School plan 2015 – 2017

Oatley West Public School – School Code 3797
## School background 2015 - 2017

### School vision statement

At Oatley West Public School, we are learning to live and living to learn through developing and enriching successful life-long learners taught by quality teachers utilising positive partnerships with our community.

### School context

Oatley West Public School is founded on a strong culture of school improvement and success. The staff is committed to achieving high learning outcomes with the students, in partnership with the parents and its wider community. This culture of effective learning is clearly expressed by the school’s motto ‘Learning to Live - Living to Learn.’ The students have a strong sense of purpose; they know they come to school to learn and respond very well to the learning challenge. The school community identifies positively with the aims of the school and parents generally accept the partnership in learning that they are offered. The learning program is systematic and has a strong focus on literacy and numeracy learning which is balanced with outstanding achievements in the areas of the performing arts and sport.

### School planning process

In 2014, the school undertook a comprehensive consultation process with all key stakeholders to review the current evidence supporting school improvement, including student results, attendance and engagement in addition to feedback from parents, the community, students and staff. This included focus group meetings with Department consultants, student surveys, parent surveys, staff surveys and discussions, committee meetings including meetings with the school P & C committee, parent information sessions and school assemblies. The information collated from this exercise was utilised across the planning process, where staff facilitated deep and meaningful discussions about school performance. As a result, three key strategic directions have been identified which will drive school planning. These are:

- Developing and enriching successful life-long learners
- Developing quality teachers through a performance development culture
- Improving student wellbeing through positive partnerships with all community stakeholders

The Oatley West Public School Plan 2015 – 2017 forms the basis for school improvement and development over the next three years. School excellence will be achieved through authentic and meaningful partnerships between school, parents/caregivers and community (including interagency) groups. Each strategic direction identifies the purpose, process, products and practices to be implemented through the plan.
Purpose:
To equip our students for the 21st century and develop the skillset to allow students to thrive as successful future citizens. By developing life-long learners, we enable students to meet the high learning expectations of the school and of society.

Strategic Direction 1
Develop and enrich successful life-long learners.

Purpose:
To develop and deliver high quality teaching and learning to every student. By developing a performance development culture within the quality teaching framework teachers are empowered to reflect, evaluate and assess their performance based on student educational outcomes.

Strategic Direction 2
Develop quality teachers through a performance development culture.

Purpose:
To create life-long learners through positive relationships with the community. Facilitating open dialogue among and with all stakeholders in the community will encourage positive student wellbeing. By nurturing these relationships diversity will be celebrated, creating a positive school and community.

Strategic Direction 3
Improve student wellbeing through positive partnerships with all community stakeholders.
**Strategic Direction 1: Develop and enrich successful life-long learners**

**Purpose**
Why do we need this particular strategic direction and why is it important?

To equip our students for the 21st century and develop the skills and knowldege to allow students to thrive as successful future adults. By developing life-long learners, we enable students to meet the high learning expectations of the school and of society.

**People**
How do we develop capabilities of our people to bring about transformation?

**Students:** Students need to be engaged problem-solvers who are self-directed and resilient in order to become successful life-long learners. Students will be actively engaged in differentiated classroom practices and working at full capacity in order to develop their potential, use higher-order thinking skills and express and communicate their knowledge in creative and collaborative ways. They will develop resilience through a number of school programs and the support of peers and staff. Students will be encouraged to seek out opportunities to pursue their areas of passion and development within the school.

**Staff:** Staff need to strive to meet the high expectations in learning through a strong understanding of the Australian Curriculum and use of technology. Staff will be supported by extensive professional development and a collaborative environment to ensure they are resilient, respectful and responsible learners.

**Parents/Carers:** Parents/carers need to be engaged and active supporters of the school to promote life-long learning for all. Parents/carers will be informed and invited to assist in developing students as life-long learners through school programs and events.

**Community partners:** The school undertakes collaborative approaches to supporting student learning with partners including PEAKE community of schools, KidsMatter, Live Life Well @ School, Stewart House, outside agencies MOBC, professionals in the community and links to local high schools.

**Leaders:** Leaders need to activate learning programs that will provide opportunities for higher order thinking, creativity and self-expression in order to meet the high expectations of the school and community. Leaders will support classroom learning and quality teaching by ensuring students and teachers are resourced appropriately and that teachers are supported in and out of the classroom.

**Processes**
How do we do it and how will we know?

**KidsMatter**
KidsMatter will encompass a range of programs in the school designed to support student learning and wellbeing and make a positive difference to the lives of our students.

**LifeSkills**
The LifeSkills school economy program encourages students to be independent, creative and passionate learners and provides opportunities for students to apply their learning to real life problems and events.

**Focus On Reading**
Staff engage in intensive professional development in order to support the explicit teaching of the key aspects of reading, including comprehension, vocabulary and reading text fluency.

**Technology Pedagogy projects**
Staff utilise technology in the classroom to develop 21st century learning and communication skills in all students, as outlined in the Australian Curriculum. Students apply these skills to authentic contexts in innovative and analytical ways.

**Values Education**
The school values system underpins the behaviour and values that should be modelled by all members of the school community to ensure students become successful future citizens. Values education involves strategies that assist students to explore, discuss, analyse and act on values in the context of their learning and their interaction with others.

**Evaluation plan:**
- Survey students, staff and parents/community to evaluate these processes across the school, including participation, improvement and access data.
- Community and parent consultation forums to provide feedback on strategic directions, what we do well and areas to develop further.

**Products and Practices**
What is achieved and how do we know?

**Products:**
- Comparable opportunities for all students in the school regardless of equity groups.
- PLAN data is accessed by staff and shows personal growth across literacy and numeracy through K-6.
- High level of student engagement as noted in Tell Them From Me survey.
- Class based assessment data showing growth across all learning areas.

**Practices:**
- Professional development and mentoring support to develop and implement quality rich tasks across K-6.
- Student ICT capabilities measured against ICT processes in Australian Curriculum across K-6.
- Staff training and development in how to use PLAN effectively across K-6.

**Improvement Measures**
- Opportunities for equity groups within school are comparable to the opportunities for all students in the school.
- PLAN data showing growth across literacy and numeracy across K-6.
- Tell Them From Me student survey results that demonstrate a high level of engagement in classroom learning for the majority of students.
### Strategic Direction 2: Develop quality teachers through a performance development culture within the quality teaching framework

**Purpose**

**Why do we need this particular strategic direction and why is it important?**

To develop and deliver high quality teaching and learning to every student. By establishing a performance development culture within the quality teaching framework teachers are empowered to reflect, evaluate and assess their performance based on student educational outcomes.

#### Improvement Measures

- 100% of teachers using PLAN and Best Start to track growth in student outcomes in literacy and numeracy.
- 100% of staff using an increased number of rich tasks to enhance student learning, as evidenced in classroom programs.
- Increased professional dialogue through coaching and mentoring practices, as evidenced through 100% participation of staff in professional development.

#### People

**How do we develop capabilities of our people to bring about transformation?**

- **Students**: Students are independent, resilient and engaged 21st century learners. Students will be provided with opportunities to use and develop the 21st century skills outlined in the Australian Curriculum general capabilities by engagement in rich tasks, quality teaching and collaborative tasks in and out of the classroom.

- **Staff**: Staff are open minded, collaborative and flexible professionals who are enthusiastic and focussed on life-long learning. Staff will engage in extensive professional development targeted towards their specific professional learning goals to support classroom practices.

- **Parents/Carers**: Our empowered community are well informed, included, supportive and trusting in all aspects of student and learning achievement. They have trust in the teaching staff that will be developed through transparent communication and the professionalism of the staff.

- **Community partners**: The school undertakes collaborative approaches to supporting student learning with partners including PEAKE community of schools, KidsMatter, Live Life Well @ School, Stewart House, professionals in the community and links to local high schools. DEC, BOSTES, CESE, ATSL.

- **Leaders**: Leaders are motivated, knowledgeable and passionate in their approach to improving staff learning. Leaders will support staff and empower them by providing opportunities and time to reflect and evaluate teaching practices in a constructive and collegial environment. Leaders provide guidance, resources and feedback to assist staff in achieving both their professional goals and whole school improvement.

#### Processes

**How do we do it and how will we know?**

- **PLAN professional development**
  Teachers will be able to access and use PLAN effectively in order to track student achievement data and develop learning programs for their students.

- **Coaching and mentoring professional development**
  Teachers will be trained in coaching and mentoring and use this to assist with the development of personal and professional goals.

- **Professional Development Framework project**
  Teachers will use the Professional Development Framework to set goals and receive feedback measured against the Professional Teaching Standards. In conjunction with this, teachers will achieve and maintain varying levels of accreditation with BOSTES.

- **Evaluation plan**
  - Feedback from staff regarding these processes, such as collegial discussion and classroom observations.
  - Staff and student surveys that reflect success of professional development processes by applying different approaches in the classroom.
  - Feedback from students, community and staff through consultation forums in line with Strategic Direction 1.

#### Products and Practices

**What is achieved and how do we know?**

- **Products**:
  - 100% of teachers using PLAN to track growth in student outcomes in literacy and numeracy.
  - 100% of staff using rich tasks that incorporate technology in classrooms. These tasks are marked against a rubric to enhance assessment.
  - Improved classroom practices based on feedback and observations of coaches/mentors.
  - Tell Them From Me staff survey results that demonstrate staff satisfaction in their professional environment and development.
  - Improved student outcomes through engagement with best classroom practices as demonstrated by the majority of students showing growth in all learning areas across K-6.
  - By 2017 all staff accredited and maintaining accreditation.
  - Improved teaching and learning programs that draw on strength and expertise of all staff.
  - Improved collegial relationships with an educational focus.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

- **Practices**:
  - Coaching and mentoring professional development to enhance classroom practices through observations.
  - Culture of collaboration among staff and other schools, networks and professions.
  - 100% staff participation in professional development and reflections and teachers working towards accreditation with professional teaching standards.
  - Professional development on how to create rich tasks in 21st century learning environments that are accountable, collaborative and place students at the core with evidence in programs of all quality teaching dimensions.
Strategic Direction 3: Improve student wellbeing through positive partnerships with all community stakeholders.

**Purpose**
Why do we need this particular strategic direction and why is it important?

To create life-long learners through positive relationships with the community. Facilitating open dialogue among and with all stakeholders in the community will encourage positive student wellbeing. By nurturing these relationships, diversity will be celebrated, creating a positive school and community.

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<th>Improvement Measures</th>
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<td>• Increased attendance of parents at community forums and events held by the school.</td>
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<td>• Increased response rate to consultation and feedback surveys.</td>
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<td>• Data collected by the parent Tell Them From Me survey indicates an increase in satisfaction of families with theirs and their children’s experience at school.</td>
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<td>• Qualitative data reflecting effectiveness of wellbeing programs.</td>
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**Students:** Students are resilient with a positive attitude towards school. They are flexible in their approach to problems posed and communicative in their solutions. Students will be supported by school programs, such as KidsMatter and Peer Support, in order to develop and maintain their mental health, resilience and wellbeing. Students have a strong support network that extends beyond the school and includes their peers, teachers, learning support, school counsellor, school chaplain, family and community.

**Staff:** All staff are open and transparent in their relationships and communication with the community. They maintain a positive, welcoming and tolerant attitude towards community members. This is demonstrated through their support and participation in school community events and in all interactions with community members.

**Parents/Carers:** Community members are positive, engaged and active in school life. They trust the school’s processes and practices and are responsive in providing feedback and consultation. Parents will work alongside teachers to support their child’s learning both at school and at home. Community members will be informed and supportive of an ever-changing culturally diverse community and will model the school values for their own children.

**Community partners:** Develop and maintain collaborative planning approaches with community partners. Outside agencies have a role in school decision making that provides a unique, personalised and culturally supportive framework for students and parents.

**Leaders:** Leaders understand and are transparent, respectful and responsible for educating and communicating with the diverse community. Leaders will facilitate open communication through community forums and respond to recommendations appropriately.

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**Community forums/partnerships**
Staff will lead informal and formal community meetings to discuss relevant issues and projects related to the school. These forums will be scheduled regularly throughout the year with the purpose of obtaining valuable input from parents into school programs, and for the community to be valued and heard.

**Parent tutor program – B.E.A.R.**
The B.E.A.R. (Being Excited About Reading) program utilises parents as tutors for reading and writing with the intention of early intervention.

**Chaplaincy program**
The School Chaplain provides support for students and families to assist with friendships/relationships, values education, life choices, spiritual matters and in the playground through social skills programs.

**KidsMatter**
KidsMatter focuses on maintaining a positive school community in which all members feel included. KidsMatter provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

**Communication**
School achievements, values and expectations are communicated to stakeholders through a range of innovative marketing and promotion strategies. School success is acknowledged and valued among the wider community and the school is seen as an integral part of the growth of the community.

**Evaluation plan:**
- Feedback that reflects success of school practices in communication and consultation.
- Surveys and data collation and analysis identifies improvements in students accessing individual programs, parent engagement and attendance.

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**Products:**
- Increased attendance of parent/community forums and events.
- Tell Them From Me parent survey results that demonstrate satisfaction in the school and community.
- Increased number of surveys returned and parents contributing to consultation process.
- Qualitative data reflecting success of wellbeing programs.
- Increased community involvement in their child’s education.
- Positive school-community partnerships evidenced in training and positive culture and attitude of staff and community.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Opportunities for joint-learning of both community and staff.
- Community members aware of school values.
- Develop an active school council and P&C.
- Values education evidenced through values leaves program.
- Recognition of various cultures and practices.
- Celebration of diversity in a learning culture.