

School plan 2018-2020

Oak Flats High School 8906



School background 2018–2020

School vision statement

Oak Flats High School will be renowned for producing students who are respectful, resilient and responsible lifelong learners who have the essential skills, knowledge and experience to become positive contributors to a dynamic society.

School context

Oak Flats High School (OFHS) is a fully comprehensive high school of approximately 750 students. It is located in the southern suburbs of the Illawarra Region. Students are drawn from three main primary schools. OFHS has a strong transition program operating with all primary schools. Opportunities for teacher learning and shared learning experience for students are a feature of the relationship.

The school has a teaching staff of 66 teachers, including nine head teachers and three deputies. We also have a support staff in excess of 20 including School Learning and Support Staff, Office staff and the general assistant.

The students at OFHS come from predominantly low Socio-Economic backgrounds with 45% of our students from the lowest quarter and 86% of our students from the bottom half.

OFHS also hosts 7 regional support classes including 5 Autism classes, 1 ED class on site and 1 ED class in the adolescent mental health unit at Shellharbour Hospital.

School planning process

The school undertook a planning process that involved all stakeholders within the school community. A community forum was held where a World Cafe activity was used to get feedback on 4 complex questions about the future directions of OFHS..

All students in Year 7, 8, 9 and the Student Representative Council were surveyed to gain feedback on core areas that they considered to be important in the development of the school plan.

All Staff and student focus groups were involved in developing the three strategic directions for the 2018 to 2020 school plan.

The P&C were consulted and contributed to the strength of the plan. The plan is a reflection of the School's vision statement and embodies the values inherent in this statement.

The improvement measures are the result of data collection and evaluation of student achievement, surveys of staff, students and the community and anecdotal evidence on a gained through the Tell Them From Me suite of surveys as well as our own tailor made surveys to gain feedback from students, staff and parents.

This review of the school ensures that Oak Flats High School maintains a focus on providing a quality education with a wide range of opportunities for all students who attend the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Collaborative & creative learners who reflect and grow

Purpose:

The purpose of this strategic direction is to create a safe learning environment where we build educational aspirations and empower students to be lifelong learners who prosper in a rapidly changing global community.

STRATEGIC DIRECTION 2

Teaching practice that is innovative and engaging

Purpose:

The purpose of this strategic direction is for all staff to work collaboratively in developing innovative teaching practices that promotes creative and critical thinking skills where teacher reflection informs practice.

STRATEGIC DIRECTION 3

High expectations and continuous improvement.

Purpose:

The purpose of this strategic direction is to provide a framework that builds the capacity of future leaders and enables the OFHS community to grow and prosper through strong leadership and innovative use of resources.

Strategic Direction 1: Collaborative & creative learners who reflect and grow

Purpose

The purpose of this strategic direction is to create a safe learning environment where we build educational aspirations and empower students to be lifelong learners who prosper in a rapidly changing global community.

Improvement Measures

100% of students transition to work, tertiary education or trade / apprenticeship.

60 % of students experience growth equal to or above expected for like school groups in NAPLAN and HSC results

People

Students

Students will need to understand and use feedback. They will need to build resilience through a growth mindset. Students will know how to access support systems within OFHS and external organisations.

Staff

Staff need to give appropriate/ differentiated feedback that is aimed at developing skills that will lead to greater achievement.

Implement growth mindset attitudes into everyday practice.

Understand and use Wellbeing & Learning support structures in the school

Leaders

Our leaders must be passionate and enthusiastic whilst providing direction and opportunity to utilise growth mindset, feedback and wellbeing. Our leaders will promote this with students, staff, parents and the community.

Parents/Carers

Parents and carers support their children and develop an understanding of feedback, growth mindset and wellbeing.

Community Partners

The leadership team will work in collaboration with the community to promote the use of feedback, growth mindset and wellbeing throughout community.

Processes

Catering for each individuals learning needs.

This process is designed to ensure we cater for the learning needs of all students at all levels of ability.

Growth, grit and determination.

This process will develop student resilience and enable them to reflect on past efforts and set goals for future improvement.

Connecting, succeeding, thriving

This process involves wellbeing programs that support all students so that they connect, succeed, thrive and learn.

Evaluation Plan

Mapping of students against the Literacy and numeracy progressions. Staff and students understanding where they sit and use the information to help growth through differentiation. Development and use of growth plans, TTFM engagement scores.

A multi-faceted approach to evaluation will occur using surveys, observations, work samples and academic performance.

Practices and Products

Practices

Students, parents, staff and the community working in partnership to provide the best educational opportunities for students.

A culture where students and staff have a growth mindset in which resilience and aspirational thinking are a core focus of the school.

Positive respectful relationships enhance learning.

Products

100% of students transition to work, tertiary education or trade / apprenticeship.

60 % of students experience growth equal to or above expected for like school groups in NAPLAN and HSC results

Strategic Direction 1: Collaborative & creative learners who reflect and grow

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Teaching practice that is innovative and engaging

Purpose

The purpose of this strategic direction is for all staff to work collaboratively in developing innovative teaching practices that promotes creative and critical thinking skills where teacher reflection informs practice.

Improvement Measures

All staff to use SCOUT to reflect and improve on their teaching practice..

All staff use the PDP process, lesson observation and the Professional Standards to inform and improve practice with a focus on innovative and engaging pedagogies..

People

Students

Students will understand learning intentions, success criteria and use specific feedback to achieve learning goals.

Students will develop skills, through Technology and Project Based Learning, to improve their ability to work collaboratively and become critical thinkers.

Staff

Through Coaching and Mentoring staff will increase their capacity to deliver quality curriculum that includes learning intentions, success criteria, explicit feedback, student centred learning, Technology and Project based learning.

Leaders

Leaders will develop, support and promote the coaching and mentoring program at OFHS.

Visible learning and creative pedagogies will be their focus.

Processes

Visible learning

A focus on creating stronger classroom practice through clear learning intentions, success criteria and explicit feedback to students and teachers about their teaching.

Creative Pedagogies

Developing the skills to better utilise available technology with a focus on student centred learning, flipped classroom, project based learning that enhances collaboration and critical thinking.

Coaching and Mentoring

The development of feedback framework that enhances the capabilities of staff and students to reflect and improve.

Evaluation Plan

A multi – faceted approach to evaluation will occur using surveys, observations, Instructional Practice inventory, work samples and academic performance.

Practices and Products

Practices

Staff are willing to try new and engaging future focused pedagogies.

Staff collaborating and forming positive partnerships that further improve the learning culture at OFHS.

Teaching at OFHS is dynamic and catering for the students needs whilst preparing them to be creative and critical thinkers.

Products

All staff to use SCOUT to reflect and improve on their teaching practice

All staff use the PDP process, lesson observation and the Professional Standards to inform and improve practice with a focus on innovative and engaging pedagogies..

100% of teaching staff who engage in the higher levels of accreditation achieving accreditation at Highly Accomplished or Lead.

Strategic Direction 3: High expectations and continuous improvement.

Purpose

The purpose of this strategic direction is to provide a framework that builds the capacity of future leaders and enables the OFHS community to grow and prosper through strong leadership and innovative use of resources.

Improvement Measures

Efficient use of human resources, RAM and physical resources to ensure that educational needs are met. (BPC Tool as a measure, program needs met through staffing)

Increased number of leadership roles available to staff and students at OFHS

People

Students

Students to gain connection to opportunities in school & community that will lead to greater aspirations and increased leadership opportunities.

Staff

Developing and maintaining a culture of high expectations and support of students to be aspirational in all aspects of school and community.

Promote the use of technology to enhance efficiency in core business of teaching and learning.

Develop staff ability to analyse data to inform teaching practice.

Develop future instructional leaders through the application of action research and best practice

Leaders

Leaders to support the development of a culture that is based on high expectations and aspirations, where evidence is collected to show the impact of our actions.

Parents/Carers

Create opportunities for parents and carers to promote high expectations and aspirations

Community Partners

Develop partnerships and community links that will support OFHS to be aspirational.

Processes

A community based on high expectations.

Create opportunities to promote the school and develop the aspirations of the students and their families.

Streamline and strengthen systems that support teaching and learning.

Ensure that we have the resources available so that staff can focus on the core business of teaching and learning..

Building strong instructional leadership for students and staff.

Leadership that promotes reflection, where teachers analyse their impact and the evidence that supports progress against best practice.

Evaluation Plan

A multi-faceted approach to evaluation will occur using surveys, observations, TTFM surveys, Community focus group feedback and event feedback, work samples, PDPs, 360 degree analysis, efficiency measures.

Practices and Products

Practices

Leadership opportunities are authentic and equally available to all staff and students..

Products

Efficient use of human resources, RAM and physical resources to ensure that educational needs are met. (BPC Tool as a measure, program needs met through staffing)

Increased number of leadership roles available to staff and students at OFHS