School plan 2015 – 2017

Oaklands Central School 2791

Shine your light!
## School background 2015 - 2017

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<th>School vision statement</th>
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<tr>
<td>Oaklands Central School aims to have students who are 21st Century learners, self-motivated and strive for excellence. They will possess resilience, respect and educated risk taking in order to enter the world with confidence. We will work as a whole school to produce teaching and learning programs that stimulate students to achieve to their potential. We would like the community to feel connected to all aspects of school life by providing support to enhance both educational and personal development of learners. The school’s mission is &quot;To produce self-motivated, life-long learners who can work independently and cooperatively, and take their place in the world with confidence, compassion and enthusiasm&quot;. Oaklands Central School provides an educational setting for students from Kindergarten to Year 12. Our students come from the immediate township, outlaying farms and other nearby towns Luceat Lux Vestra (Let Your Light Shine) is the school motto and reflects one of the school’s core beliefs, that every student has strength. Oaklands Central School is part of the Riverina Access Partnership which involves 5 other schools across the Riverina. This partnership provides access to a broad curriculum for our Stage 6 students. Our Primary section has strong connections with our local primary schools (Savernake, Berrigan and Urana). Staff work together providing a number of educational excursions, broadening the knowledge and understanding of our students K-6. We acknowledge that, in relation to our school, the key-stakeholders include students, parents, teachers and staff. They are led by the school executive which includes the Principal, Head Teacher and Assistant Principal. The cohesion of stakeholders is apparent through the Student Representative Council, Parents and Citizens Association [P&amp;C], Learning &amp; Support Team and relevant reference groups. At Oaklands Central School we pride ourselves on the close relationships that we hold with the families who support our school. The plan was developed by staff, students and parents through a number of workshops and group discussion sessions. A leadership group undertook training in the new School Plan format during 2014. This was done under the guidance of a Principal, School Leadership. School staff were involved in a workshop in early February with a Principal, school Leadership to work towards products and processes in the school plan. This was followed by a parent session, in which parents were consulted on the development of the three strategic directions that had been chosen by staff and students. Parents were given the opportunity to provide feedback and reflect on areas they felt the school should focus on. Parents were consulted on the appropriate course of implementation during the March 2015 Meeting. The P&amp;C has suggested 2 parent nominations to review and endorse the final draft of the Strategic Plan prior to 1 May 2015. The implementation of the school plan will be monitored by school Executive and evaluated each term. The community will be informed of progress and ongoing evaluations through regular sharing at P&amp;C meetings and via the school newsletter.</td>
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School strategic directions 2015 - 2017

Purpose:
To develop a school culture in which staff and students take responsibility for their own ongoing learning, strive for innovation and improvement and make strong connections within the Oaklands Central School network and beyond.

Purpose:
To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve their goals and strive for high expectations. Furthermore to ensure student learning is personalised, connected in a purposeful way and all students become successful learners, leaders and active citizens, contributing positively to their community.

Purpose:
A learning community that is working in a planned and consistent manner to establish and maintain meaningful partnerships. This develops shared values of inclusivity and diversity in a caring and tolerant community, enabling individuals to build their leadership capacity and to strive for personal excellence.
### Strategic Direction 1: Leadership Development of Staff and Students

#### Purpose
Why do we need this particular strategic direction and why is it important?

To develop a school culture in which staff and students take responsibility for their own ongoing learning, strive for innovation and improvement and make strong connections within the Oaklands Central School network and beyond.

#### Improvement Measures
- All staff provide and receive planned constructive feedback resulting in improved teaching practice and leading in areas of expertise.
- Students show leadership in learning by reflecting on assessment and reporting processes and feedback to plan future learning.

#### People
How do we develop the capabilities of our people to bring about transformation?

**Students:** are engaged with innovative programs and teaching practices that effectively develop their knowledge, understanding and skills to achieve learning and leadership outcomes.

**Staff:** will be supported through programs that provide guidance and mentoring to build teachers capacity, and sustain ongoing improvement in teaching practice and student outcomes.

**Parents/Carers:** will be consulted on policies and procedures that support student learning and have a positive and involved role in providing feedback and comment in regard to school operations.

**Community Partners:** the school will engage with the Department of Education & Communities [DEC] and external community providers for continued support and development of appropriate learning experiences to build capacity in staff and students.

**Leaders:** will ensure the ongoing development and support of professional learning across all areas of the school. Leaders will promote a culture of building capacity and provide opportunities for professional growth as identified through the school plan and professional learning goals of staff.

#### Processes
How do we do it and how will we know?

- Establish a school based system to allow staff to participate in formal mentoring and coaching to reflect on and improve teaching practice.
- Learning and Support Team plan and coordinate targeted professional learning focused on improved student learning.
- Establish processes to develop effective leadership skills for all students K-12.
- Establish systems for regular and meaningful feedback from key stake-holders.

#### Products and Practices
What is achieved and how do we measure?

**Product:**
- All staff provide and receive planned constructive feedback resulting in improved teaching practice and leading in areas of expertise.

**Practices:**
- Students show leadership in learning by reflecting on assessment and reporting processes and feedback to plan future learning.
- The school embeds explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

**Evaluation Plan**

- Professional development plans are indicative of constructive feedback, goals and strategies to improve teaching.
- Student survey data indicates high levels of satisfaction in regard to statements indicating positive self-opinions around self-confidence.
- Professional discussion and minutes from whole-school professional learning teams provide evidence of embedded systems.

**Product:**
- Students have the self-confidence and leadership skills to be productive members of the broader community.
# Strategic Direction 2: Quality Learning Environment

## Purpose
Why do we need this particular strategic direction and why is it important?
To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and strive for high expectations. Furthermore to ensure student learning is personalised, connected in a purposeful way and all students become successful learners, leaders and active citizens, contributing positively to their community.

## People
How do we develop the capabilities of our people to bring about transformation?
**Students:** develop meta-language in regard to reflecting upon their learning. Students have a clear understanding of their current performance levels in all learning areas, and are able to articulate how they can improve and how teachers and parents can assist.

**Staff:** are trained in the effective development of Quality Teaching and student engagement. Staff regularly consult with students and colleagues to ensure continual improvement in learning for their students.

**Parents/Carers:** support the students and school with a positive and engaging attitude. They understand the importance that taking part in their child’s learning has on providing a bright future for all students.

**Leaders:** school leaders and executive staff will support and guide students, staff and parents through the processes required to implement an improved Quality Learning Environment.

## Processes
How do we do it and how will we know?
- Effective and timely feedback is provided for all students to ensure assessment of and for learning and to support Personalised Learning Plans [PLP].
- Staff participates in professional learning opportunities to promote quality teaching practices.
- Staff and students regularly reflect on teaching and learning to drive a quality learning environment for all involved.
- There are regular Parent-Teacher-Student reviews to drive a team led approach to Quality Learning.

## Products and Practices
What is achieved and how do we measure?
**Product:**
- There are systematic policies and consultative processes to identify and address student learning needs.

**Product:**
- 100% of students demonstrate growth in school-based assessments.

**Product:**
- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

**Practice:**
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
**Purpose**

**Why do we need this particular strategic direction and why is it important?**

A learning community that is working in a planned and consistent manner to establish and maintain meaningful partnerships will develop shared values of inclusivity and diversity. A caring and tolerant community, enables individuals to build their leadership capacity and to strive for personal excellence.

**People**

**How do we develop the capabilities of our people to bring about transformation?**

- **Students**: will actively engage with programs which enrich their own self-worth and that of others.
- **Staff**: will actively participate in receiving and responding to constructively to community feedback.
- **Parents/Carers**: will support the school in celebrating their achievements, appreciating the contributions of others and providing constructive feedback.
- **Leaders**: will lead and mentor students, staff and parents in the development of systems and practices which enhance systems improvement.
- **Community Partners**: the school will engage with the Department of Education & Communities (DEC) and external community providers for continued support and development of wellbeing of staff and students.

**Processes**

**How do we do it and how will we know?**

- Students participate in regular self-development programs.
- Establish collaborative teams to assist in the development of programs which improve student outcomes in welfare.
- Students are regularly engaged in volunteer programs and/or initiatives which identify and support for those in need.
- The development of improved communication systems which improve the quality of communication between all key stakeholders.

**Evaluation Plan**

- Focus group discussions indicate successful implementation of programs to develop self-care and volunteer participation for students.
- School communication records indicate clear and consistent opportunities for participation in constructive feedback.
- Parent satisfaction surveys indicate high levels of satisfaction in regard to the schools responsiveness to community feedback.

**Products and Practices**

**What is achieved and how do we measure?**

- **Product**: 100% of students care for self and contribute to the wellbeing of others and the wider community.
- **Product**: Students Staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- **Practice**: There are opportunities for students and the community to provide constructive feedback on school practices and procedures.
- **Product**: The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families and local organisations.

**Improvement Measures**

- 100% of students care for self and contribute to the wellbeing of others and the wider community.
- Students Staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.