

Strategic Improvement Plan 2021-2024

Orama Public School 4534



School vision and context

School vision statement

Orama Public School's unique environment nurtures our aspirational learners. Each students' needs are nourished to understand themselves and others, enabling ongoing adaption to an ever-changing world. Staff create a culture of wonder and exploration. Relationships are developed between educator and student empowering everyone to do their best. We value the Gumbaynggirr People as the Traditional Custodians of the land and we follow their lead to ensure we are in harmony with our surroundings. Students and staff are supported by a community where everyone is striving for the same goal of happy and successful children.

School context

Orama Public School is a small school located on the banks of the Bellinger River in the Thora Valley. The school is a member of the Mid Coast Valley network of schools, the Bellingen/Dorrigo Community of Schools and the Bellingen Valley Small Schools.

The school has a current enrolment of 31 students which includes 2 Aboriginal students. The school is classified as a TP2 with a teaching Principal, 1 permanent teacher, one temporary teacher, a Relief from Face to Face teacher and a Learning and Support teacher. The school is also supported by a School Learning and Support Officer, General Assistant and School Administration Manager.

We have a Family and Occupation Education Index (FOEI) of 103. The school supports all students through differentiated teaching and learning programs as well as recognised best-practice Environmental Education, wellbeing, creative arts, cultural and sport programs.

Orama Public School enjoys a close partnership with the community and these relationships develop our students into leaders of the future.

Over the coming four years we will focus our work on further enhancing our student outcomes in Literacy and Numeracy, strengthening our high quality wellbeing initiatives and continuing to build our community partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

In order to empower our students to do their best, staff will plan and deliver explicit learning experiences for students to reach growth targets in literacy and numeracy. School data will show student progress based on internal and external measures.

Improvement measures

Target year: 2022

System Negotiated Targets: Top 2 Bands Reading & Numeracy

- At least three students will achieve the top 2 bands in NAPLAN reading (System Negotiated Target 2022)
- At least three students will achieve the top 2 bands in NAPLAN numeracy (System Negotiated Target 2022)

Target year: 2023

System Negotiated Targets:

- Increase the percentage of students achieving expected growth in NAPLAN reading from 50% in 2017 to 60% in 2023.

Target year: 2024

School Excellence Framework

In the element of **Effective Classroom Practice** we demonstrate excelling in the themes of **Explicit Teaching** and **Feedback**.

In the element of **Data Skills in Use** we demonstrate excelling in the themes of **Data use in Teaching** and **Data Analysis**.

Initiatives

Explicit Teaching for Reading and Numeracy

A whole school consistent approach that ensures the most effective evidence based teaching methods are identified, modeled and implemented. Students' learning improvement is monitored and demonstrates growth in Reading and Numeracy.

- Embed Instructional Leader processes to ensure programs are differentiated, rigorous and explicit in nature through a co-teaching and analysis model.(including observation.
- Professional Learning on the Literacy and Numeracy Progressions to personalise student learning and to inform school based tracking system.
- Professional Learning on the Learning Intention and Success Criteria pedagogy.
- Review and refine programs to capture ongoing data and informed, explicit teaching criteria.

High Expectations for all learners

All Teachers routinely review learning with students to ensure students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs teaching. The learning goals for all students are informed by internal and external assessment data.

- Co-designed whole school expectation for what Success Criteria and Learning Intentions looks like in all settings, whole class and individual. These intentions will be reflective of the syllabus documents and supported by the Literacy and Numeracy progressions.
- School wide systems and support to develop goal setting with students K-6 in Reading and Numeracy.
- Consistent Feedback processes between students and staff embedded.
- Embed the 3 Way Conference with student goals, feedback and parental input K-6.
- Programming including some level of student goal setting, differentiation and monitoring of student

Success criteria for this strategic direction

- All teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Teachers then use this feedback to implement the most effective, explicit teaching methods, with the highest priority given to evidence based teaching strategies. (School Excellence Framework, Effective Classroom Practice)
- Teachers clearly understand, develop apply and analyse a full range of assessment techniques. The data gathered is monitored and reflected upon to ensure teaching is effective and students progress. (School Excellence Framework, Data Skills and Use)
- Teachers will organise content into coherent, well-sequenced learning and teaching programs. (Teaching Standard 2.2.2)

Evaluation plan for this strategic direction

Q: How can we demonstrate that our focus on explicit teaching in literacy and numeracy has lifted the expectations of all students and assisted their growth and attainment?

D:

- Teaching and Learning Programs
- Instructional Leader notes and minutes and feedback
- Teacher Professional Development Plans
- Student monitoring and data wall
- Learning Intention/Success Criteria evidence
- Student feedback and exit slips

A: A 5 weekly data informed teaching and learning cycle will be used to monitor effectiveness of this strategic direction.

I: All adjustments and implications will be found in Implementation and progress monitoring component of our planning.

Strategic Direction 1: Student growth and attainment

Initiatives

achievement and renewed goals.

- Walk- throughs are used to check the impact of student success criteria, learning intentions, differentiation and achievement of goals .

Strategic Direction 2: Effective Practices

Purpose

With a focus on student engagement, staff, students and the community will embed effective wellbeing practices and processes that are purposeful and authentic.

Improvement measures

Target year: 2022

Attendance

- Overall Student attendance to increase to at least 89%
- Students who attend school more than 90% of the time to increase to at least 53%.

Wellbeing

- At least 83% of students will report positively on their sense of belonging, advocacy and high expectations for success on the Tell Them From Me survey.

Target year: 2024

School Excellence Framework

In the element of **Wellbeing** we demonstrate excelling in the theme of **A planned approach to wellbeing**.

In the element of **Learning Culture** we demonstrate excelling in the theme of **Attendance**.

Initiatives

Strategic and Planned approach to Wellbeing

Our wellbeing approaches support the academic, social and emotional needs of all students.

- Review and adjust the current whole school systems and processes for monitoring wellbeing.
- Co-create and implement an updated evidenced-based whole school wellbeing system reflective of shared values and expectations.
- Implement network, whole school and individual support mechanisms to improve student attendance.
- Maintain and improve high expectations for success and sense of belonging and advocacy for students using the updated wellbeing system.

Learning and Support Procedures

Our Learning and Support procedures and practices cater to the needs of all students. Students requiring additional support will also be catered for, through collaborative practices between the Learning and Support Teacher and the students' classroom teacher.

- Creating and implementing system based planning and monitoring procedures between Learning and Support Teacher and students' classroom teacher.
- Review and re-develop Learning and Support practices and procedures that reflect shared responsibilities.
- Individual and group student support will be implemented using a sustained approach.
- Develop and embed whole school Learning and Support processes and practices that are authentic and purposeful and have a positive impact on student progress.

Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (School Excellence Framework, Wellbeing)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (School Excellence Framework, Attendance)
- Teachers will ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. (Teaching Standard 4.4.2)

Evaluation plan for this strategic direction

Q: How can we demonstrate that our focus on effective wellbeing practices and processes have been purposeful and authentic?

D:

- Attendance data
- Student and parent feedback
- Student Tell Them From Me feedback
- Engagement and behaviour incident monitoring.

A: Learning and Support meetings occur monthly to analyse data.

I: All adjustments and implications will be found in Implementation and progress monitoring component of our planning.

Strategic Direction 3: Community Partnerships

Purpose

Partnerships beyond the school will enable relevant and real world learning opportunities and outcomes for our students.

Improvement measures

Target year: 2023

School-Level data

- All Orama Public School students will transition into Kindergarten and year 7 successfully, being engaged and attending at least 90% of the time.
- All staff at Repton, Orama and Crossmaglen Public Schools participate in a Professional Learning Community where they collaborate at least every five weeks to improve student outcomes in writing.

Target year: 2024

School Excellence Framework

In the element of **Learning and Development** we demonstrate excelling in the themes of **Collaborative practice and feedback, Coaching and mentoring and Expertise and innovation.**

In the element of **Learning culture** we demonstrate excelling in the theme of **Transitions and continuity of learning.**

In the element of **Educational Leadership** we demonstrate excelling in the theme of **Community Engagement.**

Initiatives

Highly effective Professional Learning Community

The school uses embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers within and across schools with the intent to improve student outcomes.

- Strengthen and embed processes for collegial classroom observations and walkthroughs.
- Review and refine the current transitions processes to include broader opportunities beyond traditional programs.
- Strengthen and embed Professional Learning Communities with other Departmental small and large schools to using collaboration to build the expertise of all staff.

Strong Community and Cultural Connections Programs

The school will enhance and continue to develop the relationships that it has in place with community organisations and individuals to strengthen the capacity and experiences of Orama PS staff and students.

- Strengthen the environmental and cultural education for the school through music and the 'Our River our Future' project which includes:

-music tutors and teachers

-Bellingen Youth Orchestra

-OzGREEN

-Muurrbay Language and Culture Cooperative

-Aboriginal Education Consultative Group

-Department of Planning, Industry and Environment

Success criteria for this strategic direction

- Teaching staff demonstrate and share their expertise via coaching and mentoring systems within their school and with other schools. Teachers collaborate with other staff in other schools to share and embed effective practice. This ensures ongoing development and improvement of all teachers. (School Excellence Framework, Learning and Development)
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. (School Excellence Framework, Learning Culture)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (School Excellence Framework, Educational Leadership)

Evaluation plan for this strategic direction

Q: How can we demonstrate that relationships and connections have strengthened beyond the school through our highly effective Professional Learning Community, and community and cultural programs?

D:

- Tell Them From Me student feedback
- Staff Professional Development Plans
- Community surveys, focus groups and reflective data
- Transitions data
- Increased student, staff and community capacity through embedded sustainability practices (survey)

A: After each Learning Community meeting or community event a survey or exit slip will be completed and triangulated with additional observations and evidence to analyse the impact of the event.

Strategic Direction 3: Community Partnerships

Initiatives

- Landcare
 - Taronga Zoo
 - University of Newcastle
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Evaluation plan for this strategic direction

I: All adjustments and implications will be found in Implementation and progress monitoring component of our planning.