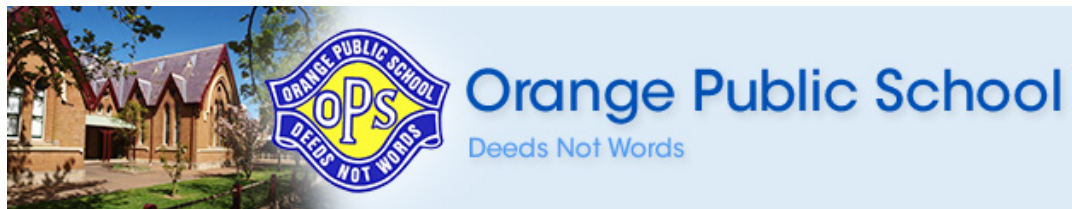




School plan 2018-2020

Orange Public School 7307



School background 2018–2020

School vision statement

At Orange Public School we are a community of learners delivering quality and dynamic learning systems which provide the essential skills in literacy and numeracy which is personalised, success oriented and challenging. We aim to develop students who think deeply and creatively in an innovative, resourceful and powerful learning environment to maximise opportunities and achievements for all.

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 for its population of 680 students across two campuses. Academic achievement, sporting prowess and cultural immersion is embedded in every day 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 Random acts of Kindness children celebrate every five weeks. Children at OPS come from a wide variety of socio economic and cultural backgrounds.

School planning process

In Term 4 2017, the planning process for the 2018–2020 school plan started with the evaluation of the current school plan. This rigorous process saw both staff, parents and students reviewing current initiatives and practices. Several staff meetings were dedicated to the task of critiquing and evaluating each of the current priority areas and providing feedback on each strategy. From here, authentic data and evidence was collected from both internal and external sources. The data was analysed to determine areas for strength and areas for development, with ideas for future directions recommended. The data was presented to community members and staff, who were able to celebrate achievements and reflect upon the areas for further development. The executive team facilitated discussion with staff, and strategies were developed (under the 5Ps– Purpose, People, Processes, Products and Practices), to meet the 3 identified 2018–2020 strategic directions. The *draft* plan was presented to staff in late 2017, and the P&C in early 2018. The stakeholders reviewed the plan and all feedback was considered and amendments made. The school plan has been a collaborative effort of all stakeholders and has been designed to drive the future directions of the school through prioritising initiatives to ensure that they align to the vision and mission statements and the 3 strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

StudentsMatter: Quality Learning Opportunities

Purpose:

Purpose: Every student is actively engaged in Quality English and Mathematics programs incorporating Cross Curricular links. Embedded Contemporary features are evident throughout the school including technology, STEM and intention learning. Students will engage in Social and Emotional Learning through systems, structures and learning sequences. Learning and Support structures reflect equitable access to appropriate support and differentiation is embedded in practice through explicit supplementary programming.

STRATEGIC DIRECTION 2

TeachersMatter: Quality Teaching, Professional Learning and Development

Purpose:

To increase the capacity of teachers within the school ensuring that the Professional Development Framework guides clear expectations and support for each phase of individuals PDP. Develop and deliver System Leadership Executive Portfolios for the improvement of the leadership of school leaders to achieve consistency in practices and processes among staff K–6.

Enhancing through support of beginning and new teachers within our school to ensure they are set up for success in our setting. Data analysis to drive the targets of our in school mentoring program and focus on improved communication and support of SASS professional learning opportunities.

STRATEGIC DIRECTION 3

CommunityMatters: Quality Partnerships

Purpose:

To strengthen the social and emotional wellbeing of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued, leading to successful student learning outcomes. On-going development of Quality Transition Planning and Implementation– Pre–K, 2–3 and 6–High and continued focus on Cross Campus relationships and authentic collaboration.

Strategic Direction 1: StudentsMatter: Quality Learning Opportunities

Purpose

Purpose: Every student is actively engaged in Quality English and Mathematics programs incorporating Cross Curricular links. Embedded Contemporary features are evident throughout the school including technology, STEM and intention learning. Students will engage in Social and Emotional Learning through systems, structures and learning sequences. Learning and Support structures reflect equitable access to appropriate support and differentiation is embedded in practice through explicit supplementary programming.

Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Premier Priorities.
- Increase each year in student growth identified through NAPLAN.
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People

Students

Develop the skills and capacity to reflect, create and problem solve to achieve learning goals.

Staff

Differentiate teaching to meet student learning needs by providing targeted teaching in the areas of literacy and numeracy.

Leaders

Develop highly skilled educators that connect with students, parents and the broader community to identify and address student learning needs.

Community Partners

Community of Schools and professional networks, will collaboratively work together to strengthen increased knowledge of curriculum and pedagogy.

Processes

Deliver quality student-centred and self-regulated learning experiences which enables students to understand how they learn and to set and achieve their learning goals.

Build a systemic organisational culture that is creative and innovative to expose and promote success for every student.

Evaluation Plan

Analysis of school data triangulated with NAPLAN & PLAN/ Learning Progressions data.

Review and monitor teaching practices and programs utilising consistent procedures

Monitoring of milestones and strategic direction.

Conduct School Excellence Framework self-assessment to map progress and identify future priorities.

Practices and Products

Practices

Learning intentions, success criteria and feedback are explicit and visible, consistent evidence based teacher judgement & moderation of assessments are developed.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

Products

All students are aware of their progress along the literacy and numeracy continuums, by the use of individualised targets using SLAPS

100%of ATSI / EALD students and those with learning needs are identified and IEP's/ PLPs reflect innovative strategies to cater for students social, emotional needs and cultural background.

Strategic Direction 2: TeachersMatter: Quality Teaching, Professional Learning and Development

Purpose

To increase the capacity of teachers within the school ensuring that the Professional Development Framework guides clear expectations and support for each phase of individuals PDP. Develop and deliver System Leadership Executive Portfolios for the improvement of the leadership of school leaders to achieve consistency in practices and processes among staff K–6.

Enhancing thorough support of beginning and new teachers within our school to ensure they are set up for success in our setting. Data analysis to drive the targets of our in school mentoring program and focus on improved communication and support of SASS professional learning opportunities.

Improvement Measures

100% of teaching and learning programs reflect the use of data to inform teaching and learning.

Increased leadership opportunities are embraced resulting in enhanced capacity and facilitating succession planning. Updated school policies and procedures guide teaching, learning and management practices.

People

Students

Learn in well managed learning environments that model quality teaching and leadership and engage in innovative programs that are future focused, meet syllabus requirements, reflect identified needs and individual learning goals.

Develop, utilise & embed a range of learning strategies which enhance their ability to be enquiring, critical & creative problems solvers with strong literacy, numeracy and ICT skills.

Staff

Teachers collaboratively develop and design differentiated, future focused teaching and learning programs that focus on the development of Literacy, Numeracy, STEM and 21st Century skills.

Teachers contribute to gather and use data effectively to evaluate and inform teaching and learning, monitor student progress and assist students to develop personal learning goals.

Teachers develop a clear understanding of the procedures for NESA accreditation and are working towards gaining accreditation at Proficient, Highly Accomplished, Lead and Principal Credentials.

Staff engage in sustained, high quality professional learning offered at the school.

Through involvement at varying levels, staff work collaboratively and supportively with our Community of Schools and its related projects.

Processes

Teachers increase their capacity to integrate QTF ICT STEM, Kids Matter and 21st Century teaching and learning practices through the practices of professional learning, sharing ideas, resources and expertise.

Through reflection on professional practice aligned with the QTF, teachers develop individual Performance and Development Plans to guide professional learning which supports the school's strategic direction, individual aspirations and improved learning outcomes.

Evaluation Plan

Review and monitor teaching practices and programs, PDPs, milestones and strategic directions.

Conduct School Excellence Framework self-assessment to map progress and identify future priorities.

Practices and Products

Practices

Teachers develop and implement quality, data informed, 21st Century, focused lessons that integrate curriculum, evidence based pedagogies incorporating the principals of STEM and Kidsmatter.

School Leaders undertake program reviews and supervision practices that are aligned with NESA and DEC programming requirements, school priorities and the School Improvement Measures.

Teachers and SASS staff engage in planning, implementing and reviewing their professional learning goals which reflect personal, school and system priorities.

Products

Performance and Development Plans for all staff that support the achievement of personal school and system priorities, demonstrate reflective practice and are aligned with the SMP and APST to guide professional learning.

100% of teaching and learning programs reflect the use of data to inform teaching and learning.

Strategic Direction 3: CommunityMatters: Quality Partnerships

Purpose

To strengthen the social and emotional wellbeing of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued, leading to successful student learning outcomes. On-going development of Quality Transition Planning and Implementation– Pre–K, 2–3 and 6–High and continued focus on Cross Campus relationships and authentic collaboration.

Improvement Measures

All stakeholders have a greater awareness and understanding of the student welfare policy, a consistent approach to behaviour management and improved well-being engagement and positive behaviour are evident in the use of Sentral.

An increase in the number of parents/carers and community organisations are engaged as partners in student learning.

SEF mapping indicates growth in school performance in wellbeing, learning culture and community engagement.

People

Students

Develop and apply their understanding of being a Safe, Respectful, Learner, practice a growth mindset and develop understanding, respect and tolerance of others.

Participate in collaborative projects with local High schools and the GO2 schools network.

Staff

Promote personalised learning, growth mindset and embed the procedures and strategies outlined in the Student Welfare Policy to ensure consistency in response to student welfare concerns and record welfare concerns using Sentral.

Build professional networks and partnerships with the wider educational community.

Parents/Carers

Develop an understanding of school priorities and what their child is learning. Participate in community engagement activities and workshops, actively contribute to school planning and decision making through a range of formal & informal avenues.

Community Partners

Student learning is supported by the effective use of school systems and community expertise and resources.

Leaders

Processes

The school makes strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources for the purpose of improvement of student outcomes

Continue to enhance school transition programs with local pre–schools and local High schools. Support and participate in GO2 initiatives for students and utilise the collective expertise to enhance professional learning opportunities for staff.

Evaluation Plan

Conduct surveys to determine success of the School plan, Student Welfare Policy plus social and emotional learning initiatives.

Evaluate the effectiveness and extent of additional community involvement established through community engagement initiatives.

Monitoring of milestones and conducting School Excellence Framework self–assessment to map progress and identify future priorities.

Practices and Products

Practices

Student welfare policy is reviewed, conforms with DOE Student Well–Being Framework and Sentral is effectively used to record and track student well–being.

Effective teaching of strategies support positive behaviour, harmony and students' social, emotional and physical wellbeing

Staff develop new professional relationships and participate in joint teaching, learning and professional development experiences with the GO 2 schools to enhance school programs. Kindergarten and Year 6 –7 transition programs are improved.

Enhanced community engagement is evident, through targeted engagement with the Aboriginal community. TTFM surveys and involvement in STEM, Kidsmatter projects and the implementation of a range of improved communication strategies.

Products

All stakeholders have a greater awareness and understanding of the student welfare policy, a consistent approach to behaviour management and utilise Synergy, a support for student well–being.

An increase in the number of parents/carers and community organisations are engaged as partners in student learning.

Strategic Direction 3: CommunityMatters: Quality Partnerships

People

Systems and best practices are established and supported by school leaders to ensure the wellbeing of all students and staff as a priority.