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| **[Osbornes Flat Primary School 1463] Strategic Plan 2018-2021** | **Endorsement**  Principal: [name] [date]  School council: [name] [date]  Delegate of the  Secretary: [name] [date] | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| *[*Our vision is to provide a community of learning which supports all members in a positive and safe environment. We see our school and community as a rural community with modern values and high aspirations for our students. At the end of their time at Osbornes Flat we aspire for our students to be highly literate and numerate individuals who can learn independently and having a life- long desire to learn beyond our school. Our students will be environmentally aware in a rural context and they will continue to be actively involved in their local and broader community. | Good manners  Friendliness  Courage  Persistence/ Resilience  Tolerance/ Acceptance  Compassion/ Empathy | Osbornes Flat Primary School is located in a bush setting, six kilometres from the township of Yackandandah and thirty kilometres southeast of the rural city of Wodonga. The large school site includes a memorial garden, large shade trees, undercover play areas, an oval, play equipment and vegetable gardens.  The school is the centre of the community at Osbornes Flat and parents take responsibility for the maintenance of the large school site. Upper Murray Regional Library Mobile Service visits fortnightly, enabling all members of the community to take advantage of this service.  The school’s 68 students are catered for in in four multi-aged classes. Enrolment has remained around 70 for the past four years. There are 5.2 full time teaching staff, 0.2 integration support staff and 0.8 clerical support staff. An art specialist from the Mobile Art and Craft Van and a librarian from the Mobile Area Resource Centre provide students with fortnightly specialist art and library sessions. The school offers weekly Italian sessions for all students.  The school’s curriculum reflects all domains of the Victorian Curriculum Standards. Throughout the year all students are offered camps and excursions, which support the curriculum.  The school is involved in a local small schools network which provides students with the opportunity to participate in a range of sporting and cultural events.  The main challenge of the school is sustainability into the future. | If parents, students and the school are partners in a collaborative approach to learning then opportunities for increased student health, wellbeing and achievement are maximised  If student achievement data is generated, analysed and used to inform the design of targeted learning then opportunities for student learning growth will be maximised.  If teacher practice is strengthened, monitored and validated then consistent practice across the school is maximised. |
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| **Four-year goals  (for improving student achievement, engagement and wellbeing)** | **Improvement Priorities, Initiatives and/or Dimensions** | **Key improvement strategies** | **Targets  (for improving student achievement, engagement and wellbeing)** |
| Improve individual student learning outcomes. | Excellence in teaching and learning  Building practice excellence  Curriculum planning and assessment. | Build teacher and student confidence in utilizing a range of assessment strategies, both formative and summative to effectively plan for, and assess teaching and learning. | NAPLAN:  To increase the percentage of students in Yr3 and Yr5 in the top two bands for Reading, Writing and Numeracy to 50%. (Panorama report)  To increase high growth from 2017 in Writing.  To maintain or increase high growth from 2017 in Reading and Numeracy.  VIC CURRICULUM:  Student achievement data in English, Mathematics and Science will reflect 12 months growth in one year. |
| Embed an agreed guaranteed and viable curriculum that is consistently implemented |
| Develop an agreed and consistently implemented Instructional model incorporating HITS that ensures the individual learning needs of all students are being met. |
| To create a collaborative and supportive learning community. | FISO Priorities: Community engagement in learning  Positive climate for learning  FISO Initiative(s): Parents and carers as partners and  Empowering students and building school pride | Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. | Parent Opinion Survey  Maintain or increase the following measures from 2017:  • Parent participation and involvement  • School support  • Teacher communication  Staff Opinion Survey  Increase from 2017:  • Collective efficacy  • Parent and community involvement  • Teacher collaboration  • Trust in students and parents  Student Attitudes To School  Increase from 2017 overall positive responses to:  • Stimulating learning  • Student voice / agency  • Motivation and interest |
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| Embed a culture of parents as partners in learning. |
| Develop leadership that is shared and distributed**.** | FISO Priority:  Professional leadership  Initiative: Instructional and shared leadership | Enhance the schools capacity in Instructional & Shared Leadership | To increase the following measures from the 2018 Staff Opinion Survey:  ◦Overall score from the school leadership module.  ◦Overall score from the Professional Learning module.  To Increase the overall positive responses from the 2017 Attitudes to School Survey:  ◦Effective teaching time.  ◦differentiated learning challenge.  ◦Stimulating Learning. |