



**Oxley**  
COLLEGE

K-12

**2017**

STRATEGIC PLAN

# STRATEGIC

## PRIORITY 1:

### RIGOUR IN ACADEMIC EDUCATION/ TEACHING AND LEARNING

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**GOAL:**

Rigorous Academic Education.



**ELEMENT OF VISION AND/OR MISSION:**

Academic Rigour (V), Seize each day at school (M), To strive, stretch and stick.

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"><li>• Rigorous Academic Education.</li><li>• Strong Academic performance.</li><li>• Evidence based teaching and learning practices.</li><li>• Ethos of disciplined striving and learning.</li></ul>	<ul style="list-style-type: none"><li>• Foster an academic environment of high expectations.</li><li>• Maintain well organised and purposeful classrooms.</li><li>• Integrate Visible Learning into all aspects of education.</li><li>• Engender in students the commitment to strive and extend themselves.</li><li>• Empower students to active, self-aware learners.</li><li>• Achieving agreed academic standards.</li></ul>

# 2017 ACTION PLAN

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- (Year 12) Continued focus on assessment and examination readiness of cohort. Focus on improved performance and harnessing willingness of cohort to work.
- (Year 12) Continued strong use of Year 12 Centre and strong use of the resources in the Year 12 Planner.
- (Year 12) Exploration and probable implementation of a Year 12 resources and study app.
- Continued implementation of Visible Learning Strand 1: The Visible Learner.
- Continued implementation of Visible Learning Strand 2: Know thy impact.
- Successful implementation of Global Perspectives, particularly in its first examination cycle.
- Explore further use of Cambridge Programmes for Years 9-10. Integrate with current syllabi.
- Use of homework timetables, setting of work, and monitoring of diary to ensure that meaningful, balanced and steady homework is done by students as per the Oxley guidelines for Years K-6 and 7-10.
- Refinement and monitoring of SWYM programme, particularly so that it segues with all subjects' writing progression.
- Academic Strategies perspective and programme extending beyond SWYM.
- Continued implementation of Maths pathways in 7-8 and expanded to include Years 5, 6 and 9.
- 'Response to intervention' (RTI) system promulgated K-12 as a driving force to improve literacy and numeracy. Integrated use of learning support and academic strategies in classes.
- Implementation of the 'Seven Steps to Writing' programme for Years K-6 and potentially 7-8. Integrate with SWYM and align with RTI.
- Improved granular reporting on effort (7-12) for students, staff and parents. Begin self-reporting for students.
- Clarification of disciplinary measures to ensure effectiveness.
- ICT integration into lessons and communication to parents in K-6 and 7-12.

## BY 2020 WE SHOULD HAVE

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- Programmes that push high academic achievement and stretch each student.
- Lessons that push high academic achievement and stretch each student.
- Students consistently working hard and effectively at home on meaningful tasks.
- Strong and consistent external academic results.
- High quality of teacher feedback which is used by students to improve work.
- Students 'match fit' for external assessments, in particular the HSC.
- Many students who read voraciously and write with flair.
- 'Academic Strategies' entrenched and evolving as both a subject and practice.
- A programme of using data confidently to drive improvement.
- Students driving their own progression and learning. This includes students being able to articulate their learning style and also apply the recent research and psychology about high performance.
- Have strategies and development programmes implemented for each layer of academic capability – from low to medium to high.

# STRATEGIC

## PRIORITY 2:

### ENRICHED AND ENLIGHTENED LEARNING

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**GOAL:**

An inspiring learning experience.

**ELEMENT OF VISION AND/OR MISSION:**

(V) Enlightened Academics

(M) To be excited by the richness of what is known and inspired by the possibility of what is yet to be discovered.

(M) To think clearly, creatively and with passion.

(M) Approach learning with enthusiasm, open minded curiosity and wonder.

(M) Prepare for the future in the exciting, dangerous and uncharted twenty first century.

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"><li>• Liberal, enlightened education.</li><li>• Creative and critical thinking.</li><li>• Love of learning and ideas for their own sake.</li><li>• Enthusiasm for life-long learning.</li></ul>	<ul style="list-style-type: none"><li>• Foster a culture of open minded learning in classes.</li><li>• Prioritise discussion and engagement in classes.</li><li>• Energise staff to remain enthusiastic and passionate about ideas.</li><li>• Create opportunities for students to explore what most interests them academically.</li><li>• Provide a physical learning environment that befits enlightened learning.</li></ul>

# 2017 ACTION PLAN

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- Continued focus on Visible Learning Strand 3: Inspired and Passionate Teaching.
- Continued focus on Visible Learning Strand 4: Feedback.
- 'Big History' programme instituted in Year Nine as part of Cornerstone programme.
- Wide reading programme 3-10 to include more non-fiction and more strategies to introduce students to world of ideas. Also invigorated fiction and Year 10 list.
- Selected staff PLPs shared with staff and implemented wider than a single classroom.
- Cornerstone re- allocated and emphasis placed on 'culture of thinking' skills.
- 'Big Ideas Day' (K-11) (from 2016)
- Emphasis on discussion skills - training and groups/feedback sessions.
- Greater student buy-in for (reworked) Distinctive Oxley programmes - Cornerstone, SWYM, Wide Reading, Mind Matters.
- ICT integration into lessons in most productive way when appropriate.
- Work on culture of sharing innovative ideas and best quality teaching. ('collective teacher efficacy')
- Work on identifying in each lesson what is 'surface', what is 'deep', and how to spend enough time in the deep in K-10. Use 'Understanding by Design' framework to assist.
- Gifted and talented opportunities as foreshadowed in 2016 proposal.
- Assessing and implementing how to get the best out of both genders in an academic setting.

## BY 2020 WE SHOULD HAVE

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- Programmes that are dynamic, exciting and enlightened.
- Discussion and/or student participant central to most lessons.
- An optimum balance of individual, group and whole class activities in lessons over the course of a week.
- Students who are overwhelmingly keen to discover, find out, and engage with what we are teaching – and to take it further.
- Teachers being inspired and wanting to communicate passion to students.
- Deep learning – the why and how frames – as a guiding principle for many lessons. Big ideas and rich concepts to act as the engine for these lessons.
- Students directing their own learning- and for this to be entrenched into programmes.
- Visible Thinking and SOLO strategies used widely.
- Students (by the end of Year 11) having a belief that education, learning and wisdom are important and applying this world view to their studies.
- A programme of extension (i.e G+T) and support for identified students.
- Staff appraisal system fully embedded with a good feedback loop.
- A network of voluntary opportunities, clubs, enrichment days etc.

# STRATEGIC

## PRIORITY 3:

### CARING FOR THE WHOLE STUDENT

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**GOAL:**

For every student to feel safe, honoured and respected.



**ELEMENT OF VISION AND/OR MISSION:**

(V) Care for the whole child.

(M) Care for students emotionally so that they see that College is a safe harbour where they are secure and respected for who they are.

(M) Caring for others in the College and respecting their individual personalities and talents.

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"><li>• A sense that each student is known and respected.</li><li>• A strong affinity between the student and the College.</li><li>• A deep sense of pride between each student and the College.</li><li>• Students who are safe, respected, empowered and nurtured.</li></ul>	<ul style="list-style-type: none"><li>• Maintain and strengthen a community culture.</li><li>• Strengthen the House system.</li><li>• Opportunities for students to display talents, skills, interests and personalities.</li><li>• Student engagement and leadership.</li></ul>

# 2017 ACTION PLAN

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- Year 7 integration from other schools - programme to have students' commitment being to Oxley and each other.
- Mindfulness programme from K-12.
- Careers programme.
- Information on child's next stage of life.
- Exploration of the Wellbeing programmes of Seligman. (also linked to values)
- Student leaders (12 and 6) promoting key messages including values messages.
- Fortnightly Prefect and SRC meetings to plan and discuss contributions.
- Further usage of the gym for fitness. Inclusion of Years 5 and 6.
- Holistic anti bullying programme and code of conduct (or equivalent) amongst students using SRC, Prefects, school leaders, and other bodies. K-6 and 7-12 as developmentally appropriate. Promulgation to parents/ community.
- Increased awareness of the ways genders interact in the classroom and the playground both within and amongst groups. Commitment to safety, respect and care.
- Service learning programmes existing from K-12.
- Surveying staff about uses of tutor group and sharing ideas about effective use of time.
- 'tech harmony' implemented in the context of balance, well-being and healthy mind.

## BY 2020 WE SHOULD HAVE

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- Year groups who get on with each other accept differences. A combination of friendship groups and ecumenical social networks that protect individuals and assist them to flourish.
- Many students with healthy self-regard fuelled by mindfulness, positive psychology and a good network of relationships. Students who know themselves.
- Students who feel a deep, non-jingoistic pride in their College as a key part of their net of connectedness.
- Students who respect and like staff. Staff who respect and like students.
- A College culture that fosters a respect for individual difference and diversity in its forms such as gender, religion, sexuality and race.
- A visible and effective suite of anti-bullying and cybersafe policies that are implemented from day to day.
- A vibrant pastoral system of Houses, counselling, careers, mentorship and support.

# STRATEGIC

## PRIORITY 4:

### ETHICAL, MORAL AND SPIRITUAL DEVELOPMENT

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**GOAL:**

To provide an open-minded, non-doctrinal culture that develops service oriented citizens with strong moral compasses.

**ELEMENT OF VISION AND/OR MISSION:**

(M) Engage students as often as possible about values, ethics and the biggest spiritual questions in life. This will be non-denominational, informed by the Christian tradition and will also draw from wisdom wherever it is found.

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"><li>• Strong moral development.</li><li>• Open and guided spiritual enquiry.</li><li>• Oxley students giving back to the community.</li></ul>	<ul style="list-style-type: none"><li>• Give opportunities for students to consider moral and ethical issues and problems.</li><li>• Fostering respectful and open dialogue with students about the 'big questions' of life.</li><li>• Maintain a service learning programme throughout the College.</li></ul>

# 2017 ACTION PLAN

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- The creation of a written statement about our aims for the moral character of a student who leaves the Oxley gates in Year 12. A fundamental narrative through which to explore who they are. Link/based on existing values. So students know and consider 'who they are'. 'Touchstones' of Oxley.
- Creating a set of 'readings' for the character development of students. An Oxley development code. Can include video.
- An innovative system to have these readings/viewings/ideas considered by students. May be a 'passport' system or a set of physical 'touchstones' A committee to do this?
- Renewed focus on the 'throughline' in the ethical and spiritual units in Cornerstone. 'Scope and sequence' for moral development.
- Some integration of the values statements into programmes and lessons. Professional development days to achieve this.
- Values and Ethics discussed on assemblies. External speakers.
- Considering the 'spiritual' journey as per the mission both in and beyond the units in Cornerstone.
- Have the overseas social service trips for Years Nine and Ten running vibrantly and with purpose.
- Fundraising for our 'partner' schools in Botswana, Nepal and Fiji. Fundraising for other causes.
- Some exchange with our partner schools. Head Teacher, students.
- Investigate a refugee bursary.

## BY 2020 WE SHOULD HAVE

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- Students interested in engaging with discussions/speakers/lessons on the biggest questions in life.
- Students able to articulate and, in almost all cases, to support the College's values.
- Students exploring their own and others' spirituality through an exposure to the Christian and also other faiths (see also Strand 3 of the Mission).
- Students identifying the moral and societal challenges of the 21 Century and, in many cases, wanting to play a role in ameliorating them.
- A social service programme for K-11 that has strong support from students.
- Strong international service learning linkages and ties. Holistic and multifaceted partnership with a number of international school communities.
- Overview of where and how ethical questions are raised throughout programmes. A highlighting of this element in programmes where it could be improved.
- Students acting ethically.

# STRATEGIC

## PRIORITY 5:

### ENRICHING CO-CURRICULAR EXPERIENCE

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**GOAL:**

For students to thrive in the arts, sports, the outdoors and/or service.

**ELEMENT OF VISION AND/OR MISSION:**

(V) Cultural richness

(M) Help students discover a rich variety of opportunities so that you can experience what it is to really strive and work hard at what is important. These opportunities will be inside and also outside the classroom – on the sporting field, in performance spaces or in the outdoors.

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"><li>• Vibrant and varied co-curricular experiences.</li><li>• Students exploring personal bests and team skills.</li><li>• Holistic personal development through activity.</li><li>• Affinity with College or house through representation of College.</li></ul>	<ul style="list-style-type: none"><li>• Foster a competitive and realistic sports programme.</li><li>• Entrench a performance culture that enhances both expertise and wide involvement.</li><li>• A coherent and staged outdoor programme.</li></ul>

# 2017 ACTION PLAN

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- Implementation of the sports 'masterplan/vision' document created in 2016.
- Work with communications.
- Explore the implementation of kayaking and fencing.
- Continued attraction and retention of high quality coaches. More coaching of staff coaches.
- Work on a co-curricular model for the arts.
- Present 7-12 co-curricular to parents in similar form to K-6 and communicate about K-6 further.
- Music room infrastructure and property.
- Increase opportunities for debating teams.
- Mock Trials.

## BY 2020 WE SHOULD HAVE

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- A sports coaching programme in which each session improves skills and team playing.
- Student willingness to strive across co-curricular activities- in sports, the arts and elsewhere. Student pride in their teams and activities.
- Teamwork and sportsmanship in each team. Improved participation, and/or win/loss ratio and/or potential rise to ISA 2nd Division in some sports.
- A vibrant outdoor education programme.
- Optimum network of music ensembles and bands playing at good level, including development in younger years.
- Multiple, high quality productions, showcases exhibitions and concerts.
- An expectation that most students will engage in an international social service and cultural immersion programme run by the College.
- Support for each other's co-curricular activities.

# STRATEGIC

## PRIORITY 6:

### INFRASTRUCTURE AND DEVELOPMENT

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**GOAL:**

To invest strategically in a fit-for-purpose infrastructure that meets the needs of future global citizens.



**ELEMENT OF VISION AND/OR MISSION:**

(V) In a unique Southern Highlands setting.

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"><li>• Quality teaching environment.</li><li>• Infrastructure that is competitive with larger, often urban schools.</li><li>• A balance between financial prudence and strong development.</li></ul>	<ul style="list-style-type: none"><li>• Buildings and classrooms that reflect the ideas of 'enlightened academic rigour' and the excitement of learning.</li><li>• Establish building programme.</li><li>• Establish Masterplan for a five year horizon and a two decade horizon.</li><li>• Fundraising campaign.</li></ul>

# 2017 ACTION PLAN

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- To remain 5% in surplus in accordance with the budget before capital expenditure.
- Landscaping plan - Creation and implementation of plan.
- New classroom block completion.
- Classroom block theming room (\*5).
- Planning of potential further K-6 classrooms.
- Bray fields. Fit for playing (water, parking, bridge) and changing shed.
- Playing courts built.
- Indoor cafeteria designed and built.
- Refit of Science classrooms.
- Work on D+T classrooms and mindfulness room.
- Clothing pool and costume store - relocate or build.
- Front entrance.
- Theming around school - walkways (timelines), in existing classrooms etc.
- Design and implementation of K-6 playground.
- Signage and badging around College improved.
- Development of a stronger alumni programme.
- IT systems maintained and improved
  - HDMI or wireless access for teachers
  - Screens.
- Begin archive management.

## BY 2020 WE SHOULD HAVE

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- Development:
  - Fully refurbished classrooms (inc Science)
  - New classroom block
  - Canteen/Cafeteria
  - Landscape plan and implementation
  - Preparation for a potential Performing Arts Centre or refurbishment of Hoskins Hall
  - Distinct performance, study and examination spaces
  - Some specialist K-6 area/multifunction area.
- An expectation amongst all in the community that fundraising is ongoing and that giving is expected to provide for capital works.
- A robust and fit for purpose IT infrastructure.

# STRATEGIC

## PRIORITY 7:

### ATTRACTION, RETENTION AND WELFARE OF PEOPLE: STAFF AND STUDENTS

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**GOAL:**

For Oxley College to be recognised as a school of first choice (student and staff).



**ELEMENT OF VISION AND/OR MISSION:**

N/A

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"><li>• A staff body that is highly talented and committed.</li><li>• A student body that is ambitious, high performing and caring.</li></ul>	<ul style="list-style-type: none"><li>• Distil and promote the advantages of working at Oxley.</li><li>• Distil and promote the reasons to send students to Oxley.</li><li>• Improved results and work ethos.</li><li>• Strong affinity with the College.</li><li>• Culture of striving.</li></ul>

# 2017 ACTION PLAN

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- Improved induction of new staff. Mentoring system with current staff.
- Improved wellbeing options?
  - Access EAP
  - Yoga/meditation
  - After school social functions (Fridays?)
  - Further input into PD sessions and offsite PD (including co-curric activities)
  - Honorarium assistance for staff as they take sports teams
  - Gym/Morning Teas/Bonding
- Staff common room to include non-teaching staff, to meet more regularly, and to discuss issues of staff welfare with Head.
- Further assistance to staff in maintaining teacher accreditation and ICT support.
- Communications expectations with parents/community policy and promulgation.
- Potential new staff - continue to promote school in education circles. Advertise internationally in areas of known low engagement.
- Increased PD for Administration staff.
- Refresh website with more video and 'welcome' section. Drone video.
- More centralised and systematic communication to parents.
- More K-6 presence on the website.
- A stronger P+F. Storage facilities.
- Transition from administrator to new role.
- Roles and responsibilities including reporting lines for all staff.
- Open Day - all classes open to parents/members of the community.

## BY 2020 WE SHOULD HAVE

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- A staff second to none of committed and collegial professionals.
- All of our communications, branding, public documents are aligned.
- A Strong Alumni programme.
- A proud and open culture of showing what we do best and making parents our best ambassadors.
- Full year groups (3 senior streams and one junior stream) and wait lists in each year or exploration of some expansion.
- A high frequency of applications for positions through word of mouth and advertising.
- Being recognised internationally as a Visible Learning School.

OXLEY COLLEGE **K-12**

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