



# School plan 2018-2020

## Oyster Bay Public School 3593



# School background 2018–2020

## School vision statement

Oyster Bay Public School is a learning community aspiring for excellence. Our purpose is to provide a safe and inclusive environment, where students are nurtured and valued, and experience a quality education. Through innovative, creative and authentic differentiated teaching and learning programs, our dedicated staff are committed to preparing students as confident, creative and successful 21st Century learners. Students will be instilled with our core values of Respect, Resilience and Responsibility. Oyster Bay Public School works harmoniously and collaboratively providing students today for their future tomorrow in partnerships with our local community.

## School context

Oyster Bay Public School is a split-site school located in the Sutherland Shire in the southern suburbs of Sydney. Student enrolment numbers are 430 in 2018. The school's enrolment trend is increasing, consistent with the changing demographics of the area. The school is the first choice for local families. Twenty seven percent of students come from out of area. Students with a language background other than English is 8.69%.

All school stakeholders were consulted in 2017 regarding the School's Values. The overwhelming results indicated that a concise model with three values was preferred. The RRR's of Respect, Resilience and Responsibility are embedded in all school practices.

Oyster Bay Public School has a culture of high expectations for all students and staff in the delivery of quality teaching and learning programs.

## School planning process

A review of the 2015–2017 school plan was conducted from early 2017 with a series of opportunities for parents, staff and students, to contribute an evaluation of what worked and what areas disappointed. Feedback from parents including surveys and focus groups found that:

### Areas of Improvement

- General communication between parents and school needs improving:
  - Accuracy of timing of events.
  - Timing events to accommodate working families.
  - Give prior warning. More notice.
  - Better use of Skoolbag. Though some say it has improved.
- Up skilling of staff and increasing professional development.
- Slow down change.

### Strengths

- OBPS is a community and has a strong sense of belonging.
- Children allowed to get involved. They are not shut down.
- Split site builds a sense of community and confidence.
- Great buddy system, especially Yr 5 to Yr 6 with Kindergarten.
- Academically the school performs well.
- The school is innovative ie. BYOD program has been implemented even though we are a relatively small school.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Learning for Today

**Purpose:**

We must put faces to data, know where our students are, where they need to go and regularly engage in professional discussions that connects those faces to appropriate strategies and moves student learning forward.



## STRATEGIC DIRECTION 2

Teaching for Tomorrow

**Purpose:**

If effective teaching practice is to exist, teachers have to know their students and what they need to progress in their learning. Informed knowledge of strategies that meet the needs of each student must exist. Students, staff and community must know, how they can reach their next learning goal. Professional development must underpin all innovations. If success is to be achieved collegial practice, a culture of trust, a thorough awareness of teaching standards and shared responsibility for all must exist.



## STRATEGIC DIRECTION 3

Building Bridges

**Purpose:**

If schools are to be moved purposefully forward in an innovative and site specific manner, a culture of collaboration with the local community, needs to be fostered and supported. Communication processes that support and clearly articulate the need, reasoning and vision of each adopted practice are essential, if all members are to feel valued and included within the school community.

# Strategic Direction 1: Learning for Today

## Purpose

We must put faces to data, know where our students are, where they need to go and regularly engage in professional discussions that connects those faces to appropriate strategies and moves student learning forward.

## Improvement Measures

Increased proportion of students meeting individual growth targets in Year 3 & 5 NAPLAN Literacy and Numeracy.

Teacher observations, programs, surveys and reflections show learning intentions, success criteria, feedback and increased use of data is embedded to assist student growth.

Every classroom has a Bump–It–Up Wall to demonstrate student progress and identify, monitor and address student learning needs.

## People

### Staff

Teachers will have a growth mindset and display adaptability by differentiating their teaching and adopting new practices.

### Students

Students will learn to receive and constructively use feedback to reach individual learning goals.

### Parents/Carers

Parents will support and understand the shift in teaching practice to help students reach their individual learning goals.

### Leaders

Leaders engage in research and are able to stimulate and encourage the delivery of visible learning across the school.

## Processes

### Visible Learning

Implement Visible Learning across K–6, through the use of Learning Intentions, Success Criteria, Data and Feedback.

### Formative Assessment

Implement formative assessment strategies across K–6 to inform responsive teaching practice.

## Evaluation Plan

The impact of our processes will be measured by:

- Observations
- Surveys
- NAPLAN Data
- Internal Data
- PLAN Data
- Work samples
- Instructional Leader Feedback

The progress towards achieving planned milestones will be evaluated twice per term and reported on and reviewed twice per year.

## Practices and Products

### Practices

Teachers use Learning Intentions and Success Criteria to assist students in reaching their individual learning goals.

Teachers give consistent and timely feedback that students value and use to improve their learning.

Data is visible and is used seamlessly to help differentiate and drive improvement in teaching and learning.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching practice and learning needs of students.

### Products

Students are aware of and most are showing expected growth on internal school progress and achievement data.

Consistent student growth is achieved in line with individual learning goals.

Learning is visible, through formative assessment and Bump–it–Up walls.

Teacher programs display quality differentiation that is reflective of student data.

# Strategic Direction 2: Teaching for Tomorrow

## Purpose

If effective teaching practice is to exist, teachers have to know their students and what they need to progress in their learning. Informed knowledge of strategies that meet the needs of each student must exist. Students, staff and community must know, how they can reach their next learning goal. Professional development must underpin all innovations. If success is to be achieved collegial practice, a culture of trust, a thorough awareness of teaching standards and shared responsibility for all must exist.

## Improvement Measures

All students will show an improvement in their writing ability as evidenced through the 'Track Your Success' monitoring feature of the 7 Steps for Writing Success program.

Increased percentage of students in top two bands in NAPLAN writing.

Observations conducted during instructional leader rounds indicate that teachers are meeting the individual needs of students through employing the 'best pedagogical principles'. This is in conjunction with collecting data through formative assessment practices.

## People

### Staff

Teachers will have professional development to implement effective pedagogy. There will be an expectation that they work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success. Consistent teacher judgement discussions will maintain accurate and valid records of assessment data to inform teaching practice. An instructional leader will support and mentor teachers to create an atmosphere of collegial trust and reflective practice. Teachers will develop responsive practice to maximise student learning through providing developmentally appropriate tasks.

### Students

Students will engage in their learning through teachers using the 'best practice pedagogical principles' of chunking, repetition, verbal discussions and interactions. Students will have access to a range of quality teaching learning experiences through and modelling by an instructional leader to improve their learning outcomes and engagement.

### Parents/Carers

Parents engage in information activities around teaching and assessment strategies.

### Leaders

Leaders will undertake the role of coach, leading instructional rounds and coaching and mentoring staff at our school.

## Processes

### 7 Steps For Writing Success.

Active engagement of teachers in professional learning and reflecting on their progress as learners, while implementing the 7 Steps for Writing Success Program.

### Changing Pedagogical Practice

Implementing and leading the planning of strategic, effective professional development that provides teachers with the skills and knowledge to respond to student need to change pedagogical practice across K to 6.

## Evaluation Plan

The impact of our processes will be measured by:

- Observations
- Surveys
- NAPLAN Data
- Internal Data
- PLAN Data
- Work samples
- Instructional Leader Feedback
- Track Your Success monitoring

The progress towards achieving planned milestones will be evaluated twice per term and reported on and reviewed twice per year.

## Practices and Products

### Practices

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research and school based data. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities. Planning sessions with the IL and with stage team members will occur during pedagogical PL sessions.

Teachers engage in professional observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

All teachers will be responding to individual student need by reflecting on their development and planning learning experiences to address this student need.

Teachers know what matters and what works in teaching and learning and spend their time efficiently and effectively to achieve improvement in student learning and engagement for every student.

### Products

Students are aware of – and most are showing – expected growth on internal school progress and achievement data in writing.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teachers are skilled at explicit teaching techniques that have a high impact on student progress.

# Strategic Direction 3: Building Bridges

## Purpose

If schools are to be moved purposefully forward in an innovative and site specific manner, a culture of collaboration with the local community, needs to be fostered and supported. Communication processes that support and clearly articulate the need, reasoning and vision of each adopted practice are essential, if all members are to feel valued and included within the school community.

## Improvement Measures

Increasing proportion of staff are using a digital platform to communicate with the school community. Along with an increasing proportion of parents accessing information about students through these digital platforms.

Increased engagement of fathers and male role models within the community through meeting attendance and social events.

Parents feel meaningfully connected and upskilled in supporting their child's learning and development through workshop attendance.

## People

### Staff

Staff will be motivated and passionate about advocating their education system. Staff will be willing to learn new ideas through leaders of education and promote their teaching and learning programs openly to our local community.

Utilise ICT to support and enhance communication and collaboration with staff, students and parents.

### Students

Student voice will be valued and represented in school initiatives and practices surrounding their engagement with their learning.

Recognise that all stakeholders have a role to play in their learning.

### Parents/Carers

Parents/Caregivers will be communicated and up to date via a variety of sources to interact and participate in local community events and whole school events via social media, emails, newsletters, applications and announcements. Parents will feel welcomed and be motivated and interested to work with the whole school.

Parents and carers will be engaged through workshops and focus groups, with the explicit intent of developing a collaborative learning community.

Foster existing partnerships and form new ones which are beneficial for the directions within our school.

## Processes

### Fathering Project

Develop a school culture with our staff, parents and local community to positively enhance our school's perception. Building partnerships with parents will encourage participation and learning opportunities for all students.

### Learning Together

Creating home-school partnerships is essential for preparation for the future of learning in our current world.

This will be achieved through an increased awareness and communication about all activities and teaching and learning programs within our school.

### Community Connectivity

Inform the school community of their child's learning, progress and wellbeing through effective and consistent communication.

## Evaluation Plan

The impact of our processes will be measured by:

- Attendance at workshops
- Surveys
- Focus group outcomes
- Digital platform use
- Participation rate of Fathering project

The progress towards achieving planned milestones will be evaluated twice per term and reported on and reviewed twice per year.

## Practices and Products

### Practices

The school community is involved in a wide range of diverse and inclusive experiences.

Community is regularly invited to attend informative workshops which provide them with the knowledge and skills to assist their children in their learning and development.

Staff and parents use consistent communication methods to connect through digital platforms.

### Products

Fathers and male role models are actively engaged in students educational experiences to actively promote the health and well being of all students.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Home school partnerships are improved through increased communication via a variety of digital platforms.