School plan 2015 – 2017

Oxley High School

Learning

Teaching

Lifelong Learners
School background 2015 - 2017

School vision statement

Oxley High School will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting pursuits.

It will equip children for the demands and opportunities of the twenty-first century through a differentiated, effective and rigorous curriculum as an entitlement to every student enrolled in this school.

The staff of Oxley High School will be professional and highly motivated and, in partnership with parents, will encourage each child to achieve to their full potential.

In a disciplined and caring environment, based on mutual respect, each child at Oxley High School will be appreciated as an individual in his/her own right and valued as an important member of the collective student body.

Each student will be encouraged in their moral purpose to complete their education at Oxley High School ready to take on the challenges of adulthood with success and integrity.

School context

Oxley High School is characterised by personal achievement and high expectations. It is characterised by a culture of commitment to excellence between students, teachers and parents in every aspect of school life.

Oxley High School is recognised as a Centre for Excellence (enrolment 920, including 101 Aboriginal students). It is a coeducational comprehensive high school that prides itself on academic, vocational, the creative and performing arts, sport and student leadership. The school has a dedicated, experienced staff, an extremely supportive school community and an active Parents and Citizens' Association. The school’s priorities are a focus on Quality Teaching and learning, personal growth and, academic, sporting and social achievement. Students at Oxley High School are supported by a highly effective student welfare system and a strong transition programme with its partner primary schools.

The school is characterised by a Middle (years 7, 8, 9) and Senior (years 10, 11, 12) School structure. We at Oxley High School believe that this best caters to the academic, social and emotional needs of all our students and, enables students to form positive relationships with their peers and teaching staff alike.

Our core values are Respect, Tolerance, Personal Best and Commitment to Community. We are a school that values the wearing of uniform, high behavioural and learning expectations, resilience and effective interpersonal relationships.

Student academic, social and sporting achievement is very strong at Oxley High School and is characteristically across years, genders, races and abilities. Student achievement at the HSC regularly sees ATARS above 90 with strong indications of student learning improvement in the HSC results in the remainder of the cohort. Our NAPLAN results indicate effective educational growth in teaching and learning from Years 7-9.

There is always a strong expectation that the students, staff and parents will see all students achieve their personal learning goals.

Oxley High School has “state of the art” facilities including a Drama and Dance studio, Library, English, Music, Science, Computing, Metalwork, Woodwork, PDHPE classrooms and Weights Room.

Our advanced facilities allow Oxley High School to develop the most comprehensive face-to-face curriculum in the region to enhance the learning opportunities for all of our students.

This school plan was developed in consultation with the students, staff and parents of Oxley High School and, endorsed by the P&C for implementation for the 2015 -2017 school year.

The implementation of this school plan will be monitored by the school executive and be evaluated each term.

The school’s executive will have direct responsibility and accountability for the implementation of this plan and where possible seek to modify this School Plan to maximise student, teacher and community outcomes.

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All students have the capacity to learn and the right to a challenging and effective education. In a rapidly changing workplace, an education that has taught students to collaborate, think, create, innovate and be responsible for their own decisions guarantees school leavers a successful and fulfilling post-school future. Oxley High School promotes each of these educational skills as a workplace and social paradigm for all students.

Oxley High School positively promotes, recognises and rewards all student achievement in the three strataums of adolescent growth areas; academic and cultural development, social awareness and personal integrity, sporting teamwork and individual excellence.

Purpose:
To equip all students to learn and achieve.

Purpose:
To build the capacity of teachers to teach students to learn in a rewarding environment.

Purpose:
To connect all student academic, social-emotional and cultural learning outcomes with trends in learning in the global employment context.
**Strategic Direction 1:** All students have the capacity to be successful learners

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>To equip all students to learn and achieve</td>
<td>Students:</td>
<td>• Differentiation across whole school&lt;br&gt;• Assessment for learning&lt;br&gt;• Effective rewards/recognition for student achievement&lt;br&gt;• More fluid movement of students between classes&lt;br&gt;• Teacher Professional Learning explicitly stated and linked to TARS/EARS/PARS</td>
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<td>• Focus on literacy and Numeracy strategies in Years 7-9&lt;br&gt;• Year 7-8 electives&lt;br&gt;• 3 elective lines in Year 9-10&lt;br&gt;• Regular homework/home study (at least once per week)&lt;br&gt;• CLONTARF to monitor Aboriginal Student engagement&lt;br&gt;• Positive school culture through rewarding effort&lt;br&gt;• Senior student goal setting</td>
<td></td>
<td>Product: • Less than 5% of cohort HSC marks in Band 1&lt;br&gt;• 100% of programs demonstrate differentiation in the high/medium and low bands of student ability and learning&lt;br&gt;• 100% of Aboriginal and Special Needs students have a/an IEP/PLP in place for their learning&lt;br&gt;• Students/parents/carers/teachers have a sustainable educational partnership with a clear and effective learning relationship</td>
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<td>Staff:</td>
<td>Evaluation Plan</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>• Teacher summation “things taught in each lesson”&lt;br&gt;• Teacher Professional Learning&lt;br&gt;• Consistently provide feedback to parents and students&lt;br&gt;• Implement staff review teams</td>
<td>• Programs evaluated for differentiation&lt;br&gt;• HSC Assessment monitored and signed by Head Teachers&lt;br&gt;• Workbooks evaluated&lt;br&gt;• Term review of 7-10 class placements&lt;br&gt;• Professional Learning Plan monitored and linked to TARS/PARS/EARS&lt;br&gt;• 2014 HSC review conducted by Faculties for baseline data</td>
<td>Practice: • Students evaluate their own learning</td>
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<td>Parents/Carers:</td>
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<td>• Monitor school books&lt;br&gt;• Partnership to assist learning&lt;br&gt;• Regularly communicate&lt;br&gt;• Implement Personal Learning Plans with all Aboriginal and Special Needs students</td>
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<td>Community Partners:</td>
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<td>• Communicate with P&amp;C and AECG and with clear expectations</td>
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<td>• Monitor, evaluate and communicate with stakeholders</td>
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**Improvement Measures**

- All subjects to demonstrate HSC growth from Year 9 NAPLAN to HSC (value added >0 z-scores comparison NAPLAN - HSC)
- Year 7-9 NAPLAN Literacy and Numeracy growth to be consistent with or above like school grouping (from Year 7-9)
Strategic Direction 2: All teachers are facilitators of effective learning

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| To build the capacity of teachers to teach students to learn in a rewarding environment. | Students:  
- Mastery of subjects  
- Think deeply and critically  
- Engage in higher order learning and try new things  
- Improve resilience when they have difficulty  
- Have high expectations  
Staff:  
- Develop effective mentor/mentee relationships  
- Differentiate for student needs  
- Have high expectations  
- Implement TARS/EARS/PARS with clear learning goals  
- Implement teams to facilitate, assess and modify practices  
- Faculty programs DEC policy  
- Professionally developed in school practice and are consistent in its application  
Parents/Carers:  
- Develop clear communication networks with teaching staff to ensure students are supported in their education at home  
Community Partners:  
- Plan is communicated to AECG and Oxley High School P&C  
Leaders:  
- Implement strategies to monitor, evaluate and communicate with stakeholders | This School Plan will be communicated to all staff  
- Everyday school practices and processes will be regularly evaluated and communicated to staff  
- Teacher Professional Learning information to be discussed with whole school at staff meetings | 100% of programs demonstrate differentiation  
100% of all TARS/EARS/PARS has explicit learning goals for all staff  
- Year 7-9 in school NAPLAN  
- Growth is greater than 0 in all areas of Numeracy and Literacy  
- Less than 5% of cohort HSC marks in Band 1  
- 100% of Aboriginal and Special Needs students have a/an IEP/PLP in place for their learning  
- Students/Staff/Parents/Carers value learning |

**Improvement Measures**
- Programs demonstrate differentiation for student learning
- TARS/EARS/PARS has clear learning goals for all staff

**Evaluation Plan:**
- All TARS/EARS/PARS documentation demonstrates communication, assessment and implementation in the school plan (where appropriate)
- Key assessment dates are implemented and marked off in the timeline

**Product:**
- Year 7-9 in school NAPLAN  
- Growth is greater than 0 in all areas of Numeracy and Literacy  
- Less than 5% of cohort HSC marks in Band 1  
- 100% of Aboriginal and Special Needs students have a/an IEP/PLP in place for their learning  
- Students/Staff/Parents/Carers value learning

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

**Practice:**
- Students evaluate their own learning  
- Staff evaluate their own professional needs
Strategic Direction 3: All students are lifelong learners

**Purpose**

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

To connect all student academic, social-emotional and cultural learning outcomes with trends in learning in the global employment context.

**People**

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

**Students:**
- Engaged in differentiated learning
- Capacity to plan for their careers
- Transitions clearly supported
- Have a high degree of resilience
- Discuss aspirations with staff and parents/carers
- Variety of learning environments
- Are rewarded for achievement

**Staff:**
- Engage students to discuss future careers
- Assist students with Mental Health needs
- High expectations for students
- Engage parents in developing high expectations for students

**Parents/Carers:**
- Develop clear communication networks to ensure students support

**Community Partners:**
- TAFE/University/RTO’s
- Workplace training organisations
- AECG
- Special Needs Training Organisations

**Leaders:**
- Implement strategies to monitor, evaluate and communicate with stakeholders

**Processes**

How do we do it and how will we know?

- Teacher Professional Learning is developed to support future career pathways
- Senior Students will have documented evidence of career pathway

**Evaluation Plan**

- A register of student career pathways will be evaluated periodically
- Teacher Professional Learning will be assessed periodically

**Products and Practices**

What is achieved and how do we measure?

- At the time of signing out from Oxley High School the careers teacher has interviewed all of the students and 100% of student leavers are in work or further training

**Product:**
- Stage 5 Students at Risk are in VET and seeking apprenticeships
- Students have career pathway
- Strong relationship with employers in Tamworth
- UNE/Newcastle University partnership is strengthened
- Students seeking Early Entry to universities
- Aboriginal Students linked to TAFE/University and have understanding of pathways
- Special Needs students are linked to workplace training enterprises
- Students are able to use current technologies in the workplace and are confident to seek training in using new technologies

**Improvement Measures**

- 100% of students leaving school are in work or further training at the time of school departure

**Practice:**
- Students are able to demonstrate a clear school/training/workplace pathway