### School vision statement

Students are engaged in high quality 21st Century learning enabling them to achieve their full potential. Everyone is inspired to develop the necessary skills to become empowered as confident, active, informed citizens and creative lifelong learners.

### School context

Oatlands Public School is a wonderful, caring, community school with a strong focus on developing students' skills and abilities across all areas, including academic, sporting, citizenship and interpersonal domains. We offer students all the benefits of education in a large school, with the supportive atmosphere of a small school.

The school serves a diverse community with 63% of students with a language background other than English. 20% of the student population are from a Korean background. We presently have 190 students, under the care of nine dedicated and experienced class teachers. These teachers are capably assisted by part-time specialist staff providing quality additional programs for our students, working together with parents and community members. The positive partnership between the school and home is highly valued and contributes to student success.

Oatlands Public School has an excellent reputation in the wider community with our students displaying maturity and responsibility. The staff are extremely hard-working and genuinely care for every student. The Parent and Citizens Association provides strong support to the students and staff.

The school collaborates with the Parramatta Learning Community (PLC) schools in professional learning, leadership, capacity building, networking, program development and opportunities to extend students in dance and debating. Oatlands Public School is also a member of Cumberland Community Connections (CCC) and works with Cumberland High School and its feeder schools to design and implement rich learning experiences for Stage 3 students.

The school is committed to continuous improvement in teaching and learning and accordingly has identified several strategic priority areas for the basis of the 2015-17 school plan. School improvement goals are identified as a direct result of extensive evaluations.

### School planning process

Oatlands Public School’s planning process has been authentic, collaborative and consultative.

The school community worked collaboratively to establish Oatlands Public School’s strategic directions and vision statements. This included examining student achievement data, survey results, changes and targets and assessment of the achievements of the previous School Plans.

This information was used to summarise the beliefs and vision statements. These statements and information were presented to stakeholders to obtain suggestions and feedback. The suggestions and feedback given were used to develop the plans and vision statements.

The school context, curriculum, pedagogy, student diversity and resource management was re-examined.

Students from Years 2-6 were actively involved in the decision making process through the completion of school life, learning, school culture, teaching and writing surveys and the Student Representative Council participated in focus groups workshops.

Parents were regularly updated with information through meetings, notes and the newsletter. Parents and staff were surveyed on school culture, learning, teaching and student writing.

Evaluation findings indicate that we are a student centred school whose culture fosters a sense of belonging and collective responsibility. Strong relationships are formed between teachers and students and 90% of students indicate that school is a place where they have a lot of fun.

Teaching practice is supported by critical reflection with improving understanding of effective practice. A wide range of human resources are available to support students and staff with their learning.

The need for improved connections between home and school learning was highlighted, particularly in the area of how student learning is assessed. Findings also indicate that students don't always understand the significance of their learning and have difficulty in monitoring their own progress, particularly in writing.
Students are engaged in high quality 21st Century learning enabling them to achieve their full potential. Everyone is inspired to develop the necessary skills to become empowered as confident, active, informed citizens and creative lifelong learners.

Purpose: To empower students to become confident, creative and successful lifelong learners who strive for excellence.

Purpose: To enhance the capabilities of each staff member and improve student outcomes through personalised professional development and quality systems supported by expert leadership.

Purpose: To develop students to become engaged lifelong learners. To ensure strong partnerships are developed with the school and wider community to maximise student achievement and engagement.
## Strategic Direction 1: quality learning experiences for every student

### Purpose

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

At Oatlands Public School we strive to achieve excellence in all areas with a focus on high literacy and numeracy outcomes. Our comprehensive curriculum with personalised, data driven learning & practices for 21st Century learners will ensure students will be provided with a quality learning environment, enabling them to reach their potential, both academically and socially.

### Improvement Measures

<table>
<thead>
<tr>
<th>Improvement Measures</th>
</tr>
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<tbody>
<tr>
<td>NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year-on-year. In 2015, 50% of students are achieving Proficiency levels in all areas in NAPLAN. This will increase to 55% in 2016 and 60% in 2017. 0% of students are achieving below minimum standards. PLAN data and school based data indicates consistent progression along the Literacy &amp; Numeracy Continuums. In 2015, 80% of students are reaching the expected cluster for their year group by the end of each year. This will increase to 82.5% in 2016 and 85% in 2017.</td>
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</table>

### People

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

**Students:** Are provided a stimulating 21st Century learning environment where expectations require them to continuously monitor and reflect on their learning through use of explicit success criteria. Requirements for achievement at the highest level are clearly articulated to students.

**Staff:** Receive personalised professional development to assist in the development of high quality data driven/differentiated learning tasks incorporating the NSW Syllabus for the Australian Curriculum and 21st Century learning.

Provide lesson observation opportunities through peer coaching program to model effective use of learning intentions and success criteria. Supervisors to mentor staff towards exemplary programming and assessment in visible learning practice.

**Parents/Caregivers:** Build understanding and support for curriculum change by utilising a range of strategies to provide information to families about the school's approach to implementing the Australian Syllabuses through visible learning and 21st Century data driven practice.

**Community Partners:** Skills, resources and ideas are shared to enrich and extend curriculum programs through collegiality and collaboration within and between school communities.

**Leaders:** Develop capacity to analyse and communicate whole school data, focused on improving and monitoring student growth and performance.

### Processes

**How do we do it, how will we know?**

**SD 1.1 Curriculum**

Staff design and implement a relevant and integrated data driven curriculum using the NSW Syllabus for the Australian Curriculum. Provide students with 21st Century Learning opportunities in which all learning and criteria for success is visible for students. Guide students through differentiation, high level scaffolding and regular quality oral and written feedback to students.

**SD 1.2 Differentiation**

Students monitor their own learning through use of learning intentions and success criteria. Expectations are discussed with teachers and peers which articulate the requirements for high level achievement. Write personal learning goals and compare self-assessment to teacher assessment. Students are engaged in relevant 21st Century learning tasks that cater for their individual learning needs.

**SD 1.3 Visible learning**

Leaders provide expert tuition and mentoring on visible 21st Century learning and differentiation strategies to ensure high literacy and numeracy outcomes.

Increase the use of iPads and laptops in teaching and learning. Provide opportunities for staff and students to access programs that develop skills in the use of a variety of technologies.

### Products and Practices

**What is achieved, how do we know?**

**Product:** NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year-on-year. In 2015, 50% of students are achieving Proficiency levels in all areas in NAPLAN. This will increase to 55% in 2016 and 60% in 2017. 0% of students are achieving below minimum standards.

PLAN data and school based data indicates consistent progression along the Literacy & Numeracy Continuums. In 2015, 80% of students are reaching the expected cluster for their year group by the end of each year. This will increase to 82.5% in 2016 and 85% in 2017.

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

**Practices:** Students are regularly using self and peer assessment to inform and monitor learning. This forms an integral component of overall student assessment. Rubrics and success criteria are developed and applied for visible learning, formative assessment and quality feedback.

K-6 scope & sequences integrating the NSW Syllabus for the Australian Curriculum and 21st Century learning requirements into quality, data driven units of study have been developed and implemented.

Teachers set annual Professional Learning goals and monitor progress each semester.
Strategic Direction 2: to ensure innovative leadership and quality systems

<table>
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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Why do we need this particular strategic direction, why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it, how will we know?</td>
<td>What is achieved, how do we know?</td>
</tr>
<tr>
<td>Innovative leadership and quality systems ensures a foundation to build high quality, collaborative teaching and visible learning experiences for all. 21st Century educators model high quality, best and reflective pedagogy and seek to build leadership capacity.</td>
<td><strong>Students:</strong> Develop leadership skills through social and emotional learning experiences and leadership opportunities. Learn effective strategies to provide feedback.</td>
<td><strong>SD 2.1 Improved leadership skills for all students</strong></td>
<td><strong>Product:</strong> Regular review of Professional Development Plans, professional goals and work streams will support teachers and improve practices.</td>
</tr>
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<td>Oatlands Public School will provide opportunities for staff to further develop their professional expertise and leadership skills, participate in decision-making processes within the school and contribute to forming an effective professional learning community.</td>
<td><strong>Staff:</strong> Build staff capacity to demonstrate their professionalism and leadership by collaborating, sharing individual expertise and best practice initiatives.</td>
<td><strong>SD 2.2 Individualised professional learning</strong></td>
<td>All teachers will have engaged in mentoring sessions, including lesson observation and structured feedback that links their teaching to the goals of their Professional Development Plan.</td>
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<td><strong>Parents/Caregivers:</strong> Families will engage and connect with their children’s learning and new and innovative programs will continue to build the expectations of parents.</td>
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<td><strong>SD 2.3 Mentoring</strong></td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Community Partners:</strong> The school will ensure that all stakeholders are identified, encouraged and informed. The capacity to work together will be built to establish a continuum of learning, care and curriculum.</td>
<td><strong>Leaders:</strong> School leaders will guide a process of professional development planning, accreditation, performance review and curriculum delivery. They will take on roles within the PLC and CCC to expand the ways they change schools.</td>
<td><strong>School leaders utilise the School Excellence Framework to provide:</strong></td>
<td><strong>Practices:</strong> Teachers collect evidence and demonstrate their progress towards negotiated personal goals and whole school strategic directions.</td>
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<td><strong>Leaders:</strong> School leaders will guide a process of professional development planning, accreditation, performance review and curriculum delivery. They will take on roles within the PLC and CCC to expand the ways they change schools.</td>
<td><strong>Process:</strong></td>
<td>- expert tuition and mentoring on visible learning and 21st Century data driven practice</td>
<td>The school has an effective system for collaboration, classroom observation, the modelling of effective practice and feedback, data collection and analysis to drive improvement in teaching practice and student outcomes.</td>
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<td><strong>Community partners:</strong> The school will ensure that all stakeholders are identified, encouraged and informed. The capacity to work together will be built to establish a continuum of learning, care and curriculum.</td>
<td><strong>Evaluation</strong></td>
<td>- exemplary leadership in the development and implementation of staff professional learning plans and work stream leadership strategies</td>
<td>Great Teaching, Inspired Learning initiatives are implemented by reviewing the leadership framework to ensure alignment with system priorities and AITSL requirements.</td>
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<td><strong>Leaders:</strong> School leaders will guide a process of professional development planning, accreditation, performance review and curriculum delivery. They will take on roles within the PLC and CCC to expand the ways they change schools.</td>
<td>The school executive will maintain communication with teachers and support staff developing school initiatives. Regular progress reports will be delivered by work stream leaders.</td>
<td><strong>Products and Practices</strong></td>
<td></td>
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<td><strong>Improvement Measures</strong></td>
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<td><strong>Products and Practices</strong></td>
<td><strong>What is achieved, how do we know?</strong></td>
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<td>Regular review of Professional Development Plans and professional goals will support teachers and improve practices.</td>
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<td>All teachers will have engaged in mentoring sessions, including lesson observation and structured feedback that links their teaching to the goals of their Professional Development Plan.</td>
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<td>The school will provide opportunities for staff to further develop their professional expertise and leadership skills, participate in decision-making processes within the school and contribute to forming an effective professional learning community.</td>
<td><strong>Leadership skills are explicitly taught and opportunities for leadership provided for all students. Students play an important role in providing feedback and assessment of school practices.</strong></td>
<td><strong>SD 2.3 Mentoring</strong></td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td>The school executive will maintain communication with teachers and support staff developing school initiatives. Regular progress reports will be delivered by work stream leaders.</td>
<td>- improved performance management, planning and development processes for staff that align with professional standards and the school plan</td>
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### Strategic Direction 3: to strengthen student and community engagement

**Purpose**

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

To support students to become engaged lifelong learners.

To foster effective communication networks and partnerships with caregivers and the wider community to enhance student learning experiences.

To access a variety of relevant resources that provide rich learning experiences and improve students outcomes.

To enrich the school’s standing in the community.

**People**

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

**Students:** Adopt a school wide, collective responsibility for their learning and success with student, staff and community engagement.

Enhance student contributions to the school community and the society in which they live.

**Staff:** Develop a climate of transparency and trust by ensuring staff are committed to fostering clear, honest and comprehensive communication between each other, students and the community.

Staff are involved in quality professional learning enabling them to meet the diverse needs of their students.

**Parents/Caregivers:** Effectively inform and educate parents and caregivers of school strategic directions, practices and initiatives. Ensure parents and caregivers understand what their children are learning and provide regular information to support achievements and progression.

**Community partners:** Educate the community on school strategic directions, practices and initiatives. Work collaboratively with the PLC and CCC to strengthen interactions and share resources and expertise.

**Leaders:** Support leaders to develop and maintain strong school wide and interschool relationships for ongoing development, including excellent working relationships with the high schools.

**Processes**

**How do we do it, how will we know?**

**SD 3.1 The community is committed to the school’s strategic direction and practices.**

Lead a school community with high levels of student, staff and community engagement. Leaders and staff work within our school’s learning communities and with families and other key stakeholders to ensure there is a collective responsibility for student learning and success.

**SD 3.2 Improve student engagement through targeted programs embedding high expectations for learning.**

The school clearly articulates a commitment to equity and high expectations. Students are connected to their learning, have high expectations and can clearly articulate their learning goals and achievements.

Expert early identification of students below grade expectation and engage in explicit programs to support their development in literacy and numeracy supported by the LST, LaST, EAL/D teachers and SLSOS.

Create effective engagement with parents and caregivers and the local community to promote the school and its programs.

Continue to increase the levels and areas of parental involvement.

**SD 3.3 Parent understanding of student learning.**

Staff will provide clear, honest appraisal around student progress and class systems with students and parents regularly, both formally and informally.

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

**Evaluation**

The school’s ability to engage, inform and connect is measured by student, staff and parent satisfaction.

**Products and Practices**

**What is achieved, how do we know?**

**Product:** School-based data on attendance, suspension, behaviour referrals, surveys and welfare reports indicate high levels of student engagement.

Positive annual student and community satisfaction survey data in relation to the connection between home and school learning.

**Practices:** Parents are provided a range of pathways to see the progress students are making and the success the school is experiencing.

The school community is committed to the school’s strategic directions and practices to achieve educational priorities.

The school promptly addresses feedback on school performance and successfully fosters collaboration with key stakeholders in the development of its vision, strategic directions and annual plans.

Planning sessions are conducted each term with APLA, LaST and EAL/D teachers where extensive ILP’s for students are developed and implemented in consultation with the LST team and are thoroughly communicated to parents.

Flexibility to respond to student wellbeing needs through SALM software, tracking data, allocation resources through a single budget funded directly through new resource allocation model (RAM) using LMBR software.

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**Improve Measures**

School-based data on attendance, suspension, behaviour referrals, surveys and welfare reports indicate high levels of student engagement.

Positive annual student and community satisfaction survey data in relation to the connection between home and school learning.

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