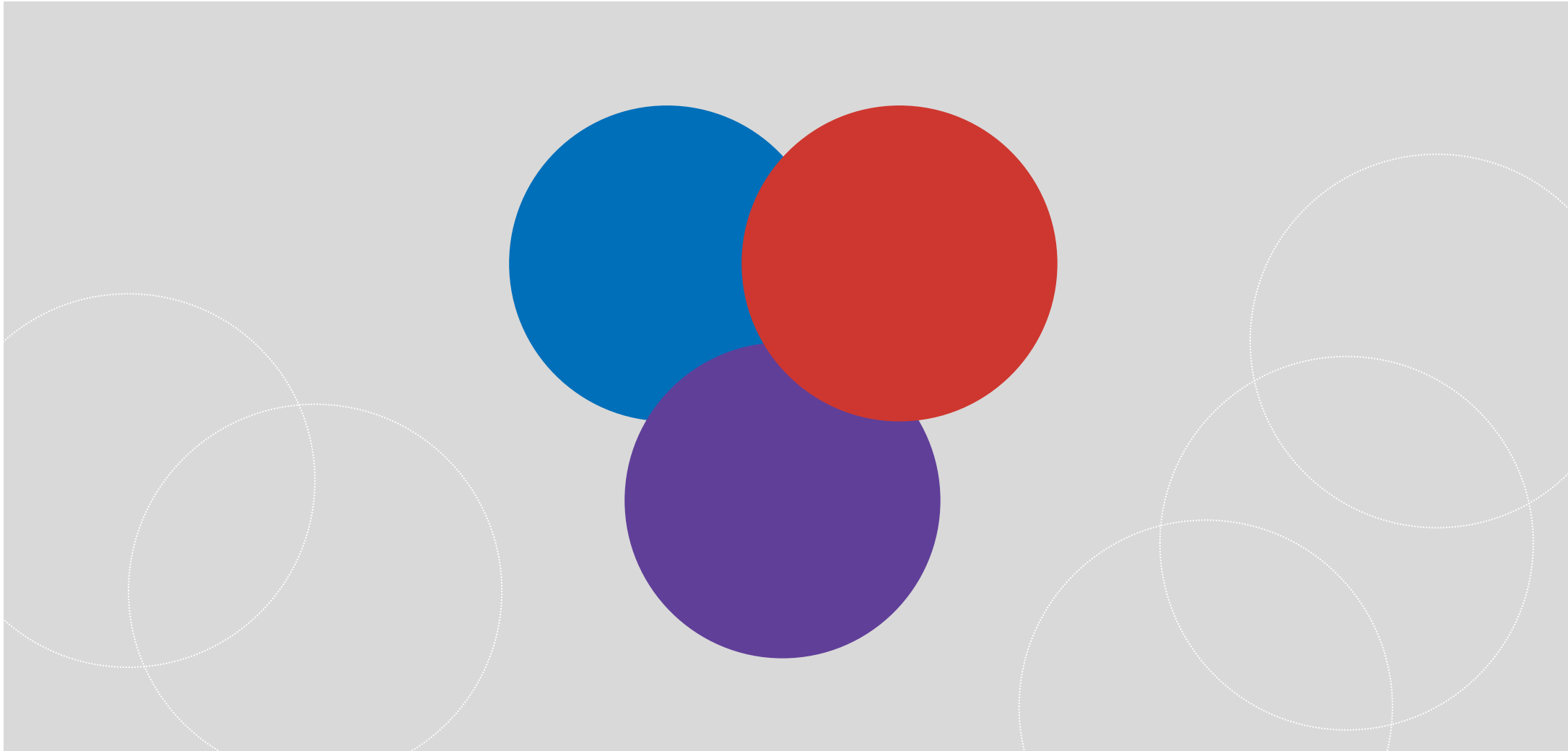


# School plan 2018-2020

**Oran Park High School - 8916**





## School vision statement

To be known as a future focused learning partnership with high expectations that meet the individual needs of all learners.

Where a commitment to excellence and achievement shapes learning experiences that are authentic, challenging and participatory.

## School context

Oran Park High School, which opens at the start of the 2020 school year with Year 7 and 8, will be a future focused learning partnership with high expectations that meets the individual needs of all learners. Housed in brand new, state-of-the art facilities, the school will have a strong focus on relationships, high quality and innovative teaching and learning, and links to the local and wider community, particularly the partner primary schools. Built to meet the population needs of the Oran Park/Catherine Park/Gledswood Hills growth corridor, the school will eventually be home to up to 2000 students, including a Support Unit catering for the needs of students with Autism and Multi-Categorical diagnoses. Oran Park High School will have a commitment to excellence and achievement which shapes learning experiences that are authentic, challenging and participatory.

## School planning process

The school plan is the result of a rigorous process of school communication and collection of data from all stakeholders. All students, staff and parents/carers have had the opportunity to provide input into our plan through surveys, staff meetings, parent meetings and student forums. A full evaluation of the previous school plan and current programs was conducted during an executive conference. This provided the structure for the development and direction of the current plan. Staff engagement with the school excellence framework has provided the platform for the development of this plan resulting in the strategic directions in learning, teaching and leading.



**Purpose:**

In schools that excel,

- the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.
- there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.
- students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

**Purpose:**

In schools that excel,

- In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.
- professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

**Purpose:**

In schools that excel,

- The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.
- the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.
- resources are strategically used to achieve improved student outcomes and high quality service delivery.
- administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

# Strategic Direction 1: Learning – Confluence “Forging Intersections”

## Purpose

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- students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

## Improvement Measures

Successful establishment of;

- ❖ sustainable transition programs from primary to secondary settings.
- ❖ collaborative, cross Stage and cross curriculum student learning culture.
- ❖ professional learning community with the partner primary schools.

## People

### Students:

Students will develop future focussed skills while working across Stage groups on projects they are passionate about.

### Staff:

Professional learning for staff on future focused learning such as Project Based Learning.

### Parents/Carers:

Parent/Carers develop greater understanding of future focused learning skills through a PBL Showcase.

### Community Partners:

Relationship with the partner primary school will strengthen as teachers and students work side by side on their Project based Learning electives.

### Leaders:

School leaders develop their Stage 3 curriculum knowledge, as part of their professional learning alongside primary colleagues.

## Processes

### Middle School Program

The ‘gap’ between Stage 3 and 4 is often one that causes significant challenges for many students. The Oran Park campus design, with its’ physical links between the Primary and High Schools, presents a significant opportunity for students and staff to work alongside each other to ensure smoother transitions from one Stage to the next.

## Products and Practices

### Product:

Sustainable transition programs from primary to secondary settings

Collaborative, cross Stage and cross curriculum student learning culture

Professional learning community with the partner primary schools

### Practices:

Clear communication, collegiality and collaboration between primary and secondary partner schools

Sharing of expertise and resources between primary and secondary partner schools

Sharing of data and information between primary and secondary partner schools to enable successful transitions

## Strategic Direction 2: Teaching – Creative “Designing Teaching”

### Purpose

In schools that excel,

- In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.
- professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

### Improvement Measures

Successful establishment of;

- ❖ whole school approach to evidence based pedagogy
- ❖ whole school assessment and reporting systems
- ❖ whole school culture where professional learning is innovative and responsive to individual need

### People

#### Students:

Student connection and engagement help to drive staff professional learning needs.

Our students develop skills through explicit teaching of literacy and numeracy, through the development of the General Capabilities and by learning how to respond to teacher feedback.

#### Staff:

All staff understand the need to change and innovate, in order to respond to the needs of their students and the changing world in which they live.

#### Parents/Carers:

Parents/Carers are informed about the progress of their children through a combination of formative and summative assessment practices.

#### Community Partners:

Professional learning which encompasses colleagues in our partner primary, high schools and tertiary institutions enhances collaboration and builds staff capacity.

#### Leaders:

Leaders understand the importance of providing targeted professional learning for all staff.

School leaders build skills to support future focused learning and differentiated learning as a part of their own development.

### Processes

#### Teaching and Learning Platform

Oran Park High School's Teaching and Learning Platform provides teachers with a basis upon which they meet the needs of their students through innovative, evidence based practice. Students will be able to identify the common links between different subjects and benefit from a consistent approach to assessment. Teachers will have the opportunity to explore cross curriculum approaches, supported by targeted professional learning.

### Products and Practices

#### Product:

Whole school approach to evidence based pedagogy

Whole school assessment and reporting systems

Whole school culture where professional learning is innovative and responsive to individual need

#### Practices:

Embedding Learning Intentions and Success Criteria (LISC) into all lessons and program

Embedding formative and summative assessment strategies across all teaching and learning programs

Engaging in professional learning through a range of providers including Departmental, tertiary and third party providers

# Strategic Direction 3: Leading – Connected “Building Relationships”

## Purpose

In schools that excel,

- The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.
- the school plan is at the core of continuous improvement efforts, with the school’s vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.
- resources are strategically used to achieve improved student outcomes and high quality service delivery.
- administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

## Improvement Measures

Successful establishment of;

- ❖ whole school approach to student wellbeing, citizenship and leadership
- ❖ positive learning culture of high expectations
- ❖ school community that is acknowledged as partners in learning

## People

### Students:

Students will have the opportunity to engage in a range of activities to enhance their wellbeing, citizenship and leadership capacity. Students benefit from closer relationships across their House and Year groups as well as school links across the local and wider global community.

### Staff:

Building a greater staff connection to the school and fostering a positive workplace culture. Providing staff with opportunities to build their own wellbeing, citizenship and leadership capacity and to recognise and build wellbeing, citizenship and leadership capacity in others.

### Parents/Carers:

Parents/Carers are provided with opportunities to engage in a positive and meaningful way with school life.

### Community Partners:

Relationships are further enhanced through broadening the role of the community liaison officer and the strengthening of community links that support student wellbeing, citizenship and leadership.

### Leaders:

Leaders foster staff wellbeing through the creation of a positive workplace culture. Leaders recognise, foster and encourage leadership opportunities for staff and students.

## Processes

### Wellbeing Platform

Oran Park High School's Wellbeing Platform provides teachers with a basis upon which they meet the wellbeing, citizenship and leadership needs of their students. Based around the core values of Teamwork, Respect, Achievement and Kindness (TRAK) the platform fosters a consistent approach to ensure that “every student is known, valued and cared for” as the school grows to its’ full capacity.

## Products and Practices

### Product:

Whole school approach to student wellbeing, citizenship and leadership

Positive learning culture of high expectations

School community are acknowledged as partners in learning

### Practices:

Students engage proactively with the school values of Teamwork, Respect, Achievement and Kindness and make strong connections with their House and their school. (Connect, Thrive, Succeed)

Staff develop positive relationships across the school community as they build a culture of high expectations

School community is engaged with, supportive of and invested in the school vision