



Ormiston State School

Strategic Plan 2017 - 2020



School Profile

Overlooking Moreton Bay, Ormiston State School was established in 1872 and is situated in Redland City, approximately 30 kilometres from the Brisbane CBD. Ormiston State School has grown from being a small country school serving the rural Ormiston district to the present day where it caters for over 600 students from Prep to Year 6.

The school motto, Learn As We Grow, encourages every member of our school community to 'be an active learner who continues to learn' throughout their years at our school.

Ormiston State School is a community focused on continual improvement and best practice learning opportunities for students, staff and wider school community.

This motto is promoted daily throughout the school through:

- Quality Curriculum, Pedagogy and Learning Environment;
- by motivating students to become active and responsible partners in their own learning; and
- by ensuring that teaching and learning opportunities are challenging, cumulative, purposeful and fun.

Whole School LOTE (French), Music, PE and Student Wellbeing programs are focused on developing the whole child (Academic, Social/Emotional, Behavioural and Community Citizen). Students can participate in extra curricular Mandarin Chinese, Choir, Instrumental Music, Drama and Sporting Schools Programs. Students in Years 5 - 6 participate in District sport and interschool sporting carnivals.

Vision





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To enact a school wide professional learning community focused on continual improvement and best practice learning opportunities for students, staff and the wider school community.

Inspirational and Optimistic, the Ormiston State School motto, “Learn as we Grow”, embraces the high expectations for the success of all students and staff at our school. Ormiston State School builds on a proud tradition and ensures a commitment to, and a belief in, each and every student and their learning. Our school is one of the oldest primary schools in the Redlands, but is very “futures” oriented. Students are supported and challenged to reach their full potential and achieve at or above National standards. Staff are skilled educators with expert knowledge who continually engage in professional learning, reflection and sharing. Data is used to drive decision making at whole school, class and student levels. Our highly regarded, dynamic school provides an inspiring, inclusive, stimulating and safe learning environment. Our school has a warm and welcoming feel and is proud of our strong community culture and sense of belonging that provides:

Quality Curriculum, Pedagogy and Learning Environment

Consistent school wide curriculum programs, Pedagogical Framework and student expectations that are developed from the National Curriculum, incorporate researched based best practice pedagogy and are focused on individualized student learning needs.

Positive Student Learning Outcomes

A school wide focus on providing all students with an engaging and motivating educational program that is targeted and focused on individual learning needs and based on community, student and teacher interests and capabilities.

Staff Capability and Practice

An expert staff focused on continual improvement and committed to providing the best opportunities, programs and processes for every member of the school community.

School Identity and Community Partnerships

An Independent public School with an outstanding reputation within the community and beyond as a school that successfully develops every aspect of each child’s potential. The school is committed to developing active community members with strong lifelong values, individual potential and commitment to succeed through strong connections to and partnerships with the local community.

Values





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"The Ormiston Primary School" values, based on the acronym from our school name of "TOPS" are the foundation of our school culture and are the fabric of the philosophy of the school. These stand for:

Teamwork - I work as a member of a team;

Ownership - I am responsible for, and own my own behaviour and learning;

Participation - I participate to the best of my ability; and

Sensitivity - I am sensitive to the needs of others.

Improvement Priorities

Quality Curriculum, Pedagogy and Learning Environment.

Success indicators				
1. Every student improving and tracking towards targeted improvement expectations of a C/Sound standard and NMS or above in Reading, Writing and Numeracy				
2. Increased percentage of students achieving high level results including increasing percentages of A and B Student Achievement Levels (SALs) in English, Maths and Science.				
3. Increased percentage of students achieving NAPLAN U2B results across both Year 3 and Year 5 and students achieving beyond stanine 6 in school wide PAT Testing results.				
4. 100% student and parent satisfaction in the quality of teaching in targeted learning areas including English, Maths and Science.				
5. 100% Student and Parent School Opinion Survey results for access to quality education				
Strategies	2017	2018	2019	2020
Embed school wide English Program and quality teaching and assessment practices for teaching of literacy across all year levels	✓	✓		
Embed school wide Maths Program and quality teaching and assessment practices for teaching of mathematics across all year levels	✓	✓		
Embed a specialist Science program and ensure quality teaching and assessment practices for teaching of Science across all year levels by Science Specialist Teacher	✓			
Embed school wide Pedagogical Framework with expectations of the framework evident in teaching, learning and assessment practices in every classroom.			✓	✓
Investigate and establish a school 'Gifted and Talented' program that identifies, challenges and extends students in all areas including academic, sporting and creative.	✓	✓		





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Improvement Priorities

Positive Student Learning Outcomes for every student!

Success indicators				
1. Targeted improvement goals identified through school based and standardised assessment tools and the school data plan established for every student.				
2. Increased percentage of students achieving A and B Student Achievement Levels (SALs) in English, Maths and Science.				
3. Increased percentage of students achieving NAPLAN U2B results across both Year 3 and Year 5 and students achieving beyond stanine 6 in school wide PAT Testing results.				
4. Improved student and parent satisfaction in the quality of teaching in targeted learning areas including English, Maths and Science.				
5. Improved Student and Parent School Opinion Survey results for access to quality education.				
6. Improved School Opinion Surveys results for Staff Satisfaction regarding access to quality professional development.				
Strategies	2017	2018	2019	2020
Ensure ongoing positive learning outcomes for every member of the Ormiston SS community through the existing PBL, staff and student wellbeing programs with a focus on continual improvement	✓	✓	✓	✓
Ensure detailed staff knowledge of the needs and progress of every student through school wide data analysis (Data Plan), moderation cycles and CCT Time.	✓	✓	✓	✓
Embed school wide Student Support Program that aligns SNAC, Chaplaincy, SEP and Intervention	✓	✓	✓	✓





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Improvement Priorities

Staff Capability and practice!

Success indicators				
1. Every student demonstrating targeted improvements in school based and standardised assessment tools in Reading, Writing, Number and Science.				
2. Increased percentage of students achieving high level results including increasing percentages of A and B Student Achievement Levels (SALs) in English, Maths and Science.				
3. Increased percentage of students achieving NAPLAN U2B results across both Year 3 and Year 5 and students achieving beyond stanine 6 in school wide PAT Testing results.				
4. Improved student and parent satisfaction in the quality of teaching in targeted learning areas including English, Maths and Science.				
Strategies	2017	2018	2019	2020
Establish timetabled Curriculum Coordination Time (CCT) for professional improvement through coaching, observation and feedback, data analysis, curriculum planning and professional collaboration in addition to the mandated 2hr/wk	✓	✓	✓	✓
Embed the school Data Plan through a focus on improved staff data literacy	✓	✓	✓	✓
Review and refine the school Pedagogical Framework to align with current curriculum and community requirements that incorporate age appropriate pedagogies.		✓	✓	
Embed quality teaching practices in Higher Order Thinking in all classrooms and all subject areas	✓	✓		
Ensure school wide understanding and implementation of the Pedagogical Framework through targeted PD in Gradual Release of Responsibility, Explicit Instruction and quality teaching of Number, Reading, Writing and Oral language	✓	✓	✓	✓

School Identity and Community Partnerships!

Success indicators				
1. Active School Council committed to the ongoing improvement of the school.				
2. Improved satisfaction in school / parent communication.				
3. Active partnerships between Community Groups and the school including a community sponsorship program.				
Strategies	2017	2018	2019	2020
Update the school website and link to the eNewsletters, News Flashes, QParents and the Qschools App to ensure comprehensive information sharing and communication with the community.	✓	✓		





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School Improvements

Improvement Name	Description
Maintain Targetted student support programs	Ensure student and staff leadership and mentoring programs including Playground Leaders, Teacher Mentor and Wellbeing programs are continually monitored, reviewed and enhanced as required.
Enhance school wide moderation cycles and continue to engage with cluster moderation programs.	Establish internal and external moderation programs to ensure consistant curriculum judgements by all teaching staff
Enhanced Identity as an IPS School through diverse and innovative programs and opportunities	Develop broad professional networks with schools on similar educational journeys, including IPS to ensure innovative programs which will bring benefits to the learning of students and the professional practice of staff members.
Define and embed Student Leadership responsibilities for all student leaders.	Ensure all student leadership positions have active and ongoing responsibilities including public leadership roles.
Continue to improve and enhance school to community communication	Ongoing review of existing and potential communication processes to ensure efficient and effective communication between school and community.
Timetabled structure of parent information and support programs	Refine and promote a timetabled school wide program of parent information sessions and support programs
Enhanced environmental sustainability	Continue to implement and enhance opportunities to ensure environmental sustainability including monitoring and reduction of electricity and water consumption, waste management and recycling and the vegetable garden.
Enhanced Instrumental Music, Choral and Arts Programs	Continue to review existing programs and identify programs to expand opportunities for students to engage in all areas of the Arts.
Staff Induction	Embed a consistently applied Whole School Staff Induction Program.
Community Engagement	Continue to support and engage with local community organisations to maximise the use of and income potential of school facilities.
Community Sponsorship Program	Establish a community sponsorship program with local businesses.

Endorsement

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

Principal

P and C / School Council

