

School plan 2018-2020

Oaklands Central School 2791



School background 2018–2020

School vision statement

Oaklands Central School aims to have students who are 21st Century learners who are self-motivated and strive for excellence. They will possess the core values and skills required to engage in our community with confidence.

We will work as a whole school to implement innovative teaching and learning programs that stimulate students to achieve to their potential, including excellent literacy and numeracy skills.

We will foster partnerships throughout the school community that enhance school life, to support both the educational and personal development of learners.

The school's mission is "To produce self-motivated, lifelong learners who can work both independently and cooperatively, and take their place in the world with confidence, compassion and enthusiasm".

School context

Oaklands Central School provides an educational setting for students from Kindergarten to Year 12. Our students come from the immediate township, outlying farms and other nearby towns. *Luceat Lux Vestra* (Let Your Light Shine) is the school motto and reflects one of the school's core beliefs, that every student has strength.

Oaklands Central School is part of the Riverina Access Partnership which involves 5 other schools across the Riverina. This partnership provides access to a broad curriculum for our Stage 6 students.

Our Primary section has strong connections with our local primary schools (Savernake, Berrigan and Urana). Staff work together providing a number of educational excursions, broadening the knowledge and understanding of our students K–6.

We acknowledge that, in relation to our school, the key-stakeholders include students, parents, teachers and staff. They are led by the school executive which includes the Principal, Head Teacher and Assistant Principal. The cohesion of stakeholders is apparent through the Student Representative Council, Parents and Citizens Association [P&C], Learning & Support Team and relevant reference groups. At Oaklands Central School we pride ourselves on the close relationships that we hold with the families who support our school.

School planning process

The plan was developed by staff, students and parents through a number of workshops, meetings and discussion sessions..

The school executive commenced preliminary awareness raising and discussions with staff and parents during first and second terms of 2017. This involved reviewing the old school plan and discussing the achievement of milestones.

Mid-year the school was involved with external validation. This exhaustive review of the school allowed an in depth understanding of school achievement against the School Excellence Framework. The development of the Evidence Document involved the executive team, senior staff and others in a series of meetings. These meetings were facilitated by the PSL.

After consultation with staff through staff meetings in August, along with discussions with parents through the P&C, the Principal and Assistant Principal drafted the school plan at a Network Meeting.

Final versions of the plan were drafted by the executive and presented to staff and parents. A Network Planning Meeting saw the plan being finalised before being ratified by the school community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

To build a school learning culture where students strive for excellence and grow as individuals. The school community will provide rich learning experiences for students, empowering them to become life-long learners who are self-motivated, highly literate and mindful.



STRATEGIC DIRECTION 2 Teaching

Purpose:

To engage all staff in professional learning to continually develop practice so that lessons are engaging, individualised, innovative and evidence based. Teaching is focused so that all students become successful learners, leaders and active citizens, contributing positively to the community.



STRATEGIC DIRECTION 3 School Growth

Purpose:

To build a learning community that is working to build the capacity of both students and teachers while developing values of inclusivity, diversity, connection. In this caring and supportive community individuals build their leadership capacity and to strive for personal excellence in all areas of life.

Strategic Direction 1: Learning

Purpose

To build a school learning culture where students strive for excellence and grow as individuals. The school community will provide rich learning experiences for students, empowering them to become life-long learners who are self-motivated, highly literate and mindful.

Improvement Measures

- 80% of students reach NMS in NAPLAN for Literacy and Numeracy and 80% of students show greater than expected growth in NAPLAN results / Progression Tracking
- All students show evidence that they are using effective, evidence based learning strategies in 80% of class time

People

Students

Students: continually strive for excellence and are engaged with innovative programs and teaching practices that effectively develop their knowledge, understanding and skills to be empowered as lifelong learners

Staff

Staff: engage with programs that promote student engagement and learning. They will explicitly teach evidence based learning strategies and provide regular support and advice to students so they achieve their full potential.

Parents/Carers

Parents/Carers: will be constructively involved in programs that support student learning and have a positive and involved role in providing feedback and comment in regard to school operations.

Community Partners

Community Partners and RAP: the school will engage with the Department of Education (DoE), RAP schools and other providers to support and development of appropriate learning experiences that build capacity in staff and students.

Leaders

Leaders: will ensure ongoing structured and focused professional learning across all areas of the school. Leaders will ensure meaningful, well planned and focused teaching occurs throughout the school, with students taught critical literacy, numeracy

Processes

Motivated Learners

Develop student understanding to enable them to select and use effective learning strategies developed through the explicit teaching of evidence based practice.

Self-Directed Learners

Students develop the skills, knowledge and understandings required to be engaged, self-directed and collaborative learners who identify and drive their individual learning pathways.

Literacy and Numeracy

Students have high expectations based on NESA standards and reflect on data to collaboratively plan learning. Students regularly practice key literacy and numeracy strategies.

Evaluation Plan

- Tell Them from Me Surveys, NAPLAN Data, Progression Tracking, Sentral Data, Parent and student surveys, Scout data, observations, coaching notes, merit system.

Practices and Products

Practices

- Students are explicitly taught evidence based strategies that empower them to become self-motivated and lifelong learners
- Student are regularly engaged in high quality learning activities that are informed by Literacy Progressions and relevant syllabuses to empower students to be highly literate and engaged learners.

Products

- All students have regular opportunities to access support and advice so they reach their full potential. This is achieved through through the implementation of evidence based change to whole school practices that result in measurable improvements in wellbeing and engagement that enable lifelong learning.
- School data shows strong student progress and achievement on both internal and external measures, including higher than expected growth in Literacy and Numeracy.

Strategic Direction 1: Learning

People

and learning skills.

Strategic Direction 2: Teaching

Purpose

To engage all staff in professional learning to continually develop practice so that lessons are engaging, individualised, innovative and evidence based. Teaching is focused so that all students become successful learners, leaders and active citizens, contributing positively to the community.

Improvement Measures

- 90% of staff demonstrate more effective teaching strategies through the collection of evidence, based on collaborative practice

- **Evaluations show that 90% of staff rate the school leadership as effective instructional leaders and as highly supportive in improving classroom practice**

People

Students

Students: Have clear learning goals for every lesson, linked to syllabus outcomes and key skills identified through quality research. They work with their teachers to identify practices that will improve learning and educational outcomes. Students are focused on developing excellent skills in literacy and numeracy.

Staff

Staff: Are committed to developing their classroom practice based on evidence based professional learning and collaborative practice. Learning programs are regularly revised and updated, showing links to the syllabus, student learning and on-going professional learning.

Parents/Carers

Parents/Carers: Will engage in a positive and involved role in providing feedback and comment in regard to school operations. Parents will also be involved in the planning of focused learning objectives for their children.

Community Partners

Community Partners and RAP: the school will engage with the Department of Education (DoE), RAP schools and other providers to support and development of professional learning practices that build capacity in staff and students.

Leaders

Processes

Professional Learning

Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Coaching

Implement a whole school approach to Peer Coaching to support staff in refining and changing practice to improve student engagement and outcomes.

Evaluation Plan

- **Tell Them from Me Surveys, NAPLAN Data, Progression Tracking, Sentral Data, Parent and student surveys, Scout data, observations, coaching notes, merit system, SMART data, student work samples internal assessment.**

Practices and Products

Practices

- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- The school has embedded explicit systems for collaboration, classroom observation, modeling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Products

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback about teaching practice, professional learning and continuous tracking of student progress and achievement.
- The school leadership team demonstrates instructional leadership, promoting and modeling effective, evidence-based practice leading to improved teacher practice.

Strategic Direction 2: Teaching

People

Leaders: Models effective evidence based practice and engages in instructional leadership that engages staff to improve classroom practice. Leaders will develop embedded systems to engage staff in collaborative and reflective practice.

Strategic Direction 3: School Growth

Purpose

To build a learning community that is working to build the capacity of both students and teachers while developing values of inclusivity, diversity, connection. In this caring and supportive community individuals build their leadership capacity and to strive for personal excellence in all areas of life.

Improvement Measures

- 90% of students show expected or better than expected growth on external measures and 50% of students meet nms on external measures
- All stage 5 and 6 students are connected with community networks that enhance learning and engagement between the community and school

People

Students

Students: will actively engage with programs which enrich their own self-worth and that of others. They will also be active participants in their own learning leading to improved learning outcomes.

Staff

Staff: will actively partner with the school leaders and the learning community to constructively develop focused teaching and learning programs for all students. Teachers implement practices in the classroom that enhance student wellbeing.

Parents/Carers

Parents/Carers: will support the school through participating in wellbeing programs, celebrating school achievements, fostering networks with the school and providing constructive feedback.

Leaders

Leaders: will lead school and community partnerships that enhance systems improvement and the growth of individuals and groups.

Community Partners

Community Partners: the school will engage with the Department of Education & Communities (DEC) and external community providers for continued support and development of wellbeing of staff and students.

Processes

Wellbeing

The whole school community builds a deep understanding of PBL, the strong processes to support student growth and practices the core values taught through the school community.

Student Growth

To build student capacity by developing their skills, knowledge and pathways that promotes leadership and enables them to provide constructive and thoughtful feedback to improve the school.

Staff Growth

Staff build their leadership abilities through engagement in evidence based professional learning developing teacher confidence and capacity. Staff will then lead and develop productive partnerships across the whole school community to promote student learning and engagement.

Evaluation Plan

- Tell Them from Me Surveys, NAPLAN Data, Progression Tracking, Sentral Data, Parent and student surveys, Scout data, observations, coaching notes, merit system, SMART data, student work samples internal assessment.

Practices and Products

Practices

- There are opportunities for students and the school community to provide constructive feedback on school practices and procedures.

Products

- The leadership team maintains a focus on instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress in the National Literacy and Numeracy Progressions.
- Students, Staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- The school has productive partnerships with community organisation, businesses, government agencies and others that promote student learning and engagement