## SCHOOL VISION STATEMENT

We asked our school community to tell us what their vision of expectation would be while students start and finish in a primary school setting in this world of 21st Century learning. This provides a mutual understanding of our vision as many of the skills and qualities are evident from this school community.

### Students

Confident, responsible, independent worker, an achiever, make the right choices, be more intelligent, creative, collaborative, open to new things, cooperative, team player, caring, follow school values, respectful, caring, engaged learner, a goal setter, be fair, be happy, unique, successful, flexible, reliable, researcher, organised, competent, leader, happy and knowledgeable.

### Teachers

Enthusiastic, initiative, literate, numerate, safe, self-respect, know their strengths and challenges, sense of belonging, effective technology skills, critical thinker, problem solver, cooperative, social competencies, leadership qualities, happy, resilient, innovative, effective communicator, ongoing success, motivation, resourcefulness, manners, empathy, pride in their achievement and risk taker.

### Parents

Collaborative learner, resilient, adaptable, creative, love of learning, internet smart, caring, ethical, social, thoughtful, compassionate, secure, self-confident, capable, literate and numerate, positive self-esteem, self-disciplined, tolerant, happy, manners, make good judgements, independent, critical thinkers, reasoning skills, fair, positive attitude, enjoy learning, internationally aware, honest, integrity, leadership, understanding commitment, tolerant of all cultures and a solid grasp of core fundamentals.

## SCHOOL CONTEXT

Oatley Public School has established a school brand of **ENVIRONMENT COMMUNITY OPPORTUNITY... every child a success.** To ensure we capture these qualities we provide a safe and caring learning environment, fostering mutual respect and prepare our students to achieve success. We support students in their development of social maturity and enthusiasm for life-long learners who become contributing members of society. Oatley Public School is situated near the Georges River drawing students from a wide range of socio-economic backgrounds, including those living on waterfront land, large suburban blocks and rental properties. The school is on a split site separated by Neville Street. Both sites are easily accessed. To improve student safety a boom gate has been installed, effectively closing Neville Street between 8:00am and 4:00pm on school days. The school has spacious, well maintained grounds.

The school has provided quality education to K-6 students since 1917. It is a supportive and nurturing environment for students in which learning is valued. Student welfare is a priority and students are encouraged to achieve success. Student welfare underpins all the quality teaching and learning programs for students. Student learning is enriched by a variety of extra curricula activities offered through the school.

Parent expectations of student achievement and opportunities are extremely high and the community actively support the school through participation in numerous programs.

Data gathered from a wide range of sources across the school continually indicates that literacy and numeracy results for our students are consistently above the state average. This has been an ongoing trend. Oatley Public School staff are embracing quality teaching strategies and the skills development of higher order thinking skills especially with our talented students and in supporting the value added for students from Year 3 to Year 5.

Whole school enrolment has continued to increase. Demographics have changed slowly over the past few years, still predominantly Anglo-Celtic. The 2015 enrolment is 506 students of which 42% will be from non-English-speaking backgrounds representing 32 language backgrounds other than English.

## SCHOOL PLANNING PROCESS

The writing of the school plan commenced in 2015 with three professional learning conversational opportunities for Principal and Strategic Management Team. Discussion needed to ensure that school evaluation from the previous three year plan 2012 – 2015 was embedded in the directions of this strategic planning model. This provided continuous school improvements as increase school leadership capacity to lead evidenced based and strategic planning and teachers have improved skills in the use of data analysis to inform teaching and learning still maintains a high focus in our school strategic direction.

Parents, students and teachers were asked to provide their vision for Oatley PS as they and their child entered and exited primary school. This information was collated to provide clear statements of vision. This also supported the school’s strategic targets and purposes.

Further consultation occurred in two parent forums, one for all parents K-6 and the other for new Kindergarten 2015 parents enrolling their child into the school. Further consultations occurred in P&C meetings and School Council meetings. These forums included excerpts from Melbourne Declaration and Framework for 21st Century Learning (Partnership for 21st century skills.)

The school also provided school evaluation data so that this also informed the school community of successes achieved and statements of future directions. These directions articulate the school’s priorities over the next three years and into the future planning for quality teaching and learning for teachers and students, quality relationships and quality systems for our school community. The strategic directions are high level and future-focused and will drive a whole school culture of educational and organisational excellence.

There will be continuous evaluation of the plan occurring and the school community will be involved through focus groups, surveys and parent forums as well as in the annual assessment cycle.
STRATEGIC DIRECTION 1
Students be successful, competent and creative 21st Century learners.

Purpose:
To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students’ literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learners.

STRATEGIC DIRECTION 2
Teachers are high performing, collaborative and dynamic.

Purpose:
To ensure that whole school practices enable all students to be highly engaged in school and technologically competent. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically obtaining evidence in a monitored disciplined process.

STRATEGIC DIRECTION 3
A high performing school and a community that is inclusive, informed and engaged.

Purpose:
To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning creating effective partnerships which contribute positively to the school community promoting student learning.
Strategic direction 1: Students be successful competent and creative 21st Century learners.

**PURPOSE**

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students’ literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learners.

**IMPROVEMENT MEASURE/S**

Data Wall tracking (Outcomes based assessment) & PLAN (Literacy Continuum) data showing expected growth for 80% of students K-6. Data Wall & PLAN software showing expected growth for 80% of students K-6.

Increase Year 5 NAPLAN reading results -2 bands per student; Year 3 70% & Year 5 40% of students in the top 2 bands of NAPLAN; writing 65% of students in Year 5 achieve expected growth.

76% or Year 3 students and 42% of Year 5 students in top two bands of NAPLAN Writing

65% of Year 3 students and 60% of Year 5 students in top two bands of NAPLAN Spelling

72% of Year 3 students and 65% of Year 5 students in top two bands of NAPLAN Grammar and Punctuation

60% of Year 3 students and 55% of Year 5 students in top two bands of NAPLAN Numeracy

Students engage in a self or peer assessment of a writing sample using a rubric

SEF data showing value added and the TTFM survey - 'improvement in sense of belonging, bullying and advocacy in school

**PEOPLE**

Students will be explicitly taught 21st Century capabilities in order to become critical thinking, productive global citizens.

Students are enabled to be active and reflective participants in directing their learning.

Staff will, through the provision of differentiated teaching and learning programs, cater for individual learning needs to empower students to:

- Direct own learning
- Develop exceptional ICT capabilities
- Be creative and critical thinkers
- Be risk takers and problem solvers

Parents will through the provision of collaborative and inclusive partnership opportunities will develop the confidence in and the ability to contribute to the school community.

Community partners will, through the provision of collaborative and professional opportunities, develop the confidence in their ability to contribute to the school community.

Leaders are enabled to be reflective in leading their teams through 21st Century capabilities and develop professional learning knowledge of their peers.

**PRODUCT AND PRACTICES**

Product: Teachers use innovative, creative thinking & quality teaching strategies in the delivery of open ended learning opportunities for students.

Practice: Teachers use 21st Century capabilities activities rubric to engage students, drive planning and create meaningful learning experiences.

Product: Student voice is established through the creation of learning goals, student directed learning experiences and self-assessment opportunities which will enhance student engagement.

Practice: Students set goals that are refined and monitored throughout the year. They are discussed during the three-way interview and school reporting processes.

Practice: Students are aware of learning intentions and success criteria in lessons and know what the goal of learning may be.

Practice: Students show evidence of improved results from using the achiever rubric when engaging in peer or self-assessment in the area of writing.

Practice: Students writing journals are utilised as a tool to track growth and achievement against the Critical Aspect of writing on the Literacy Continuum.

**PROJECT: Differentiation for Student Success**

Build student capability to be self-directed, independent learners who apply 21st Century skills in literacy, numeracy and ICT through targeted programs.

Evidence based teaching and learning. Use of qualitative and quantitative student data to inform all teaching and learning programs to meet learning needs of individuals and groups in the development and delivery of:

- Australian Curriculum programming, assessment and reporting.

Evaluation Plan:

- Monitoring of the milestones for this strategic direction. Executive and team leader evaluations. Yearly outcome monitoring.

External:

- Consultant supporting evaluation.
Strategic direction 2: Teachers are high performing, collaborative and dynamic.

**PURPOSE**

To ensure that whole school practices enable all students to be highly engaged in school and technologically competent. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically obtaining evidence in a monitored disciplined process.

**IMPROVEMENT MEASURE/S**

Collection of Student writing Journals Years K-6 throughout the year.

Qualitative evidence through teacher surveys – TTFM and Survey Monkey

School Reporting System—inclusive of 21st Century Learner Capabilities and student reflection on their learning

Teachers complete their PDP’s in consultation with Executive Team

**PEOPLE**

*Students* will be able to review, understand and apply constructive feedback and set goals.

*Staff* will establish and maintain a culture of high expectations by providing collegial constructive feedback linked to the Quality Teaching Framework understanding what effective feedback looks like.

*Staff* will participate in strategic management teams to provide ongoing evaluation of school targets and support improvement.

*Staff* develop the mindset that forming collaborative and respectful relationships are important to achieving growth in:

- Teaching and learning programs.
- Assessment tasks.
- Teaching strategies.

*Parents*, increased knowledge and understanding the value of feedback to support students’ personal best.

*Community partners* will through the provision of collaborative and professional opportunities and develop the confidence in their ability to contribute to the professional learning of others.

*Leaders* leading learning.

**PRODUCT AND PRACTICES**

**Product:** Teachers develop programs that demonstrate the effective use of PLAN Data through developing differentiated learning experiences.

**Practice:** Teachers program and plan learning experiences and group students based on data collected and collated using the Literacy Continuum and Australian Curriculum.

**Practice:** Teachers engage in CTJ experiences to compare student work samples using rubrics and the Literacy Continuum.

**Practice:** Teachers develop assessment tasks and programs that are fluid, flexible and build on student prior knowledge.

**Practice:** Teachers provide students with effective feedback during learning experiences.

**Practice:** Students are provided with succinct learning intentions and success criteria during lessons to successfully meet their differentiated learning goals.

**Practice:** Teachers create integrated units of work that provide opportunities for students to engage in open ended learning experiences and assessment can be measured across many learning areas.

**Practice:** Teachers and students engage in goal setting throughout the year.

**Practice:** Teachers develop PDP in consultation with stage supervisor and align to National Standards and the Strategic Management Plan.

**Practice:** Students set goals with their classroom teacher and revisit and refine throughout the year.

**PROJECT:** Differentiation for Student Success

Targeted Teacher Professional Learning in the Quality Teaching Framework utilising the expertise of internally trained staff.

The development and implementation of an internal model of Teacher Professional Learning that supports teachers throughout the year. The Performance Development Framework improves the culture of professional learning goals, self-assessment, feedback, observations, teaching standards.

**Evaluation Plan:**

Monitoring of the milestones for this strategic direction. Executive and team leader evaluations. Yearly outcome monitoring.

**External:**

External Consultant utilised for Quality Teaching Rounds

**PRODUCT:** Teachers develop programs that demonstrate the effective use of PLAN Data through developing differentiated learning experiences.

**Practice:** Teachers program and plan learning experiences and group students based on data collected and collated using the Literacy Continuum and Australian Curriculum.

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Strategic direction 3: A high performing school and a community that is inclusive, informed and engaged.

**PURPOSE**
To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning creating effective partnerships which contribute positively to the school community promoting student learning.

**PEOPLE**

**Students** are supported in their understanding of the importance of reflection to achieve their learning goals as lifelong learners.

**Staff**, through discussions, develop capacity for three-way reporting and student reflection and understand the importance of their own learning and goals.

**Parents**, through the provision of collaborative and inclusive partnership opportunities, will develop the confidence in and ability to contribute to the whole school community.

**Community partnerships** will be strengthened to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

**Leaders** to help monitor negotiated expectations of staff and students and lead continuous improvement in community learning.

**PRODUCT AND PRACTICES**

**PROJECT: Differentiation for Student Success**

Educational forums bring about effective communication with parents and care givers and provide opportunities for involvement in programs building a culture of TRUST. Strategic resourcing focus on instructional time for effective teaching/learning environment.

Establishing goals and expectations in school collaborative planning, explicit policies and practices.

**Evaluation Plan:**
Monitoring of the milestones for this strategic direction. Executive and team leader evaluations. Yearly outcome monitoring.

**External:**
Consultant supporting evaluation for parent, student and teacher focus groups.

**IMPROVEMENT MEASURE/S**

Teacher's engage in professional learning experiences that focus on differentiation in programs with the support of Teacher Mentors, EAL/D and LaST staff

Collection of programs by Executive Team throughout the year focusing on evidence that demonstrates differentiation of curriculum

Strategic Management Plan updated and revised in 2016

Improvement in the number of students that participate in three way interview process at the end of Term One from 20% to 90%.

Collation of data from parent Tell Them From Me survey.

**PRODUCT AND PRACTICES**

**Product:** School is recognised as excellent and responsive by its community as a result of the effective engagement with the Whole School Community

**Practice:** Positive TELL THEM FROM ME surveys. Student, teachers and parents providing benchmarking data for school evaluation.

**Product:** Practices and processes are responsive to school community feedback

**Practice:** Implementation of three way interviews and changes to reporting system with the inclusion of 21st Century learning skills and student reflection

**Product:** Staff are committed to and can articulate the purpose of each strategic direction

**Practice:** Students, Staff and Community engage in Tell Them From Me Survey for 2016.

**Practice:** Teachers develop PDP in consultation with Executive Team with a focus on writing and differentiation