



Oxley
COLLEGE

K-12

2018

STRATEGIC PLAN

STRATEGIC

PRIORITY 1:

RIGOUR IN ACADEMIC EDUCATION/ TEACHING AND LEARNING



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

2018 ACTION PLAN

- (Year 12) Continued focus on assessment and examination readiness of cohort. Include 'exam club' style work regularly throughout the year.
- (Year 12) Ensure strong functioning of the Year 12 Centre with the new structure of having an Academic Master and a writing skills tutor. Articulate Year 12 run-sheet/check-ins, transition work, careers.
- (VL Strand: The Visible Learner) Continue to develop the characteristics of students as visible learners. Students articulate their learning, describing where they are going, how they are going and the where to next. Regular walkthroughs provide a snapshot of learning in classrooms that includes strategies that provide rigorous and engaging learning experiences.
- (VL Strand: Know thy Impact) Use of data continues to provide information to assist teachers in curriculum planning, assessing and tracking student progress. Teachers use feedback from formative assessment to refine teaching and learning experiences.
- Embedding Global Perspectives in Year 9 and 10. Ensuring that students take on the significance of both the international exam and the way that the subject links to a Global mindset.
- Ensuring that grades, mark comments and descriptors are aligned in our reports. Making sure that all three of these correlate with external standards.
- Ensure that meaningful, balanced and steady academic prep is done by students as per the Oxley guidelines for Years K-6 and 7-10. Work on a mindset change from homework to Academic Prep. Ensure authentic and differentiated tasks, including flipped classrooms. Also tutor checking completion of diary.
- Implement the academic writing programme as a core teaching model with writing and subject experts from 7-10.
- Study techniques, exam readiness etc taught explicitly as per either the Study skills website or a different model.
- Explore Academic Review and Probation for the students with the very lowest effort ratings.
- Explore acceleration and extension take-up rates and capacity of students. Explore implications on their wider study.
- Typing lessons.
- Handwriting practice for senior students.
- ICT integration into lessons and communication to parents in K-6 and 7-12. Class set of laptops K-4 and ipads K-2.
- ICT and D+T closely integrated including PL for new syllabus.
- Further communication/understanding of RTI to staff and parents. Focus on co-teaching strategies.
- Review approaches to spelling and grammar skills in K-6 for implementation in 2019.
- Focus on OT Sensory needs in K-6 through consulting with Emma Sheezel.
- Pilot digital portfolios in Year 5.
- Review compliance and alignment with all elements of curriculum and policy review in anticipation of registration in K-6.

BY 2020 WE SHOULD HAVE

- 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

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

2018 ACTION PLAN

- Assessing and implementing how to get the best out of both genders in an academic setting. Establishing visible effort more evenly distributed amongst genders.
- Continue path towards implementation of the PYP for IB. Include timeline and exploration of practicalities.
- (VL Strand 3: Inspired and Passionate Teaching) Teachers continue to work in collaborative teams, planning curriculum and working together to improve student learning and achievement.
- (VL Strand 4. Focus on feedback as a strategy for improvement.) Teacher, student and peer feedback used regularly to provide the next steps. Concentrate on frequency, nature and quality of feedback PL with Sophie Murphy and Luke Mandouit to provide specific and explicit instruction.
- Monitor and ensure effectiveness of 'Big History' programme as an independent subject instead of a subset of Cornerstone.
- Critical thinking skills in Cornerstone including transfer into other subjects. Explore assessment of subject including examination. Linking to content.
- Group of most able Year 7-10 students to work in separate subject on history of ideas.
- Further establish and potentially expand the film course in Year 10 with media components.
- Gifted and Talented programme further expanded.
- Explore using the Harvard Project Zero 'Cultures of Thinking' in our teaching.
- Development of specialist subjects through primary expert teachers in K-6.
- Reggio Emilia philosophy in K-6 informs OLE week experiences in K-4 and the documentation of our education philosophy and practice.
- Stepping stones and discussion components of curriculum comprehensively planned and executed in K-6.

BY 2020 WE SHOULD HAVE

- 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.

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PRIORITY 3:

CARING FOR THE WHOLE STUDENT



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

2018 ACTION PLAN

- Exploration of the Wellbeing programmes of Seligman (also linked to values).
- Reworked mindfulness programme from K-12.
- Fortnightly Prefect and SRC meetings with deputy Pastoral in Years 7-12 and K-6 to plan and discuss contributions, responsibility and accountability.
- Exploration of ways to recognise and reward meritorious behaviour.
- 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.
- Pastoral Care policy in K-6 to integrate 'theories of choice', 'Positive psychology' and 'restorative justice'. Teach choice theory in PDH units.
- 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. In K-6 in anticipation of Action component of International Baccalaureate Programme.
- A transition to Year Seven programme.
- Enhanced Year 5 and 6 privileges and opportunities to serve such as Class Big Brother/Sister, Reading Buddies and Ambassadors.
- Reggio Emilia philosophy in K-6 inform greater playtime novelty and engagement.
- Powerpoints showcase House History, Current Events and examples of Oxley Values in K-6.

BY 2020 WE SHOULD HAVE

- 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.

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PRIORITY 4:

ETHICAL, MORAL AND SPIRITUAL DEVELOPMENT

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

2018 ACTION PLAN

- The creation of a written statement about our aims for the moral character of a student who leaves the Oxley gates in Year 12.
- Continue to develop 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. Creation of online/web materials.
- Some integration of the values statements into programmes and lessons. Professional development days to achieve this.
- Continued use of Oxley Values in Assemblies.
- A refugee bursary and finding students to fill it.
- Some exchange with our partner schools. Head Teacher, students.
- Environment or Eco Committees in Years 7-12 and K-6. Explore recycling and sustainability (solar). Eco Champions in K-6.

BY 2020 WE SHOULD HAVE

- 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.

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PRIORITY 5:

ENRICHING CO-CURRICULAR EXPERIENCE



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

2018 ACTION PLAN

- Work with 'Risk Logic' on emergency management and OHS.
- Work with 'Risk Logic' on policy development to contain risk in other areas that risk logic identifies.
- Rollout of Landscaping plan - Creation and implementation of plan.
- Bray fields. Fit for playing (water, parking, bridge) and changing shed.
- Playing courts built.
- Refit of Science classrooms, including provisions for one extra laboratory.
- Work on D+T and Art classrooms.
- Sign on Front entrance.
- Theming around school - walkways (timelines), in existing classrooms etc.
- Design and implementation of Stage 2 of the K-6 playground.
- IT systems maintained and improved.
- Continue archive management.
- K-6 Admin area.
- Expanded library area plans- either through separation of K-6 library or extension.
- Begin using solar panels.
- Begin preliminary scoping for a Performing Arts Centre.

BY 2020 WE SHOULD HAVE

- 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.

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PRIORITY 6:

INFRASTRUCTURE AND DEVELOPMENT



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

2018 ACTION PLAN

- Continued attraction and retention of high quality coaches. Some coaching of staff coaches.
- Work on a co-curricular model for the arts. Look at bands, productions, musicals etc.
- Present 7-12 co-curricular to parents in similar form to K-6 and communicate about K-6 further.
- Additional play/middle school production.
- Explore more opportunities for the spoken work including Mock Trials.
- Implement kayaking as an additional activity.
- Explore mountain biking in 7-12.
- Explore Equestrian and Beginner band ensemble in K-6.

BY 2020 WE SHOULD HAVE

- 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

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

2018 ACTION PLAN

- PD for staff to include wellbeing/how to navigate workplaces.
- Improved wellbeing options for staff.
 - More After-school social functions.
 - Further input into PD sessions.
- Implement programme with new K-12 Accreditation Leader.
- Have College recognised as a centre for learning beyond our own walls through the provision of PD for other teachers. (AIS partnership, Accredited PD provider etc).
- More video work on website. Student videos/films.
- Continue to focus on clear, timely communication to parents of events, activities, changes etc.
- Roles and responsibilities including reporting lines for all staff.

BY 2020 WE SHOULD HAVE

- 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.

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