

Strategic Improvement Plan 2021-2024

Orana Heights Public School 4549



School vision and context

School vision statement

Orana Heights Public School is a safe, respectful and inclusive environment that builds a foundation for life-long learning enabling students to reach their full potential while becoming confident global citizens.

School context

Orana Heights Public School is situated in east Dubbo. The school has an enrolment of 700 students, including 29% Aboriginal students. The school is committed to promoting quality education in an innovative environment through an effective and responsive curriculum that encourages community involvement. It is a Positive Behaviour for Learning school which focuses on the values of respect, responsibility and safety. Staff members have high expectations for all students across all aspects of schooling. Orana Heights Public School is an inclusive environment, catering for a range of individual student learning needs.

Students are able to experience a wide range of extra-curricular activities across the school. These are organised by various staff to cater for individual interests such as a variety of sports, both team and individual pursuits, debating, public speaking, spelling competitions, other competitions run by outside agencies, Science and Engineering challenge, cultural activities and access to the local Dubbo Eisteddfod.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation and feedback from students, parents, local AECG, P&C and disability group representatives. Through our situational analysis, School Excellence Framework (SEF) and External Evaluation (EV) we have identified that data driven practices are an area for future focus. Embedding relevant data into the teaching and learning cycle and planning to cater for the individual needs of students through differentiation has been identified as an area for the Strategic Improvement Plan moving forward.

Teaching strategies will be a focus in relation to teaching and learning needs of both staff and students. Through professional learning for staff, the impact of student learning will be monitored and regularly evaluated. Teachers will develop further skills in explicit teaching techniques such as questioning and assessing to identify learning needs, with the highest priority given to evidence-based teaching strategies.

Students will be consistently and constantly challenged through the implementation of strategies that have high expectations and are supported through appropriate curriculum differentiation. These expectations will be delivered through the lens that every minute of every lesson is important and valued.

Opportunities for engagement with the community and family participation in school events will be planned to foster authentic partnerships. These partnerships will extend to other schools, outside agencies and departmental representation. To enhance effectiveness, communication platforms will be considered and reviewed, to take action in response to findings with the school's community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and implement data driven teaching practices that are responsive to the learning needs of the individual student.

Improvement measures

Target year: 2022

Increase the percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN numeracy to be at or above the lower bound system negotiated target of 28.1%.

Target year: 2022

Increase the percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading to be at or above the lower bound system negotiated target of 41.6%.

Target year: 2022

Increase the percentage of Aboriginal students in Year 3 and 5 achieving in the top 3 bands in NAPLAN numeracy to be at or above the lower bound system negotiated target of 44.2%.

Target year: 2022

Increase the percentage of Aboriginal students in Year 3 and 5 achieving in the top 3 bands in NAPLAN reading to be at or above the lower bound system negotiated target of 53.5%.

Target year: 2023

Increase the percentage of Year 5 students achieving expected growth in NAPLAN numeracy to be at or above the lower bound system negotiated target of 57.7%.

Target year: 2023

Initiatives

Explicit Teaching

Embed a dynamic whole school approach to ensure effective evidence-based teaching methods optimise the learning progress of all students.

- Identify, promote and model effective teaching methods.
- Deliver professional learning to support teachers in employing evidence-based effective teaching strategies.
- Monitor students' learning improvement to ensure it is demonstrating growth.

Data Driven Practices

Responsive curriculum delivery is supported by effective strategies and processes for data analysis and reflection:

- Deliver professional learning in data literacy, data analysis and data use in teaching for all staff.
- Use reliable formative and summative assessment tasks to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

- Flexible and responsive assessment is used as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers and is used to inform teaching and learning that leads to measurable improvement.
- Valid and reliable data is regularly collected, analysed and monitored allowing teachers to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.
- Teachers use student assessment and data concepts to inform collective decisions about student learning, aligned with improvement measures in the school plan.
- Student learning progress is optimised through the implementation of evidence-based teaching methods and strategies.

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 the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- PAT data
- InitialLit data
- Scout data
- Student work samples
- PLAN2 data
- Student PLPs/IEPs
- Anecdotal records

The evaluation plan will involve:

- Regular review of data sources to provide clarity

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Year 5 students achieving expected growth in NAPLAN reading to be at or above the lower bound system negotiated target of 62.7%.

Target year: 2024

At least 90% of students completing Kindergarten achieve within Level 5 of the phonic and word recognition sub-element of the Literacy Progressions.

Target year: 2024

At least 90% of students completing Stage 1 achieve within Level 8 of the phonic and word recognition sub-element of the Literacy Progressions.

Evaluation plan for this strategic direction

around whether we are on track for achieving the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 2: High expectations

Purpose

The school culture is strongly focused on learning with strategies for students that are both challenging and supportive of student learning needs through curriculum differentiation. High expectations will drive educational aspirations.

Improvement measures

Target year: 2024

Whole school assessment strategies are embedded practice in classrooms and other learning environments, providing high levels of support for student success.

Target year: 2024

School self-assessment of the 'Learning culture' element of the School Excellence Framework indicates improvement from Sustaining & Growing to Excelling.

Target year: 2024

Decrease negative classroom behaviours by a minimum of 20% determined by the baseline of recorded incident reports as at year end 2020.

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the upper bound system negotiated target of 87%.

Initiatives

Curriculum differentiation

School-wide focus on learning through the implementation of strategies that consistently challenge all students to learn new things, to support equity groups and targeted students which includes high potential students.

- Professional learning on the use of progressions to personalise learning and develop relevant learning intentions and success criteria.
- Context relevant professional learning on how to provide individualised responsive learning opportunities.
- Regular assessment guides learning opportunities that cater to the full range of understanding and abilities in the classroom.
- Strong collaboration between the school, parents, students and the community informs and supports learning for all students.

High expectations culture

Consistent and explicit school wide policies support the implementation of classroom rules, routines and expectations.

- Establish clear and consistent expectations for learning and behaviour.
- Deliver professional learning on effective classroom management.
- Create the expectation that every minute of every lesson is important and valuable.
- Systematic processes and consistent support ensure student attendance is prioritised and valued.

Success criteria for this strategic direction

- The school has a staff of high performing teachers, whose capacities are continually built to ensure every student experiences high quality teaching.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- All students articulate, understand and achieve their relevant learning intentions and success criteria.
- Regular communication occurs between the school, parents, students and the community to support student success.
- Staff consistently apply behaviour strategies to cater for individual student needs. All classrooms display consistent rules and expectations.
- Data is used to monitor student progress towards behaviour expectations and identify gaps for improvement.
- Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.
- Teachers use best practice to embed a culture of high expectations, effectively catering for a range of equity issues in the school.

Evaluation plan for this strategic direction

Regularly review data sources to analyse the effectiveness of the Initiatives.

- SCOUT
- PLAN2
- Sentral
- Student work samples

Strategic Direction 2: High expectations

Evaluation plan for this strategic direction

- LaST referrals,
- Student Behaviour Plans
- meeting minutes
- PL certificates of completion.

The evaluation plan will involve:

- Consistently revisiting the relevant elements and themes of the SEF to measure performance improvement.
- Review individual teaching programs to ensure that teachers are catering for diverse learning needs in classrooms, and appropriate differentiation of the curriculum is embedded to ensure that all students are challenged.
- The parents/carers of each student receives communication from the school twice per term.
- Spot on attendance supports identified vulnerable students.

Strategic Direction 3: Partnerships

Purpose

In order to maximise student learning outcomes, we will continue to develop and foster strong and authentic partnerships within and across the wider school community, ensuring everyone feels valued.

Improvement measures

Target year: 2024

Each student participates in transition activities relevant to their level of need at key transition points to ensure continuity of learning.

Target year: 2024

Using the TTFM baseline data from 2021, an increased proportion of parents/carers engages with their child's education.

Target year: 2024

Each students engages with community organisations and/or activities at least twice per term.

Initiatives

Transition

Students are supported at each transition point to maximise continuity of learning across the school.

- Expose preschoolers to their new school setting for the following year through reassessing the current Kindergarten Orientation program.
- To develop connectedness with the school develop an on-site weekly Playgroup for zoned families.
- Expose Year 6 students to their high school setting for the following year through further developed Year 7 transition.
- Additional transition for students with identified additional needs.

Parent Engagement

Increase parent engagement to maximise student learning outcomes by fostering cohesive educational partnerships with best practice providers.

- Investigate options to update school communication platforms.
- Develop a school based media team to coordinate school content to local media outlets.
- Information nights for parents.
- Implement a process for communication of good news phone calls/letters to parents.

Community Involvement

Increase community involvement in school-based activities and initiatives to foster stronger community partnerships.

- Coordinate Aboriginal Education experts to program and implement activities into classroom settings.
- Negotiate new activities with the school's P&C.
- Outside agencies provide programs to enhance

Success criteria for this strategic direction

- 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.
- The school regularly seeks and addresses feedback on school performance from students, staff, parents and the broader school community.
- The leadership team analyses responses to school community satisfaction measures.
- Technology is effectively used to enhance communication and service delivery.
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

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 the strategic direction.

- Recording and analysing parent/carer attendance and feedback at events.
- Evidence of community involvement in teaching programs.
- TTFM parent survey.

The evaluation plan will involve:

- Regular review of parent engagement, attendance at events and feedback to determine whether we are on track for achieving the improvement measures.
- Evaluating transition processes to ensure students are being effectively supported through best practice.
- Effective executive team and whole staff reflections focusing on community involvement activities and how these services are meeting the current needs of

Strategic Direction 3: Partnerships

Initiatives

- educational outcomes for students.
- Foster relationships with agencies to support wellbeing.
- Outside agencies to deliver high quality educational programs to support teachers.

Evaluation plan for this strategic direction

the school community take place regularly.