School plan 2015 – 2017

Oberon High School 8598

STRATEGIC DIRECTION 1
Achieving Quality Teaching, Learning, and Assessment Practices

STRATEGIC DIRECTION 2
Creating Positive School Culture and Values

STRATEGIC DIRECTION 3
Developing Leadership Capacity
**School background 2015 - 2017**

**School Vision Statement**

At Oberon High School, we aim to work in partnership with all members of the school community to develop a learning culture where all students achieve success. We endeavour to support teachers professionally in creating a generation of confident, innovative, creative and inspired learners who are responsible and productive global citizens. Through the development of a school culture that values safe, respectful and responsible learners, we aim at ‘Educating the whole person for the whole of life’.

**School Context**

Oberon High School (OHS) is a small comprehensive high school with increasing enrolments (currently 242 students) 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 and the hospitality sector is a smaller contributor to the local economy.

The school is a member of Bathurst School Education Network with four feeder schools consisting of Oberon Public School (approximately 225 students), Black Springs Public School (13 students), Hampton Public School (23 students) and O'Connell Public School. OHS is one of seven secondary schools in the Bathurst Network - Lithgow High School, Denison College (Bathurst High Campus and Kelso High Campus), Blayney High School, Kandos High School and Portland Central School.

Collaboration within the group is supporting development of curriculum extension and the implementation of technology through a shared BYOD program. Oberon High School is part of the Eastern Tablelands Trade Centre and has a strong focus on vocational education with new metals and engineering and hospitality facilities to complement the schools excellent primary industry facilities.

Average student performance in external examinations is currently below state average, although remarkable growth between tests has been achieved in most areas. In 2014 School Growth for Numeracy was 9.8, greater than state average, while school growth in spelling and grammar was above state average. Trend Data indicates the school performance is at the highest point in five years.

Performance in the HSC is improving with many courses matching state averages, while technical and applied courses perform exceptionally well. School attendance continues to remain 5% above state average at 93.6% and senior retention rates have improved by 30% in recent years. Rates of acceptance to university are very high (almost all students receiving an ATAR, which is approximately 55%).

Staff comprise both experienced and early career teachers with 35% in their first 5 years. Current school priorities include quality teaching and increased use of technology as well as further development of high expectations in all aspects of school life. The school conducts extensive and successful welfare, sporting and leadership programs, along with a multi-categorical support class. A growing performing arts curriculum, combined with improved results in all benchmark tests have led to improved student sense of belonging.

We are committed to improving student learning outcomes in literacy and numeracy, the HSC, and increasing the level of student engagement through curriculum and structures. We aim to encourage all students to attend regularly and engage enthusiastically with their learning, which will be reflected by data in discipline measures, retention and examination results showing positive trends.

**School Planning Process**

The school planning and consultation process has involved all stakeholders within the school community to ensure realistic and equitable school strategic directions which encompass the needs of all involved. The school's self-evaluation committee has gathered information from evaluations conducted during the year (student, staff and parent surveys) and analysed other information (Smart Data, HSC results and other school data) about the school's practices and student learning outcomes. In consultation with the school community, the executive and staff teams have collaboratively developed the three strategic directions and overall school plan.
Purpose:
To build commitment in teaching, learning and assessment practices, where every teacher is actively reflecting on learning outcomes and maintains high expectations of excellence in student learning.

To provide quality teaching, learning and assessment practices that foster and develop every student as a global citizen.

Through the implementation of whole school focused literacy and numeracy programs in all key learning areas.

Through effective and targeted staff professional learning with real world connections to personalise learning that encourages students to take ownership of their world of learning.

The development and delivery of dynamic programs, effective and differentiated assessment tracking and student analysis linked to literacy and numeracy targets.

Purpose:
To foster and develop a positive school culture and values which focus on providing opportunities for everyone and a set of shared educational beliefs and values.

To create and perpetuate a school community culture which values academic success, goal-setting and achievement, partnerships and life-long learning.

To work across the school community to embed a positive culture and a set of values based on the three expectations of being safe, respectful and responsible school community members.

To develop processes where every student receives support and recognition from teachers and parents which enables them to feel connected and engaged.

Through positive school promotion where everyone can achieve success which is valued with a shared set of educational beliefs and values that will be upheld by all in the school community.

Purpose:
To develop whole school organisational structures which enable students and staff to be highly engaged in the teaching and learning process.

To create a positive learning environment through organisational structures to support all aspects of the learner.

Continue to develop positive and effective partnerships with families and the broader community.

To improve and enhance curriculum and technology structures to develop technologically competent staff and students.

To develop clear and consistent school management procedures and policies that supports the learning process through effective communication.

To enhance and perpetuate transition procedures and structures for all students.
## Strategic Direction 1: Achieving Quality Teaching, Learning and Assessment Practices

### Purpose
To build commitment in teaching, learning and assessment practices, where every teacher is actively reflecting on learning outcomes and maintains high expectations of excellence in student learning.

To provide quality teaching, learning and assessment practices that foster and develop every student as a global citizen.

Through the implementation of whole school focused literacy and numeracy programs in all key learning areas.

Through effective and targeted staff professional learning with real world connections to personalise learning that encourages students to take ownership of their world of learning.

The development and delivery of dynamic programs, effective and differentiated assessment tracking and student analysis linked to literacy and numeracy targets.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Targeted Programs</strong></td>
<td><strong>Product:</strong></td>
</tr>
<tr>
<td>- Using a variety of data collections such as NAPLAN benchmarks, HSC results, Literacy and Numeracy continuums, students are capable of self-assessment.</td>
<td><em>School Leadership Learning</em>&lt;br&gt;Explicit leadership and professional learning structure developed where staff actively engage in leadership, school programs and professional learning teams. Roles and responsibility statements developed and clearly communicated. (2015-2016)</td>
<td><em>All teachers are actively engaged in professional learning teams to reflect on practice to raise student outcomes.</em></td>
</tr>
<tr>
<td>- Develop in students the ability to map quality against a desired standard from Year 7 to 12.</td>
<td><em>Digital Google Learning Platform</em>&lt;br&gt;Development of a google classroom learning platform for all subjects. Professional learning activities designed around the development of resources and the quality delivery through technology. (2015-2017)</td>
<td><em>Establish professional buddy system and teams to support teaching across all curriculum areas.</em></td>
</tr>
<tr>
<td>- Students actively engaged in accessing and using online learning resources through google classroom. Communication, assessment and feedback provided online.</td>
<td><em>Planning with Data Program</em>&lt;br&gt;Ongoing professional learning led by executive staff around accessing and using data to inform programming, differentiation and teaching. Implementing ALARM in Stage 6. Literacy and Numeracy strategies are embedded in all programs and registrations. Mapping students on the Literacy and Numeracy continuums. (2015-2016)</td>
<td><em>Teachers use a wide variety of teaching resources to expand learning horizons.</em></td>
</tr>
<tr>
<td><strong>Teaching Staff:</strong></td>
<td><strong>The Network Approach</strong>&lt;br&gt;High quality programming 7-12 focused on lesson sequence, assessment, high achievement and significance through cross school network teams. (2015-2017)</td>
<td><em>All subjects develop a google platform of resources for access by students and teachers. Teachers and students engaged in learning experiences beyond the classroom using diverse assessment through various technological mediums in BYOD.</em></td>
</tr>
<tr>
<td>- All staff engaged in professional learning teams aimed at building capacity and focussed on the Australian Professional Standards for Teachers.</td>
<td><em>Realistic Learning Program</em>&lt;br&gt;Emphasis and focus on student self-assessment and reflection on desired targets. Internal data and work samples are tracked and mapped against a standard. (2015-2017)</td>
<td><em>Overall improved trend data and value-added results in Year 9 NAPLAN and HSC subjects.</em></td>
</tr>
<tr>
<td>- Staff actively leading school focus teams to develop role statements.</td>
<td></td>
<td><em>Literacy and Numeracy strategies embedded into all programs. School wide focus programs on Literacy and Numeracy enrichment and extension.</em></td>
</tr>
<tr>
<td>- Developing digital learning resources for google classroom and positive engagement in quality delivery through technology.</td>
<td></td>
<td><em>Teachers actively share learning from targeted PL and collaboratively work together to improve teaching quality.</em></td>
</tr>
<tr>
<td>- Staff training in benchmarking students on the Literacy and Numeracy continuum and ALARM. Also, collecting and effective use of relevant internal school data.</td>
<td></td>
<td><em>All teachers engaged in internal professional learning teams and networks across partner schools. Teachers working in teams to develop programs and learning experiences for real world connections.</em></td>
</tr>
<tr>
<td><strong>Non-Teaching Staff:</strong></td>
<td><strong>Executive Staff:</strong></td>
<td><strong>Product:</strong></td>
</tr>
<tr>
<td>- Training where appropriate to support school programs and differentiation for learning.</td>
<td>- Responsible for professional learning, leadership and collection of data and evidence.</td>
<td><em>Teachers incorporate data in their planning and students use assessment and reporting processes to reflect on their learning.</em></td>
</tr>
<tr>
<td>- Executive Staff:</td>
<td><strong>Parents:</strong></td>
<td><strong>Practice:</strong></td>
</tr>
<tr>
<td></td>
<td>- School to engage parents in programs to develop an understanding of required standards.</td>
<td><em>In all subjects, student performance over time is internally tracked and mapped against external results.</em></td>
</tr>
</tbody>
</table>

### Improvement Measures

- Average school growth in all areas of NAPLAN to match or exceed state average.
- Improved trend data in Writing and Spelling in Year 9 NAPLAN.
- 50% of students achieving Band 4+ in external HSC examinations and to improve course trends towards the state average.
- 60% of all students achieving NAPLAN benchmark results better than National Minimum Standard.
- Increase the number of students at proficiency in all areas of NAPLAN by 8%.
- Increase the number of staff aspiring into leadership positions.
## Strategic Direction 2: Creating Positive School Culture and Values

### Purpose
To foster and develop a positive school culture and values which focuses on providing opportunities for everyone and a set of shared educational beliefs and values.

To create and perpetuate a school community culture which values academic success, goal-setting and achievement, partnerships and life-long learning.

To work across the school community to embed a positive culture and a set of values based on the three expectations of being safe, respectful and responsible school community members.

To develop processes where every student receives support and recognition from teachers and parents which enables them to feel connected and engaged.

Through positive school promotion where everyone can achieve success which is valued with a shared set of educational beliefs and values that will be upheld by all in the school community.

### Improvement Measures
- Reduce the number of behaviour referrals to school executive on by 15%.
- Increase the number of students receiving recognition through PBL rewards from 15% to 30%.
- Maintain attendance above 90% across the school and improve individually case management of students. Reduce unexplained absences to less than 20%.
- Reduce the number of formal school suspensions by 25%.
- Increase parent and community school involvement in celebrating success and parent feedback by 10%.

### People
#### Students:
- Participate in and support the opportunities provided by the school community to boost their success, achievement and sense of connection to the school.
- Work in teams to refine student achievement processes within the school e.g. Presentation Evening, Commendation Ceremonies.
- Involved in PBL training and support its philosophy by reinforcing the values and expectations in the classroom.
- Year Advisors to work in a team to refine the Student Support Scheme based on the PBL values and beliefs.

#### Teaching Staff:
- A school-based promotions officer will be responsible for tracking and recording school events, planning school promotional activities and materials, initiate a school Facebook page, develop a student Press Club to report on school events and liaise with the community regarding school events.
- SLSOs will be working with students to improve student success and achievement of outcomes.
- Staff to assist promoting and supporting the PBL philosophy.
- Support and guide other stakeholders to achieve the school goals surrounding positive culture of learning at OHS.

#### Non-Teaching Staff:
- Executive Staff:
  - Support and guide other stakeholders to achieve the school goals surrounding positive culture of learning at OHS.
- Parents:
  - Attend, support and be involved in special school events which promote a positive school culture and stronger connection within the whole school community.

### Processes
#### Targeted Programs
- **‘The Well-Being Project’**
  - A rich program of welfare initiatives designed to increase student and staff well-being. This program will increase a sense of personal worth to encourage the growth of shared educational beliefs and values. (2015-2017)
- **‘Reach for the Stars’**
  - Programs designed to support and encourage students to aim for academic achievement and success. This will include Study Skills, ALARM, Subject Market Days, University visits, Aboriginal Education Programs, Parents in the classroom. (2015-2017)
- **‘Positive Behaviour for Learning’**
  - A renewed school focus on PBL. This will involve full staff re-training and the development of a student mentor group who will be responsible for teaching the PBL philosophy to other students. (2015-2017)
- **‘Celebrating Success’**
  - A program focused on acknowledging and celebrating student success across academic, cultural sporting and citizenship. Connected with the PBL philosophy, we aim create, foster and promote school pride, student success across a range of pursuits and a sense of belonging in the school community. This will increase the engagement of students and their families. (2015-2017)

### Products and Practices
**Product:** The implementation of effective staff and student well-being processes.

**Practice:** The development and delivery of a range of welfare initiatives which will impact upon student and staff opportunities.

**Product:** Students encouraged developing an increased desire and value for the pursuit of academic success.

**Practice:** The establishment of a school-based calendar of events which highlight academic and cultural pursuits for students at Oberon High School.

**Product:** The majority of staff to support the PBL philosophy.

**Practices:** All staff to be retrained / refreshed in the PBL program which will filter through to the students and increase positive school contributions.

**Product:** An increase in the recognition of student academic, cultural and sporting achievements.

**Practice:** A revision of the student support scheme within everyday practices, as well as an overhaul of student recognition avenues. Also, a review of whole-school programs such as welfare initiatives to refine the roles of Student Advisors.

**Product:** To develop a positive culture of school promotion which results in greater student and staff school pride whilst developing a stronger ‘student voice’ within the school.

**Practice:** A strong focus on school promotion through a range of activities which encourage student and staff participation.
### Strategic Direction 3: Developing Leadership Capacity

#### Purpose
To develop whole school organisational structures which enable students and staff to be highly engaged in the teaching and learning process.

- To create a positive learning environment through organisational structures to support all aspects of the learner.
- Continue to develop positive and effective partnerships with families and the broader community.
- To improve and enhance curriculum and technology structures to develop technologically competent staff and students.
- To develop clear and consistent school management procedures and policies that support the learning process through effective communication.
- To enhance and perpetuate transition procedures and structures for all students.

#### Improvement Measures
- Increased number of subject selections available to Stage 6 through a compressed model.
- All Stage 6 teachers have developed and use resources on the school’s Google platform.
- All teachers are actively engaged in a strategic PL program designed to improve teaching with technology.
- Develop aspiring leaders within the school creating 25% of staff who mentor others in teaching and learning.
- Improve parent and community feedback from 10% to 25% in school surveys.
- Improve student enrolment numbers beyond expected numbers.

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><em>Senior College Structure</em></td>
<td><strong>Product:</strong> To provide a greater choice of curriculum enabling students to undertake a more relevant subject pattern.</td>
</tr>
<tr>
<td>Involved in an information process that clearly articulates the importance of subject selection.</td>
<td>To facilitate a significant structural change within the Stage 6 curriculum delivery to a compressed model along with requisite changes to teaching and learning. Develop processes to engage the entire school community. (2015-2017)</td>
<td><strong>Practice:</strong> Change processes are clearly defined and articulated by school leaders to the school community.</td>
</tr>
<tr>
<td>Instil in students that they play a key role in their own learning and achievement.</td>
<td><em>Digital Google Learning Platform</em></td>
<td><strong>Product:</strong> The development of a Google based curriculum platform being utilised as an integral part of Teaching and Learning.</td>
</tr>
<tr>
<td><strong>Curriculum Committee:</strong></td>
<td>Development of technology within the school that allows staff to implement changes in teaching and learning that reflect and support the change in curriculum structures and expectations of the school. (2015-2017)</td>
<td><strong>Practice:</strong> Regular staff professional learning to integrate key aspects of technology to drive high quality learning.</td>
</tr>
<tr>
<td>Core body that drives the implementation program and critically evaluates each step ensuring the purpose and final goal are achieved.</td>
<td><em>Professional Learners Program</em></td>
<td><strong>Product:</strong> Partnerships created with parents to enhance their understanding of curriculum giving them confidence to help guide students through their education.</td>
</tr>
<tr>
<td><strong>Technology Committee:</strong></td>
<td>Provide a framework to guide and support the professional development that supports the changes to curriculum delivery and teaching and learning expectations. (2015-2017)</td>
<td><strong>Practice:</strong> Parents are part of a transparent process of change and feel confident they have access to information and can articulate the benefits.</td>
</tr>
<tr>
<td>Provides support to staff and students and ensure infrastructure is in place that allows access and utilisation of a curriculum based technology platform.</td>
<td><em>Teachers Teaching Teachers</em></td>
<td><strong>Product:</strong> Professional practice driving the quality of learning through technology where students achieve a high standard.</td>
</tr>
<tr>
<td><strong>School Executive:</strong></td>
<td>Develop staff who can lead others in utilising contemporary technology that promotes independent learning alongside high quality teaching. Staff confident in integrating it into their programs. (2015-2017)</td>
<td><strong>Practice:</strong> All staff engaged in professional learning which leads to improved pedagogy across the school.</td>
</tr>
<tr>
<td>Ensure processes are in place to deliver the professional development necessary for staff.</td>
<td><em>Building Communication</em></td>
<td><strong>Product:</strong> Newly developed procedures and policies in the new structure which support student learning.</td>
</tr>
<tr>
<td>Promote the importance of a teaching and learning partnership between staff, students and parents.</td>
<td>Build an awareness of the purpose for change and instil confidence that the change has been made for the betterment of their child’s education. (2015-2017)</td>
<td><strong>Practice:</strong> Teachers have developed programs, scope and sequences and assessment regimes that meet the needs of the new curriculum structure.</td>
</tr>
<tr>
<td><strong>Teaching Staff:</strong></td>
<td><em>Smooth Transitions Program</em></td>
<td><strong>Product:</strong> Students are quickly engaged in their work through improved transition and engaging curriculum structures.</td>
</tr>
<tr>
<td>Undergo professional learning that ensures they are confident to deliver curriculum effectively within a changed delivery mode.</td>
<td>Engage students in the changes to curriculum delivery and encourage them to embrace the new opportunities available to them. (2015-2017)</td>
<td><strong>Practice:</strong> Developing transition procedures where students understand the expectations of them as leading learners within the school.</td>
</tr>
<tr>
<td>Promotion of staff as the leaders in curriculum design and delivery instilling professional confidence in their capacity.</td>
<td>Parents:</td>
<td><strong>Parents:</strong> Information sessions designed to increase their knowledge and give them confidence to take an active role in their child’s learning, subject selection and subsequent completion of the HSC.</td>
</tr>
</tbody>
</table>