

School Strategic Plan 2019-2023

Ouyen P-12 College (8220)



Submitted for review by Daniel Nemtsas (School Principal) on 17 February, 2020 at 05:58 PM

Endorsed by Andrew Ough (Senior Education Improvement Leader) on 18 February, 2020 at 08:34 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

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<p>School vision</p>	<p>To provide a positive environment that allows all members of the school community to feel valued and engaged and that enables them to reach their full potential.</p> <p>To meet the individual needs of all learners by providing a variety of teaching styles and experiences.</p> <p>To care for and support all students, encourage positive attitudes, a desire to achieve, high self esteem and a sense of community.</p>
<p>School values</p>	<p>Achievement – accomplishing the best possible results through effort, skill, courage and persistence</p> <p>Collaboration – partnering with the broader community towards common goals</p> <p>Communication – sharing and exchanging information in an approachable and positive manner</p> <p>Cooperation – working together in a positive manner</p> <p>Honesty – being truthful and sincere</p> <p>Participation – taking part to the best of one’s ability</p> <p>Respect – for others, ourselves and our environment</p> <p>Safety – feeling emotionally and physically safe during all school activities.</p>
<p>Context challenges</p>	<p>School context</p> <p>Since the setting of the last Strategic plan Ouyen has had a change in Leadership in the Assistant Principal and both the Principal roles. while most work has continued smoothly a lot of induction and learning has been needed to ensure good practice has continued.</p> <p>Ouyen P-12 College is in the North Western Region of Victoria. The school offers a broad curriculum at all year levels with specialist PE, Music, Art, Science and Technology classes delivered in the primary years of schooling.</p> <p>Ouyen P-12 College has a strong transition program at Years 6-7 with Ouyen Year 6 students participating in Technology and Art subjects with secondary teachers throughout the year and students from feeder schools attending for one day each week throughout Semester Two to be involved in a range of subjects in order to plan for a smooth transition into secondary schooling. The school operates a Flying Start Program for preschool children transitioning into Foundation. Ouyen P12 is a member of the Mallee Education Cluster, which includes five other P-12 schools and two smaller primary schools. Ouyen P-12 College has a long and proud history of academic excellence and is recognised for its excellent results at Year 12 both in VCE and VCAL; as well as for providing students with a wide range of extra-curricula programs.</p>

The school has an overall socio-economic profile in the low range based on the SFOE. A total of 21 students were enrolled at this school in 2019, 0 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

The school has had a focus on the Framework for Improving Student Outcomes (FISO)

- Build teacher capacity to support high rates of student literacy, numeracy outcomes and learning, growth and development across all KLA's
- Build teacher capacity to support students who have experienced trauma to enable improved student learning and well-being

Positive Climate for Learning - Empowering students and building school pride

- Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community.
- Create opportunities for improved student voice in learning and greater understanding of themselves as learners

Academic and Attendance Achievements in the recent years has shown:

Primary

In the primary sector we have seen great results in Literacy with the school achieving high results above the state benchmarks but we have more work to do to have high growth in writing from grade 3 to 5. We feel by implementing the VCOP it will directly improve our growth results. In Numeracy we have seen an improvement in our NAPLAN Data but we are still behind state in our NAPLAN results. Our growth in numeracy from grade 3 to 5 has had an improvement and a credit to the work being done by the teachers but we need further investigation of why we had low growth.

We see last year's results in Absence, Connectedness to School and Bullying results higher than state levels. We have reviewed the data and are now focusing on student agency and student feedback (PIVOT) to enable children to reflect on their survey answers and how they are interpreted.

Secondary

In the 7-10 we see strong results in Literacy and Numeracy which are above state benchmarks. We will need to investigate further why our growth with our yr 9 numeracy is not as strong as in past years.

When looking at growth rates for our children in years 5-7 and 7-9 we are very solid in improving children growth over the two year period in literacy and numeracy. The one area for further investigation is our spelling growth from year 7-9. Even though it has lowest high growth it still has the highest medium growth. It is once again great to acknowledge our VCE students getting a higher study score than state benchmarks.

Primary

We see last year's results in Absence data show Ouyen P12 has attendance data better than State benchmarks but it is still a major factor we continue to focus on to help improve student outcomes. Our aim is to be in the High school comparison area.

School Connectedness to School and Management of Bullying results show Ouyen P12 College has better results than state benchmarks. This is attributed to the strong engagement and relationships teachers share with children in creating an environment of high expectation higher than state levels. To ensure we move to the High level in school Comparison we are focusing on student agency and student feedback (PIVOT) to enable children to reflect on their survey answers and how they are interpreted.

Intent, rationale and focus

The college's target to reduce the percentage of students achieving low relative learning growth in NAPLAN from Years 3-5, 5-7 and 7-9 had not been achieved. The percentage achieving low growth had increased from 2016-18 in reading, writing and numeracy from Year 3-5, in writing for Year 5-7 and Year 7-9. The Panel agreed that improving learning growth for all students in literacy and numeracy should be a goal in the 2020-23 SSP.

The Panel agreed that the review fieldwork had identified that student agency in learning was evolving and that learning was teacher directed in most classrooms. Teacher interviews identified variation in teacher knowledge and understanding of student voice and agency in learning and student focus groups confirmed limited student empowerment in learning. Attitudes to School Survey data factors for effective teaching practice for cognitive engagement of students were low, as were the student voice and agency, and motivation and interest factors. It was agreed to develop a goal to improve student engagement and motivation to learn.

Panel discussions throughout the review identified concerns regarding the active participation of parents as partners in learning and the challenges of a small, rural P-12 college in meeting the professional learning needs of teachers. Opportunities for teacher professional interaction around building knowledge and skills was partially met through the Mallee Education Cluster (MEC) however, member schools were of similar size and structure. Accessing MEC for broader teacher assessment and planning opportunities had decreased in the past two years. It was agreed the change of leadership teams at most of the member schools meant an examination of MEC's purpose and function was due. It was agreed to identify a goal based on developing partnerships with parents, and networks with the community and other schools.

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Goal 1	Improve learning outcomes for all students in literacy and numeracy
Target 1.1	<p>By 2023, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 44% to 50%• Writing from 44% to 50%• Numeracy from 23% to 35% <p>By 2023, increase the percentage of Year 5 students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 31% to 35%• Writing from 21% to 25%• Numeracy from 25% to 30% <p>By 2023, increase the percentage of Year 7 students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 21% to 25%• Writing from 7% to 25%• Numeracy from 7% to 25% <p>By 2023, increase the percentage of Year 9 students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 18% to 25%• Writing from 0% to 25%

	<ul style="list-style-type: none"> • Numeracy from 5% to 25%
<p>Target 1.2</p>	<p>By 2023, increase the percentage of students achieving high relative learning growth from Year 3 to 5 in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 22% to 30% • Writing from 60% to 65% • Numeracy from 38% to 45% <p>By 2023, increase the percentage of students achieving high relative learning growth from Year 5 to 7 in NAPLAN:</p> <ul style="list-style-type: none"> • Reading to increase from 0% to 25% • Writing from 8% to 25% • Numeracy from 7% to 25% <p>By 2023, increase the percentage of students achieving high relative learning growth from Year 7 to 9 in NAPLAN:</p> <ul style="list-style-type: none"> • Reading to increase from 24% to 30% • Writing from 20% to 25% • Numeracy from 16% to 25%
<p>Target 1.3</p>	<p>By 2023 the percentage of students achieving at and above Victorian Curriculum standards at Years F-6 to be 80% or greater in Reading-Viewing, Writing and Numeracy</p> <p>By 2023 the percentage of students achieving at and above Victorian Curriculum standards at Years 7-10 to be 80% or greater in Reading-Viewing, Writing and Numeracy</p>

Key Improvement Strategy 1.a Building practice excellence	Ensure the school's instructional model is consistently implemented by all staff
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to analyse assessment data and evidence to inform teaching and learning
Key Improvement Strategy 1.c Building practice excellence	Develop strategies to enable teacher collaboration to enhance instructional practice
Goal 2	Improve student engagement and motivation to learn
Target 2.1	<p>By 2023, increase the percentage of positive responses in the Attitudes to School Survey for factors:</p> <ul style="list-style-type: none"> • High expectations from 81% to 90% or greater • Learning confidence from 66% to 80% or greater • Resilience from 73% to 80% or greater • Motivation and interest from 69% to 85% or greater • Self-regulation and goal setting from 71% to 85% or greater • Attitudes to attendance from 80% to 85% or greater • Student voice and agency from 59% to 75%.
Target 2.2	<p>By 2023 reduce the average number of days absent P-6 from 19 days to 16 days</p> <p>By 2023 reduce the average number of days absent 7-12 from 18.5 days to 17 days</p>
Key Improvement Strategy 2.a	Embed student voice and agency in learning

Empowering students and building school pride	
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Create a whole school culture of high expectations
Goal 3	"Improve Student Health and Well Being".
Target 3.1	<p>By 2023, increase the percentage of positive endorsement for the following factors on the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • year 4-6 <ul style="list-style-type: none"> ○ Respect for diversity from 76%(2019) to 86 % (2023) ○ Resilience from 76% (2019) to 86% (2023) ○ Sense of confidence from 61% (2019) to 71% (2023) • Years 7-9 <ul style="list-style-type: none"> ○ Respect for diversity from 56%(2019) to 70% (2023) ○ Resilience from 65% (2019) to 75% (2023) ○ Sense of confidence from 62% (2019) to 72% (2023) • years 10-12 <ul style="list-style-type: none"> ○ Respect for diversity from 68% (2019) to 80% (2023) ○ Resilience from 80% (2019) to 90% (2023) ○ Sense of confidence from 78% (2019) to 90% (2023)
Target 3.2	By 2023, increase the percentage of positive endorsement on the following factors on the Parent Opinion Survey:

	<ul style="list-style-type: none"> • Community Involvement Domain factors will be 75% or greater • By 2023 the percentage of positive responses for the School Staff Survey School Climate module factor parent and community involvement to improve from 59% to 80% and trust in students and parents from 58% to 80
Key Improvement Strategy 3.a Parents and carers as partners	Develop and implement strategies to involve parents and carers as partners in learning
Key Improvement Strategy 3.b Health and wellbeing	<ul style="list-style-type: none"> • Develop and implement a whole-school approach to wellbeing
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	<ul style="list-style-type: none"> • Strengthen and embed policy, curriculum and practices that support and celebrate respect, resilience and sense of Confidence across the whole school community.