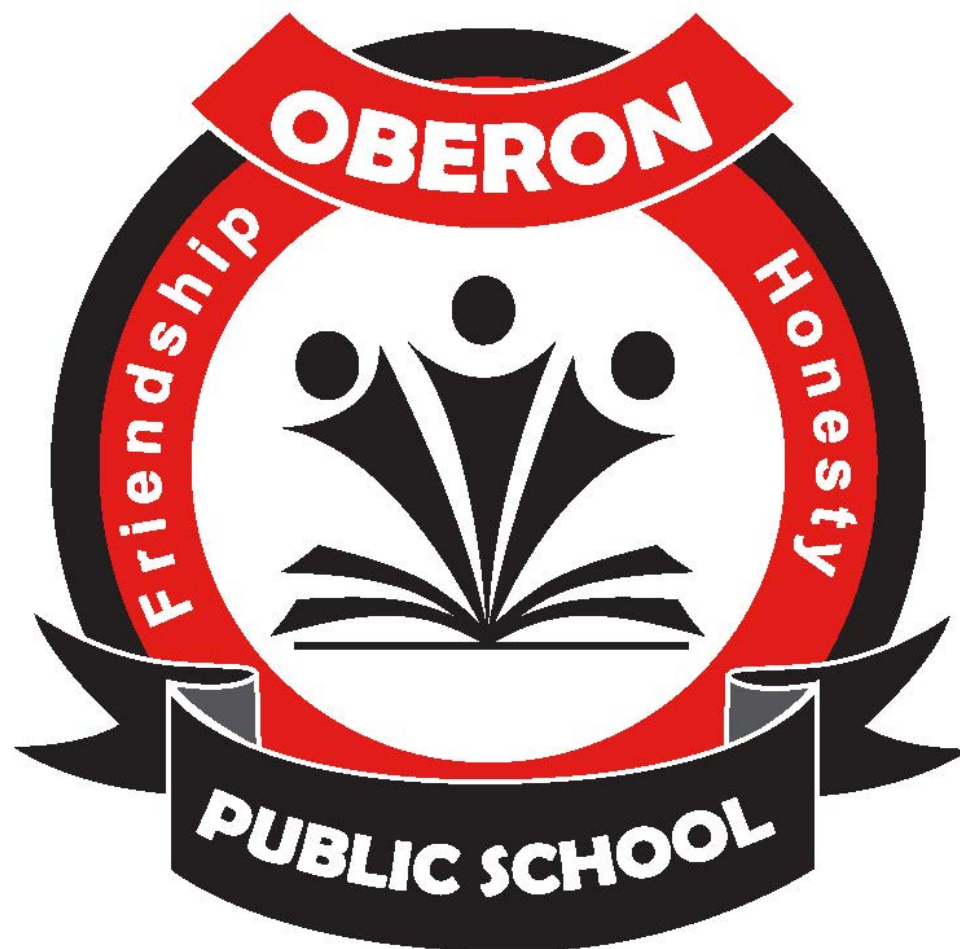# Strategic Improvement Plan 2021-2024

Oberon Public School 2797

School vision and context

School vision statement

At Oberon Public School teachers, families and students work in harmony to maintain high expectations in learning and achievement, and a respectful, inclusive culture where everyone belongs. Our students will become adaptive, connected and creative thinkers who make a successful transition from school to future pathways.

School context

Oberon Public School is a small rural school centred in the heart of Oberon, a timber producing and farming community. We value the strong and highly supportive relationship that exists within our community. Set in well-established and cared for grounds, our school boasts a wonderful kitchen garden and learning environments that are welcoming and inclusive.

Focusing on the whole child, we provide a broad range of opportunities for our students to achieve their best. We offer choir, band, regional debating and public speaking competitions, PSSA knockout competitions, sporting schools gala days, Harmony Week, NAIDOC Week, STEAM Camps, and stage based excursions.

All of our students are taught to respect and celebrate cultural diversity, and we highly value our strong connection with our local elders and AECG.

The school has a current enrolment of 221 students, inclusive of a small cohort of Aboriginal and Torres Strait Islander students, students from non-English speaking backgrounds and one support class.

We have conducted a deep and extensive analysis of internal and external data and engaged in authentic consultation with our school community and the local AECG. We have determined that to meet our system negotiated targets, we will focus on high impact, evidenced based initiatives such as data to inform our practice, high expectations in attendance and engagement, explicit teaching in reading and numeracy and collaboration within our school and our wider educational network. As a result, our strategic directions are child-centred and based on a quality education for all. These include **Student Growth and Attainment**, **Professional Practice,** and **Belonging.**

We have planned our financial and human resources to enable professional learning, collaboration and strengthening teacher practice so that all students improve. We will monitor our budget regularly through our finance team to ensure that we are resourcing our students achievement effectively.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes based on high expectations, explicit teaching and effective feedback.

Improvement measures

Target year: 2022

- Increase the number of students in the top 2 bands in reading by 8% from the system negotiated lower bound target

Target year: 2022

- Increase the number of students in the top 2 bands in numeracy by 7% from the system negotiated lower bound target

Target year: 2023

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system target by 6%

Target year: 2023

- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system target by 9%

Initiatives

High Expectations

We will consistently challenge all students to learn new things, establish clear and consistent expectations for learning and behaviour. We will do this by:

- Using regular formative assessment to understand students' strengths and areas for improvement, and providing clear and concise learning intentions and success criteria

- Creating a positive classroom where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking

- Considering the prior knowledge and ability of each student and provide increasingly more complex tasks to develop deeper thinking and problem solving skills to improve individual performance

Explicit Teaching

We will explain, model and guide the learning in every classroom to make every minute count. We will do this by:

- Planning the scope and sequences of learning from the English and Mathematics syllabuses to systematically build student understanding of skills, concepts and content knowledge in reading and numeracy

- Using a range of data from different types of assessments to plan, modify and deliver lessons to meet learning strengths, needs of students, and to monitor and evaluate the effectiveness of lessons

- Providing specific feedback based on success criteria to give students opportunities to reflect on and apply the feedback to improve their work

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding on how to improve.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction, Student Growth and Attainment. This analysis will guide the school's future directions:

- NAPLAN data

- SCOUT data

- Student work samples

- Literacy and Numeracy PLAN 2 data

- School Excellence Framework Self Assessment

- PAT assessments

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures

Evaluation plan for this strategic direction

- regular professional discussion around the School Excellence Framework and themes

- executive team and whole staff reflective sessions

- term by term review and triangulation of data sources, including quantitative and qualitative, internal and external data, to corroborate conclusions
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- deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 2: Professional Practice

Purpose

In order to create high impact teaching, we will prioritise processes and practices through collaboration, high impact professional learning and data analysis so that teachers work together to research, plan, design and evaluate effective teaching strategies to improve student learning.

Improvement measures

Target year: 2022

- All teachers are engaging in collaborative practices to research, plan and design effective teaching strategies and programs
- Increased number of teachers are undertaking leadership roles that include initiating and leading professional discussions with colleagues to evaluate practice

Target year: 2024

- The School Excellence Framework (SEF) assessment indicates improvement in the theme Teaching: Learning & Development: Collaborative Practice and Feedback from Sustaining & Growing to Excelling.
- The School Excellence Framework (SEF) assessment indicates improvement in the theme Teaching: Learning & Development: Professional Learning from Delivering to Excelling.
- The School Excellence Framework (SEF) assessment indicates improvement in the theme Teaching: Data Skills and Use: Data Literacy from Delivering to Excelling.

Initiatives

Collaboration

Through shared understanding and responsibility for improvement and by developing teachers' data capabilities to analyse and interpret student progress. We will;

- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs
- Utilise the collective expertise of teachers within the school community, through regular discussion and peer review of programs, assessment and interpretation of data, to drive professional practice

High Impact Professional Learning

Professional learning develops individual and collective capacity across the teaching profession to address current and future challenges. We will:

- Target professional learning opportunities to share and gain expertise in evidence based teaching practices to improve teaching and learning
- Work in partnership with colleagues to achieve shared collaboration goals

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practices and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.
- The leadership team establishes professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction, Professional Practice. This analysis will guide the school's future directions:

- Staff Professional Development Plans
- School Excellence Framework Self Assessment
- Lesson observation feedback
- Professional learning agendas
- Teaching and learning programs
- High Impact Professional Learning Assessment Tool

The evaluation plan will involve:

Strategic Direction 2: Professional Practice

Evaluation plan for this strategic direction

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures

- regular professional discussion around the School Excellence Framework and themes

- executive team and whole staff reflective sessions

- term by term review and triangulation of data sources, including quantitative and qualitative, internal and external data, to corroborate conclusions .

- deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 3: Belonging

Purpose

We will embed whole school practices to ensure measurable improvements in wellbeing to support student learning.

Improvement measures

Target year: 2022

- Increase the percentage of students feeling a sense of belonging, success and advocacy from the Tell Them From Me well-being data, by 5% to achieve our lower bound system negotiated target.

Target year: 2022

- Decrease the percentage of students attending < 80% of the time by 5% to achieve our system negotiated lower bound target.

Target year: 2024

- The School Excellence Framework (SEF) indicates improvement in Learning: Wellbeing: A Planned Approach to Wellbeing from Sustaining and Growing (S&G) to excelling.

Initiatives

Explicit Wellbeing Strategies

At Oberon Public School, there is a strategic and planned approach to develop whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn. We will:

- Select and develop strategies to explicitly teach healthy coping strategies, resilience and self regulation

- Implement strategies to strengthen a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student and their families

- Analyse individual student absences to enable us to identify and support at risk students and intervene early

Connections

Our school engages in strong collaborations between families, students and the community to:

- Engage in effective partnerships with parents and carers to support children's learning

- Provide parents and carers with advice, tools and information about how students learn

Success criteria for this strategic direction

- Positive, respectful relationships and collective responsibility is evident and widespread among students, staff and community, promoting student wellbeing to ensure optimum conditions for student learning across the whole school.

- The school has implemented evidence- based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction, Belonging. This analysis will guide the school's future directions:

- SCOUT attendance data

- Student personalised learning plans

- Tell Them From Me surveys

- Internal school surveys

- School Excellence Framework Self Assessment

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures

- regular professional discussion around the School Excellence Framework and themes

- executive team and whole staff reflective sessions

- term by term review and triangulation of data

Strategic Direction 3: Belonging

sources, including quantitative and qualitative, internal and external data, to corroborate conclusions .

- deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes