**School vision statement**
Bert Oldfield Public School, in partnership with an engaged school community, provides quality 21st Century programs, practices and opportunities which enhance, challenge and enable the development of the whole child, building academically and socially capable citizens.

**School context**
Bert Oldfield Public School is a dynamic, caring and successful educational centre. The school has been operating successfully in the Seven Hills area since 1959. Set in spacious grounds, the school's buildings and gardens are attractive and well maintained. The school population comes from a diverse range of national and cultural backgrounds. At present, over 67% of students come from a language background other than English with 33 nationalities represented at the school speaking over 40 different languages. Some of these children are refugees or from a refugee background. The dedicated, highly qualified teaching staff, assisted by the support staff and school community, has developed a core curriculum and special programs designed to achieve positive educational outcomes for students. Community involvement and participation are encouraged as an integral part of school life. Our school provides a quality-learning environment, which encourages all students to acquire the knowledge, skills and desirable attitudes necessary for a successful productive life. We are committed to our school motto 'Learn to Live' and making a difference for every child.

**School planning process**
The Bert Oldfield Public School planning process has been highly consultative and rigorous, engaging all key stakeholders in the process of identifying our direction for the next 3 years. The staff collaboratively analysed the 4 key reforms driving educational change in NSW, ‘Great Teaching Inspired Learning’, ‘The Melbourne Declaration’, ‘Local Schools Local Decisions’ and ‘Rural and Remote’. The staff also analysed school and national data to inform key focus areas for the 2015 - 2017 strategic planning cycle. The analyses were then used as a basis for consultation, categorising our focus areas into Learning, Teaching or Community and what it meant to them as teachers in their classrooms. Staff also completed a number of online surveys about teaching, learning, school processes and professional learning needs. With our students, the school executive participated in lesson observation, surveys and focus groups and examined a number of key elements from the student’s perspective. One element was a discussion with the students about their lessons and what they felt the lessons were designed to teach them. The students discussed what they were learning, what a good learner was, how they could seek help, and how they knew what they were learning. They were also given the opportunity to define aspects of the school that they loved and aspects that they would change. A community forum was conducted to consult with parents about its systems and priority areas. Parents completed a SWOT analysis and provide feedback to the school executive and Community Hub coordinator. A number of online surveys were conducted to ascertain the community’s level of satisfaction with the school and its programs. Other surveys asked them about student welfare practices in the school and the teaching of English. The school executive and Community Hub leader identified 3 strategic directions. Quality 21st Century Learning, Quality Systems and Practices, and Building an Engaged Learning Community. The 5 P’s were developed according to all the information. The executive then led the staff through an analysis of capacity building for each of the stakeholder groups identified and the existing and potential new initiatives that could be implemented to ensure the success of the products and practices. The executive collated the information to articulate the milestones and map them against the elements of the Schools Excellence Framework.
Purpose:
To provide quality teaching practices and curriculum delivery to create assessment capable, creative, collaborative, critical and reflective thinkers, prepared to meet the rigours of 21st Century society.

Purpose:
To build quality systems and organisational practices to ensure that outcomes for all stakeholders are maximised and effectively monitored.

Purpose:
To maximise and enhance the involvement of all stakeholders to build an engaged school community.
### Strategic Direction 1: 21st Century Learning

#### Purpose

To provide quality teaching practices and curriculum delivery to create assessment capable, creative, collaborative, critical and reflective thinkers, prepared to meet the rigours of 21st Century society.

#### Improvement Measures

**NAPLAN literacy and numeracy data** indicates continued growth in the percentage of students at or above proficiency level. Value added growth trends upward from year to year with greater representation of achievement in the higher bands.

PLAN data indicates consistent and expected growth along literacy and numeracy continuums, with 85% of students in every stage achieving expected cluster markers and levels by 2017.

School based and standardised assessments indicate greater than 0.5 effect size.

All learning is driven by learning intentions and success criteria.

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| **Students:**  
Students are capable of and understand the importance of continuously negotiating, defining, monitoring and reflecting on their own learning through an articulated awareness of explicit success criteria.  
Students have the capability to critically think and problem solve, accessing and analysing information and use curiosity, imagination and collaboration for learning.  
**Staff:**  
Staff are knowledgeable of and deliver current syllabus programs and practices inclusive of 21st Century learning skills and tools.  
Staff understand ‘Visible Learning’ and the importance of ensuring that all lessons are designed with learning intentions, success criteria, feedback and reflection as their foundation.  
Staff are knowledgeable of, and implement, differentiated learning practice and scaffolded learning strategies.  
**Leaders:**  
Leaders have knowledge of and commitment to driving current curriculum expectations, data analysis and educational practices which enhance 21st Century teaching and learning.  
School leaders ensure that professional learning and educational programs are relevant to identified needs, are implemented into teaching practice and success is monitored. | **Visible Learning:**  
Through action learning in ‘Visible Learning’, teaching practices are developed where students define and reflect on learning goals and are participants in a learning process which has defined learning intentions, success criteria and reflection on student learning.  
Students are given opportunities to talk about, and reflect, on their learning journey, and are provided with ongoing appropriate feedback.  
Teachers implement lessons with defined learning intentions, success criteria, reflection and pertinent feedback.  
**Curriculum and Assessment:**  
Collaborative team based programming and assessment for all relevant key learning areas uses ‘Backward by Design’ approaches.  
Summative and formative assessment practices are utilised as, of and for learning.  
Planning focuses on providing learning experiences which are based on real life and current issues, driven by ‘Big Ideas’, promotes creative problem solving and reflective processes, and integrates 21st Century skills and learning tools.  
**Scaffolded Learning:**  
Professional learning and staffing structure strengthen teachers’ capacity to differentiate learning for a range of diverse learners.  
Analysis of data streams and consultative case management practices are in place to inform personalised learning needs for identified students. | **NAPLAN literacy and numeracy data** indicates continued growth in the percentage of students at or above proficiency level. Value added growth trends upward from year to year with greater representation of achievement in the higher bands, and summative data has an effect size of greater than 0.5.  
PLAN data indicates consistent and expected growth along literacy and numeracy continuums, with 85% of students in every stage achieving expected cluster markers and levels by 2017.  
School based and standardised assessments indicate greater than 0.5 effect size.  
Students are able to articulate their own learning, their learning goals and are assessment capable.  
Units of work and lesson design focuses on developing assessment capable learners through ‘Backward by Design’ driven curriculum implementation and pedagogy.  
Teachers provide descriptive and meaningful feedback about student learning.  
Regular tracking and analysis of assessment data by all staff and learning teams, and the use of consistent teacher judgement inform the learning cycle and differentiated learning.  
A whole school plan for curriculum delivery incorporating BOSTES syllabus documents and outcomes mapping.  
Students are literate, have an understanding of and are active participants in analysis of real world issues driven by “Big Ideas”.  
Adjustments and accommodations for diverse learners and personalised learning supports the acquisition of student outcomes.  
**Evaluation plan:**  
Monitor and analyse quantitative or qualitative improvement measure/s resulting from the achievement of the processes in this strategic direction.  
Review and analysis of all school based, standardised and national data streams. |
## Strategic Direction 2: Quality Systems and Practices

### Purpose
To build quality systems and organisational practices that ensure outcomes for all stakeholders are maximised and effectively monitored.

### Improvement Measures
- PBL data will reflect the success of our school wide expectations and universal practices, with 95% of our students in the green, 3% in the targeted and 2% in the intensive domains.
- All staff will develop and review professional learning plans and professional learning goals.
- All staff will participate in observations, reviews and structured feedback as part of the Performance and Development Framework.
- All teachers and leaders participate in a process of maintaining or seeking accreditation at higher levels of the professional learning continuum.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Development of PBL systems and practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff:</td>
<td>Development of an awareness of current and future school systems and department professional accountabilities.</td>
</tr>
<tr>
<td>Parents:</td>
<td>Parents are knowledgeable of current and future school systems and can understand their children’s learning progress and how to support them, and the changing nature of learning in the 21st century.</td>
</tr>
<tr>
<td>Leaders:</td>
<td>Guide all staff in reflective practices within planning, teaching, curriculum and performance.</td>
</tr>
</tbody>
</table>

### Processes

<table>
<thead>
<tr>
<th>Positive Behaviour for Learning</th>
<th>PBL data, systems and practices are implemented, analysed and modified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff accountability systems and practices</td>
<td>School based supervisory practices are developed, negotiated and implemented.</td>
</tr>
<tr>
<td>Performance and Development</td>
<td>Staff contribute to collaborative planning of learning and school priorities.</td>
</tr>
<tr>
<td>School Evaluation</td>
<td>Participation in professional learning opportunities which enhance staff knowledge of The Performance and Development framework, the professional standards and the necessary evidence for compliance accreditation and progression.</td>
</tr>
<tr>
<td>School Evaluation</td>
<td>Provision of opportunities for staff to learn from each other.</td>
</tr>
<tr>
<td>School Evaluation</td>
<td>Professional learning with and utilisation of the School Excellence Framework to reflect on and inform effective practices in learning, teaching and leading.</td>
</tr>
</tbody>
</table>

### Products and Practices

- PBL data will reflect the success of our school wide expectations and universal practices, with 95% of our students in the green, 3% in the targeted and 2% in the intensive domains.
- All staff will develop and review professional learning plans and professional learning goals.
- All staff will participate in observations, reviews and structured feedback as part of the Performance and Development Framework.
- Staff are aware of and adhere to school and departmental policy and supervisory practices.
- Staff are assessing professional skills and knowledge against the national professional standards and collecting evidence to support the accreditation process.
- Staff develop annual professional learning goals and regularly monitor, reflect and adapt professional practice in relationship to professional learning goals.
- Mentoring and coaching practice supports professional learning and the implementation of curriculum and pedagogy.
- All students are engaged in learning.
- Student learning is supported through rigorous systems of communication and resource management.
- Systems for reporting on student learning progress exist and are implemented and reflected upon.
- SASS staff are implementing procedures within LMBR and SAP.

### Evaluation Plan
- Monitor and analyse quantitative or qualitative improvement measure/s resulting from the achievement of the processes in this strategic direction.
## Strategic Direction 3: Engaged Learning Community

### Purpose
To maximise and enhance the involvement of all stakeholders to build an engaged school community.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Develop student capacity to express “student voice” developing leadership behaviours and the level of student participation in school based programs and activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff:</td>
<td>Develop staff capability and capacity to deliver information about school curriculum, pedagogical priorities and policies.</td>
</tr>
<tr>
<td>Parents:</td>
<td>Enhance our parents/carers confidence and preparedness to engage in school initiatives and the learning journey of their children.</td>
</tr>
<tr>
<td>Broader Learning Community:</td>
<td>All members of the school community can engage in enhanced reciprocal learning involvement with our broader learning community.</td>
</tr>
<tr>
<td>Leaders:</td>
<td>Develop innovative and consistent communication planning and consultation processes.</td>
</tr>
</tbody>
</table>

### Processes

<table>
<thead>
<tr>
<th>Student Leadership and participation initiatives</th>
<th>The provision of opportunities for students to lead and participate in school decision-making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for students to develop, plan and lead initiatives.</td>
<td></td>
</tr>
<tr>
<td>Developing inclusive home school learning partnerships</td>
<td>Provide opportunities for staff to deliver sessions to parents on curriculum, learning, school focus areas, pedagogy and learning innovations.</td>
</tr>
<tr>
<td>Promote the school within the community.</td>
<td>Parents are invited to, and attend, information sessions which provide skills that can be utilised at home and/or within the classroom.</td>
</tr>
<tr>
<td>Provide opportunities and programs for the development of parents and the P and C to, plan, implement and lead initiatives.</td>
<td></td>
</tr>
<tr>
<td>Developing alliances with the Broader Learning Community</td>
<td>Utilise community connections. Establish reciprocal alliances with a broad range of learning community partners.</td>
</tr>
<tr>
<td>Educational events provided from a broad range of community partners.</td>
<td></td>
</tr>
<tr>
<td>Connections developed with the school’s broader business community.</td>
<td></td>
</tr>
</tbody>
</table>

### Products and Practices

- Increased participation of parents in the P and C activities by 100%.
- Number of parent sessions provided increased by 25%.
- Increased number of stakeholders involved in school activities by 20%.
- Leadership training provided to all school leaders and SRC representatives.
- Increase number of business and community partners by 50%.
- Survey data indicates high levels of parent, staff and student satisfaction.

### Improvement Measures
- Increased participation of parents in the P and C activities by 100%.
- Number of parent sessions provided increased by 25%.
- Increased number of stakeholders involved in school activities by 20%.
- Leadership training provided to all school leaders and SRC representatives.
- Increase number of business and community partners by 50%.
- Survey data indicates high levels of parent, staff and student satisfaction.

### Evaluation plan:
Monitor and analyse quantitative or qualitative improvement measure/s resulting from the achievement of the processes in this strategic direction.