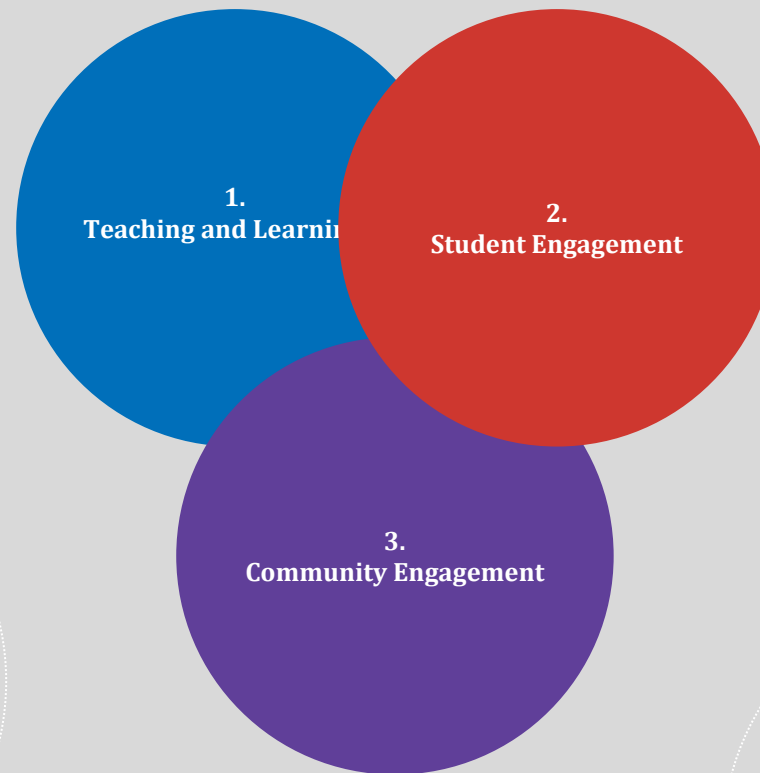


School plan 2015 – 2017

Oakville Public School 2794





School vision statement

At Oakville Public School, students will be at the centre of a community of learners dedicated to the pursuit of excellence.

Working within a collaborative culture, students will develop a love of learning. They will acquire the skills and confidence and develop the values and attitudes necessary to realise their full potential as contributing members of society.

Oakville School's mission is to foster academic and social growth in a harmonious, caring environment

School context

Oakville Public School was established in 1900 and has grown from a 1 room school to having over 460 students in 18 classes. Staff are a mix of highly experienced teachers and teachers in the early years of their careers.

Students are predominantly from an Anglo-Saxon background. There are 14 Aboriginal students enrolled and 46 from a multicultural background. Four students are receiving targeted integration funding and 48 students were identified in the National Disability Data Survey.

The school has a FOEI of 96, which is just below the average.

Teaching and Learning is based on the NSW syllabus documents and student assessment and feedback is used to drive planning. School based scope and sequences are based on a K – 6 continuum.

Extra-curricular opportunities include PSSA sport, school choir, school dance groups, public speaking, environmental programs and the Student Representative Council.

All of the staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with the community to discover and develop the abilities of every child. The school participates in Reading Recovery, Multilit, and PBL. There is a strong core of parents and community members who work within the school.

School planning process

The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff, ancillary staff, students, parents and the P & C. The school executive team met as required. Input, updates and consultation was provided and sought from parents and community via the school newsletter throughout the process.

In developing the 2015-17 school plan, the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes.

- Surveys were conducted in Numeracy and Student Welfare with staff and students.
- Student Councillors interviewed randomly selected community members before and after school.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, and other documents seen by the school as informing the school self-evaluation.
- Formal and informal classroom lesson observations by executive staff and team leaders as part of TARS and EARS.
- Analysis of student achievement data in Yr. 3 and Yr. 5 including detailed NAPLAN SMART analysis with a lens on trend data in Reading, Writing and Numeracy 2011 to 2014.
- Analysis of student achievement data across the whole school including analysis of Best Start; Plan; and Reading Text Levels.

Key DEC reforms also considered in the shaping our plan were, Great Teaching Inspired Learning; Local School Local Decisions, Every School Every Student; Literacy/Numeracy, and Melbourne Declaration.



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STRATEGIC DIRECTION 1 *Teaching and Learning*

STRATEGIC DIRECTION 2 *Student Engagement*

STRATEGIC DIRECTION 3 *Community Engagement*

Purpose:

To further enhance a high standard of education through quality teaching and learning programs that engage, challenge and inspire all students and staff to excel and learn to their full potential

Purpose:

To develop the total child and equip them with the ability to succeed in the wider society. It is important to recognise that the quality and type of support for each child must address individual needs as well as provide safe and nurturing learning environments. Every child is unique with individual talents, abilities and needs. Children have a natural eagerness to learn, and we need to develop their creativity, nurture their curiosity and capitalise on their fascination with technology.

Purpose:

To build positive working relationships with parents, the broader community and other agencies to support our learners effectively. To provide opportunities for improving communication with parents and in developing learning communities.

Strategic Direction 1: *Teaching and Learning*

Purpose

Quality teaching and learning provided for all students

To further enhance a high standard of education through quality teaching and learning programs that engage, challenge and inspire all students and staff to excel and learn to their full potential

Improvement Measures

All students to achieve at or above expected growth in Literacy and Numeracy.

Full implementation of the new BOSTES syllabus documents across all teaching and learning programs incorporating quality teaching and differentiation within all classroom programs.

Use of Personal Development Plans by all staff linked to the school management plan and teaching standards.

People

Students:

Increase student engagement through quality literacy and numeracy programs in the class and home environments. Students understand that effective use of technology assists them in becoming better learners.

Through collaboration students have an understanding of how they will achieve their personal best.

Staff:

Develop staff capabilities by designing training and school wide systems and structures to support differentiation.

Develop staff capabilities and mindsets to make effective use of technology in their teaching.

Broaden the teaching of the educational curriculum in order to extend student learning as per the goals of the Melbourne Declaration.

Parents and Community:

Parents understand the importance and have the capacity to participate in their child's learning through quality programs and support from the school.

Processes

Professional Learning

- Development of PDP's
- Professional Development

Programming

- Technology integration
- Quality Teaching and differentiation
- BOSTES Syllabus implementation

Data

- Collect
- Analyse
- Policy Development

Products and Practices

Products:

All students to achieve at or above expected growth in Literacy and Numeracy.

Full implementation of the new BOSTES syllabus documents across all teaching and learning programs.

Use of Personal Development Plans by all staff linked to the school management plan and teaching standards.

Quality teaching and differentiation within all classroom programs.

Practices:

Quality teaching and learning practices across the school, demonstrated through differentiated teaching programs, incorporating technology and based on data to improve student achievement.

Teachers competently use syllabus documents into their daily practice and programming to improve students learning outcomes.

Strategic Direction 2: *Student Engagement*

Purpose

Engage students to value learning and to develop high self-esteem, self-confidence, resilience and respect for themselves and each other.

To develop the total child and equip them with the ability to succeed in the wider society. It is important to recognise that the quality and type of support for each child must address individual needs as well as provide safe and nurturing learning environments. Every child is unique with individual talents, abilities and needs. Children have a natural eagerness to learn, and we need to develop their creativity, nurture their curiosity and capitalise on their fascination with technology.

Improvement Measures

Improved student wellbeing and engagement through the establishment of quality relationships.

Teaching and learning programs show evidence of explicit teaching of student wellbeing and across curriculum perspectives such as ATSI and Multicultural initiatives.

People

Students:

Encompass the ATSI and Multicultural customs and values, and their relationship to our community.

Students have a shared understanding of the school values which lead to quality relationships and increased student well being.

Students participate in programs that develop positive relationships and support well-being programs, school values and develop engagement in all activities.

Staff:

Through collaborative learning staff develop a mindset that quality relationships can be developed through increased community engagement and embedding equity programs into their teaching and learning.

Promote whole school student welfare programs.

Embed ATSI and Multicultural perspectives in teaching programs.

Community:

Support the implementation of school welfare and values programs.

Provide an active and valuable contribution to our school's success.

Processes

Student Wellbeing

- PBL
- Bounce Back
- ATSI / Multicultural
- SRC

Engagement

- Quality teaching and learning programs
- Professional Learning

Products and Practices

Products

Improved student wellbeing and engagement through the establishment of quality relationships.

A decrease in student referrals.

Teaching and learning programs show evidence of explicit teaching of student wellbeing and across curriculum perspectives such as ATSI and Multicultural initiatives.

Increased student awareness of ATSI and Multicultural customs and values.

Practices:

Students will display the qualities of being safe and respectful learners through valuing their learning and the learning of others.

Students will be proactive in establishing positive school and community relationships using the language of school values.

A positive culture of learning exists across the school amongst students, staff, parents and community members.

Increased participation of community members in the full range of school activities.

Strategic Direction 3: *Community Engagement*

Purpose

Build effective partnerships with the Oakville community.

To build positive working relationships with parents, the broader community and other agencies to support our learners effectively. To provide opportunities for improving communication with parents and in developing learning communities.

Improvement Measures

Increased parent participation in school events and school-home partnerships.

Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.

People

Students:

Engage students in school and community events

Staff:

Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.

Parents/Carers:

Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

Community Partners:

Strengthen learning alliances within and beyond our school to support school programs.

Leaders:

Current and aspiring school leaders will be given opportunities to manage and lead key projects at school and across the Windsor Community of Schools to develop their educational management and leadership capabilities.

Processes

Parent Participation

- Engagement
- Improved student Wellbeing through home/ school partnerships
- Communication via newsletter, email , noticeboard.
- Provide opportunities for school and community events.
- P&C meetings and events.
- Annual school survey.

Products and Practices

Products:

Increase in the number of parents attending to support the school and other community events/fundraisers.

Sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment.

Strategic community learning partnerships and school networks, value the contribution of positive working relationships towards the enhancement of student learning outcomes.

Practices:

A positive culture of learning exists across the school among students, staff and parents.

Two-way, reciprocated and respectful communication is evident between students, staff, parents and the wider community