



Site Improvement Plan 2016

Vision: Oakbank Area School is a holistic school of continual improvement where students, staff and the community work and learn together as partners to help everyone flourish and achieve.

	Strategies	Targets
Teaching & Learning Improvement: Increase student engagement and personalised learning	<ul style="list-style-type: none"> The leadership team ensures that there is evidence and documentation to demonstrate teachers intentionally design, deliver and assess engaging learning experiences that build on all learners' prior knowledge, explicitly teach and scaffold learning to challenge and engage learners using the Learning Design and Observation processes and TfEL as a reference. Teachers are encouraged to develop integrated units across year levels to avoid silo-teaching practices and enable students to apply their learning broadly. A system of classroom peer - observation is developed, implemented and reviewed where teachers indicate areas of the AITSL standards are their foci for improvement and receive feedback on their development. Time is provided for staff to collect and deeply analyse student data to inform their teaching practice. Students are encouraged and assisted to interpret their own data and determine personal short and long term goals in line with their chosen vocations and Personal Pathways Plan which is regularly updated. A decision to intervene in a student's learning path is based on student data. Teachers are assisted to audit their teaching and planning in light of the level of AC Capabilities continuum they expect from the students. Teachers provide exemplars of student work and explicitly guide students and showcase the requirements of high standard achievement and bare standard achievement. Quality teaching and learning is acknowledged, valued and fostered at all levels through explicit line management, student and parent feedback. Staff will utilise the TfEL Compass to gain student feedback and act on the outcomes. Staff use learning technologies to enrich their face to face teaching. They are supported to transition from text books to E-resources and to ensure that available technologies are used to their full potential. They will seek support to ensure that their ICT skills are commensurate with the requirements of their students. Leadership facilitate collegiate sharing and critique of curriculum, task design and teaching practice to ensure that all tasks and pedagogy provide students with opportunities to access all levels of the Performance Standards. The stoplight reporting system (Years 10-12) and progress letters are refined and followed up in a suitable manner. LexiaCore5 program implemented for R-6 for the age appropriate times; families are encouraged to enable students to complete one session at home each week. Literacy Pro reading comprehension program is introduced R-6 and planned for through the Library and class teachers. The success of this program will determine to what year level the program is implemented in 2017. Subject specific vocabulary is utilised and encouraged by all staff R-12. Students are encouraged and rewarded to stretch their vocabulary to include more of the NAPLAN "challenging" words in their oral and written work. All teachers are teachers of subject specific genres and inference strategies. Teachers are supported by leadership to develop the skills required for this. Leadership staff are supported to take part in the IEA Assessment for Educators course through the SACE board. Non listed AC subjects are mapped against the AC standards to identify areas of duplication and opportunities for enrichment or simplification where duplication exists. Refine strategies for tracking and supporting students to pass the compulsory subjects and achieve sufficient credit in Year s 10-12. Develop an on-line Curriculum Guide to assist with subject selection. Implement Quality Assurance / Moderation processes for the AC, moderate Standards internally in all Learning Areas and use regional personnel to further develop teachers' understandings. Collect data on the school's ability to deliver students' preferred subject choices and effectiveness of subject counselling process in terms of student changes. 	<ul style="list-style-type: none"> 100% of teachers indicate that they value the feedback they received through the observation and professional development processes. 100% of teachers provide direct evidence (planning, student work, walk-through) that their pedagogy and practice has positively changed because of the Observation processes or Professional Development undertaken. 100% of R-12 teachers have their understanding of both the Australian Curriculum and SACE standards confirmed for the year levels and subjects that they teach through the various moderation and clarifying opportunities available. 75% of 3-12 students and parents agree that their teachers provide them with useful feedback in the 2015 Student Opinion Survey (58% Students in 2015, 86% teachers and 60% parents). 75% of 3-12 students agree that their teachers give them opportunities to do interesting things in the 2015 Student Opinion Survey (60% in 2015). 80% of Parents agree that their child's learning needs are being met at this school in the 2015 Student Opinion Survey (53% in 2015). 10% increase in the percentage of students who achieve the SEA in the NAPLAN- Average 66% in 2015 (Reading 70%, Writing 55%, Spelling 69%, Grammar 68%, Numeracy 67%). An increase in the percentage of students who achieve in the top two bands of the NAPLAN (2015- 19% Reading, 14% Writing, 20% Grammar, 21% Spelling, 8% Numeracy). An increase in the percentage of students who achieve middle or upper level growth in the NAPLAN (Reading 76%, Numeracy 75% IN 2015). For students not on a OnePlan 75% will be at the age appropriate achievement standards for Reading Comprehension & Mathematics (PAT-R 58%, PAT-M 54% in 2015) The number of students whose spelling age is under their chronological age decreases in the SAST (R-6) (62% in 2015). 100% of students achieve middle or upper level growth in Running Records (2015: data unreliable). The number of students whose reading levels were at or above their chronological age increases in the Waddington's Test (R-6) (71% in 2015). OAS attains a 100% SACE completion rate (80% in 2015). The average grade of Stage 1 & Stage 2 increases (Stage 1- C (3.3/5), Stage 2- C (8.3/15) in 2015). The average ATAR increases by 10% (46% in 2015). The number of 'D' and 'E' grades in the SACE decreases by 5% (Stage 1- 14.3%, Stage 2- 12.3% in 2015). VET participation rates, apprenticeship and traineeship numbers increased (22 students, 19% in 2015). Curriculum Guide developed and provided as an online document for 2017.

<p style="text-align: center;">Effective Communication</p>	<ul style="list-style-type: none"> • Increased contact with parents to share student achievement and progress, both formally and informally, to determine new learning and summarise previous learning through diary notes, phone conversations, newsletters, social media and the school website. • Investigate and plan for a Learner Management system to ensure that students, parents and staff can effectively communicate via electronic means eg e-diary. • Staff develop specific email groups or blogs for parents as a direct communication strategy and regularly use them. • Regular volunteers and mentors are encouraged throughout the school to increase positive 1:1 adult interaction, student well-being, oral literacy practice and higher order questioning. • Teachers work with support staff, parents and students to develop, deliver and report against individual plans where relevant eg OnePlans, G&T, Wave 2. • OAS hosts Parent Workshops focussed on parents supporting children in their literacy, numeracy and Positive Education. • The OAS Self Review / Organisation Schedule is adopted and refined throughout the year to ensure school practices and events are effectively carried out. • Teachers communicate learning goals to their students regularly through various means eg learning intent for each lessons, unit plans, individualised learning goals on desks. • Leadership and Home Group teacher roles are made clear to ensure that all tasks are completed in a timely manner eg SACE pattern checking. • OAS hosts a SACE / Year 12 Information evening in February to outline expectations and answer queries. 	<ul style="list-style-type: none"> • 100% of staff have made regular contact with the parents of their students throughout the year. • 100% of homegroup teachers have contacted the parents of their students by the end of Week 2 Term 1 and then regularly throughout the year. • The social media page is regularly updated (1/fortnight) and deemed a success if 70% of families follow the page. • 75% of parents agree that the school works with them to support their child's learning (53% agree + 27% undecided in 2015). • 80% of stakeholders agree that the school takes their opinion seriously (54% Parents, 45% Students, 73% Staff in 2015).
<p style="text-align: center;">Positive Well Being</p>	<ul style="list-style-type: none"> • A whole school understanding and PERMA+ focus is further developed within the school: a teacher is allocated a line to plan for, coordinate a team and publicise the OAS approach, source Professional Development for teachers, source guest speakers and coordinate the collation of resources developed throughout the program to ensure sustainability. • Four teachers attend the Positive Education intensive course delivered through Geelong Grammar School. • School policies are developed and reviewed with PERMA+ in mind. • A process to nominate overarching Student Leaders whose role as advocates and figureheads is clear and written is developed, implemented and publicised. Other leadership opportunities for students are promoted and developed. • Lunch activities and school clubs are developed in line with student interests and staff talent in place of regular yard duties. • Student attendance and lateness is more deeply analysed such that targeted intervention and ongoing follow up occurs. 	<ul style="list-style-type: none"> • All staff feel involved and committed to the implementation of the Positive Education program. • There is a larger proportion of students, staff and community members indicating a Growth Mindset as opposed to a fixed mindset (Baseline data to be collected Term 1, improvement data collected Term 4). • 70% of stakeholders feel that student behaviour is managed well at OAS (28% of staff, 35% parents, 32% of students in 2015). • 85% of students (and their parents) feel safe at Oakbank Area School (73% of students, 77% of parents in 2015). • 70% of students feel that they could talk to teachers at school about their problems (Yrs 3-12 49% in 2015). • Lunch activities (at least 2 more) are seen as an engaging practice and regularly attended by a range of students R-12. • Patterned late arrival students decrease their late rate. • Unexplained Absences R-12 (6/student, 65% by 16% students in 2015) decrease and there is a 4% increase in the overall attendance rate (87.1% in 2015, 120 students with >20 days absent not including VET). Targeted students each increase their attendance in line with their developed attendance plan. • Staff who attend the Positive Education intensive course return to OAS enthused and skilful, ready to assist other staff to implement the OAS Pos Ed practices.
<p style="text-align: center;">Enduring School & Community Partnerships</p>	<ul style="list-style-type: none"> • Significant and timely emphasis is placed on student transition into OAS and throughout the school. The specifics of the transitions eg dates, times and teacher requirements are communicated efficiently and broadly. • OAS and HCCS leadership teams and teachers work together to co-teach SACE programs for mutual benefit. • The OAS Website and Facebook page is reviewed and made current to reflect a positive school image. • Planning is completed for timely and broad advertisement of school events and enrolments with regular positive news stories sent to local media. 	<ul style="list-style-type: none"> • The MoU with HCCS for 2017 -2022 is developed and submitted. • There is an increase in the proportion of students attending OAS from its feeder schools (5 students in 2016). • The termly Principal Tours are well attended and lead to increased public perception and enrolments.

Rationale: The Site Priorities have been developed through analysis of school data in light of the External School Review Framework, Heysen Partnership Plan and the DECD Strategic Plan 2014-2017: Building a High Performing System.

OAS: Oakbank Area School
SACE: South Australian Certificate of Education
TfEL: Teaching for Effective Learning Framework
PERMA+: A Positive Psychology Model- Positive Emotion, Engagement, Relationships, Meaning, Accomplishment

AC: Australian Curriculum
ILP: Individual Learning Plan

PAT-M: Progressive Achievement Test - Mathematics
PAT-R: Progressive Achievement Test- Reading
SAST: South Australian Spelling Test

NAPLAN: National Assessment Program – Literacy and Numeracy
NPST: National Professional Standards for Teachers
OnePlan: A negotiated education plan for students with different needs