

Oxley Primary School
1399

School Strategic Plan
2009 -2012



Endorsement by School Principal	SIGNED..... NAME: John Podubinski DATE.....
Endorsement by School Council	SIGNED..... NAME: Dianne Newton..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME: Stephan Brown DATE.....

School Profile

Purpose	Nurturing confident, lifelong learners, in a friendly rural community
Values	<p>Oxley Primary School promotes and develops lifelong learners by working with children to:</p> <ul style="list-style-type: none"> Develop confident learners who demonstrate high levels of curriculum Creates socially competent individuals who contribute to the broader community Develop enquiring minds and a spirit of curiosity Adopt a proactive approach to care for our planet Develop independent thinkers who are adaptive and resilient in a changing world Foster respect and responsibility for self and others Motivate children who value learning.
Environmental Context	<p>Oxley Primary School is a rural school with a current enrolment of 70 children. It is situated on the Wangaratta Whitfield Road in the picturesque King River Valley 11 kilometres from Wangaratta on the edge of the Oxley Township. Oxley Primary School is a member of the Ovens Learning Community of schools, which includes Milawa, Whorouly, Glenrowan, Everton and Carraragarmungee. Oxley is the base school for the regional MARC service.</p> <p>Oxley Primary School is set in 2 hectares with shady trees, gardens and attractive play areas. Oxley Primary School prides itself on being a waste wise school, with the children playing a very active part in this program.</p> <p>Oxley Primary School aims to give students a caring, stimulating and safe environment, where children can achieve their full potential. This is achieved by: 1. Encouraging academic excellence; 2. Encouraging, rewarding and recognizing achievement and effort; 3. Developing in students' qualities and skills such as confidence, persistence, getting along and organisational skills; 4. Ensuring effective communication to develop strong partnership within the school community; 5. Providing equal opportunity for all members of the school teaching staff to develop their full potential.</p> <p>Oxley Primary School has a strong focus on literacy and numeracy as these are the building blocks for the other Key Learning Areas. There is a strong emphasis on technology to support the other subject areas. Oxley Primary School provides programs in English, Mathematics, Science, Studies of Society and Environment, Technology, The Arts, Physical Education. The classroom programs are also enhanced by school camps, excursions, musical performances and cluster activities. Art and Library specialists visit us fortnightly. Oxley also has a music specialist who works at the school on a weekly basis.</p> <p>Oxley Primary School places great value and emphasis on being a community school with everyone associated with the school aiming to provide the best opportunities for the students. Many of the school facilities and equipment would have been able to be purchased without the help of our magnificent parent body. Parents not only help with the fund-raising but also in classroom activities and excursions. With this support the students, parents and teachers working together would not be able to achieve the results that have been achieved as far.</p> <p>The next three years Oxley Primary School will be concentrating on maintaining our excellent results while at the same time continuing to aim higher. Teaching and learning will be our focus for the next three years. Within this priority teaching practices which further challenge and motivate students, focus on the areas of writing, spelling and measurement.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Maximise learning outcomes for all students in the English and Mathematics domains of the Victorian Essential Learning Standards with the incorporation of ICT in all teaching and learning programs across the school.	<ul style="list-style-type: none"> Students from prep to year 6 reflect the standard norm distribution in relation to the Victorian Essential Learning Standards in English and mathematics by 2012. There will be students from prep to year 6 who achieve at least one year above the expected Victorian Essential Learning Standards (score of B or A) in English and mathematics by 2012. Students at years 3 and 5 to achieve at or above their expected VELS level in reading and number in the National Assessment Program in Literacy and Numeracy (NAPLAN) by 2012. 	<ol style="list-style-type: none"> Provide a differentiated curriculum that makes teaching explicit and clearly focuses on high student outcomes for every student. <ul style="list-style-type: none"> Development of the use of ICT to support learning. Individual student plans to be used across the school from each student. Increase use of student voice as a means of teacher feedback. Develop both Literacy and Numeracy plans at the cluster level. Adopt a whole school approach to assessment to deliver accurate, coherent student learning data that informs programs

<p>Student Engagement and Wellbeing</p>	<p>Engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school and peers</p> <p>To extend programs with the pre-school and between Ovens Learning Community schools to extend students networks.</p>	<ul style="list-style-type: none"> • Parent Opinion Survey results will reflect “Quality of Teaching” and “Curriculum Standards” satisfaction scale will be at least 5.50 and reflect a consistent trend over the plan period. • Attitudes to School Survey results in the Student Safety area will be in the 80th percentile or better. • Further reduce the overall student absence to below a mean of 10 in the years 2006-2008. 	<ul style="list-style-type: none"> • Development of specific programs and strategies for transitions between classes within the school. • Specific programs and activities using ICT to link cluster school. • Continued development of Individual Learning Plans for all students. • Increased use of ‘student voice’ as a means of teacher feedback. • Improve our grounds and outdoor learning areas (entrance to school) to enhance student engagement and learning. • Implement a broad range of proactive strategies that focus on the promotion of positive relationships, individual wellbeing, and engagement and learning.
<p>Student Pathways and Transitions</p>	<p>Enhance the transition of students into, within and out of the school in order to realise their full academic and social potential</p>	<ul style="list-style-type: none"> • The proportion of parents reporting a satisfaction in the changes to our pre-school to school transition program to greater than 90% (school based survey results) • Further reduce the overall student absence to below a mean of 10 in the years 2006-2008. • In the Parent Opinion Survey the “General Satisfaction” scale will be maintained above the 80th percentile. • All students to have meaningful Individual Learning Plans. <ol style="list-style-type: none"> 1. Trial 2009 2. Implement 2010 3. Review 2011 	<p>Develop and implement transition programs specific to the needs of students</p> <p>Focused teacher professional development at a school and cluster level.</p> <p>Develop ‘student voice’ by encouraging student involvement and participation in decision-making regarding the teaching and learning environment of the school</p>

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Adopt a whole school approach to assessment to deliver accurate, coherent student learning data that informs programs</p> <p>Provide a differential curriculum that makes teaching explicit and clearly focus on high student outcomes for every student</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Develop and trial teacher understanding of assessment. Participate in the Assessment Professional Learning Package online module to enhance teacher judgements against VELs • Ensure the accuracy and consistency of teacher judgements <ul style="list-style-type: none"> - Extend moderation practice school-wide, with a focus on teacher judgements as students move from one school unit to the next to ensure consistency of assessment and reporting - Develop consistency between objective testing (NAPLAN) and teacher judgements (VELs) • Analyse student achievement data and other school-based testing results to evaluate all student progress and to identify those with exceptional talents, at risk from disengaging from learning and develop action plans utilising ILPs, which includes strategies to allow for intervention or extension • Identify to emerging issues identified through data analysis developing and implementing targeted improvement strategies • Involve students in assessment as learning techniques – rubrics, self and peer assessments, portfolios etc. • Link assessment into all teacher performance and development plans: multiple sources of feedback to include student achievement data, survey data 	<ul style="list-style-type: none"> ▪ Documented a reviewed Whole School Curriculum Plan, incorporating eLearning. ▪ Documented Cluster Numeracy Plan. ▪ Consistencies between teacher assessments and external testing ie. VELs compared to NAPLAN. ▪ Documented feedback from student body re the teaching and learning environment of the school ie. School based student opinion surveys. ▪ Development of digital portfolios in conjunction with ILPs.

		Explore the implementation of digital portfolios for students	
	Year 2	<ul style="list-style-type: none"> ▪ Implement above The Numeracy Strategy 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ Consolidate above 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ Review above 	<ul style="list-style-type: none"> ▪
1. Implement a broad range of proactive strategies that focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning	Year 1	<ul style="list-style-type: none"> • Implement the student wellbeing aspects of the physical, personal and social learning strand of VELS • Enhance interschool links to access optimal learning programs and experiences and address social, cultural and professional isolation • Develop and pursue further opportunities for collaborative learning, team problem-solving and experimentation beyond the classroom, and participation in diverse educational and social contexts • Maintain a strong focus on student discipline and continue to make explicit school rules and build common understandings of responsible behaviour at class and whole school level • Continually demonstrate that teachers hold high expectations in relation to students' academic performance and behaviour • Explore ways to further enhance the opportunities for student leadership and to grow the student voice in the school e.g. introduce an appropriate form of student governance • Build on embedding of the You Can Do IT foundations and investigate the implementation of a whole school vehicle to drive student wellbeing e.g. Games Factory and Emotional Intelligence • Student voice 	<ul style="list-style-type: none"> ▪ Attendance at professional learning opportunities – included in Performance and Development Plans for all staff • Staff participate in student voice PD activities. • All teachers use student feedback as a tool for reflecting on their teaching at least once per term. • All teachers use student feedback as a tool for reflecting on their teaching at least twice per term
	Year 2	<ul style="list-style-type: none"> ▪ Implement above 	<ul style="list-style-type: none"> ▪

	Year 3	<ul style="list-style-type: none"> ▪ Consolidate above 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Review above 	▪
Develop and implement transition programs specific to the needs of students	Year 1	<ul style="list-style-type: none"> • webpage as an information and promotional tool, and celebrate its success • Maintain strong links with secondary settings and continue to build understanding of pedagogy, assessment tasks, student culture and community expectations • Enhance the provision of information sessions for parents about ways of supporting their children at home e.g. developing a love of books, reading to children and having fun with mathematical concepts • Enlist community members to act as informed ambassadors promoting the achievements of the school and its students 	▪
	Year 2	<ul style="list-style-type: none"> ▪ Implement above 	▪
	Year 3	<ul style="list-style-type: none"> ▪ Consolidate above 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Review above 	▪