

Strategic Improvement Plan 2021-2025

Oberon High School 8598



School vision and context

School vision statement

Oberon High School encourages and values learning that has a student driven focus. Through a culture of high expectations, we will inspire everyone 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

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 agriculture.

The school has 193 students inclusive of 10% of Aboriginal, 8% English as an Additional Language or Dialect students and 6% of students requiring additional support.

The school is a member of Bathurst School Education Network, collaborates with partner schools and is in partnership with a metropolitan school to support our Additional Language or Dialect students.

We have an experienced staff and a small proportion of early career teachers. 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 enjoys great community support with significant sponsorship of programs and events each year.

Extracurricular activities are very important to the life of the school and provide additional opportunities for students. These include sport, cultural, leadership and curriculum experiences ensuring a breadth of choices. This is essential in creating a whole school atmosphere that encourages ongoing and positive connections with our school for all students every day.

We have undertaken an extensive analysis of internal and external data which has highlighted several areas for improvement. This includes a focus in reading and numeracy and in particular extended writing responses in the HSC. We need to highlight attendance and wellbeing measures as part of our improvement cycle.

Through authentic consultation with our staff, school community and local Aboriginal Education Consultative Group (AECG) 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 a positive school culture inside and outside of the classroom.

We will strategically allocate funding against the initiatives in the school plan to support students in literacy, numeracy, wellbeing and access to all school activities whilst also providing high impact professional learning for all staff. This will be monitored by the leadership team in collaboration with the finance and school improvement teams to evaluate impact and inform future directions.

Strategic Direction 1: Student growth and attainment

Purpose

To increase success for every student we will embed explicit teaching and data informed practices in every classroom.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Initiatives

Data Informed Practices

Effective use of data helps teachers understand which students are progressing and provides direction for future teaching.

- Teachers analyse data continually to monitor student learning and progress and use this to help make teaching decisions.
- Professional learning builds the capacity of all teachers to embed within a whole school framework a plan to collect robust evidence of student learning and use that data to track student progress over time.

Explicit Teaching

Explicit teaching of literacy and numeracy is embedded across the school with every teacher using evidence based strategies to enhance student performance.

- 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.

Success criteria for this strategic direction

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.

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.

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Question: How has data informed teaching practices impacted the performance of students? Does student performance measured by internal measures correspond to performance measured on external measures? To what extent has our position as measured against statistically similar schools improved?

Data: External data from NAPLAN, check in assessment and Best Start. HSC results, minimum standards results and VALID (Science). Internal data from Learning and Support testing, classroom observations, Millennium (school program) assessment data and school reports.

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

Implication: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Know Every Student

Purpose

All staff will know the social, emotional, behavioural and intellectual needs of every student and work in partnership with parents and carers to enable them to succeed.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 84.12% in 2023 to 85.1% in 2027.

Initiatives

High Expectations Culture

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.

- Continually challenge all students in their learning by engaging with parents and carers to encourage them to hold high expectations to enable success.
- Initiate evidence based strategies to build positive learning environments both inside and outside the classroom for increased attendance and wellbeing of students.

Collaboration

Professional collaboration involves teachers working together to achieve expertise in quality practice.

- Staff collaborate to ensure that all teaching and learning programs, practices and activities encompass the diverse nature of all students within the school.
 - Targeted professional learning in evidenced based teaching practices will drive the development of teacher expertise across all faculties.
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Success criteria for this strategic direction

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 attendance.

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. 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.

Evaluation plan for this strategic direction

Question: Has a High Expectations Culture permeated throughout the school leading to measurable improvements in classroom engagement, inclusive programming/planning, student performance, student attendance and student wellbeing? Are students supported by equity programs performing on par or better than other students? Have partnerships between parents/carers and the school deepened leading to students having a greater capacity to succeed?

Data: Compass data (school program) for student progress, behaviour and attendance. Tell Them From Me survey data and internal student, parent and teacher survey data. Teaching programs and Individual Education Plans/Personalised Learning Plans. Parent-Teacher communication, meeting notes, attendance data and High Impact Professional Learning self-assessment toolkit.

Analysis: Term by term review and triangulation of data

Evaluation plan for this strategic direction

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

Implication: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: High Impact Teaching

Purpose

We will embed engaging learning environments that foster a culture of continuous improvement through highly effective assessment and teaching practices.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top three achievement bands in 2027 compared to 2023 and 2022.

Initiatives

Effective Feedback and Assessment

Assessment is an essential part of learning in the classroom with teachers focusing on high quality engaging tasks and providing feedback that enhance student performance.

- Embed high quality assessment practices that guide the preparation of effective teaching .
- Design and Implement assessment and feedback processes that engage students and informs future learning goals.
- Prepare students for high expectations of Stage 6 courses.

High Impact Teaching

Explicit teaching draws on research to inform the development of best practice that has the highest impact on student learning.

- Using an evidence based approach to ensure highly effective teaching and learning is being implemented within every classroom.
 - Implement professional learning across all faculties that strengthens expertise in evidence based approaches centered on student engagement and individual growth with a view to innovation and student focused pedagogies.
 - Implement targetted professional learning for staff centred on improving student HSC results and meaningful post-school pathways.
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Success criteria for this strategic direction

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.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students.

The school identifies expertise and draws on this to further develop its professional learning community focused on continuous improvement. Teachers are supported to trial innovative evidence-based, future-focused practices.

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.

Teachers implement strategies to inform and assess students against band descriptors and course performance descriptors with a view to enhancing understanding of how to achieve better results.

Evaluation plan for this strategic direction

Question: Is High Impact Teaching present across the school as effective classroom practice incorporating engaging and dynamic lessons supported by high quality assessments embedded as part of the learning process? Are the teaching practices implemented across the school centered on student engagement and individual growth with a view to innovation and student focused pedagogies? Is Professional Learning established to support the necessary expansion of professional capacities to ensure growth in High Impact Teaching for every teacher?

Data: Teaching Programs, lesson observations and student feedback. Assessment schedules, assessment

Evaluation plan for this strategic direction

samples and updated school assessment policy. Professional Learning Community sessions notes, targeted classroom observations, lesson/assessment examples and High Impact Professional Learning self-assessment toolkit, HSC results within the school and as part of the RoSA, post-school destination survey.

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

Implication: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes and post-school pathways.