

# School Strategic Plan 2018-2021

Oberon South Primary School (4983)



Submitted for review by Joanne Black (School Principal) on 31 October, 2018 at 10:08 AM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2021

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<b>School vision</b>	<p>Oberon South Primary School (OSPS) Vision - Purpose Statement:</p> <p>Oberon South Primary School is a friendly community minded school where learning is tailored to the social, emotional, developmental, and academic needs of each student.</p> <p>OSPS strives to provide a safe, caring, challenging and engaging learning environment where all students are respected as individuals and where teachers, families and the community work together to promote learning. We strive towards the healthy development of every child, so that each child has the knowledge, skills and resilience to be successful in a rapidly changing world.</p> <p>We are committed to developing in each child an ability to maximise their potential, function independently and co-operatively and develop a genuine respect for themselves and others. We are developing these attributes through a growth mindset approach with individual learning goals and school wide positive behaviour support. We aim to nurture a love of learning and encourage student leadership, voice and agency. Our students are provided opportunities to grow as sustainable citizens.</p>
<b>School values</b>	<p>Oberon South Primary School vision is underpinned by Our Values for Learning (Caring, Respectful, Community Minded, Future Focused) and Our Expectations for Learning (Respect, Responsibility, Safety).</p> <p>We value the extension of each student's individual potential by encouraging, recognising and rewarding effort and achievement. We provide educational programs that support the development of the whole child – social, emotional, developmental and academic needs. We encourage students to achieve their personal best and to become respectful, responsible and safe citizens within society.</p> <p>We strive to provide a co-operative and caring environment where students share the responsibility for their own learning, behaviour and safety. At OSPS we value mutual working partnerships with parents and the community, in the education of each individual, to aid in the student's social, emotional, developmental and academic growth. This is achieved by providing a safe and secure environment, which has a community and family atmosphere. We encourage and model the values of mutual respect where safe, positive relationships between all members of the school community form the basis of our school culture.</p>
<b>Context challenges</b>	<p>Oberon South Primary School is located in the City of Belmont, Greater Geelong, approximately 80 kilometres from the Melbourne Central Business District. The school was founded in 1971.</p>

	<p>The buildings provide two flexible learning spaces, a library and specialist classroom. The surrounds include two playgrounds, two large asphalt areas which were recently resurfaced, a bike track and an oval.</p> <p>OSPS provides an approved curriculum framework based on the Victorian Curriculum with time dedicated to literacy and numeracy. An integrated program covers the other areas of the Victorian Curriculum including Language Other Than English (LOTE) through Indonesian, outdoor education, design technology, science and digital technology with a whole school focus. The Physical Education Program is supported by the Sporting Schools program. The Salvation Army supports a music program through the Just Brass Program in Year 3 to Year 6 and whole school recorder lessons. The schools extra curricula activities include swimming, senior camp, junior sleepover, musical performances, band, incursions and excursions.</p> <p>The school currently operates in learning communities of Foundation to Year 2 and Year 3 to Year 6, with an enrolment of 46 students.</p> <p>The social and demographic factors that impact on the school include the Student Family Occupation (SFO) index of 0.5564 and the Student Family Occupation Education (SFOE) index of 0.5030 in 2017–18.</p> <p>The staffing profile of OSPS includes a Principal, two full time equivalent (FTE) teachers, the equivalent to 1.12 Education Support (ES) staff, 0.6 EFT office administration staff, a qualified school nurse, 0.4 Chaplain and maintenance support at two hours per week.</p> <p>Our Professional Learning Community meets on a weekly basis with a focus on literacy and data analysis for implementing individual student goals and best practice in literacy teaching and learning.</p> <p>A challenge for the school is the low staffing profile and access to professional learning. We have combined in a Community of Practice with three other neighbouring schools which will enhance our professional leadership, professional learning, professional dialogue and collegiality. We aim to build deep knowledge of the curriculum standards and the learning continuum, and continue the literacy improvement focus in Reading.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The strategic plan will focus on the areas of Excellence in Teaching and Learning, Positive Climate for learning and Professional Leadership.</p> <p>Throughout the course of the 2019-2022 Strategic Plan the school will focus on maximising learning achievement and growth in literacy for every student.</p> <p>OSPS will work on documenting curriculum and assessment. The implementation of High Impact Strategies within the Instructional Model will underpin the school’s work in this area. Improving our capacity to evaluate the impact of the teaching and learning practice</p>

to allow for informed and consistent judgements will support us to improve future learning for our children. Our differentiated teaching and learning program will aim to cater for individual learning needs and be regularly reviewed. We aim to build teacher and student capacity to collect and use assessment data for student learning and to monitor student learning growth over time with targeted teaching at the individual student's point of need.

A positive climate for learning will be further strengthened by embedding the School Wide Positive Behaviour Support program and developing policies and practices to build student motivation and engagement through student voice and agency. We aim to reinvigorate the school vision and values and develop genuine avenues for student agency and leadership. Our future focus is to empower students to have shared responsibility for their learning through the use of feedback, reflection and high expectations.

To build a whole school culture of collective accountability and shared responsibility for maximised student learning we will strategically plan and implement whole school structures and processes to embed and sustain school improvement. This will be supported by building instructional leadership capabilities across the school and establishing clear roles and responsibilities. We aim to regularly monitor and evaluate the impact of key improvement strategies and actions. As part of the professional leadership domain, leadership of learning will be strengthened for staff and students through a focus on Student Voice and Agency and the Professional Learning Communities framework.

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<b>Goal 1</b>	To maximise literacy learning and growth for every student, every day.
<b>Target 1.1</b>	All students to demonstrate at least 12 months growth in 1 year of schooling in English as evidenced by Victorian Curriculum teacher judgments.
<b>Target 1.2</b>	To increase and maintain the percentage of students with high relative growth of at least 25 percent and medium relative growth of at least 50 percent in reading in the National Assessment Program - Literacy and Numeracy (NAPLAN) as evidenced by the School Performance Report.  <i>Note: Current Level is from Low, target met will increase to Medium.</i>
<b>Target 1.3</b>	To increase and maintain at least 20 percent of students judged above level when assessed against the Victorian Curriculum in Writing and Reading and 20 percent in Numeracy.
<b>Target 1.4</b>	Increasing the consistency between teacher judgement and NAPLAN results as evidenced by the Interactive Dashboard Panorama Report.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met.

<b>Key Improvement Strategy 1.b</b> Building practice excellence	To design and implement an English curriculum plan that fully integrates capabilities, pedagogy and assessment in a coherent, sequential and developmental program of learning.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Implement evidence based, high impact teaching and learning strategies across the school.
<b>Goal 2</b>	To strengthen student engagement and empowerment in their learning.
<b>Target 2.1</b>	School Staff Survey factors for performance; <ul style="list-style-type: none"> <li>• Academic emphasis to increase from 54 percent in 2017 to greater of equal to 70 percent positive endorsement by 2022.</li> </ul>
<b>Target 2.2</b>	Student Attitudes to School Survey factors for performance; <ul style="list-style-type: none"> <li>• Stimulating learning to increase from 53 percent in 2017 to greater of equal to 70 percent positive endorsement by 2022.</li> <li>• Student voice and agency to increase from 53 percent in 2017 to greater of equal to 70 percent positive endorsement by 2022.</li> <li>• Sense of connectedness to increase from 63 percent in 2017 to greater of equal to 75 percent positive endorsement by 2022.</li> </ul>
<b>Target 2.3</b>	Parent Opinion Survey factors for performance; <ul style="list-style-type: none"> <li>• Student connectedness to increase from 83 percent in 2017 to greater or equal to 90 percent positive endorsement by 2022.</li> <li>• Student motivation and Support to increase from 80 percent in 2017 to greater of equal to 90 percent positive endorsement by 2022.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency from 83 percent in 2017 to greater or equal to 90 percent positive endorsement by 2022.</li> </ul>
<b>Target 2.4</b>	To reduce unapproved absences to align with similar school data to be less than 26 percent of students with 20 or more absent days in one year.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Embed the Oberon South Primary School Wide Positive Behaviour Support program to create a culture of respectful, responsible, safe and engaged learners.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	To design and implement curriculum planners that fully integrate capabilities, pedagogy and assessment in a coherent, sequential and developmental program of learning.
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
<b>Goal 3</b>	To create a culture of review, responsibility and shared accountability for school improvement.
<b>Target 3.1</b>	<p>School Staff Survey factors for performance;</p> <ul style="list-style-type: none"> <li>• Collective efficacy to increase from 72 percent in 2017 to 85 percent positive endorsement by 2022.</li> <li>• Collective focus on student learning to increase from 70 percent in 2017 to 85 percent positive endorsement by 2022.</li> </ul>
<b>Target 3.2</b>	Student Attitudes to School Survey factors for performance;

	<ul style="list-style-type: none"> <li>• Differentiated learning challenge to increase from 80 percent in 2017 to 90 percent positive endorsement by 2022.</li> <li>• High expectations for success to increase from 90 percent in 2017 to greater of equal to 95 percent positive endorsement by 2022.</li> </ul>
<b>Target 3.3</b>	To measure sustained improvement on the Professional Learning Communities maturity matrix.
<b>Key Improvement Strategy 3.a</b> Instructional and shared leadership	To use the Oberon South Primary School purpose statement and values as a foundation for our core learning priorities. **Please refer to review report for suggested actions for AIP**
<b>Key Improvement Strategy 3.b</b> Instructional and shared leadership	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP.
<b>Key Improvement Strategy 3.c</b> Instructional and shared leadership	To embed whole school curriculum planning and practice that demonstrates the interconnectedness between the SSP, the AIP, PDPs, FISO initiatives and school improvement.