2020 Ormeau State School Improvement Plan

Priorities	Strategies	Success Criteria
Curriculum *Effective curriculum alignment, design and delivery*	Collaboratively develop an explicit, coherent, sequenced plan for curriculum delivery that is aligned to the Australian Curriculum and includes differentiation, an assessment schedule, targets and timelines • Continuation of Head of Curriculum positions for Junior and Senior Sectors to support teachers to deepen their knowledge of the Australian Curriculum, understand their students and their data to deliver differentiated learning experiences that cater to all learners. • Develop learning goals in collaboration with parents, teachers and students, providing opportunities for regular feedback that makes clear what actions individuals can take to further their learning. • Continue collaborative planning sessions for teachers and inclusion teachers once a term facilitated by Heads of Curriculum. • Continue the implementation of AAP in Prep, Year 1 and Year 2 and plan for AAP experiences using school based plans.	• 85% students P-6 achieving A-C in English • 100% teachers plan for multiple opportunities to give student feedback in lesson and unit plans. • Differentiation practices evident in planning processes and observed in all classrooms • 45% students in P-6 achieving A/B in English and Maths
Pedagogy *Consistent pedagogical practices – Explicit Instruction*	Continue to build staff capacity to implement phases of our whole school pedagogical framework based on Explicit Instruction to ensure a consistent roadmap for teaching and learning across the school. • Professional development for all staff in Explicit Instruction. (PD, Learning Lounges and Flipped Classroom OneNote) • Classrooms walkthroughs and coaching and feedback for teachers to support pedagogical practices. • Continue to upskill teachers and introduce Age Appropriate Pedagogies (AAP) into Early Years classrooms. • Continue engaging teaching staff in coaching cycles with pedagogical coaches. • Establishing school wide Explicit Instruction non-negotiables implemented in all Key Learning Areas. • Implement Coaching and Mentoring Framework. • Use Teacher capability tool for teacher self-assessment and coach assessment.	• Whole school Pedagogical Framework (OneNote flipped classroom) • Walkthrough postcards aligned to Explicit Instruction expectations • Consistent lesson delivery model • Teacher Capability Tool analysis.
Reading *Excellence in Reading*	Embed excellence in Reading practices through ongoing staff research and development and implementation of best practice. • Finalise the whole school Reading Framework (aligning to writing) through Reading Committee and align with the school wide Pedagogical Framework. • Continue to plan and refine data conversations with staff utilizing the data wall and term reading planners to establish ownership of student reading data and progress. • Embed Sheena Cameron's comprehension strategies and QAR in all classrooms to improve students reading comprehension and achievement (1 year growth for 1 school year). • Utilise our Ormeau State School Growing Great Readers Tree for all teachers and teacher aides to support agreed shared practices and language in the teaching of reading. • Continue to intentionally collaborate with pedagogical coaches and teachers to continue to share best practice and build teachers capability in the teaching of reading.	• Reading Framework developed and utilised by staff • 85% students P-6 achieving A-C in English • 85% of all students achieving at or above school targets for Reading • 50% students achieving in the Upper 2 Bands in NAPLAN Year 3 Reading • 35% students achieving in the Upper 2 Bands in NAPLAN Year 5 Reading • 100% students will have a reading goal
Writing *Excellence in Reading*	Embed excellence in Writing practices through ongoing staff research and development and implementation of best practice. • Develop a whole school Writing Framework (aligning to reading) through the establishment of a Writing Committee, and align with school wide pedagogical framework. This will include expected pedagogies, benchmarks and targets. • Initiate data discussions with staff that will highlight our focus on writing across Prep to Year 6 referring to school and regional benchmarks (English A-E) and state and national performance measures. • Intentionally collaborate with staff to source evidence based practices to be used to improve student writing across the school. • Staff to work with pedagogical coaches to build staff capacity in teaching writing.	• Writing Framework developed and utilised by staff • 40% students achieving in the Upper 2 Bands in NAPLAN Year 3 Writing • 20% students achieving in the Upper 2 Bands in NAPLAN Year 5 Writing
Staff *Strengthening staff capacity*	Invest in developing the capability of school leaders, teachers and teacher aides according to needs identified in the APR process and the improvement agenda. • Enhance the professional capability of staff members through regular and timetabled peer coaching and mentoring processes and models of feedback. • Develop a professional learning plan, aligned to the improvement agenda and APR process • Implement induction processes to support new staff to the school.	• Coaching and mentoring process and framework developed and implemented • Whole school professional learning plan aligned to staff APRs and school priorities
Culture *Maintaining a safe and inclusive school culture*	Embed inclusive education practices throughout the school through incorporating reasonable adjustments to the environment, planning, pedagogy and assessment. • Move into Tier Two implementation of PBL • Strengthen the relationship between home, school and community through effective communication, explicit expectations and linking opportunities to improve student outcomes. • Develop and implement school-wide staff and student wellbeing frameworks and embed effective practices.	• Improving the A-E performance for students with disability • SET data and School Opinion Survey show improvement on 2019 responses • Digital portfolio of explicit information statements for processes and procedures in the school. • Staff and Student Wellbeing Framework