responsibility for their own learning. They consider evidence of their impact on student learning, observe and critique other teachers' practice and provide feedback that influences the learning of all students.	Executive staff undertake GROWTH coaching, to increase their capacity to coach teachers to talk to each other about the impact of their teaching. ('helping teachers to interpret evidence about the effect of their actions.' Hattie)	The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement and its active support(improvement in) other schools.
Instructional Rounds (IR) and Lesson study data undertaken between schools and within school provide ongoing base line data for pedagogical improvement.	Parents/Carers Parents are empowered to collaborate more effectively with the school to support their children to reach their potential.	Executive staff trained in 'priority outlook' to create a consistent focus on priorities, improve communications, improve ability to manage time, tasks and activities.	The school evaluates its administrative systems and processes, ensuring they are delivering anticipated benefits to the school community and makes changes when required.
Parent satisfaction surveys and focus groups report improved communication and administrative efficiency.	Community Partners Proactive learning alliances are maintained with other schools and community members to provide efficient educational and organisation innovations that improve school wide systems and practices.	All teachers are supported by APs who act as instructional leaders, supporting teachers and students in classrooms. (QTSS). Teachers regularly review and analyse student achievement, track student growth along learning progressions and target areas of need for whole stage/ grade and individuals.	Products Technology that supports learning is available and expertly integrated into lessons by teachers.
Self assessment of SEF and External Validation indicates school is performing in all elements at Sustaining and Growing and Excelling.		LST structure, roles, procedures, parent consultation and the monitoring processes of student achievement, behaviour and wellbeing is reviewed to ensure that every student is known and supported.	PDP's reflect the inclusion of current research and pedagogies to improve student outcomes.
All AZT policies comply with DoE standards. Selected scope & sequences have been updated.		Teachers use tech to provide feedback on learning (5.8) Students use technology to track progress of their goals (4.5)	
Improved results in TTFM data from students and teachers regarding the use of technology to support learning.		The collection of evidence through IR and mini rounds maintains a pedagogical problem solving culture.	

Strategic Direction 3: Quality leadership and management

Processes

Communication channels such as website, facebook, skoolbag, calendars, seasaw are evaluated and refined.

Evaluation Plan

Products and process are broken down into milestones. Progress is monitored and tracked every five weeks, adjustments and modifications are made to reflect continuous evaluative thinking.