

School plan 2018-2020

Oatley West Public School 3797



School background 2018–2020

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 set in Sydney's South in the beautiful surrounds of Oatley Park and has a uniquely peaceful environment which encourages an active lifestyle and has provided quality education since 1947. It is a K–6 school growing significantly over recent years and has a current enrolment of 579 students. The school has increased enrolments of students who have a language background other than English with 47% of students in this category. There are 40 different languages spoken at home with the predominant language being a Chinese dialect. 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 school's emphasis is on developing contemporary well-rounded students. The school offers a large range of extra-curricular activities that include band, chess, choir, dance, debating, guitar, Premier's Reading Challenge, Percussion Power, PSSA Sports, public speaking, recorder, Student Representative Council, swimming scheme and Talent Quest. After school programs are also offered including Out Of School Hours (OOSH) for parents needing this service as well as French, Chinese, Taekwondo and Yoga. OWPS demonstrates outstanding achievements in the areas of the performing arts and sport. Enrolment to the school is highly sought after due to the school's outstanding academic reputation and results. An enormous part of the success of Oatley West Public School can be attributed to the high number of parents and carers involved in and around the school. The Parents and Citizens Association has a number of active subcommittees. These include uniform shop, music council, community festival and canteen. There is also a school club. The annual Community Festival is one of the longest running and most revered events in the St George Region, and relies on parent and wider community involvement. This showcases the unique aspects of Oatley West Public School and local artists. Volunteers support other school programs including reading, BEAR, Multi Lit, mentors, gardening, PSSA, School Carnivals and School Banking.

School planning process

In 2017, the school undertook a comprehensive consultation process with all key stakeholders to review current evidence supporting school improvement referring to the School Excellence Framework. Supporting data included student results, attendance and engagement in addition to feedback from parents, the community, students and staff through focus groups and independent surveys. 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 and parent information sessions. The information collated from this exercise was utilised across the planning process, where staff facilitated discussions about school performance. As a result, three key strategic directions have been identified which will drive school planning. These are:

- **Successful Future Focused Learners**
- **Quality Teaching**
- **Community & Wellbeing**

The Oatley West Public School Plan 2018 – 2020 forms the basis for school improvement and development over the next three years. School excellence will be achieved through authentic and meaningful partnerships between students, staff, parents/caregivers and community (including inter-agency) groups. Each strategic direction reflects on the schools vision, identifies the purpose, products, practices and process to be implemented throughout the plan. The Improvement Measures and Evaluation Plan are to monitor and evaluate the impact of the processes.

School strategic directions 2018–2020



Purpose:

To provide a strongly focused, student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective and motivated contemporary learners through analysing individual strengths in literacy and numeracy.

Purpose:

To create a stimulating and engaging learning environment through quality teaching that is informed by whole school-based high expectations, accurate data, targeted professional learning and effective feedback.

Purpose:

To create a confident, resilient, respectful, motivated and engaged educational community of parents, teachers and students.

Strategic Direction 1: Successful Contemporary Learners

Purpose

To provide a strongly focused, student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective and motivated contemporary learners through analysing individual strengths in literacy and numeracy.

Improvement Measures

Increase proportion of students achieving expected growth in literacy.

Increase proportion of students achieving expected growth in numeracy.

Increase expertise in teaching practice, visible learning and differentiation.

Data showing students have an increasing understanding of themselves as contemporary learners.

People

Students

Students will be able to articulate their learning journey and develop a sense of ownership of their learning. Students will be actively engaged in differentiated classroom practices, thinking critically, working collaboratively and creatively, whilst communicating effectively.

Staff

Staff will strive to meet the high expectations in learning through a comprehensive understanding of NSW Syllabus documents. Staff will analyse and use data in a timely manner to enhance student growth. Staff will be supported through professional development and a collaborative teaching environment.

Leaders

Leaders adopt a coordinated approach to providing staff with sustained, differentiated Professional Learning. Leaders will support classroom learning and quality teaching by ensuring students and teachers are resourced appropriately and that teachers are supported.

Parents/Carers

Parents/carers will be engaged and active supporters of the school to promote life-long learning for all. Parents/carers will develop a greater understanding of their child's learning journey.

Processes

Development of Number Sense

Professional Learning provided to staff through research informed numeracy programs.

Team teaching, visible learning strategies and collaborative teaching approaches, including the collection and analysis of data, is used to track and monitor stage/class/individual progress.

Writing Project

Instructional Leader position created to focus on the planning, teaching and assessing to improve all aspects of writing. Professional learning to be provided, implemented and supported through team teaching and collaborative teaching approaches. Formative Assessment practices embedded in all class programs and teaching and learning plans.

Evaluation Plan

Student surveys, work samples, focus groups, NAPLAN data, SCOUT, formative assessment data, individual learning goals, PLAN2, teacher surveys, programs and samples of feedback.

Practices and Products

Practices

A common language of mathematics, differentiated learning, a range of teaching and assessment strategies, individual learning goals and reflections are used through all K-6 classrooms in numeracy.

Professional learning and mentoring to support the introduction and effective use of PLAN2 and the Learning Progressions are used to track, inform, plan and assess individual learning goals in literacy and numeracy.

Teachers use a range of formative assessment strategies to collaboratively plan, teach and provide feedback to students who are self directed and enthusiastic about their writing. Feedback includes peer to peer, student to teacher and teacher to students.

Products

Individual student growth data shows continual improvement as students have a deeper understanding of what they need to learn next. Students actively participate in all aspects of their own learning and have a clear understanding of how to improve.

Teachers use literacy and numeracy data from PLAN2 and the Learning Progressions to inform teaching and learning experiences.

Teachers develop an improved understanding of their impact on student learning and are expert practitioners in formative assessment and differentiation. Assessment is used flexibly and responsively.

Strategic Direction 2: Quality Teaching

Purpose

To create a stimulating and engaging learning environment through quality teaching that is informed by whole school-based high expectations, accurate data, targeted professional learning and effective feedback.

Improvement Measures

Teacher show an increase in a whole school approach to strategic planning, evidence-based teaching and explicit and timely feedback.

Teachers increasingly utilise a range of assessment strategies to collect, analyse and interpret quality, valid and reliable data to implement plans for continuous improvement.

Teachers increasingly engage in professional learning which includes modelling of effective practice, mentoring and trialling of innovative practice.

People

Students

Students engage in learning that is targeted at their level of need.

Staff

Staff will utilise and adhere to whole school structures and processes to ensure quality teaching practices that lead to student achievement. Staff will collaborate to provide quality teaching across the school. Staff engage in professional learning to support their negotiated goals.

Leaders

Leaders ensure consistent whole school quality teaching practices aligned with the School Excellence Framework. Leaders will support staff and empower them by providing opportunities to reflect on and evaluate teaching practices with reference to the OWPS Quality Teaching Expectations and prescribed outcome-based Scope and Sequences. Leaders provide professional learning opportunities, resources and feedback.

Parents/Carers

Parents/carers increase their knowledge and awareness of school initiatives and reinforce these at home.

Community Partners

Partnerships with external agencies to provide support for students and their families and professional learning for staff.

Processes

Effective Classroom Practice

Teachers develop and implement whole-school consistent and transparent procedures for effective planning, teaching, assessing, evaluating and reporting.

Data Skills and Use Project

Teachers implement whole school systems to ensure that student performance data is reliable, analysed in a timely manner, shared and effectively used to inform instruction.

Evaluation Plan

Programs, observation of teaching practice, feedback and reflections, professional learning evaluations, evidence of innovative practice, growth data and consistent teacher judgement.

Practices and Products

Practices

Teachers apply a whole school approach to strategic planning, evidence based and explicit teaching and feedback. Staff engage in professional learning, which is directly linked to school based quality teaching expectations and individual professional learning needs. Teachers collect, analyse and interpret quality, valid and reliable data to inform the teaching cycle.

Supported by professional learning, teachers use explicit teaching, differentiation, a consistent approach, high expectations, cooperative and collaborative assessment and planning to ensure students are maximising their progress.

Products

Staff provide quality teaching that meets the learning needs of students.

Highly skilled staff that provide targeted, engaging and differentiated learning opportunities for students.

Targeted opportunities for students to progress in their learning and evidence of this.

Strategic Direction 3: Community & Wellbeing

Purpose

To create a confident, resilient, respectful, motivated and engaged educational community of parents, teachers and students.

Improvement Measures

Increased attendance of parents at community forums and events held by the school.

Data collected indicates an increase in the number of responses and a higher satisfaction of families.

Wellbeing and restorative practice data shows increasing teacher consistency in the use of the flowchart resulting in positive, respectful relationships.

People

Students

Students will feel valued and connected to their learning. They will be resilient problem solvers with an informed approach to wellbeing using the tools needed to be successful. Students will be empowered to connect with others and maintain positive, respectful relationships.

Staff

Staff will collaborate to create an environment and culture where all members of the school community feel supported and have the opportunity to thrive, achieving a sense of positive wellbeing.

Leaders

Leaders will be transparent, respectful and responsible for educating and communicating with the diverse community. Leaders will effectively use school and system resources to support the learning and wellbeing of community members.

Parents/Carers

Parents and carers will be positive, engaged and active in school life. They will have an increasing understanding of the behaviours, attitudes and expectations that enhance wellbeing. Parents and carers will build upon a culture of trust.

Community Partners

Outside agencies will be consulted in school decision making processes.

Processes

Wellbeing and Restorative Justice

The school community will be trained to compliment the new Wellbeing Framework based on Restorative Justice principles. Student behaviours will be recorded and playground 'hotspots' investigated.

Communication

Achievements, values and expectations are communicated to the school community through a range of innovative marketing and promotion strategies.

Evaluation Plan

Feedback that reflects success of school practices in communication and consultation. Surveys, data collation and analysis identify improvements in students accessing individual programs, parent engagement and attendance. Wellbeing and Restorative Practice data, Tell Them From Me Survey and external wellbeing surveys provide feedback.

Practices and Products

Practices

Opportunities for joint learning for both community and staff include an increased awareness of school values and celebrating diversity in a learning culture.

Teachers, students and the school community consistently use and follow the language and principles of Restorative Justice.

Staff will use a standardised framework for communication across the whole school. Social media will be used purposefully and responsibly.

Products

Data reflects a positive cultural move to an increase in change of wellbeing as represented in the nature of reported incidents.

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.

Increased participation in the Tell Them From Me parent survey demonstrates satisfaction in the school.

Positive community partnerships demonstrate a trusting and positive culture in the perception of the staff and wider community.