

# Strategic Improvement Plan 2021-2024

## Oberon High School 8598



# School vision and context

## School vision statement

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Oberon High School encourages and values learning that has a student driven focus. Through a culture of high expectations, we aim to inspire every individual to perform at their best. Working collaboratively with all members of the school community we will provide enhanced opportunities for every student to succeed.

## School context

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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 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.

Staff are experienced with the majority beyond 10 years within their careers. Early career teachers only make up a small proportion of staff (10%). School priorities have included quality teaching, increased use of technology, development of high expectations in all aspects of school life and extensive wellbeing programs.

The school has 193 students with the majority residing in town, however, the rural nature of the town means that we do have 20% of students travelling in each day via bus. The school has an increasing population of Aboriginal students (10%) whilst we also have a steady population of EALD students (8%). There are two multi-categorical support classes whilst we also support around 40% of our mainstream students with Individual plans which ensures equity and inclusion of all students.

Extracurricular activities are very important to the life of the school with sport traditionally being a favourite. Participation is in CHS competitions whilst Rural Cup against Canowindra and Molong is an annual event. Activities do extend to cultural, leadership and curriculum experiences ensuring a breadth of choices for students. Providing extra experiences is essential in creating a whole school atmosphere that encouraging ongoing and positive connections with our school for all students every day.

Student performance in external examinations has been an ongoing priority. Extra resources are built into school programs each year to support our students across literacy and numeracy in particular. NAPLAN and Best Start data across reading and numeracy in Year 7 demonstrates that our extra resourcing is justified whilst our results in Year 9 vindicate the support we have in place as our students move closer to state average and start performing on par with our like schools.

Girls have over time performed at a higher level than boys which challenges our teaching programs. Indigenous students have through the years performed on par with other students, however, this data swings markedly as small numbers have significant impacts. It is essential, however, that we form stronger partnerships with parents and continue to build our connections with AECG. This will ultimately benefit our students culturally as well as drive improved school connection and performance.

# School vision and context

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School targets across literacy and numeracy support our wish to improve outcomes for every student with targets averaging a 10% increase as minimum in this planning cycle.

HSC data in the past 3 years indicates that our average course score is steady and we perform on par with like schools. We are below state average in the main, however, this has been a trend for several decades. There are each year courses that do compare favourably to state and the lessons of their success need to be adopted more widely across the school.

HSC target is to increase the number of students in the top 3 bands of the HSC. An increase of 10% is out target to support to student achievement in Stage 6. It must also be noted that the majority of our students undertake one course or more not captured in the data used in our target. These courses, however, will be included in our planning as we aim to support every student irrespective of HSC pattern and aspirations.

The school enjoys great community support with significant sponsorship of programs and events each year. Employers are positive about supporting the school with work experience programs and workplacement when required.

School resourcing comes primarily through an annual allocation that is primarily based on student numbers. The school has a FOEI of 126 which means we have significant disadvantage in the majority of our families. Resourcing reflects this and gives us an opportunity to employ extra staff and fund extra programs that are designed to support students in literacy, numeracy, wellbeing and access to all school activities.

Funding also includes components that allow us to directly support students across a range of equity areas including Indigenous, disabilities and English Languages education.

The plan looking forward has some similar components as our current school plan, however, there are some likely changes in focus around teaching, assessment, inclusive education and wellbeing. This will necessitate an evaluation on program funding and a possible change to priorities. This is part of the natural school planning cycle and simply represents the evolution of the school and how we see the best way forward in supporting all our students based on a thorough analysis of our current situation.

Through our Situational Analysis which included external data provided by the departmental and internal data sources from staff, student, parent and AECG consultation the Strategic Improvement Plan team has developed a plan that will focus on student growth and attainment for all students, knowing the emotional and educational needs of all students and implementing high quality programs and practices around assessment and classroom teaching. This will create a holistic program of improvement that will support every student in their learning by promoting positive and school culture inside and outside of the classroom.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Success for every student through targeted teaching and high expectation relationships throughout the school.

## Improvement Measures

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Improvement in the percentage of students achieving in the top 2 bands, where the student results are at or above the school's lower bound negotiated targets of 17.1% for reading and 16.7% for numeracy.

Improvement in the percentage of students achieving the expected growth, where student results grow at or above the school's lower bound targets of 67.8% for reading and 59.9% for numeracy.

Improvement in the percentage of students achieving in the top 3 bands of the HSC, where students reach the school's lower bound target of 39.9%.

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## Initiatives

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Teachers use data to regularly assess student performance and then use this to inform their practice to enable ongoing explicit teaching that benefits every student.

- Implement a whole school reading and numeracy strategy driven from an evidence based approach, with a targeted professional learning strategy.
  - Explain, model and guide learning for Years 7-12 by working through examples and breaking down high-quality exemplars, with a specific focus on Stage 6 students and their relevant HSC courses.
  - Analyse the data to monitor student learning and progress and use this to help make teaching decisions based off this analysis.
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## Success criteria

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School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

## Evaluation plan

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## Strategic Direction 2: Know Every Student

### Purpose

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Staff know the social, emotional, behavioural and intellectual needs of every student to enable them to reach their potential.

### Improvement Measures

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All teaching and learning programs in the school are exemplary and meet the excelling statement in the Learning Domain: wellbeing and curriculum.

Increased percentage of students attending school more than 90% of the time by 8.8% or above based on our upper bound target of 72.8%.

School student retention rate is at or above the network target of 59% for Indigenous students completing the HSC.

TTFM Wellbeing data (advocacy, belonging, expectations) improves by at least 10.4% to be at or above the upper bound target of 63.8%.

All teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning therefore meeting the excelling statement in the Teaching domain (Effective Classroom Practice): Classroom management

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### Initiatives

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A culture of high expectations is built in the school that positively impacts the wellbeing of students, leading to greater engagement, belonging and a belief that the school is inclusive of every student.

- Engage with parents and carers to encourage them to hold high expectations of their children, to support with their success in all aspects of school.
  - Initiate evidence based strategies to build a positive learning environments both in and outside the classroom.
  - Staff collaborate to ensure that all teaching and learning programs, practices and activities encompass the diverse nature of all students within the school.
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### Success criteria

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Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

### Evaluation plan

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# Strategic Direction 3: High Impact Teaching

## Purpose

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Engaging learning environments foster a culture of continuous improvement through high impact teaching and collaboration with the whole school community.

## Improvement Measures

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Every teacher demonstrates the most effective strategies that support High Impact Teaching.

School assessment and feedback practices impact positively on student engagement and performance.

Assessment practices in the school are exemplary and meet the excelling statement in the Learning Domain (Assessment): student engagement.

## Initiatives

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All staff are confident and engaged in their teaching and are able to demonstrate effective teaching practices in their classroom each day.

- Using an evidence based approach to ensure effective teaching and learning is being achieved within every classroom.
- All learning opportunities within the school will encompass a student driven approach which enables students to see purpose in what they are learning.
- Embed effective 7-12 assessment practices that enables individualised assessment.
- Implement assessment that engages students and provides feedback that informs future learning goals.

## Success criteria

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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. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

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.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Teachers clearly understand, develop and apply a full range of assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

## Evaluation plan

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