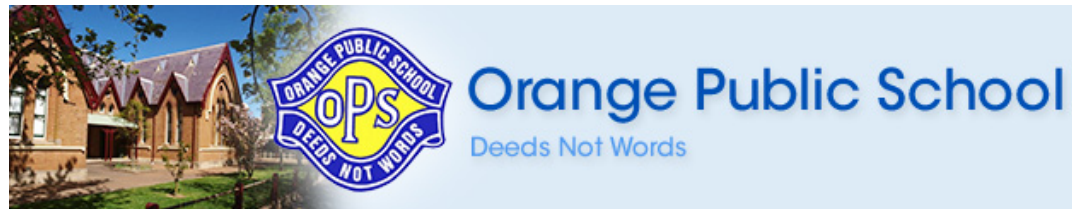


Strategic Improvement Plan 2022-2026

Orange Public School 7307



School vision and context

School vision statement

We are focussed on quality teaching and personalised learning, inclusive of parent community. We strive for excellence in consistency of processes towards growth in achievement, well-being and extra curricular opportunities.

School context

Orange Public School is a school steeped in heritage and a history of fine traditions. Located in the centre of the CBD, Orange Public school boasts a split site and is able to cater to its population of 730 students across two campuses. . Academic achievement, sporting prowess, and cultural immersion are embedded in everyday curriculum. High expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology and teachers are highly professional and well trained in the needs of the 21st-century learner. 'Deeds, not Words', our school motto, is evidenced by the implementation of the Resilience Project/ Kids Matter Program that children instill in theory and practice throughout the year. Children at OPS come from a wide variety of socio-economic and cultural backgrounds, with a 9% Aboriginal Enrolment and 9% EALD enrolment. We work in collaboration with our highly active P&C to provide our students with outstanding educational facilities and opportunities. The school has developed strong community partnerships that enhance student wellbeing and engagement.

As a result of rigorous situational analysis, our school focus for the School Improvement Plan is student growth and attainment, explicit teaching, and community engagement.

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 refine data-driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

Match the mean state-scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment

Numeracy growth

Achieve by year: 2023

Match the mean state scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Evidenced based practices in Reading

Through embedded and explicit systems for collaborative practice, the most effective evidence-based teaching methods optimise learning progress for all students. Explicit teaching methods are identified, promoted, and modelled, and students learning improvement is monitored, demonstrating growth in Reading.

- building staff capacity through high-impact teaching strategies, to have a consistent understanding of evidence-based instruction and assessment of reading.
- establishing a consistent approach to the explicit and systematic teaching of reading and its components across all subject areas
- embedding sustainable whole-school processes for collecting and analysing reading data.

Explicit teaching in Numeracy

Explicit teaching strategies informed by a strong evidence base are evident in classroom practice, whereby teachers embed systematic instruction with a focus on problem-solving and reasoning. Rich mathematical tasks provide opportunities for differentiation and individualised feedback. This will be achieved by:

- building staff capacity in developing a deep understanding of evidence-based instruction and assessment in Mathematics.
- establishing a consistent approach to the explicit and systematic teaching of numeracy with a focus on rich tasks, big ideas, and core concepts.
- developing a consistent school understanding of numeracy development using the syllabus outcomes and the National Numeracy Learning Progression indicators
- embedding sustainable whole-school processes for collecting and analysing data.

Success criteria for this strategic direction

Teachers employ evidenced-based effective teaching strategies in reading and numeracy. Effective methods are identified, promoted, and modelled and students learning improvement is monitored, demonstrating growth.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

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

The impact of professional learning on the quality of teaching and consequently, student learning outcomes is evaluated.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged.

The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Evaluation plan for this strategic direction

Question:

To what extent has explicit, evidence-based teaching and learning improved student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

* Internal assessment, eg. PLAN2, DIBELS. SPARKLE

* External assessment, eg. NAPLAN, Check In

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- * Survey
- * Observation
- * Focus group
- * Student voice
- * Interview
- * Document analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Students will demonstrate an uplift in reading and numeracy results.

Implications

The findings of the analysis will inform:

- * Future actions
- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Teacher development in explicit teaching.

Purpose

To enhance teaching capability, and delivery of explicit, whole school, evidence-based programs, that identify student needs, ensuring student expected growth.

Improvement measures

Achieve by year: 2023

70% of teachers observed using learning intentions and success criteria during planned walkthroughs.

90% of Teachers employ evidence-based effective teaching strategies, observed through planned walkthroughs.

Achieve by year: 2024

Initiatives

Visible Learning: School Impact Process

Our school will engage in the Visible Learning School Impact Cycle, an evidence-based school-wide system improvement process.

- Teachers and leaders develop a deep understanding of explicit teaching through comprehensive professional learning.
- Teachers and leaders plan for and lead processes that encourage collective teacher efficacy.
- The development of school-wide systems embeds key learning dispositions across all classrooms leading to a strengthened culture of learners.

Effective feedback

Teachers understand the impact of effective feedback and how it contributes to student learning and achievement. Evidence of quality feedback practices can be clearly articulated and is visible across all classrooms. Feedback practices are continually built upon over time, and shift from teacher-directed to student centred.

- Establishment of a consistent approach to the provision of feedback that relates to learning intentions and associated success criteria.
- Development of systems to support peer feedback and student self-feedback processes across learning areas. These processes are continually monitored for impact.
- All staff engage in ongoing professional learning through Corwin Visible Learning to deepen knowledge and understanding of effective feedback practices.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment strategies and can clearly identify learning at surface, deep, and transfer levels.

The learning goals for students are informed by analysis of internal and external progress and achievement data.

Data and feedback inform teaching practices and direct learners and learning.

Students can clearly articulate key learning dispositions and understand how they assist them as a learner.

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 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.

Evaluation plan for this strategic direction

Q

To what extent are teachers using effective feedback to enhance guide the student's further learning?

To what extent have we embedded Visible Learning as an evidence-based school-wide system improvement process.?

D:

OPS uses a rigorous processes to assess the effectiveness of the strategic plan through

focus group

Strategic Direction 2: Teacher development in explicit teaching.

Evaluation plan for this strategic direction

student interviews

staff survey

walk throughs.

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

I

Individualised progress for each student is achieved

Staff effectively use visible learning to guide student's progress

Strategic Direction 3: Community partnerships and engagement

Purpose

To strengthen connections with the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued and catered for.

To provide parents with multiple opportunities to engage in their child's learning.

Improvement measures

Attendance >90%

Achieve by year: 2023

86.4% of students attend school throughout the year.

Wellbeing

Achieve by year: 2023

Student wellbeing measured through Tell Then From Me surveys indicate 80% of students feel supported and happy in their school environment.

Achieve by year: 2024

Achieve by year: 2023

86.4% of students attend school throughout the year.

Student wellbeing measured through Tell Then From Me surveys indicate 85% of students feel supported and happy in their school environment.

Initiatives

Improved student wellbeing and attendance.

Our school plans to improve wellbeing and attendance by:

- Implementing the Resilience Project to enhance student mental health and emotional literacy.
- Promoting the positive educational opportunities available to students across our school community.
- Increasing student attendance through a range of embedded strategies.

Enhancing and sustaining relationships through Community Engagement

Our school plans to:

- Further develop collaborative, productive and positive relationships with parent and carers leading to a greater involvement in their child's schooling.
- Enhance the success of student transitions through the development of partnerships with Preschools, Early Learning providers, and High Schools throughout Orange .

Success criteria for this strategic direction

Leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF-Management Practices and process).

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

Evaluation plan for this strategic direction

Question:

What Impact has the implementation of the Resilience Project had on wellbeing?

To what extent are parents active participants in their childrens' learning?

How well have we engaged with preschools and high schools to facilitate key student transitions?

Data:

Tell Them From Me Data.

Focus group- initiate and review.

Attendance monitoring for parent-teacher interviews

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication:

Strong community partnerships are developed and sustained.