

School plan 2018-2020

Oberon Public School 2797



School background 2018–2020

School vision statement

Achieve, Inspire, Create.

Oberon Public School aims to be a dynamic learning environment where students are challenged to achieve in all areas of school life, are inspired to participate and strive for excellence and are supported to be creative innovators.

School context

A highly supportive relationship exists between Oberon Public School and the community. We maintain an emphasis on active citizenship and are dynamically involved in many community events & celebrations.

Oberon is geographically classified as rural and remote. The area is continuing to transition from a mostly rural, to an industrial, community. We serve a complex community.

There are positive links and close collaborations between Oberon Public School and Oberon High School. The school also has close working relationships with local preschool providers.

The school has around 240 students in eleven classes. We have a small cohort of Aboriginal and Torres Strait Islander students and students from non-English speaking backgrounds. All students are taught to respect and celebrate cultural diversity. We cater for the individual needs of students and provide a supportive learning environment offering a broad range of academic, sporting and cultural opportunities.

We place a high priority on supporting staff to be quality teaching practitioners through ongoing professional learning, reflective practice and collegial collaboration. We are an Early Action for Success School committed to developing students' literacy & numeracy skills..

Our strategic directions are child-centred and are focused on quality education, the building of positive self-esteem and provision of a broad range of engaging learning experiences.

School planning process

Our three key strategic directions have been determined through a consultation process which has included:

- * Collection and analysis of data.
- * Consultation with P & C and staff.
- * Surveys.(Parents, Staff, Students)
- * Staff consultation and input into plan development.
- * Consultation with students on a number of aspects of schooling. This has been facilitated by involvement of our SRC to collect information, opinions and ideas from other students.
- * Following staff and parent body ratification of strategic directions staff engage in activities to produce planning documents and monitor progress. This occurs regularly in staff development meetings.
- * Plans are ratified by P & C at each stage of development.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Developing Deep Knowledge

Purpose:

Inspire students to use skills and knowledge to solve real-life problems, produce innovative, high quality products and to become confident self-motivated learners.

Data analysis and monitoring will underpin student support, target setting and program development and delivery.

We will promote excellence in educational delivery through teacher professional learning and collaborative practice.

School systems will support educational collaboration between the school, parents and community.

STRATEGIC DIRECTION 2

Promoting Student Well-Being

Purpose:

Promote the positive self-esteem that is essential for students' well-being and academic & social success.

Direct instruction, clear expectations and consistent implementation of behaviour expectations allow us to establish safe and dynamic learning environments maximising productive learning time.

Providing students with a range of leadership opportunities supports positive self-esteem and promotes self-efficacy.

We promote the importance of education and collaborate with parents to ensure high attendance.

STRATEGIC DIRECTION 3

Providing a Broad Range of Opportunities

Purpose:

Build life-long commitment to learning, healthy living and active citizenship by offering varied opportunities to engage in academic, sporting, cultural and community activities.

These pursuits can help overcome isolation and make students aware of the rich variety of opportunities available to them encouraging them to hold high personal aspirations and goals.

We collaborate with the wider school community to ensure opportunities exist to participate in school activities and to contribute to educational decision making.

Strategic Direction 1: Developing Deep Knowledge

Purpose

Inspire students to use skills and knowledge to solve real-life problems, produce innovative, high quality products and to become confident self-motivated learners.

Data analysis and monitoring will underpin student support, target setting and program development and delivery.

We will promote excellence in educational delivery through teacher professional learning and collaborative practice.

School systems will support educational collaboration between the school, parents and community.

Improvement Measures

Data monitoring from external and school sources provides evidence of increasing numbers of students achieving expected growth or being provided with individual learning support in Literacy & Numeracy.

A range of data provides evidence that executive staff are increasing their skills as the Instructional Leader of their team.

A range of data demonstrates increased capacity of staff to progress towards achieving aspirational professional development goals.

People

Students

Engage in purposeful, challenging and differentiated learning activities featuring key aspects of quality teaching practice.

Staff

Analyse a range of learning data to: inform programming, teaching, student support, feedback& reporting.

Engage in professional learning (PL) and collaborative practice to support the delivery of major strategies.

Parents/Carers

Collaborate in educational decision making

Community Partners

Community partnerships are utilised to recognise student achievement and to foster active citizenship.

Leaders

Are provided with professional learning to enhance their ability as supervisors and mentors to support the professional development of their teams.

Processes

Quality Teaching Practice.

Ensure analysis of student attainment data to allow explicit feedback to support goal setting & reflection and to inform responsive programming. (**Effective Classroom Practice, Data Skills & Use, Student Performance Measures, Assessment, Reporting.**)

Professional Excellence.

Strengthen teachers' ability to achieve strategy and career goals through supportive supervision, access to high quality PL and regular opportunities to participate in collaborative practice. (**Learning & Development, Professional Standards , Educational Leadership)**

Collaborative Practice.

Assist teachers to work in collaboration with the Learning and Support Team (LST), interventionists, parents/carers and external agencies to meet the support and extension needs of individual students.. (**Learning Culture, Curriculum and Wellbeing)**

Evaluation Plan

Data related to items listed will be collaboratively analysed:
Literacy/Numeracy Progressions, NAPLAN, Intervention programs, PDP goal mapping, Qualification & Accreditation, Student learning goals, quality Teaching Rounds, LST, NCCD, intervention and extension records, reporting and conferencing.

Practices and Products

Practices

Students and staff are involved in continuous use of assessment data to monitor progress, identify gaps in student learning and inform planning for quality learning experiences and accurate reporting.

Staff members are supported by supervisors, through PDP processes, to access high quality PL to deliver school strategies and meet personal career aspirations. Participation in formal collaborative practice opportunities allows them to translate learning into practice.

Relationships between the LST, teachers, interventionists, agencies and parents or carers are fostered to ensure the continuity of quality student learning.

Products

A student centred learning environment exists where all students are supported, challenged and receive timely and meaningful feedback on their learning to inform future directions.

Staff members receive formal recognition of qualifications including attainment and maintenance of accreditation at an appropriate level.

Identified students are provided with individualised programs and support responsive to immediate and long-term learning needs.

Strategic Direction 2: Promoting Student Well-Being

Purpose	People	Processes	Practices and Products
<p>Promote the positive self-esteem that is essential for students' well-being and academic & social success.</p> <p>Direct instruction, clear expectations and consistent implementation of behaviour expectations allow us to establish safe and dynamic learning environments maximising productive learning time.</p> <p>Providing students with a range of leadership opportunities supports positive self-esteem and promotes self-efficacy.</p> <p>We promote the importance of education and collaborate with parents to ensure high attendance.</p>	<p>Students</p> <p>Behaviour is guided by our principles of respect, responsibility and the right to be safe.</p> <p>Support each other, participate in all school experiences and celebrate effort and success.</p> <p>Staff</p> <p>Engage in PL about PBL systems and processes to allow fair and consistent implementation and model desired behaviours in their interactions.</p> <p>Parents/Carers</p> <p>Support the school in implementing behaviour policy and by facilitating student attendance and participation. They join with us in celebrating student achievements.</p> <p>Community Partners</p> <p>Help us acknowledge and celebrate participation and achievement.</p> <p>Leaders</p> <p>Foster pride in students, school and community by recognition of effort and achievement.</p>	<p>Attendance.</p> <p>Maintain effective monitoring systems which inform collaboration between Principal, teachers and parents to maximise attendance.</p> <p>Learning Culture, Educational Leadership</p> <p>Quality Learning Environment</p> <p>Wellbeing Committee (PBL) uses data to inform actions taken to ensure, consistent implementation of & communication about, the strategy across the school and within the wider community. Wellbeing, Effective Classroom Practice</p> <p>Community Satisfaction & Engagement. Establish effective processes to gauge parent and student satisfaction levels with: student leadership opportunities, school communication, responsiveness to feedback, involvement in school activities and celebrations. Educational Leadership, Management Practices & Processes.</p> <p>Evaluation Plan</p> <p>Data related to items listed will be collaboratively analysed: Student/parent surveys, Participation rates in extra-curricular activities, Attendance, PBL, Student recognition, Parent/Community participation.</p>	<p>Practices</p> <p>The importance of high rates of student attendance is regularly communicated and there are effective school structures in place to monitor and support attendance</p> <p>PBL teams collect and monitor data, lead school PBL implementation, including Tier 2 & 3 strategies and provide appropriate PL. Students contribute by developing PBL resources</p> <p>Parents and community are given many opportunities to participate in school events and to provide the school with feedback.</p> <p>Products</p> <p>Early identification of attendance issues and documented high levels of support provided to students and families to promote full attendance.</p> <p>A cohesive and settled learning environment exists demonstrating respect and care between all school members.</p> <p>The school is responsive to student and parent/carers feedback and improve communication and systems in response to advice.</p>
Improvement Measures			
<p>Improved levels of student well-being and engagement are evidenced through a range of data sources..</p> <p>Improve school processes to gauge and respond to student and parent satisfaction with school processes and activities.</p>			

Strategic Direction 3: Providing a Broad Range of Opportunities

Purpose

Build life-long commitment to learning, healthy living and active citizenship by offering varied opportunities to engage in academic, sporting, cultural and community activities.

These pursuits can help overcome isolation and make students aware of the rich variety of opportunities available to them encouraging them to hold high personal aspirations and goals.

We collaborate with the wider school community to ensure opportunities exist to participate in school activities and to contribute to educational decision making.

Improvement Measures

Improve school responsiveness to data determining stakeholder satisfaction levels with the type and frequency of sporting, cultural, community and extra-curricular opportunities offered.

Increase the satisfaction levels of parents and partner schools and organisations with transition programs.

People

Students

Seek to participate and excel in all school activities including academic, sporting, cultural and community events.

Staff

Take leadership roles to allow the school to offer a wide range of activities to enhance students' educational experiences and to widen their world-view.

Parents/Carers

Demonstrate that they value education by facilitating student involvement in all school activities and supporting P & C initiatives and activities.

Community Partners

Community organisations invite and encourage student participation in community events and celebrations

Leaders

Continually evaluate and refine communication between school, parents and community and create opportunities for collaboration and involvement in educational decision making.

Processes

Focus on Enrichment.

Nurture, guide, inspire and challenge students through the wide variety of opportunities for them and community to engage in school and extracurricular activities made available through strategic resourcing,
Curriculum, School Resources.

Recognition and Involvement.

Celebrate and share student effort and achievement with school community members and involve students and community in meaningful educational collaborations and decision making.
School Planning

Implementation and Reporting, Management Practices and Processes.

Transitions.

Engage with educational partners to plan and implement effective programs to ensure students' needs are met at key transition points.
Learning Culture

Evaluation Plan

Data related to items listed will be collaboratively analysed: Participation statistics, P & C records, Publicity records, Transition program schedules, Survey information, Student & Community feedback, Music program data, Distributed leadership records, Staff PL, External use of facilities and SRC records.

Practices and Products

Practices

Teachers take leadership roles to enable a broad range of school and extra-curricular activities. Resource funding is provided to support programs and PL to equip teachers to lead activities.

Student involvement and achievement are showcased and celebrated using a number of forums and both students and parents are consulted about a range of educational decisions.

Transition programs are designed to be highly supportive and responsive to the needs of students, parents and partner organisations.

Products

Structures and resources are in place to enable student involvement, there are high levels of student and community participation and satisfaction measures prove that offerings are valued.

Students and parents express high levels of satisfaction with educational offerings and communication and consultation processes.

Regular evaluation informs refinement of processes and stakeholders report high levels of satisfaction.