School plan 2015 – 2017

Orama Public School

Creative and Innovative Learners

School and Community Learning

Sustainability

Orama Public School 4534 www.schools.nsw.edu.au
School background 2015 - 2017

SCHOOL VISION STATEMENT

At Orama Public School we aim to provide educational experiences and opportunities that will engage and motivate all students to become successful learners who are confident and creative individuals. We are deeply committed to promoting an innovative and diverse learning environment by utilizing the strengths of a consistent staff with a culture of care, respect and inclusivity.

SCHOOL CONTEXT

Orama Public School in the Thora Valley is set in beautiful bushland surroundings next to the Bellinger River. The school proudly represents public education in NSW delivering a comprehensive curriculum which aims at promoting each child as an individual. Most of the students at Orama travel to school by bus. The current number is made up of students from the Thora Valley and the Bellingen area.

Our current enrolment is 29 with 2 Aboriginal students. Our combined 2013 and 2014 Family and Occupation Index (FOEI) was 93.

The school is staffed as a PP5 with a permanent teaching principal and one permanent fulltime teacher. The school administrative manager allocation is 3.5 days; release from face to face (RFF) and librarian allocation is 1 day combined, learning and support teacher (LAST) 1 day per week and general assistant (GA) is also 1 day per week. The staff is a very stable cohort living either locally or in easy driving distance to the school.

The beautiful school environment is made up of 2 large classrooms, a comfortable office area, library, storeroom, staffroom and a kitchen/canteen area. Another serves as a toilet block with shower facilities, cleaners store and a sports room. Both buildings have wheelchair access with non-slip surfaces. There are 2 sheds to house gardening equipment. The well maintained grounds consist of a large vegetable/orchard area, a covered outdoor learning area with basketball facilities, a soccer field and a covered playground. The school also has access to the Bellingen river which students visit for different activities. A privately run pre-school, Orama Pre-School, occupies the school hall. The pre-school operates 3 days per week and draws from the local area.

Our parents and community members come from diverse cultural backgrounds and contribute a wide range of creative skills and expertise. Our school motto 'Together in friendship, We learn' encompasses all facets of school life. We are active members of the Bellinger/Dorrigo Learning Community and the Bellingen Valley Small Schools Network (BVSS Network).

SCHOOL PLANNING PROCESS

A thorough and comprehensive consultation process was followed by Orama Public School for the development of the key strategic directions for our 2015-2017 school plan. The evaluation process included:

- Community meeting which invited local shop owners, school bus drivers, Preschool community and parents of the school;
- Formal written survey sent home for those parents/community members who were unable to attend the meeting;
- Formal written survey for students and staff with 100% return;
- Planning day for key stakeholders to collate data and set key directions;
- Planning day with Principal, School Leadership support on 2 separate occasions;
- Another planning day with current staff to consolidate and refine key strategies;
- School Planning Workshop with Principal and staff member in the company of 2 School Directors and the Principal School Leadership Officer; and
- Input from Director Public Schools.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

Purpose

Orama Public School students have the ability to be successful learners who are creative, innovative and who are able to solve problems maximising their choices for the future. All students have the ability to adapt and take responsibility for their choices in a supportive and caring environment. The school reflects a culture of lifelong learning within an ever changing world where student wellbeing is paramount and strong positive relationships are formed.

Purpose

The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be engaged in ongoing, relevant learning to meet the school’s responsibility of developing creative and innovative learners. The school is committed to building partnerships with families, local businesses, community organisations and the community of schools to form expert teaching teams to improve opportunities and outcomes for students.

Purpose

The school is working together to build positive, respectful relationships among students and staff to strengthen and deliver on the school’s strategic directions. There is a shared awareness of the importance of promoting the school to the community by showcasing its strengths and atmosphere. To promote the sustainability of the school an attractive and stimulating environment is provided with diverse learning experiences offered by utilising the strengths of a consistent staff. Staff and students have a sense of belonging and ownership of their school and parents feel included in their child's educational journey.
Strategic direction 1: Creative and Innovative Learners

PURPOSE (Creativity that has gone into plan)

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

Orama Public School students have the ability to be successful learners who are creative, innovative and who are able to solve problems maximising their choices for the future. All students have the ability to adapt and take responsibility for their choices in a supportive and caring environment. The school reflects a culture of lifelong learning within an ever changing world where student wellbeing is paramount and strong positive relationships are formed.

IMPROVEMENT MEASURE/S

- All students to achieve a rate of growth that is grade appropriate in literacy and numeracy based on the BOSTES syllabus documents and the learning continuums.
- All schools will have assessment tools and strategies to reflect the BVSS Network in the BOSTES syllabus documents.
- Project 2: Develop scope and sequences to drive teaching and learning in a creative and innovative learning environment.

PEOPLE (Capacity and Contribution)

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

Staff:
Parts of this plan involve members of BVSS Network from the schools of Orama, Raleigh, Repton and Crossmaglen Public Schools

Further enhance the development of teachers in their:
- Knowledge and skills to design and implement creative and innovative teaching and learning experiences; and
- Exemplary evaluation strategies and reflective practices.

Students:
Students will be engaged in:
- Explicit tasks designed to develop the knowledge and skills required to meet the outcomes of the curriculum in creative and innovative ways; and
- A creative, problem solving and enquiry approach to learning.

Community:
- Staff will engage with the Bellingen Valley Small Schools (BVSS) Network to develop capacity in quality planning, teaching, assessing and reporting in English, Mathematics and Science.
- Parents are encouraged to be active partners contributing to a culture of creativity and innovation.

PROCESSES (Collaboration and Coordination)

How do we do it and how will we know?

Project 1: Collaborating with members of the BVSS Network to develop assessment tools and strategies across English, Mathematics and Science to reflect the BOSTES syllabus documents.

- Professional learning for all staff across the BVSS Network in the BOSTES syllabus documents.
- Use collaborative practices to develop assessment tools and strategies as a joint project within the BVSS Network. These tools and strategies will support teacher consistent judgement when assessing students and logging data using the Planning Literacy and Numeracy (PLAN) software and learning continuums.

Project 2: Develop scope and sequences to drive teaching and learning in a creative and innovative learning environment.

- Use teacher expertise across the BVSS Network to develop a school scope and sequence in English, Mathematics and Science.
- Expert teaching team to implement BOSTES syllabus documents.

PRODUCT (What has been created?)

What is achieved and how do we know?

Product: All schools (BVSS) will have assessment tools and strategies to reflect the BOSTES syllabus documents across English, Mathematics and Science in a joint project with the BVSS Network.

Develop whole school scope and sequence in English, Mathematics and Science to successfully implement the BOSTES syllabus documents.

Practices: Teachers analyse assessment data and engage in reflective practices both personally and as part of a learning team to identify areas of success and opportunities to develop.

Clear, regular mapping of students against learning continuum using PLAN software and using this information to drive teaching and learning in the classroom.

Differentiated learning in the classroom to meet the needs of all individuals and help them reach their potential.

Targeted reading and writing programs across the school with the support of the online literacy program Lexia.

Targeted problem solving lessons for numeracy in Years 3-6 and Developing Efficient Numeracy Strategies (DENS) for Years K-2 with additional support from the online program Studyladder and iPad apps.
Strategic direction 2: School and Community Learning

**PURPOSE (Creativity that has gone into plan)**

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

The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be engaged in ongoing, relevant learning to meet the school’s responsibility of developing creative and innovative learners. The school is committed to building partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

**IMPROVEMENT MEASURE/S**

- Individualised Performance and Development Plan (PDPs) for all teaching staff.
- To attract 2 or more new enrolments to the school each year to maintain student numbers and PP5 status.

**PEOPLE (Capacity and Contribution)**

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

**Staff:**

Staff will enhance teaching capacity by:

- Collaboratively identifying their own individual Performance and Development Plan (PDP); and
- Participation in innovative strategies including planned peer observation, document analysis and conferencing focused on the implementation of the National Curriculum and the BOSTES Australian Professional Standards for Teachers.

**Parents:**

Parents are encouraged to participate in:

- Forums and meetings to actively engage with their child’s learning; and
- Utilising their own expertise to enhance and support student learning and staff development.

**Local businesses and community organisations:**

Local businesses and community organisations will be:

- Engaged to support the learning of students and school operation.

**PROCESSES (Collaboration and Coordination)**

How do we do it and how will we know?

**Project 1:**

Enhance teacher capacity by supporting teaching staff to develop individual PDPs.

- Professional learning for all teaching staff in the requirements of the new PDP documents.
- All staff participate in forums to discuss the implementation of the school plan and how they can contribute.

**Project 2:**

Build partnerships with parents, families, local businesses and community organisations.

- Promote the schools’ strengths and atmosphere through the school newsletter, the school website and the local newspaper; and
- Promote and sustain the School Transition and Readiness Training (START) program. This school program maintains positive partnerships with parents, families, local businesses and community organisations.

**PRODUCT (What has been created?)**

**PRACTICES (How has it been enhanced?)**

What is achieved and how do we know?

**Product**

Individualised PDPs for all teaching staff.

To attract 2 or more new enrolments to the school each year to maintain student numbers and PP5 status.

**Practices**

Scheduled meetings for teaching staff with supervisor to develop and maintain PDPs.

Weekly publishing of the school newsletter, regular updating of the school website and at least 2 articles published in the local newspaper per term.

Regular promotion and delivery of the START program.
Strategic direction 3: Sustainability

**PURPOSE (Creativity that has gone into plan)**

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

The school is working together to build positive, respectful relationships among students and staff to strengthen and deliver on the school’s strategic directions. There is a shared awareness of the importance of promoting the school to the community by showcasing its strengths and atmosphere. To promote the sustainability of the school ‘an attractive and stimulating environment’ is provided with diverse learning experiences offered by utilising the strengths of a consistent staff. Staff and students have a sense of belonging and ownership of their school and parents feel included in their child’s educational journey.

**IMPROVEMENT MEASURE/S**

- A developed scope and sequence for Monday Creative and Practical Arts (CAPA) days, encompassing dance, drama, music and visual arts across the school.
- Scheduled planting and harvesting timetable synchronised with the Kids in the Kitchen cooking program.

**PEOPLE (Capacity and Contribution)**

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

Students:
Will be engaged in:
- Life Skills program including Kids in the Kitchen, Kids in the Garden and Monday CAPA to help, direct and focus student behaviour and involvement in school programs; and
- River programs including sustainability, swimming and water safety skills and as a stimulus and a resource for programs in Key Learning Areas (KLAs).

Staff:
Developing staff capacity to:
- Contribute to and coordinate the components of the school’s Life Skills program and River programs.

**PROCESSSES (Collaboration and Coordination)**

How do we do it and how will we know?

**Project 1:** To promote, build and sustain the Life Skills program running within the school.
- Planning regular Kids in the Kitchen sessions across the school and in coordination with the Kids in the Garden program.
- Scheduling planting and harvesting of garden produce being utilised in the Kids in the Kitchen program.
- Develop program scope and sequence for Monday CAPA day encompassing dance, drama, music and visual arts with collaboration between staff across classes to help, direct and focus student behaviour and involvement in school programs.

**Project 2:** To promote, build and sustain the River programs running within the school by:
- Collaborating with Cascade Environmental Education Centre to develop sustainability programs.
- Engaging representatives from Royal Lifesaving (RLS) to coordinate river swimming and water safety.
- Staff developing programs which utilise the river as a stimulus and a resource in KLAs.

**PRODUCT (What has been created?)**

What is achieved and how do we know?

Product
Scheduled planting and harvesting timetable synchronised with the Kids in the Kitchen cooking program.
A developed scope and sequence for Monday CAPA days encompassing dance, drama, music and visual arts across the school.

Programs that utilise the river as a stimulus and a resource in KLAs.

Practices
All students participating in regular cooking and gardening sessions.
All students engaged in Life Skills programs on Mondays to help, direct and focus student behaviour and involvement in school.

Whole school participation in river swimming and water safety programs presented by Royal Lifesaving (RLS) representatives and school staff.