

School plan 2018-2020

Oberon High School 8598



School background 2018–2020

School vision statement

High expectations supported by a supportive environment drive teaching and learning that develops students with a high degree of individual wellbeing who are innovative, creative and confident learners with the capacity to make a significant contribution in a complex and rapidly changing world.

School context

Oberon High School (OHS) is a small comprehensive high school serving a picturesque rural community approximately two hours west of Sydney and half an hour from Bathurst. Oberon's major employing industry is the production of timber and timber products, the mills being supported by a variety of small metals and engineering enterprises. The rural surrounds comprise a significant variety of agricultural enterprises whilst the hospitality/tourism sector is also a contributor to the local economy.

The school is a member of Bathurst School Education Network with two partner schools who annually transition students into Year 7; Oberon Public School and Black Springs Public School. Two other partner schools who transition students less frequently; Hampton Public School and O'Connell Public School. OHS is one of four secondary schools in the Bathurst Network including – Denison College (Bathurst High Campus and Kelso High Campus) and Blayney High School.

Oberon High School is part of the Oberon Public Education Community (OPEC) which provides an opportunity for our school to create programs with our partner schools that extend across the primary and secondary boundary.

Student performance in external examinations is currently a school priority. Our NAPLAN growth from Year 7 to Year 9 is positive and comparable to like schools which highlights that school programs are having a positive impact.

Performance in the HSC is inconsistent with some courses matching state averages, while technical and applied courses perform exceptionally well. School attendance continues to remain above state average at 91% and senior retention rates have remained high at 90%. Rates of acceptance to university are very high with a high proportion each year accepting early entry offers prior to HSC examinations.

Staff comprise both experienced and early career teachers

School planning process

The school planning and consultation process has involved all stakeholders within the school community to ensure realistic and equitable school strategic directions which encompass the needs of all students. The school has gathered information from evaluations conducted during the year (student, staff and parent surveys) and analysed other information (NAPLAN, HSC and wellbeing surveys) about the school's practices and student learning outcomes. In consultation with the school community, the executive and staff teams have collaboratively developed the three strategic directions and overall school plan.

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with 15% in their first 5 years. Current school priorities include quality teaching and increased use of technology as well as further development of high expectations in all aspects of school life. The school conducts extensive and successful wellbeing, sporting and leadership programs, along with two multi-categorical support classes. A growing performing arts curriculum, combined with improved results in all benchmark tests have led to improved student sense of belonging.

We are committed to improving student learning outcomes in literacy and numeracy, the HSC, and increasing the level of student engagement through curriculum and structures. We aim to encourage all students to attend regularly and engage enthusiastically with their learning, which will be reflected by data in discipline measures, retention and examination results showing positive trends.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Every student is a confident learner

Purpose:

Every student develops into a learner that has the skills and confidence to undertake the challenges of a future that is constantly evolving.

Teachers create an environment that entices each student to develop the collaborative capacity to build and expand on individual creativity.

Teacher and parent/carer relationship is strengthened to enable parents/carers to better support their child(ren) as they have developed a deeper understanding of their progress, engagement and the expectations placed upon them by teachers to succeed.

STRATEGIC DIRECTION 2

Building professional expertise and capacity

Purpose:

Teachers are the key to implementing innovative practices and programs that create confident students who value learning. Students benefit from highly motivated teachers who understand their curriculum, who understand each student's needs and have the ability to differentiate to cater for all students.

Building a strong collegial network within the school where sharing, honest appraisal and feedback are embedded to support external professional experiences is essential if the school is to reach the highest levels of the School Excellence Framework.

Improving the culture of leadership will ensure programs that benefit student learning and wellbeing are whole school and sustainable.

Greater leadership opportunities for those who aspire to educational management will ensure a larger core of leaders across the school which will enhance the school's capacity to manage educational reform or plan for change.

STRATEGIC DIRECTION 3

Growing resilient, confident and respectful young people

Purpose:

A learning system that is integrated within every aspect of school life that has at its core the expectations of a respectful, responsible, resilient and safe school citizen. A system that delivers a consistent message and has the flexibility to be delivered to students by staff or their peers is a powerful way to embed appropriate behaviours.

Developing respectful relationships is a key to creating an environment where every person is valued and feels they can contribute to the school in a positive manner.

Providing opportunities beyond the general curriculum is essential in developing a program for each student that enriches their educational experience. Opportunities to broaden an individual's view of the world opens their eyes to possibilities whilst also endeavouring to give them the confidence to chase their dreams in the wider world.

Strategic Direction 1: Every student is a confident learner

Purpose

Every student develops into a learner that has the skills and confidence to undertake the challenges of a future that is constantly evolving.

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Improvement Measures

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Students are showing positive growth in literacy and numeracy against internal and external standards.

People

Students

Participate in and support the opportunities provided by the school community to boost their success and achievement whilst also developing them as a futures learner.

Staff

Professional learning around the integration of curricula across KLA.

Ongoing professional learning around alternative educational models that incorporate futures based learning ideals and how this can strengthen the use of traditional knowledge and skills.

Strengthening the process of transition for students across key stage boundaries.

Parents/Carers

Support the schools endeavour to create learning environments that are designed to develop students who are confident learners and have the capacity to be life long learners.

Take the opportunity to create a two-way dialogue with each teacher that allows for a deeper understanding to their child(ren)s needs and allows them to better support their child(ren) in the classroom.

Community Partners

Be an educational partner in project styled learning by actively taking part in projects that require specialist community involvement to enhance the curriculum content or provide practical support such as facility usage.

Processes

Building Confident Learners

Processes in place that clearly identify, individual student and whole school learning needs. They provide the scope for an integrated approach that leads to higher student achievement and a growth in their capacity to be a successful and confident learner.

Project Based Learning

Introduction of alternative programming and teaching pedagogy with the purpose of making every student a futures learner. The development of skills that prepare them for a world of continual and rapid change.

Parent Engagement

Development of an inclusive and collaborative learning community that ensures parent/carers have an opportunity to directly engage in their student's education leading to a clear understanding of how high expectations are critical for high achievement.

Evaluation Plan

Evaluation will occur through the school executive. The executive team will take ownership of specific strategic directions and each semester will evaluate progress. Each team will be supported by an evidence expert who will guide them in evidence collation.

Evaluation team will create links with community to actively evaluate SMP and allow honest feedback which can be collated and used by the school executive

Practices and Products

Practices

Learning Support Team integrates its practices cohesively within curriculum areas.

Transition processes are strengthened with student learning and wellbeing as essential components.

Curriculum structure will be altered to accommodate alternative learning theories and its programming to support and establish it within the fabric of the school learning ideals.

Teaching and Learning will include frameworks that enhance the development of independent learners and promote higher order thinking.

Parent based information sessions are organised to better engage parents and create an atmosphere that is more welcoming and conducive to open and honest dialogue.

Student centred events to showcase student achievement to build a culture where everyone in the school community celebrates their achievement and understands the purpose of their work.

Products

The Learning Support Team are part of an integrated approach that builds KLA capacity.

Transition to include all stages to create a transition continuum from high school entry to exit.

Alternate learning theories are integrated

Strategic Direction 1: Every student is a confident learner

People

Leaders

Provide the resources to initiate and foster programs.

Create a climate where initiatives are implemented in a whole school fashion to ensure consistency and sustainability.

Link the school community to the programs and initiatives hosted within this document that are designed to create students with the knowledge and skills to be a futures learner.

Processes

within their strategic direction team.

Evaluation will occur through the following sources: NAPLAN, VALID, HSC, SCOUT, Minimum Standards, Internal assessment, Partner school collaboration programs, Learning Support assessments, Project Based Learning evaluation (PBL coordinator) and ALARM implementation evaluation (ALARM coordinator).

Parent/community evaluation through survey/forums coordinated by the evaluation team.

Practices and Products

across Stage 4 to 6.

Students have more highly developed skills that are recognised as being essential in students developing into a stronger futures learner.

The percentage of parents present at information sessions is greatly increased.

All students are confident to showcase their talents and parents are better informed about the expectations placed on their students to deliver high quality work.

Strategic Direction 2: Building professional expertise and capacity

Purpose

Teachers are the key to implementing innovative practices and programs that create confident students who value learning. Students benefit from highly motivated teachers who understand their curriculum, who understand each student's needs and have the ability to differentiate to cater for all students.

Building a strong collegial network within the school where sharing, honest appraisal and feedback are embedded to support external professional experiences is essential if the school is to reach the highest levels of the School Excellence Framework.

Improving the culture of leadership will ensure programs that benefit student learning and wellbeing are whole school and sustainable.

Greater leadership opportunities for those who aspire to educational management will ensure a larger core of leaders across the school which will enhance the school's capacity to manage educational reform or plan for change.

Improvement Measures

Professional learning is aligned with the school plan with explicit systems in place. These systems drive improvement through high quality evidence based teaching practices.

Student data is used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

People

Students

Students work collaboratively with teachers so that high quality learning experiences are supported by high quality learning environments that are beneficial for the whole learning-teaching partnership.

Staff

Teachers sharing pedagogy and practice in a climate that is designed to establish a culture of high expectations and a mindset formulated around the Australian Teaching Standards.

Teachers recognising their part within the Learning Support structure of the school leading to all teachers utilising the data available and putting into practice the differentiated learning needed to cater for all students.

Teachers are encouraged to take on higher accreditation and/or educational management aspirations to increase teaching and management capacity in the school.

Parents/Carers

Parents/carers play an active role in their child's(ren's) education and engage in conversations with teachers about how to best support their progress.

Community Partners

Be an educational partner in student learning by actively supporting in activities that require specialist community involvement.

Processes

Collaborative Professional Culture

Develop a collaborative approach to professional learning that includes peer evaluation and self-reflection with the intention of creating a culture of sharing and continual improvement which leads to excellent teaching practice representative of higher elements of the Australian Teaching Standards.

Evidence to Inform Practice

Teachers strengthen their ability to know their students and how they learn by utilising student data, using a variety of evidence based techniques to assess and evaluate student learning and collaboratively discussing student progress using a whole school approach.

Building Leadership Capacity

Teachers having higher aspirations about their professional practice along with the confidence to undertake leadership roles that create a strength within the school that can actively promote ongoing teaching excellence and uninterrupted leadership of whole school programs irrespective of school circumstances.

Evaluation Plan

Evaluation will occur through the school executive. The executive team will take ownership of specific strategic directions and each semester will evaluate progress. Each team will be supported by an evidence expert who will guide them in evidence collation.

Practices and Products

Practices

Collaborative in house professional learning with the development of collegiate groups supports a whole school notion of strengthening teacher practice.

Collaborative professional practice utilises data as a key component to develop an integrated approach to teaching and learning.

Changing school meeting structure and culture to prioritise professional learning as a key purpose for collegial dialogue.

Leadership development is more than external professional development opportunities. It is linked directly to leading school based priorities.

A culture of professional growth is encouraged to support individual goals towards higher accreditation.

Products

All teachers are involved in a collegiate group and actively engaged in the construction and implementation of a pathway that supports growth within the group.

All staff are using data to inform them of student needs and are actively part of a collaborative network that is working towards the same teaching and learning goals.

An alternate meeting structure supports the notion of regular collaborative dialogue leading to greater outcomes for student learning.

Strategic Direction 2: Building professional expertise and capacity

People

Leaders

Creating structures and providing professional learning support to enable whole school and individual programs to establish the school at the excellence level (Teaching) within the School Excellence Framework.

Processes

Evaluation team will create links with community to actively evaluate SMP and allow honest feedback which can be collated and used by the school executive within their strategic direction team.

Evaluation will occur through the following sources: PL feedback from staff, PDPs, KLA programs, Individual teacher programs, Internal EOI for leadership opportunities, PL aligned to higher accreditation. Parent/community evaluation through survey/forum conducted by evaluation team.

Practices and Products

Teachers develop leadership capacity through leading programs within the school and promoting measurable change.

Teachers seeking higher accreditation become leaders of cultural change and innovation that support the greater school plan.

Strategic Direction 3: Growing resilient, confident and respectful young people

Purpose

A learning system that is integrated within every aspect of school life that has at its core the expectations of a respectful, responsible, resilient and safe school citizen. A system that delivers a consistent message and has the flexibility to be delivered to students by staff or their peers is a powerful way to embed appropriate behaviours.

Developing respectful relationships is a key to creating an environment where every person is valued and feels they can contribute to the school in a positive manner.

Providing opportunities beyond the general curriculum is essential in developing a program for each student that enriches their educational experience. Opportunities to broaden an individual's view of the world opens their eyes to possibilities whilst also endeavouring to give them the confidence to chase their dreams in the wider world.

Improvement Measures

Whole school wellbeing processes are operating that support the wellbeing of all students so they can connect, succeed, thrive and learn.

People

Students

Engage in the systems and processes put in place by the school to develop them as individuals as well as being part of a larger concept of creating an environment that is inclusive and nurtures wellbeing and self confidence.

Staff

All staff are involved in a whole school approach to Positive Behaviour for Learning.

All KLA's to promote opportunities beyond general curricula which are designed for student growth and promote a wider view of the world.

Wellbeing team to refocus on whole school programs that are designed to impact on the wellbeing of students and support Positive Behaviour for Learning.

Parents/Carers

Support the school in implementing systems and processes that are designed to develop confident and resilient students who display the core attributes that we see as key aspects of individual development – resilience, respectful, responsible and safe.

Community Partners

Support the school in continuing to improve a system of student rewards.

Leaders

Provide the resources to initiate and foster programs.

Processes

Positive and Productive School

Integrated into the fabric of the school is a program that promotes safe, respectful and responsible behaviour that engenders equity and respect of individuals and promotes confidence in self-expression.

Wellbeing – A whole school focus

Implement a whole school approach in which every student can connect, succeed and thrive. Developing students who are resilient, respectful and confident enabling them to successfully negotiate the unpredictable nature of life.

Opportunities – A key to Personal Growth

Opportunities for students that provide learning experiences to develop deeper understanding, greater awareness and eventually the courage to independently seek new opportunities.

Evaluation Plan

Evaluation will occur through the school executive. The executive team will take ownership of specific strategic directions and each semester will evaluate progress. Each team will be supported by an evidence expert who will guide them in evidence collation.

School survey coordinator will create links with community to actively evaluate SMP and allow honest feedback which can collated and then used by the school executive within their strategic direction team.

Evaluation will occur through the following

Practices and Products

Practices

Positive Behaviour for Learning (PBL) is embedded as the key system across the school that drives high expectations in student growth, wellbeing and behaviour.

Wellbeing is a whole school strategy with continual focus.

Wellbeing is a continuous mindset rather than a reactive mindset.

Opportunities are seen as part of a growth mentality in conjunction with the idea of new experiences.

Products

Every member of the school community understands the role of PBL in developing an environment that creates resilient, confident and respectful young people.

Wellbeing team leads the school with a coordinated program that is contextualised to our school needs.

Wellbeing programs work in conjunction with PBL to create a holistic school program with a strong evidence base.

A higher proportion of opportunities are developed or organised around student growth and development.

Strategic Direction 3: Growing resilient, confident and respectful young people

People

Create a climate where initiatives are implemented in a whole school fashion to ensure consistency and sustainability.

Link the school community to the programs and initiatives hosted within this document that are designed to create resilient, respectful and confident young people.

Processes

sources: wellbeing surveys, wellbeing referral data, student data (eg attendance), student recognition, student participation in high value opportunities, PBL data, Parent/community evaluation through survey/forum conducted by evaluation team.