

# Ormeau State School

## Strategic Plan 2017 - 2020



### School Profile

**Ormeau State School** is located in the Canowindra Estate approximately fifteen kilometres south of Beenleigh. Ormeau is an Independent Public School since 2014 and a School Council operates to oversee the strategic direction of the school in conjunction with the Principal. Our IPS initiative includes the teaching of Science as a specialist curriculum area and is delivered by three part-time Science specialists. Curriculum content is determined by the Australian Curriculum. Our Special Education students have disabilities across the range. All students who are identified with a special need are provided with an individual learning program. Timetabling has been arranged to allow for blocks of uninterrupted teaching time. The school has an A.C.E. program (Active Curriculum Engagement) to complement school based programs and offer extra curricular activities to students at lunchtime. School sport is highly valued with students participating in district netball, soccer, rugby league, AFL, touch football, softball and cricket competitions. The school enjoys a great deal of support from the Parents and Citizens Association, local community and parent helpers. The school and community work harmoniously together in keeping with the school's motto "*Helping Each Other To Do Our Best!*". The Beenleigh PCYC operates a School Age Care program within the grounds for before and after school care. This program is fully funded by PCYC and is endorsed by our parent body.

### Vision

**Our Vision** - The Ormeau State School community is driven by a passion for life-long learning. This renewed focus will provide all member of the school community with opportunities for future success in an emerging digital age where learners need to be flexible and adaptable and learning needs to be differentiated to the specific needs of those learners. Our proud tradition of school spirit, underpinned by our key values of Opportunity, Responsibility, Manners, Excellence, Acceptance and Unity, will continue to support our four year focus on school-wide improvement and our drive to provide ongoing success for our school community.

The Ormeau State School vision, in action, will reflect our ongoing commitment to school wide improvement and encompass the following strategies and projected outcomes.

**Learner** - Both students and staff are life-long learners at Ormeau State School. We will look to provide opportunities for continued learning for all members of the school community. It will be the responsibility of all learners to engage in the process to support one another to become more independent learners. Our Ormeau State School Pedagogical Framework based on the dimensions of Teaching and Learning, recognises the need to provide learners with an opportunity to continue to learn beyond their structured year level, verified learning level or their current role description. In 4 years it is anticipated that our learning program will reflect this commitment.

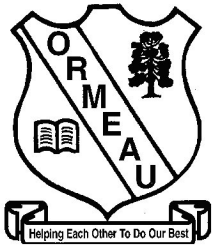
**Learning** - Data has demonstrated a need to improve student learning in the areas of Literacy and Numeracy. More specifically we envisage the following outcomes for our learners: 1. Teachers actively engage as part of their Performance Plan in analysing and reflecting on data to improve teaching and learning. 2. Teachers using data to differentiate learning for all students. 3. Integration of ICT tools to enhance differentiation process. 4. Students setting goals with feedback from Teachers to enhance personal learning. 5. Students and Teachers having opportunities to learn from one another to improve the learning process. 6. Teachers to reflect on the success of writing and reading programs to provide direction for future learning at Ormeau State School.

**Connecting** - 21st century learning requires far greater levels of connecting prior knowledge to solve problems in learning. Students and Teachers have access to a range of tools to enhance learning beyond the scope of the school day and classroom. We envisage that our school community members will have access to information and expertise to meet their ongoing needs and success. All members of our school community will be united in this pursuit of excellence. Learning will be creative, collaborative and mobile.

**Feedback** - Students behaviour and responsibility for learning have been recognised by the community as strengths at Ormeau State School. It is, therefore, the responsibility of the whole community to recognise the three-way link between parents, teachers and students in sustaining positive, personal learning. We accept that this mutual respect will be enhanced through ongoing communication and feedback.

### Values





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### Values

Our school community has identified the following school rules and values to teach and promote high standards of responsible behaviour. These six values underpin our key beliefs.

**O pportunity** - Students maintain a clean and positive school environment, observe safe and healthy practices and use opportunities given to them wisely.

**R esponsibility** - Students act responsibly and move in a safe and orderly manner adhering to designated boundaries. They dress appropriately so that they are safe during all school activities and behave in a manner that will not injure or misuse property.

**M anners** - Students show respect for others and use their manners at all times.

**E xcellence** - Students perform at their optimal levels in all pursuits. Each individual strives to excel at a level that is appropriate for them.

**A cceptance** - Students obey all school rules and accept consequences of personal decisions and choices of behaviour. Students show acceptance and understanding of differences amongst members of the school community.

**U nity** - Students work as a team to help support each other and promote understanding and a sense of belonging in their school.

## Improvement Priorities

### Teams to analyse student performance data

#### Success indicators

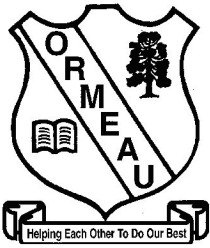
1. Year level teams will monitor data collaboratively on a regular basis. Data will include mandated diagnostic assessments and classroom specific data, as well as NAPLAN and A-E outcomes.

#### Strategies

Year level collaboration for the analysis of data profiles. Teachers will be released on a regular basis to meet with Administration personnel.

	2017	2018	2019	2020
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### Improvement Priorities

#### Sharp and narrow explicit improvement agenda

##### Success indicators

1. Staff awareness of E.I.A. -Critical Thinking of Literacies  
School wide improvement in reading. Data improvement.

Strategies	2017	2018	2019	2020
Critical Thinking of Literacies using Big Six and reading behaviours during Reading classes.	✓			
Critical Thinking of Literacies using text dependent questions and complex texts.		✓		
Critical Thinking of Literacies using guided reading			✓	
critical Thinking of Literacies using complex texts.				✓
use of Teacher Aides for priority learning time during reading lessons.	✓			

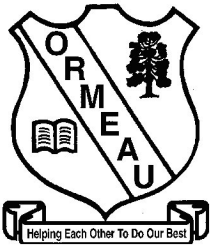
#### Collaborative class visits

##### Success indicators

1. Collegial engagement in classrooms forms part of the Annual Performance Review process for teachers. Class visits will also form part of the school's improvement agenda.  
The purpose is to provide collegial feedback to teachers to assist reflection on, and improvement in, their professional practice

Strategies	2017	2018	2019	2020
- Annual Performance Review Process				
- Observation and feedback				
- Walk-throughs				
- Coaching	✓	✓	✓	✓
- Mentoring				
- Watching Others Work				





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### Improvement Priorities

#### Feedback protocols

##### Success indicators

1. Feedback is provided to individual teachers on their teaching practice. Teachers reflect and build on their teaching practice.

##### Strategies

2017 2018 2019 2020

Person being observed will receive written and verbal feedback in a timely manner. After reflection the person who was observed may request further discussion. Feedback is only provided to the person being observed. Any follow-up action will be mutually agreed.

✓ ✓ ✓ ✓

#### Research model - differentiation strategies

##### Success indicators

1. School wide implementation of a differentiation model.

##### Strategies

2017 2018 2019 2020

P.D. for all staff on how to differentiate effectively. Feedback given regularly through collegial engagement process. Teachers reflect on successes by analysing data.

✓ ✓

### School Improvements

Improvement Name	Description
STEM	Develop marketing plan for O.S.S. as a school of Excellence in Science. Review whole school plan of units.
Spotlight on Words	Word lists in P-2 to be used as sight words for teaching alongside reading strategies.
XL classes in Years 4,5,6	Like minded students to be placed in single classes for extension work and tailored lessons.
IMPACT Centre Online Learning Projects	Year 4 UNIFY - Green Zone STEM Year 5 UNIFY - Critical Thinking Year 6 UNIFY - Design It - STEM
Levelled Literacy Intervention	P-3 Targeting students who are below target level in previous year.
U2B in Years 2,3	Master Teacher

#### Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

