School background 2015 - 2017

**SCHOOL VISION STATEMENT**

At Oyster Bay Public School our vision is to equip our students to be problem solvers and creative and critical thinkers. As 21st Century learners their skills and values will develop the whole child.

We will enable staff and students with expertise to incorporate technology as an integral tool for learning.

Our school learning environment will play a vital role in promoting resilience and confidence so children will be respectful, happy, safe, lifelong learners. We will meet the new demands of globalisation and technological change. A differentiated curriculum will be provided to cater best for student’s needs.

Students, staff and community working harmoniously and collaboratively providing students to reach their full potential.

Students will be instilled with our Core Values:
- **Respect, A Fair Go, Compassion, Happiness, Acceptance and Loyalty**

Our vision is consistent with the Melbourne Declaration.

**SCHOOL CONTEXT**

**Enrolment** in 2014 was 401 across two sites. The school’s enrolment trend is up, consistent with the changing growing families demographics. 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%.

The school’s ICSEA at 1101 (ACARA website) shows a substantially high socio-educational spread with 4% in the lowest quartile and 45% in the highest quartile.

The school is accredited Asthma Friendly and Sunsafe and operates the Live Life Well @ School initiative.

Overwhelmingly students are cooperative and positive in the approach to learning and each other. The school values of Respect, A Fair Go, Compassion, Happiness, Acceptance and Loyalty underpin all aspects of Oyster Bay Public School.

Our general NAPLAN performance since 2010 shows the school is significantly above other schools within the Woronora Network in all areas. Whilst writing has trended down over that time for Years 3 and 5 Numeracy has trended in an upward direction for Year 5, particularly in number, patterns and algebra.

**Teacher turnover** and leave is trending upwards, consistent with the ageing profile of the staff.

**Parents** are generally supportive and very active. The rate of voluntary contribution is about 87%.

**Student participation** in sport is enthusiastic and the school enjoys “Diamond” status in the Premier’s Sporting Challenge as well as solid performance in PSSA Athletics. Team sport is encouraged with students provided opportunities to play a large variety of sports. Obesity rates in students are relatively low. The new artificial turf on the Primary site has resulted in students overall fitness increasing as they very actively engage in using the new resource during break time.

**Student participation and performance in creative and...**

**SCHOOL PLANNING PROCESS**

A review of the 2012-2014 school plan was conducted from early 2014 with a series of opportunities for stakeholders: 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:
- 100% rated the school GOOD on preparing all students for successful futures.
- 90% rated the effectiveness of the school’s curriculum for helping students reach their maximum potential as GOOD.
- 75% responded with GOOD communication with the school.
- 95% rated the school GOOD on providing a range of meaningful activities that reflect the needs and characteristics of the families of our students.
- 65% rate the school as BELOW EXPECTATIONS on building families’ knowledge and skill in supporting their child’s learning at home.

Suggestions for future school improvement were invited through formal surveys, focus groups. Meet the Teacher evenings, parent-teacher interviews and at a series of P&C meetings.

**Feedback**

Parents, students and staff feedback clearly identified a vision around equity and excellence, a broad and rich curriculum and commitment to the whole child.

They want the basics to be in place with a real focus on literacy and numeracy.

They want a commitment to the systematic implementation of new NSW syllabuses, incorporating the content of the Australian Curriculum.

They want achievement for all students with an increasing recognition that teaching and learning will be more differentiated and personalised and so less likely a “one size fits all” approach.

They want a school where “nobody is left behind” and “nobody is held back”, where students can increasingly engage in their own learning, at their own pace and in their
performing arts is strong with students achieving at school and representative level in choir, dance and band.

The student leadership program including Student Parliament and Playground Post initiatives provide outstanding modelling and pathways for students. own style - but they want student progress to be carefully tracked and reported and for expectations to be high. Our staff and parent-community strongly support the full implementation of the 6 year Gonski funding model to supplement the NSW government funding commitments under Local Schools, Local Decisions.

They want our students to be competent users of technology for learning and for communication purposes. They want students to be competent users of technology.

They want our positive culture retained and our Core Values of (RACHAL) Respect, Acceptance, Compassion, Happiness, a Fair Go and Loyalty maintained in underpinning decisions and practices.

Parents want a better understanding of syllabuses of what and how we teach and learn and they want to be shown ways of helping their children academically, socially and emotionally.

Teachers are open to exploring the strengths, weaknesses, opportunities and threats (SWOT analysis) of a more flexible staffing mix and different class types, sizes and ways of operating. They want to engage deeply with new syllabuses and they want to map student literacy and numeracy achievement more closely. They are open to opportunity for collaboration to improve their teaching practice.

The school's leadership wants learning (for students, staff and the wider school community) to remain the focus while implementing new ways around learning management and business reform (LMBR) under Local Schools, Local Decisions.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction:

- defines the key improvements which combine for Oyster Bay Public School to achieve excellence
- represents a high level and future-focused educational priority which is evidence based and data informed
- is a succinct statement that drives the development of the school’s educational and organisational leadership culture
- makes explicit links to the dimension of the school excellence framework.

**STRATEGIC DIRECTION 1**

**Strong Foundations**

Literacy and Numeracy are the foundations for learning and the core of our work as a school.

At our school, each and every student, regardless of background and ability must be provided with the conditions to learn so that they can be the best that they can be.

To be successful learners, our students need to be literate, numerate, confident, creative and cooperative.

These are the Strong Foundations supporting learning in our school and for life.

**STRATEGIC DIRECTION 2**

**Building Teacher and Leader Capacity**

Our teachers need to be assured that they are world class educators. As such our teachers will need to understand and support the new teacher performance and development cycle.

Our teachers should look inward and outward to identify both their strengths and their areas for development and so they will have to become increasingly interdependent. In this way they will better positioned to deliver student learning that is relevant, challenging and engaging for each child that they teach and every child that they influence.

In a period of teacher turnover, it is imperative that our teachers plan for change while maintaining the best of our culture and sharing better ways forward.

**STRATEGIC DIRECTION 3**

**Accountability**

Our school will increasingly be making local decisions in an era of increased self-regulation and budget control.

We will need to integrate the new management systems so that they are both efficient and focussed on learning.

We need to show that our resources are aligned to our Vision.

As we will have more control over our destiny, we will have to account for our achievements, our challenges and our disappointments in a consistent, transparent way.
## Strategic direction 1: Strong Foundation

### PURPOSE

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

To be successful learners our students need to be literate, numerate, critical and creative thinkers.

The direction is important in that students’ learning needs are met and they can be developed.

Staff need to understand the curriculum changes across all syllabus areas.

### PEOPLE

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

**Students:** Levels of achievement in literacy and numeracy through differentiated learning tasks.

Develop the whole child through citizenship, global awareness and school value programs.

**Staff:** Capabilities will be developed by designing and implementing professional learning. Developing systems and structures to support all staff. Curriculum leaders with Executive plan the implementation of Professional Learning of the new syllabi.

**Parents:** A collaborative learning community working alongside teachers.

**Community partners:** Developing opportunities to work alongside external educational providers.

**Leaders:** Executive, student and parent leaders work collaboratively.

### PROCESSES

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

**Develop a whole school scope and sequence to ensure consistency.**

**Parent focus groups**

**Ongoing professional learning with the new curriculum leaders to ensure differentiation**

Create a consistent school wide approach to assessment practices.

**Evaluation plan:**

- Student pre/post results on standardised spelling assessments recorded to show improvement in Spelling (SRA).
- NAPLAN Data will be analysed each year to track improvements in literacy and numeracy. Develop targeted programs to improve in these areas as required.
- Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.
- Feedback from Focus teams, analyse student assessment data on SENTRAL, and monitor Learning and Support team data.
- Stage 1 use PLAN and Best Start data in measuring students’ development.
- Stage 2 and 3 students use the Paragraph Understanding Test and Waddington Test for measuring Literacy growth.
- Pre and post assessment in mathematics is being used from K-6.

### PRODUCTS AND PRACTICES

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

**Products:** All teaching and learning programs will be driven by assessment data.

Greater representation of students in higher NAPLAN bands which will set future learning goals.

Students reflect our school values in their behaviour and learning.

Successful implementation of the new syllabus documents in the various curriculum areas.

**Students are creative and productive users of technology and confident communicators.**

### IMPROVEMENT MEASURE/S

- Curriculum leaders in each new Syllabus drive the implementation throughout the school in Professional Learning.

In Year 3 NAPLAN Writing (58%) and Numeracy (56%) of students achieve in Bands 5 and 6 with a 2% improvement each year.

In Year 5 NAPLAN Writing (26%), Reading (20%) and Grammar (20%) of our students achieve in Bands 7 and 8 with a 2% improvement each year.

To achieve school growth in school based assessments at the completion of each year in learning Mathematics and English.

Parents are supported to participate in their child’s learning and are partners in their child’s education.
Strategic direction 2: Building teacher and leader capacity

**PURPOSE**

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

Our teachers will need to understand and support the new teacher and performance development cycle. They will develop goals and evaluate teaching practices so that they will be best positioned to develop optimal student learning.

To provide teachers with opportunity and the capacity to lead.

**PEOPLE**

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

**Students**: Levels of achievement will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of individuals.

**Staff**: Capabilities will be developed by professional learning. School-wide systems and structures will be developed which support all staff in meeting the needs of students.

**Parents**: A collaborative learning community will be developed to provide opportunities for the community to work together. This will include providing community forums on all new syllabus documents.

**Community partners**:
- HOTSCOS
- Sentral
- Jannali High school
- Governance Committee
- Pre-schools
- Local Schools
- Community sponsors

**Leaders**:
- School Principal
- Assistant Principals
- School Administration Manager
- P&C President
- Student leaders

**PROCESSES**

How do we do it and how will we know?

To provide structures for teachers to collaborate more, to observe professional practice and to align their professional learning planning.

Provide mentoring and support programs for new scheme teachers.

Assist teachers to identify and provide for students with specific learning needs.

Curriculum leaders to upskill staff in the new curriculum areas.

Identify teachers with leadership capability utilising the Leadership Capability Framework.

Provide teachers with the opportunity to lead.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products**: An increased number of teachers accredited by BOSTES at proficient and higher levels.

Successfully planned, implemented and reviewed our performance and development processes.

Successful implementation of new syllabus areas.

Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.

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

**Practices**: We negotiate between teacher and supervisor in a positive, collegial, mutually respectful manner within a supportive, collaborative workplace culture.

Teaching staff have access to a broad range of student achievement and wellbeing data and use it for analysis to ensure differentiated learning.

Professional learning goals and PDPs will assist teachers to gain the necessary skills and capabilities so that they can become dynamic facilitators of student learning.

Self assessment of teachers practice to be encouraged at executive level.

Survey staff on leadership interest and future directions for their professional learning growth.

**IMPROVEMENT MEASURE/S**

Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.

- An increased number of teachers accredited by BOSTES at proficient and higher levels.
- All teachers will have a performance and development plan (PDP).
- Teacher surveys indicate an increase in work satisfaction and increase levels of support to achieve personal professional learning goals.
- Supervisors report improved programming with differentiated teaching learning activities with reference to the Quality Teaching model.
Strategic direction 3: Accountability

**PURPOSE**

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

To build integrity through transparency and consistency.

To demonstrate to the school, staff and community the quality teaching and learning achievements of our school.

**PEOPLE**

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

Students: Aligning our teaching with the Quality Teaching Framework for assessment, implementation and reporting, aligning with the NSW syllabus documents.

Staff: Provide opportunities for teachers to document their learning goals and professional development.

Provide evidence and feedback to build competencies as teachers and leaders.

Parents: Work collaboratively with parents in focus groups and committees.

Families and the school share responsibility for student learning and wellbeing and build on parent capacity to support learning at home.

**IMPROVEMENT MEASURE/S**

Evaluation of current assessment and reporting guidelines.

All teachers will have a performance and development plan (PDP)

Supervisors report improved programming with differentiated teaching learning activities with reference to the Quality Teaching model.

The Sentral system is effectively used by teaching and administration staff.

**PROCESSES**

How do we do it and how will we know?

Create communities of practice and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth of the school.

Create and implement new assessment and reporting systems.

Implementation and review of the performance and development framework for the Principal, executive and teachers.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:

Successful system of reporting implemented using Sentral.

Successful implementation of the new syllabus documents in the various curriculum areas.

Teachers and students become highly skilled using ICT tools including iPads and related technologies.

Teachers are passionate about each student engaging and succeeding, are aware of each student’s progress, and develop effective relationships with students characterised by warmth, respect, trust and empathy.

OBPS is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.

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

Practices:

OBPS has a strong collegial culture where teachers take responsibility for changes in practice required to achieve school targets, and regularly monitor the effectiveness of their own efforts to meet those targets.

Evaluation plan:

Building teacher and leader capacity for innovation and best practice in teaching and learning will be paramount.

Professional learning goals and PDPs will assist teachers to gain the necessary skills and capabilities so that they can become dynamic facilitators of student learning.

Survey families’ development of their understanding of learning programs and expected student learning outcomes through excellent home-school communication.

**Community partners:**

- HOTSCOS
- Sentral
- Jannali High school
- Governance Committee
- Pre-schools
- Local Schools
- Community sponsors

**Leaders:**

All Executive
School Administration Manager
P&C President and student leaders

**IMPROVEMENT MEASURE/S**

All teachers will have a performance and development plan (PDP)

Supervisors report improved programming with differentiated teaching learning activities with reference to the Quality Teaching model.

The Sentral system is effectively used by teaching and administration staff.

All There is an expectation that every student will learn, classrooms are calm but busy and interruptions are kept to a minimum.