

School plan 2018-2020

Orana Heights Public School 4549



School background 2018–2020

School vision statement

Orana Heights Public School is committed to quality teaching and learning programs driven by dedicated and caring teachers that engage all students within a socially cohesive school community. Our staff is innovative and dynamic, providing leadership that inspires learning.

School context

Orana Heights Public School, in Dubbo city, provides a dynamic and caring educational environment in which all 620 students access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology and sport have brought widespread recognition of excellence within the school and the wider community. The school maintains a culture of inclusiveness based on continual improvement and quality service. The school's multi-skilled and professional staff continually enhance students' educational opportunities and develop adjustments and accommodations to meet individual needs.

School planning process

Orana Heights Public School commenced the planning for the school plan in 2017 by reviewing current practices and school data. The school vision statement was revised, and Strategic Directions developed.

Teachers were involved in the decision making around the three Strategic Directions of this plan which included details within each direction. There was extension discussions about creating a school culture of high expectations, providing clarity on what teachers teach and students are to learn. Staff agreed on establishing strong professional learning communities and leading ongoing efforts to improve teaching practices.

Consultation and collaboration took place with staff on numerous occasions during the process of planning for the whole school's future. P&C were consulted at monthly meetings when the plan was in draft form. Representatives from the local AECG were a part of the planning when staff met and suitably refined and discussed all parts of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teaching

Purpose:

To ensure teaching and learning is driven by high quality teachers who demonstrate deep pedagogical and curriculum knowledge and are committed to ongoing professional learning to contribute to an innovative, evidence-based and collaborative learning culture.

STRATEGIC DIRECTION 2 Learning

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations to accelerate learning and improve attendance. This is achieved by differentiated curriculum that is flexible, reflective and dynamic to meet the diverse needs of our students, staff and community.

STRATEGIC DIRECTION 3 Community

Purpose:

To build stronger relationships as an educational community to ensure our students have the best opportunities to develop as productive members of the community.

To build genuine partnerships within the school community and with organisations and resources available beyond the fence.

Strategic Direction 1: Teaching

Purpose

To ensure teaching and learning is driven by high quality teachers who demonstrate deep pedagogical and curriculum knowledge and are committed to ongoing professional learning to contribute to an innovative, evidence-based and collaborative learning culture.

Improvement Measures

Teaching staff participate in peer observation and feedback.

100% of teaching staff participate in collaborative planning.

All early career teachers are mentored and supported.

100% of programs reflect teacher knowledge and skills in the consistent delivery of NESA syllabuses and principles of conceptual programming.

100% of staff have a targeted Professional Development Plan aligned to the whole school plan.

Record Tell Them From Me data for high skills and high challenges is equivalent or above the NSW Government average of 53%.

People

Staff

Understand syllabus requirements, conceptual programming and the skills needed to develop and implement quality inquiry-based units of work.

Develop a knowledge and deeper understanding of the Australian Professional Standards for Teachers (AST) and the QT Framework.

Broaden understanding of innovative and dynamic teaching practices through collaborative practices.

Leaders

Support staff to enhance their understanding of the AST

Build capacity in staff through differentiated approached to professional development

Model high expectations and standards that reflect whole school expectations of excellence.

Develop instructional leadership, promoting and modelling effective evidence based practice that directly impacts upon the learning of students.

Community Partners

Establish a positive relationship ensuring open and honest communication about student and staff progress.

Processes

Strengthen professional learning for all staff through strong processes aligned to the Professional Development Framework.

Establish professional learning structures to enable teachers to share best practice in: programming, assessment and quality teaching pedagogy.

Staff trained to integrate Innovative and dynamic programs across the curriculum based on quality teaching practice.

Evaluation Plan

Progress towards improvement measures will be evaluated through; Data from Instructional leader, Supervision spread sheet, PDPs, Professional Learning Log and Instructional Rounds data. .

Practices and Products

Practices

Teachers will consistently use assessments to identify and address student learning needs.

Student learning is tracked using a variety of assessment and recording strategies.

Professional learning communities developed around common professional learning goals.

Teachers delivering quality teaching and learning programs across the curriculum.

Products

Staff will have professional learning goals which cater for the students in their care and will lead to meeting NESA standards.

A whole school approach ensuring the most effective evidence based teaching methods to optimize learning progress.

Staff performance and development is aligned with PDP and linked to ATS and NESA.

Strategic Direction 2: Learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations to accelerate learning and improve attendance. This is achieved by differentiated curriculum that is flexible, reflective and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Increase the percent of students who identify their learning as challenging and engaging.

Students attendance increases because every student is engaged and challenged to continue to learn

Increased level of students achieving expected cluster level benchmarks for literacy and numeracy

People

Students

Participate in self and peer assessment activities that develop skills to reflect on attendance, learning, goal setting and identify next steps towards addressing their own learning needs

Staff

Demonstrate a deep understanding of all curriculum, maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise impact on student learning. Work collaboratively with staff and students to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success

Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversations about school improvement

Parents/Carers

Develop an understanding of the ways in which their child learns and use this information to support in creating and achieving success across the curriculum. Participate in the development of a culture of positive school attendance.

Community Partners

Work collaboratively with the school to support staff to develop students achievement in learning, attendance, engagement and wellbeing

Processes

Evaluative Practice

Ensure learning is data driven and based on formative/informative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes.

School Attendance

Demonstrate commitment within the school community to regularly analyse attendance data and use it to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students

Self-Directed Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn as well as to set and achieve their learning goals

Evaluation Plan

- TTFM surveys analysed
- Internal surveys
- Personalised learning data
- NAPLAN/ PLAN data reviewed
- Internal student performance data
- Classroom observations
- Teaching programs/evaluations
- Sentral data analysed
- Attendance program analysed
- Meeting minutes

Practices and Products

Practices

High expectations are supported by a range of effective mechanisms and strategies, including differentiation for all students' success.

Staff implement evidence based teaching strategies, optimising learning for all students

Products

Staff collaboratively plan, review programs implemented and provide feedback on their effectiveness

The school community works together to support consistent and systematic processes for attendance

Programs that reflect evaluations and adjustments to curriculum ensure student learning demonstrates growth.

A whole school program that monitors, supports and celebrates positive school attendance

Strategic Direction 3: Community

Purpose	People	Processes	Practices and Products
<p>To build stronger relationships as an educational community to ensure our students have the best opportunities to develop as productive members of the community.</p> <p>To build genuine partnerships within the school community and with organisations and resources available beyond the fence.</p>	<p>Staff</p> <p>Undertake TPL to design and implement teaching and learning experiences and assessment that utilise community expertise and opportunities.</p> <p>Utilise all available communication channels to keep parents/carers informed about school and student events.</p> <p>Leaders</p> <p>Provide meaningful TPL and opportunities for staff to connect with community organisations in order to utilise their expertise.</p> <p>Understand that positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.</p> <p>Parents/Carers</p> <p>Ensure parents/carers understand that:</p> <ul style="list-style-type: none"> parent surveys and feedback is used in school planning. the school has a variety of options available for both receiving and communicating information. home school partnerships are strengthened through active participation in school and community planning of activities through the P&C. <p>Students</p> <p>Teach students to understand the importance of making connections with</p>	<p>Provide every student, every semester with an opportunity to engage with a community organisation or participate in a community event.</p> <p>Utilise all available communication methods to inform and engage parents/carers of school and student events. Research new information sharing platforms.</p> <p>Ensure professional collaboration with other local schools and organisations is on-going.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> Monitoring attendance at school events Participation at Fair Education Cluster Project planning meetings Evidence of community involvement in teaching programs Feedback from TTFM survey 	<p>Practices</p> <p>The school community will have varied and flexible communication channels to ensure there are increased opportunities to give and receive information.</p> <p>Parents/carers feel welcomed and a valued part of the school.</p> <p>Strong sustainable partnerships with community organisations will be established, providing opportunities for improved student outcomes.</p> <p>Products</p> <p>A database of community organisations/contacts that have a 'connection' with our school, that can be utilised as required.</p> <p>Provides the opportunity for all students to connect with organisations in their local community on a regular basis.</p> <p>Connects local public schools to work together to secure best possible outcomes for all students.</p>
Improvement Measures			
Increased and measurable participation and engagement by parents/carers in school-based activities and initiatives.			
Increased involvement of community personnel and organisations in school learning experiences. (Compared to 2017).			
Increased collaboration with other local public schools to improve student learning outcomes with a focus on sharing of quality practice.			

Strategic Direction 3: Community

People

other students and teachers and the positive impact this has on their learning. Learning is supported by the effective use of school and community resources.