

School Strategic Plan 2021-2025

Osbornes Flat Primary School (1463)



Submitted for review by Sarah Kohne (School Principal) on 12 January, 2022 at 04:16 PM

Endorsed by John Pryor (Senior Education Improvement Leader) on 12 January, 2022 at 04:17 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	Our moral purpose is to nurture community minded learners who are self-motivated and challenge themselves to become resilient problem solvers over the course of their learning journey.
School values	<p>Good manners</p> <p>Friendliness</p> <p>Courage</p> <p>Persistence/ Resilience</p> <p>Tolerance/ Acceptance</p> <p>Compassion/ Empathy</p>
Context challenges	<p>Osbornes Flat Primary School is located in a rural locality in north-east Victoria, five kilometres from Yackandandah and 25 kilometres southeast of the regional city of Wodonga. The school was founded in 1874. The school grounds include a memorial garden, undercover play and basketball areas, open play areas with play equipment, an oval and vegetable gardens. One building contains an administrative area, the principal's office, the Italian room and a student kitchen. Two general classrooms are housed in an adjacent building while another building contains the library and music room. The Student Family Occupation (SFO) category is 0.2995 and the Student Family Occupation Education (SFOE) index was 0.2736 in 2020–21. The staffing profile of Osbornes Flat Primary School includes a principal with teaching responsibilities 0.6, 1 classroom teacher full time equivalent (FTE), 1 classroom teacher 0.4 FTE, 1 classroom teacher 0.2 FTE, Education Support (ES) staff 0.3 and a Business Manager 0.6 FTE. The school provides an approved curriculum framework based on the Victorian Curriculum and differentiated to meet student needs. Specialist classes are provided in language (Italian). Art lessons are delivered through the Mobile Art and Craft Centre Van (MACC) and library through the Mobile Area Resource Centre (MARC) on a fortnightly basis.</p> <p>The school is involved in local small school networks which provides staff with opportunities for regular collaborative professional learning and students with the opportunity to participate in a range of sporting and cultural events and a camps program. Students have regular gardening and cooking lessons as part of their weekly timetable. The school provides a breakfast club two days per week. Private instrumental tuition is available in piano, ukulele, violin and guitar.</p> <p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • English and mathematics, particularly improving writing in Years 3 and 5 • High impact teaching strategies • Student voice and agency in learning • Instructional leadership capability of middle leaders

	<ul style="list-style-type: none"> • Community engagement in learning, with a particular focus on parents and carers as partners • Values, vision and culture
Intent, rationale and focus	<p>The first area of focus for the SSP will be Improving student learning outcomes in literacy and numeracy. Over the last SSP period, progress was made with an increased percentage of students achieving in the top two bands of NAPLAN in reading and numeracy and student high relative growth had been increased in the percentage of students achieving at the expected level. Teacher professional learning focus on writing had been interrupted due to periods of remote learning with little impact on student results. The review panel acknowledged that a continued focus on literacy and numeracy would ensure that practices and strategies implemented could be further developed as embedded practice for improved student outcomes.</p> <p>The second area of focus will be to improve students' engagement and well-being. This has been chosen as the review panel noted that there were opportunities for students to exercise voice, choice and to build leadership skills. Instructional models were implemented that facilitated discussion of learning progress between teachers and individual students. However, the panel found that student voice and agency in learning was limited. Student survey responses for factors related to engagement in learning had decreased over time and were well below state and similar schools. A focus on full and consistent implementation of processes that engage students as co-partners in their learning was determined by the panel so as to improve student learning outcomes.</p>

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Goal 1	To improve students' engagement and well-being.
Target 1.1	<p>By 2025, improve the percentages in the Attitudes to School Survey (AToSS) in the areas of:</p> <ul style="list-style-type: none"> • student voice & agency from 50% (2021) to 68% (2025) • motivation & interest from 60% (2021) to 78% (2025) • stimulated learning from 40% (2021) to 77% (2025) • sense of connectedness from 71% (2021) to 81% (2025) • teacher concern from 56% (2021) to 73% (2025)
Target 1.2	By 2025, improve the percentages in the Staff Opinion Survey in the overall school climate from 84% (2019) to 95% (2025)
Target 1.3	<p>By 2025, maintain or improve the percentages in the Parent Opinion Survey in the areas of:</p> <ul style="list-style-type: none"> • student motivation & support from 83% (2021) to 90% (2025) • stimulating learning environment from 56% (2021) to 80% (2025) • student agency & voice from 89% (2021) to 95% (2025)
Key Improvement Strategy 1.a Vision, values and culture	Develop the school's vision and values to promote school culture and pride that is shared, articulated by all members of the school community and embedded in school practices.

Key Improvement Strategy 1.b Empowering students and building school pride	Provide a stimulating learning environment where students are active learners connecting with the school and wider community and student voice, agency and leadership is enabled.
Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Implement processes and practices that enable students to be self-regulated, reflective and questioning learners.
Goal 2	Improve student learning outcomes in literacy and numeracy.
Target 2.1	<p>By 2025 to increase the percentage of students in Victorian Curriculum teacher judgements achieving above expected level in:</p> <ul style="list-style-type: none"> • reading and viewing from 44% to 50% (benchmark set to a three year mean (2022–2024)) • writing from 9% to 25% (benchmark set to a three year mean (2022–2024)) • number and algebra from 20% to 30% (benchmark set to a three year mean (2022–2024))
Target 2.2	<p>By 2025 to increase the percentage of students achieving NAPLAN above benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 5% to 25% (benchmark set to a three year mean (2022–2024)) • writing from 6% to 19% (benchmark set to a three year mean (2022–2024)) • numeracy from 13% to 21% (benchmark set to a three year mean (2022–2024))
Target 2.3	<p>By 2025 to increase the percentage of students in Years 1 to 6 achieving 12 months growth in a 12-month period in Victorian Curriculum teacher judgements:</p> <ul style="list-style-type: none"> • reading & viewing from 74% to 84% (benchmark set to a three year mean (2022–2024)) • writing from 54% to 74% (benchmark set to a three year mean (2022–2024))

	<ul style="list-style-type: none"> • number & algebra from 68% to 88% (benchmark set to a three year mean (2022–2024))
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Further develop and embed the school's instructional model with a focus on high impact teaching strategies
Key Improvement Strategy 2.b Curriculum planning and assessment	Implement a collaborative inquiry cycle to plan, implement, monitor the effectiveness of teaching strategies and evaluate impact on learning
Key Improvement Strategy 2.c Building practice excellence	Build capability of middle leaders to strengthen school-wide instructional leadership