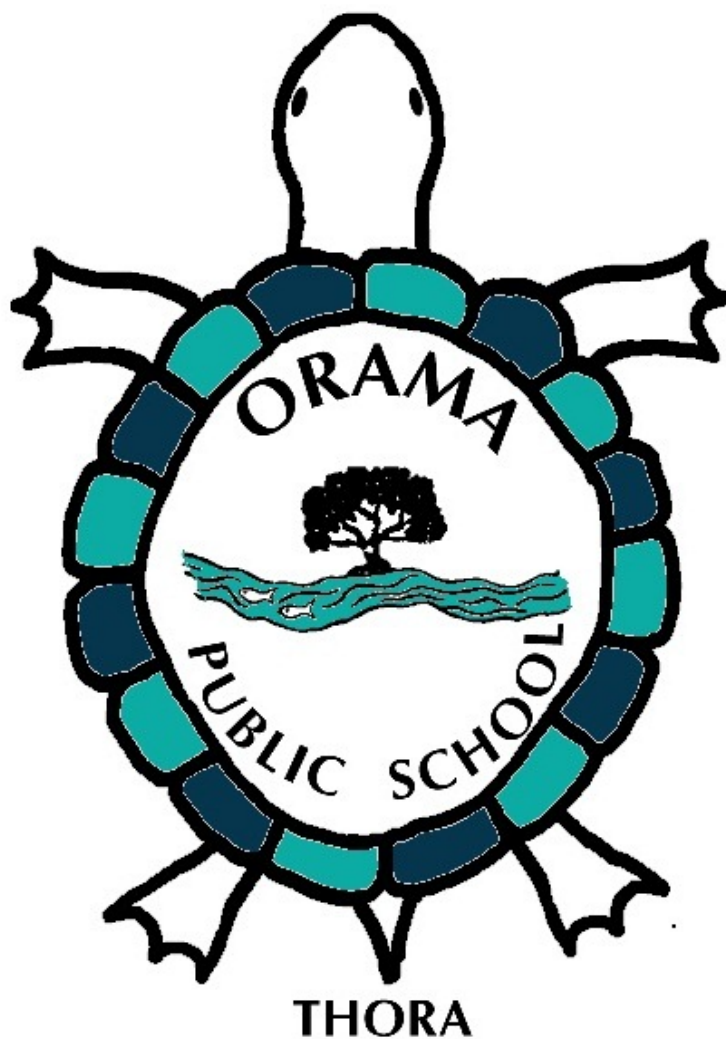


School plan 2018-2020

Orama Public School 4534



School background 2018–2020

School vision statement

At Orama Public School we aim to provide educational experiences and opportunities that will engage and motivate all members to become successful learners who are confident and creative individuals. We are deeply committed to promoting an innovative and diverse learning environment by utilizing the strengths of a consistent staff with a culture of care, respect and inclusivity.

School context

Orama Public School is a small friendly community based school in the Thora Valley. We use our beautiful surroundings as an integral part of the students' learning to provide a range of unique benefits including: individualised education in literacy and numeracy; learning life skills through gardening and cooking; and immersion in real world developments in sustainability and science. Most of the students at Orama travel to school by bus. The current number is made up of students from the Thora Valley and the Belling area.

The anticipated enrolment for 2018 is 26 with no Aboriginal students. Our 2017 Family and Occupation and Education Index (FOEI) was 119 up by a value of 15.

The school is staffed as Teaching Principal 2 (TP2) with a permanent teaching principal and one permanent fulltime teacher. The school administrative manager allocation is 3.5 days; release from face to face (RFF) and librarian allocation is 1 day combined, learning and support teacher (LAST) 1 day per week and general assistant (GA) is also 1 day per week. The staff is a very stable cohort living either locally or in close proximity to the school.

The beautiful school environment is made up of 2 large classrooms, a comfortable office area and a kitchen/canteen area. The other building is a toilet block with shower facilities, cleaner's store and a sportsroom. Both buildings have wheelchair access with non-slip surfaces. There are 3 sheds to house gardening equipment. The well maintained grounds consist of a large vegetable/orchard area, a covered outdoor learning area with basketball facilities, a soccer field and a covered playground. The school also has access to the Belling River which students visit for different activities. A privately run pre-school, Orama Pre-School, occupies the school hall which is another separate building. The pre-school operates 3 days per week and draws from the local area.

Our parents and community members come from diverse cultural backgrounds and contribute a wide range of creative skills and expertise. Our school motto, Together in Friendship We Learn encompasses all facets of school life.

School planning process

A thorough and comprehensive consultation process was followed by Orama Public School for the development of the key strategic directions for our 2018–2020 school plan. The evaluation process included:

- Community meeting in the form of a Father's Day Bush Dance which was represented by 69% of the school population. Parents and community members were encouraged to complete consultation questions and a communication survey which all present completed;
- Formal written survey sent home for those parents/community members who were unable to attend the meeting;
- Formal written survey for students and staff with 100% return;
- Planning day for key stakeholders to collate data and set key directions;
- Planning day with Principal, School Leadership support on 3 separate occasions;
- Another planning day with current staff to consolidate and refine key strategies; and
-
- Input from Director Public Schools.

School background 2018–2020

School vision statement

School context

We are active members of the Bellingen/Dorrigo Learning Community and the Bellingen Valley Small Schools Network (BVSS Network).

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning – Self directed,
engaged and resilient learners

Purpose:

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self directed and resilient learners through a focused approach to professional learning surrounding "What works best". We aim to develop in students the ability to set goals, self – reflect and articulate their learning.

STRATEGIC DIRECTION 2

Teaching – high quality effective
and explicit teaching

Purpose:

Highly skilled and passionate teachers are an essential part of improving students outcomes. Orama Public School's purpose is to create a stimulating, challenging yet supportive professional environment for teachers which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialog and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school.

Strategic Direction 1: Learning – Self directed, engaged and resilient learners

Purpose	People	Processes	Practices and Products
Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self directed and resilient learners through a focused approach to professional learning surrounding "What works best". We aim to develop in students the ability to set goals, self – reflect and articulate their learning.	<p>Students</p> <p>Will engage in goal setting, peer and self reflection activities. They will clearly articulate what they know and need to do in order to progress.</p> <p>Staff</p> <p>Will use information about individual students' capabilities and needs to plan for student's learning and engage them in rich learning experiences. Planned professional learning activities will allow them to work collaboratively on consistent teacher judgement.</p> <p>Parents/Carers</p> <p>Ongoing communication with parents will assist them in being informed about and engaged with their child's learning.</p> <p>Community Partners</p> <p>Engage interested community members in authentic learning opportunities across the school.</p> <p>Leaders</p> <p>Will work individually and collaboratively as part of the Bellinger Dorrigo Small School Network (BDSSN) to foster a school wide culture of high expectations and shared responsibility resulting in sustained and measureable whole school improvement.</p>	<p>Evaluation Plan</p> <p>Student focus groups, reduced behaviour incidents, observation data, student work samples, pre/post assessment data, progression data, individual student growth data, learning goals, success criteria, pre/post student survey data, meeting minutes, School Excellence framework (SEF) tracking, Wellbeing framework, regular consistent teacher judgement (CTJ) meetings, calendar, photos, records of parent communication, affirmations, positive parent interactions.</p>	<p>Practices</p> <p>Staff enable success by contributing to a positive, supportive and encouraging learning environment.</p> <p>Whole school approach to student wellbeing by participation in Mindfulness practices through the Peaceful Kids program to enhance student outcomes.</p> <p>Staff use effective explicit strategies such as MSL and Seven Steps to Writing Success to engage students in high quality teaching and learning.</p> <p>Products</p> <p>Students who are confident, engaged and resilient learners.</p> <p>Mindfulness is used as a strategy to engage all stakeholders in a cohesive, considerate and safe teaching and learning environment.</p> <p>Students who confidentially engage with their learning in reading and writing resulting in improved student outcomes and movement across the learning progressions.</p>
Improvement Measures			
Increase the percentage of students demonstrating active engagement with their learning.			
All students have learning goals in reading and writing and can articulate them.			
The school is deemed to be "excelling" on the SEF (School Excellence Framework) Wellbeing through self assessment or the External Evaluation processes of work.			

Strategic Direction 2: Teaching – high quality effective and explicit teaching

Purpose	People	Processes	Practices and Products
Highly skilled and passionate teachers are an essential part of improving students outcomes. Orama Public School's purpose is to create a stimulating, challenging yet supportive professional environment for teachers which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialog and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school.	Students Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.	Use research and data to develop and implement high quality professional learning in reading and writing. Implement a whole school approach to the teaching of reading and writing.	Practices Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. Every teacher uses Multi-sensory structured language (MSL) practices for targeted students. Every teachers participated in Seven Steps to Writing Success professional development to consistently enhance their teaching practice.
Improvement Measures	Staff All teachers work collaboratively and are committed to identifying, understanding and implementing the most effective explicit teaching methods.	Evaluation Plan Professional learning that is researched, planned and budgeted. Consistent Teacher Judgement (CTJ) meeting planned and budgeted for each term. Student work samples. Pre and post assessment data. Learning progressions data. Learning goals. Staff/student survey.	Products Teaching programs are data based, differentiated for individual learning needs and evidenced by work samples. Targeted students are showing movement in reading levels and on the learning progressions. School wide improvement in writing is evident in students work samples during CTJ sessions.
Increase in the percentage of students at or above expected levels in reading and writing on the literacy progressions. All staff are participating in high quality professional learning in reading and writing as evidenced by Professional Development Plans (PDP) documents.	Parents/Carers Teachers engage with parents to improve understanding of student learning and strengthen student outcomes. Community Partners Engage interested community members in authentic learning across the school. Leaders Leaders are committed to fostering a school wide (and as part of the Bellinghen Dorriggo Small School network (BDSSN) culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.		