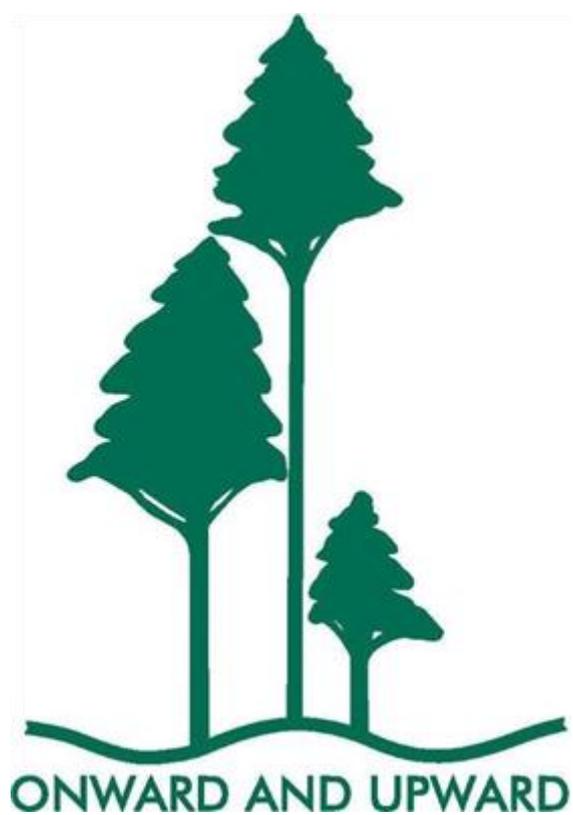


# School Strategic Plan 2018-2022

Osborne Primary School (2655)



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<b>School vision</b>	Osborne Primary fosters a caring, inclusive environment that develops values, attitudes, knowledge and skills in our students that will better equip each student to achieve a meaningful and fulfilling life in our complex, changing world.
<b>School values</b>	<p>Our values guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential.</p> <p>Our five main values are RESPECT, CONFIDENCE, CO-OPERATION, RESPONSIBILITY, RESILIENCE.</p> <p>1. Respect This is shown by:</p> <ul style="list-style-type: none"><li>• displaying empathy, support and tolerance of others</li><li>• considering and valuing the rights, property and beliefs of others</li><li>• being trustworthy and honest</li></ul> <p>2. Confidence This is shown by:</p> <ul style="list-style-type: none"><li>• setting and reaching personal goals</li><li>• building our self esteem</li><li>• making positive choices</li><li>• being courageous, accepting challenges and having a go</li></ul> <p>3. Co-operation This is shown by:</p> <ul style="list-style-type: none"><li>• working co-operatively within a team</li><li>• being a good listener and taking turns</li><li>• valuing each team member's contributions</li></ul> <p>4. Responsibility This is shown by:</p> <ul style="list-style-type: none"><li>• taking responsibility for our actions</li><li>• following through on what we set out to do</li></ul>

	<ul style="list-style-type: none"> <li>• being a local and globally responsible citizen</li> </ul> <p>5. Resilience This is shown by:</p> <ul style="list-style-type: none"> <li>• bouncing back after disappointment</li> <li>• being optimistic</li> <li>• displaying a positive attitude to everything</li> <li>• learning from our mistakes and being willing to try again</li> </ul>
<p><b>Context challenges</b></p>	<p>The context of Osborne Primary School (OPS) is influential in considering the future vision and direction for the school. OPS's rich history endures as an important feature of the school's culture and ethos. The school located in Mount Martha, around 50 kilometres south of Melbourne on the Mornington Peninsula was initially established in 1873 to serve the needs of a largely rural population. OPS is now close to a rapidly growing urban area to the east of Mornington. The school's student enrolment has fluctuated from high 500s to low 600s in the past few years and has a current enrolment of 635 students. OPS has a varied socio demographic composition with the overall socio-economic profile being in the middle range. However, since 2016, the SFOE (Student Family Occupation and Education) rating has changed from .4427 to .3471 in 2019, reflecting a higher level of education and employment categories of our parent community. Although the area has become more urbanised, the school has continued to capitalise on the local natural environment including the nearby Briars estate, the Mt Martha Beach and local wetlands and bush areas.</p> <p>OPS has developed an inclusive culture, which highly values the partnership between the school and home. The Compass electronic communication system used at Osborne ensures a robust two-way communication system for our families and staff. The "Friends of Osborne" parent group actively engages students, staff, parents and community in a range of social and fund raising activities. The dedicated School Council support the Principal in guiding the direction of the school.</p> <p>The Victorian Curriculum underpins teaching programs, which offer stimulating learning across a broad range of areas. Teaching to cater for students' individual needs is delivered through programs such as "Point of Need" teaching in Mathematics and "Reading for Meaning" reading comprehension programs. A combination of both explicit teaching methods and inquiry learning are utilised throughout the school.</p> <p>Establishing a consistent approach to planning and delivering effective programs is a focus at OPS. The structure of the timetable has allowed for teachers to participate in 100 minutes of collaborative planning time each week in Year level teams Foundation to Year 6. Through embedding a collaborate approach, a culture of teachers supporting one another in providing for a range of student needs has been developed. The adoption of Osborne planning templates for Mathematics, English and Inquiry used across all year levels has fostered consistency of practice. Teachers' use of Learning Intentions and Success Criteria as well as Instructional models has continued to develop the quality of teaching. The collective focus on planning and delivery of effective teaching programs</p>

	<p>throughout the school has seen some improvement in the overall student performance in reading and numeracy with NAPLAN and teacher judgement scores placing a high percentage of our students above the state median.</p> <p>The staffing profile at the school provides a balanced mix of experienced staff and early career stage staff. A positive school climate sets the scene for students to fulfil their potential. OPS optimizes the use of the range of school facilities. Highlights are the 'BER' building for Years 5 and 6, the purpose built kitchen, the gymnasium, the natural grass oval, the Performing Arts centre, the Digital Sandpit and the kitchen garden areas of the school. The facilities are well maintained with special projects planned and completed each year. Recently further upgrades of the playground equipment and outdoor environments have further enhanced the school. OPS was successful in acquiring an inclusive schools' grant of \$193000 to build an inclusive sensory outdoor learning space and library upgrade for 2019. At OPS best use is made of the ample range of facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.</p> <p>The key challenges emerging from the self-evaluation are:</p> <ol style="list-style-type: none"> <li>1. To improve teacher knowledge of both pedagogy and content and achieve consistency of best practice. This includes developing instructional models for reading and writing.</li> <li>2. To skill teachers in providing differentiated learning programs that cater for all students' needs, abilities and interests, with a particular focus on engaging boys.</li> <li>3. To develop more rigorous assessment strategies that include student self- assessment, formative assessment methods and effective feedback.</li> <li>4. To increase the accuracy of teacher judgement through developing skill in moderation and improvement in data analysis.</li> <li>5. To implement student voice, student agency and leadership school wide in an authentic manner.</li> </ol>
<p><b>Intent, rationale and focus</b></p>	<p>Intent</p> <p>For the period of the next strategic plan Osborne Primary is aiming to achieve a consistent growth in academic results in Numeracy and Literacy as well as develop and implement an authentic, sustainable and meaningful student voice agency and leadership approach that benefits all.</p> <p>The three goals that have been developed in the above areas are ones that will stretch the school and grow both academic results and teacher capacity enabling these goals to be reached and sustained beyond the length of the strategic plan.</p> <p>Rationale</p> <p>Osborne Primary School has just undertaken a school review and the goals for the new School Strategic Plan were decided by the panel based on the strengths and weaknesses that were evident in the literacy and numeracy data as well as in the Student Attitudes to School Student Survey (AToSS) data.</p>

As a school Osborne is passionate about improving the learning outcomes of all students and providing an environment that is engaging and allows for student voice, agency and leadership. As a school Osborne Primary understands that it is necessary to think of literacy in two broad senses – as a tool that teachers use to effectively teach all curriculum areas and as a tool that all students use to access and learn effectively in all curriculum areas. Teachers and students use language and literate skills in the classroom to make and construct meaning across all curriculum areas. It is essential that students are provided with evidenced based practice for both the delivery and assessment of literacy.

As a school Osborne Primary is committed to improving the numeracy outcomes for all students, which is why it is a focus of this School Strategic Plan. At Osborne there is an understanding that all curriculum areas have specific numerate practices that students need to learn and utilise in order to fully participate and develop. Numeracy is an integral component of learning and critical thinking throughout Osborne Primary as it requires students to develop the ability and disposition to use and interpret mathematical concepts, skills and representations in a broad range of applications. As a result of this belief it is imperative that as with literacy a focus on continual improvement of student academic growth and teacher capacity is at the forefront and strategically managed.

The third element to the strategic intent is the continued implementation and understanding of authentic student voice, agency and leadership. At Osborne Primary this is recognised as vital for supporting meaningful and effective student voice, agency and leadership and can lead to many positive outcomes for the students, teachers and school community. It has been shown to improve student wellbeing and student engagement. Evidence has shown that when students feel safe, valued and respected, they are more likely to participate constructively within the classroom and have a positive attitude towards their schooling. At Osborne Primary it is recognised that what students say will change over time, thus student voice agency and leadership is an ongoing commitment to being open and responsive to all stakeholders within the school.

Student engagement is pivotal in the development of any educational programs that benefit all students. At Osborne Primary it is understood that Literacy and Numeracy are key to education but for many students, specialist lessons are the key to engagement in school and therefore the educational process. It may be the only place where a sense of achievement is felt and where through the authentic implementation of student voice, agency and leadership students feel heard and understood.

Focus

2019 Priority

Goal 1: To improve literacy outcomes for all students with a focus on Reading and Writing.

Task: Develop and embed a whole-school evidence-based instructional model across all areas with supporting documentation regarding subject specific strategies.

Goal 2: To improve numeracy outcomes for all students.

Task: Develop capability and consistency in how feedback and formative assessment is undertaken to advance the learning of all students.

Goal 3: To improve student engagement in learning with a focus on student voice and agency.

Task: develop teacher capacity to activate student voice, agency and leadership.

2019 - 2022 Continuous work

Goal 1:

- Develop an understanding of student learning progressions to enhance teacher assessment and feedback in literacy.
- Build the capacity of teams to engage in the inquiry cycle involved in collaborative professional learning teams.

Goal 2:

- Develop an understanding of student learning progressions to enhance teacher assessment and feedback in numeracy.
- Continue to develop learning programs that promote deep levels of thinking.

Goal 3:

- Embed processes across all curriculum areas.
- Build students' capabilities regarding all areas.

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<b>Goal 1</b>	To improve literacy outcomes for all students with a focus on Reading and Writing.
<b>Target 1.1</b>	To increase the percentage of Year 5 students in the top two NAPLAN bands: <ul style="list-style-type: none"><li>• from 19% to 30% in Writing</li><li>• from 47% to 60% in Reading.</li></ul>
<b>Target 1.2</b>	To increase the percentage of students achieving high growth in NAPLAN: <ul style="list-style-type: none"><li>• from 26% to 30% in Writing</li><li>• from 24% to 35% in Reading.</li></ul>
<b>Target 1.3</b>	To improve the alignment of teacher judgements with NAPLAN: <ul style="list-style-type: none"><li>• to within 15% in Writing</li><li>• to within 10% in Reading.</li></ul>
<b>Target 1.4</b>	In Progressive Achievement Tests (PAT) Reading: <ul style="list-style-type: none"><li>• 85% of Year 2 students to reach a stanine score of 5 or above.</li><li>• 85% of Year 4 students to reach a stanine score of 5 or above.</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Embed a whole-school evidence-based instructional model for Reading and Writing. (BPE)
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build the capacity of team leaders and team members to engage in the work of collaborative professional learning teams. (BPE)
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build an understanding of student learning progressions to enhance formative assessment, feedback and moderation. (BPE, CPA)
<b>Goal 2</b>	To improve numeracy outcomes for all students.
<b>Target 2.1</b>	To maintain the percentage of students in the top two NAPLAN Numeracy bands from Year 3 to Year 5.
<b>Target 2.2</b>	To increase the percentage of students achieving high growth in NAPLAN Numeracy from 25% to 30%.
<b>Target 2.3</b>	To improve the alignment of Semester 2 Teacher Judgement with NAPLAN (from a current range of 19% to 44%) to within a range of 15% to 20% according to the NAPLAN comparison to Teacher Judgement page within the Panorama report from the 'Age Expected level' to 'NAPLAN Top 2 bands'.
<b>Target 2.4</b>	In PAT Mathematics: <ul style="list-style-type: none"> <li>• 85% of Year 2 students to reach a stanine score of 5 or above.</li> <li>• 85% of Year 4 students to reach a stanine score of 5 or above.</li> </ul>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build a shared understanding of numeracy and numeracy development using the Numeracy Learning Progressions. (BPE)
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop capability and consistency in how feedback and formative assessment is undertaken to advance the learning of all students. (CPA)
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Design learning programs to explicitly build deep levels of thinking and application. (CPA)
<b>Goal 3</b>	To improve student engagement in learning with a focus on student voice and agency.
<b>Target 3.1</b>	To improve the percentage of positive responses in the AToSS for: <ul style="list-style-type: none"> <li>• Student voice and agency from 84% to 90%</li> <li>• Motivation and interest from 89% to 92%</li> <li>• Stimulated learning from 88% to 92%.</li> </ul>
<b>Target 3.2</b>	To improve the percentage positive responses in the School Staff Survey for: <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 88% to 92%</li> <li>• Use student feedback to improve practice from 78% to 84%.</li> </ul>
<b>Target 3.3</b>	To reduce the percentage of students with 20 or more absence days from 22% to 20%.

<p><b>Key Improvement Strategy 3.a</b> Empowering students and building school pride</p>	<p>Develop teacher capacity to activate student voice, agency and leadership. (ESABSP)</p>
<p><b>Key Improvement Strategy 3.b</b> Empowering students and building school pride</p>	<p>Embed processes and structures to enable student voice, agency and leadership. (ESABSP)</p>
<p><b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness</p>	<p>Build students' capabilities to empower their voice and agency in teaching and learning. (IEASA)</p>