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| **[4735, Andrew Augerinos] Strategic Plan 2017–2020** | **Endorsement**  Principal: [Andrew Augerinos] [March 2017]  School council:[Michael Neaves] [March 2017]  Delegate of the  Secretary: [name] [date] | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| Our school vision is:  “*To be a vibrant learning community with high expectations, that provide a respectful, cooperative and caring environment which maximizes learning, personal wellbeing and growth for all students in our ever-changing world*.”  It is our intention to engage students, teachers, staff, school council, and community members to reflect on the relevance of this vision. | At Oberon, we aim to foster skills and attributes in our students that extend beyond the classroom. We have embraced the Gr8 People Program, which encourages our students to become well-rounded individuals, who are able to successfully function in the ever-changing world.  The Gr8 People Program comprises ten key attributes.  The ten attributes are: **Balanced** **Caring** **Creative** **Fair/Trustworthy** **Good communicators** **Hardworking** **Knowledgeable** **Positive** **Problem solvers** **Team players**  These values were developed and adopted through consultation with all stakeholders; students, staff and parents in 2012. Subsequently, these values are embedded in the manner in which all community members interact within our school. It is part of a common language to reinforce particular actions and communication in our school community. Teachers use this shared and common language to promote positive, supportive and respectful interactions. It provides a simple, clear and consistent message. All school community members are familiar with, and support, our values. | Oberon Primary School is located in the Geelong suburb of Belmont. Since 2008, there has been a steady increase in enrolments; a trend which is expected to continue. Over the past eight years, Oberon has transformed from a school under duress and facing adversity, to one that proudly shows it has not only survived, but has become a flourishing, popular and sought-after educational environment. As ethnic and cultural diversity within our school increases, all new students (and their families) continue to be warmly welcomed by existing families, and staff.    English and Mathematics remain key focus areas. The school will also continue to provide quality programs in all learning areas, with specialist staff delivering instruction in the Arts, Physical Education and Information and Communication Technology (ICT). The spacious classrooms feature the latest technology: students have daily access to iPads, notebooks and computers. A well-resourced library/computer centre enables ready access to the latest information, which enhances stimulating and motivational experiences.  Whilst our data has constantly shown our students, parents, staff and wider community have been generally happy, healthy and engaged in their interactions with one another, there is evidence to suggest our students may need added support to develop their resilience and confidence, particularly in the later years.  Academic performance has been pleasing and it is particularly encouraging to report the upward growth in achievement and success. Given class sizes are now larger, the challenge is to deliver year-on-year growth as measured by national and state benchmarks.  The principle objective of the school is to promote and support healthy and holistic growth by implementing programs that enable each child to be challenged by the tasks set, to help build resilience and to experience and value success. | *Intent*  **FISO**  To have all documents and actions fully aligned with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.  *Rationale*  **FISO**  If staff have a better understanding of, and alignment with FISO, they will be able to provide clearer, better-structured and more effective curriculum programs for students, which will lead to improved student outcomes.  *Intent*  **Teaching and Learning**  To develop a culture of highly effective teaching and learning so all students demonstrate growth of at least one year in all twelve month periods of the strategic plan.  *Rationale*  **Teaching and Learning**  A continuation of the strong focus on building teacher capacity in their knowledge, understanding and consistent application of curriculum content, pedagogy and data analysis, will allow further opportunity to improve student learning outcomes at the school.  *Intent*  **Teaching and Learning**  To empower staff to lift student achievement through building teacher capacity in knowledge of curriculum content, pedagogical knowledge and data literacy.  *Rationale*  **Teaching and Learning**  A continuation of the strong focus on building teacher capacity in their knowledge, understanding and consistent application of curriculum content, pedagogy and data analysis, will allow further opportunity to improve student learning outcomes at the school.  *Intent*  **Student Engagement**  To develop students’ resilience and confidence, and enable them to participate effectively in the school community and the range of situations they may encounter in the wider community.  *Rationale*  Progressive learning practices that increase student motivation, engagement and connectedness have the capacity to improve learning outcomes.  *Focus*  Creating a school culture of trust and high expectations for all our students and community members.  Continue to build teacher capacity and understanding of Victorian Curriculum content and gain confidence, and competence, in making accurate Victorian Curriculum judgements in order to bridge any perceived gaps between NAPLAN and Victorian Curriculum data.  Continue to develop Literacy and Numeracy planning, instruction and assessment models to meet the needs of students within the new Victorian Curriculum. This process will include a rigorous program of professional learning for staff.  Staff Professional Learning Communities (PLCs) will respond to the Annual Implementation Plan and develop curriculum documentation.  The school will introduce ‘collaborative planning teams’ consisting of teachers working as a team within grade levels.  The school will assign clear leadership and team responsibilities, and set clear protocols around expectations, agenda, reporting and accountability.  The school will continue its promotion of the value of regular attendance and the cumulative impact of absenteeism on student achievement, engagement and connectedness to the broader school community. |
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| **Four-year goals  (for improving student achievement, engagement and wellbeing)** | **Improvement Priorities, Initiatives and/or Dimensions** | **Key improvement strategies** | **Targets  (for improving student achievement, engagement and wellbeing)** |
| **FISO**  To fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and schooling outcomes*.* | **Framework for Improving Student Outcomes (FISO)** | * FISO is a mandated requirement, as a school we will consider the manner in which the framework and the continua for school improvement can be incorporated into the Key Improvement Strategies and Targets, in all of its student outcome areas, in its next strategic plan. |  |
| **Teaching and Learning**  To develop a culture of highly effective teaching and learning so all students demonstrate growth of at least one year in all 12 month periods of the Strategic Plan. | **Excellence in teaching and learning – *Curriculum planning and assessment*** | * establish a dedicated hour in school-time for collaborative planning teams to meet, with time increasing to two hours from 2018 onwards * enhance the role and rigor within PLCs to operate in direct response to the Annual Implementation Plan (AIP) * continue the culture change where staff continue to develop a shared, consistent and committed focus * ensure all teachers are accountable and consistent in completing assessment and reporting requirements as outlined in the School Assessment Schedule * develop a whole-school curriculum document and approach to teaching and learning for a sequential and logical implementation of the Victorian Curriculum Foundation – 10 which would include the review and refinement of the school’s Scope and Sequence documents, and a rigorous program of professional learning for staff * continue to investigate processes that best cater for students who are not achieving to expected levels, or those achieving well above expected levels. | * enable all students to demonstrate at least one year’s growth for one year of instruction across all learning domains * increase the percentage of Year 3 students achieving Bands 5 and 6 NAPLAN over the next four years as follows:      |  |  |  |  | | --- | --- | --- | --- | | YEAR 3 | Target | School Mean  2014–16 | State Mean  2015 | | Reading | 60% | 54% | 53% | | Writing | 80% | 72% | 59% | | Number | 75% | 59% | 41% |        * increase the percentage of Year 5 students achieving Bands 6, 7 and 8 NAPLAN over the next four years as follows:  |  |  |  |  | | --- | --- | --- | --- | | YEAR 5 | Target | School Mean  2014–16 | State Mean  2015 | | Reading | 80% | 66% | 61% | | Writing | 65% | 41% | 54% | | Number | 70% | 51% | 59% |  * increase the percentage of students at Foundation–Year 6 achieving A and B levels according to AusVELS teacher judgements using 2016 data as the benchmark over the next four years. |
| **Teaching and Learning**  To empower staff to lift student achievement through building teacher capacity in knowledge of curriculum content, pedagogical knowledge and data literacy. | **Excellence in teaching and learning – *Curriculum planning and assessment*** |
| **Engagement**  To develop students’ resilience and confidence to enable them to participate effectively in the school community and the range of situations they may face. | **Positive climate for learning – *Setting expectations and promoting inclusion*** | * continue the promotion of the value of regular attendance and the cumulative impact of absenteeism on student achievement, engagement and connectedness to the broader school community * develop, refine and document clear behavior management processes to assist the school intent to promote attitudes across the school community the supports its Gr8 Values program * investigate available products to upskill staff in order to implement sustainable practices to build resilience and confidence * develop further opportunities for student leadership, student voice, student feedback and student ownership of their learning * develop a consistent whole-school approach to student management * review and refine the Gr8 people program * conduct follow-up activities in response to ATSS and school surveys. | * using the Student Attitude to School Survey (ATSS) improve all factors within Student Relationships and Wellbeing to be within the fourth quartile * decrease student absence level as follows:  |  |  |  |  | | --- | --- | --- | --- | |  | Target  Days per child | School Mean  2013–15 | State Mean  2015 | | Student Absence | 14.50 | 15.63 | 14.66 | |