

# School Strategic Plan 2022-2026

Ormond Primary School (3074)



Submitted for review by Kerri McLeod (School Principal) on 18 August, 2023 at 03:05 PM

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# School Strategic Plan - 2022-2026

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<p><b>School vision</b></p>	<p>We believe:            All children should be stimulated, engaged, challenged and supported in their learning.            The school environment must have a safe and nurturing quality which allows all children the opportunity to learn.            The school community promotes and values diversity in interests, beliefs and perspectives.            Students can be effective global citizens with a sense of belonging and responsibility to our world.</p>
<p><b>School values</b></p>	<p>Ormond's five core values underpin everything that is taught and demonstrated at Ormond Primary School. They are the foundation upon which our students interact, learn and mature as individuals. It's expected the whole community supports, models and promotes these values. We strive to be Accepting, Respectful, Quality Learners who demonstrate Persistence through our challenges to achieve overall Excellence. The Ormond values outline the qualities and attributes we endeavour to instill in each student. It scaffolds the life skills needed to be global citizens with the knowledge and dispositions to promote ethical, social and intercultural understanding. The teaching supporting the values and related qualities are covered by each year level's humanities, history, sciences and economics curriculum, with some stand alone programs to provide additional support.            To promote and encourage the adoption of these values Ormond presents the Global Citizen Awards at whole school assemblies, assisted by the student leaders.</p>
<p><b>Context challenges</b></p>	<p>Ormond Primary School was founded in 1891 and is committed to providing a nurturing and stimulating environment which allows all children to be challenged, guided and engaged in their learning. As a learning community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge. Ormond Primary School is a school located in the suburb of Ormond in the Southern Eastern Metropolitan Region. Our families value education and have high expectations of the school and their children. Nearly all students have attended a pre-school prior to enrolment at school.            The new strategic plan will focus on extending students in NAPLAN as well as sustaining our high results and learning growth of all students. With recent changes to both middle management and teaching teams, the school is aiming to build consistency in quality teaching practice. This includes developing a pedagogical plan with clear expectations and non-negotiables. As our population continues to diversify with many students enrolling from other cultures, the school needs to address their individual needs and respond to a growing EAL component. Tapping in to the English Language Centre and their resources will be a high priority. Connecting these families to the Ormond community and fostering partnerships will be very important over the life of the new strategic plan.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Over the next four years, the broader school leadership team will have a major role in driving change, embedding new initiatives and ensuring these are sustainable. Performance and development plans will be aligned to goals and targets set out in our new strategic</p>

	<p>plan. Attention will be given to budgeting processes and the allocation of funds to ensure goals are addressed. Professional learning will be focused on our new SSP goals and targets and communication with the wider community and other stakeholders will be ongoing.</p> <p>Refinement of curriculum planning and assessment processes and practices will be a key area of focus in the future.</p> <p>Student voice and agency is an area that the school is strongly committed to and therefore ongoing development in this area will continue.</p> <p>Wellbeing remains a strong focus continuing programs already in place and in building resilience in students.</p> <p>Maximising learning growth for every student, strengthening student engagement in learning and optimising wellbeing outcomes for every student are key priority areas moving forward.</p>
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<b>Goal 1</b>	Maximise the learning growth for every student.
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 43 per cent in 2022 to 50 per cent</li><li>• Writing from 42 per cent in 2022 to 50 per cent</li><li>• Numeracy from 49 per cent in 2022 to 56 per cent</li></ul>
<b>Target 1.2</b>	By 2026, Increase the percentage of Year 5 students in the top two bands of NAPLAN: <ul style="list-style-type: none"><li>• Reading from 63 per cent in 2022 to 70 per cent</li><li>• Writing from 42 per cent in 2022 to 50 per cent</li><li>• Numeracy from 48 per cent in 2022 to 55 per cent</li></ul>
<b>Target 1.3</b>	By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of: <ul style="list-style-type: none"><li>• Teacher collaboration from 49 per cent in 2022 to 64 per cent</li><li>• Knowledge of HITS from 40 per cent in 2022 to 60 per cent</li><li>• Use of a whole school pedagogical model from 70 per cent in 2022 to 78 per cent</li><li>• Understand how to analyse data from 50 per cent in 2022 to 70 per cent</li></ul>

<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build and consolidate leadership capacity to implement a high quality and consistent PLC approach. Timetable dedicated time for PLC leaders to meet with their team and Meeting schedules to reflect collaborative planning time to ensure a consistent approach across PLCs. Access and distribute staff's knowledge and skills in literacy and numeracy through the development of an online 'Knowledge Base'</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance teacher capability to consistently implement agreed instructional practice in literacy and numeracy. Ensure evidence based approaches in Literacy and Numeracy that meet the specific needs of students are implemented. Equip teachers with the skills, knowledge and resources to differentiate their practice to challenge and extend every student.</p>
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Enhance teacher data literacy to identify specific student learning needs that directly inform planning and lead to student growth. Enhance teacher's provision of constructive feedback. Develop and implement a Peer Observation program to support teachers to develop best practice in Literacy and Numeracy. Provide opportunities for cross year level data analysis, moderation and planning.</p>
<p><b>Goal 2</b></p>	<p>Strengthen student engagement in their learning.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Understand formative assessment from 70 per cent in 2022 to 78 per cent</li> <li>• Use of student feedback to inform teaching practice from 50 per cent in 2022 to 70 per cent</li> <li>• Promote student ownership of learning goals from 70 per cent in 2022 to 78 per cent</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, increase the proportion of positive response scores on the Attitudes to School Survey (AToSS) for the factor of Student voice and agency from 65 per cent in 2022 to 75 per cent.</p>

	<p>By 2026, maintain the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness at 81 per cent in 2022</li> <li>• Stimulated learning at 85 per cent in 2022</li> </ul>
<b>Target 2.3</b>	<p>By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 71 per cent in 2022 to 76 per cent</li> <li>• Stimulating learning environment from 62 per cent in 2022 to 72 per cent</li> <li>• Teacher communication from 64 per cent in 2022 to 74 per cent</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed a whole school approach that amplifies student voice and agency across all levels and areas of the school and shows a clear pathway for leadership development. Create clear Roles and Responsibilities for student leadership positions that focus on inclusion and communication. Ensure staff mentors for student leadership roles are supported to provide proper guidance and support.</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen a culture of high expectations that empowers students to be actively engaged in their learning. Create a learning environment that values curiosity, challenge and making mistakes to further learning. Embed student feedback in the curriculum planning and review process. Develop a comprehensive approach to effective Formative Assessment to continually monitor student and cohort progress.</p>
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to</p>	<p>Optimise the OPS' culture of partnerships with parents and carers through learning events both onsite and online, establish Real Schools Partnership Make the opportunities for Student Voice and Agency visible to parents and the wider community through the use of communication tools and school events. Include students in the development and implementation of the school's Reconciliation Action Plan.</p>

strengthen students' participation and engagement in school	
<b>Goal 3</b>	Optimise wellbeing outcomes for every student.
<b>Target 3.1</b>	<p>By 2026, increase the proportion of positive response scores on the Attitudes to School Survey (AToSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Normal (64 per cent) and high resilience (10 per cent) from 74 per cent in 2022 to 80 per cent</li> <li>• Emotional awareness and regulation from 75 per cent in 2022 to 80 per cent</li> </ul> <p>By 2026, maintain the proportion of positive response scores on the AToSS for the factors of Respect for diversity at 84 per cent in 2022.</p>
<b>Target 3.2</b>	By 2026, increase the proportion of positive response scores on the SSS for the factor of building resilience and a supportive environment from 57 per cent in 2022 to 65 per cent.
<b>Target 3.3</b>	<p>By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) in the areas of developing confidence and resiliency skills from 72 per cent in 2022 to 80 per cent.</p> <p>By 2026, maintain the proportion of positive response scores on the POS in the area of student connectedness at 90 per cent.</p>
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum	Build and embed a whole school multi-tiered approach to meet the wellbeing needs of students. Access evidence based practices to support student wellbeing, such as Resilience, Rights & Respectful Relationships, School-Wide Positive Behaviour Support Framework.

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop Restorative Practices across the school and embed this into the whole school culture.</p>
<p><b>Key Improvement Strategy 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance teacher capability to implement interventions and adjustments to provide responsive support to all students &amp; embed the HIWS Support teachers to embed resilience strategies, such as Growth Mindset and embracing feedback, in their lessons by providing Professional Learning opportunities. Introduction of Classroom Circles to discuss and share both academic and wellbeing concepts.</p>
<p><b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed inclusive language, mindsets, behaviours and systems into all areas of the school to ensure all students are supported and engaged in all aspects of school life. Provide spaces around the school that reflect the diverse learning and behavioural needs of students. Provide education to the wider school community on issues of inclusiveness and diversity.</p>