



## Ormiston State School

## 2021 Annual Implementation Plan

## Improvement Priority 1. Positive Student Learning Environment

## Targets

Every student knows their learning goals and is able to articulate their progress against these goals, including what they are learning, how they are improving and what they will need to focus on next

Every student improving and tracking towards targeted improvement expectations of a C/Sound standard and or above in English, Maths and Science.

Increased percentage of students achieving high level results including increasing percentages of A and B Student Achievement Levels (SALs) in English, Maths and Science.

Improved Parent School Opinion Survey results for S2003 - My Child's Learning Needs are Being Met at this school, to 95%

Improved Student School Opinion Survey results for S2042 - My school takes student's opinions seriously, to 95%

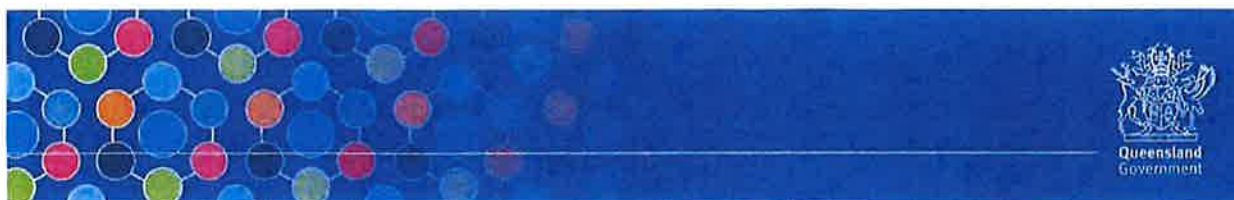
Improved Student School Opinion Survey results for S2056 - I feel accepted by other students at my school, to 95%

Improved Student School Opinion Survey results for S2063 - My Teacher cares about me, to 95%

Improved overall school attendance through a 10% reduction in the number of students with an attendance rate of less than 85%

**Strategy:** Ensure ongoing positive learning outcomes for every member of the Ormiston SS community through the existing PBL processes, staff and student wellbeing programs and extra curricular programs with a focus on continual improvement.

Actions	Timeline	Responsible Officer(s)
Continue current PBL Processes with the inclusion of student well being expectations	Ongoing	Sally Carmichael, Melissa Mather, Neil Randall
Expand the range of Extra Curricular program options available to students to include French Club, Gardening Club and African Drumming	Term 1	Stuart Dunn, Vince Masci, Melita Payne, Neil Randall
Maintain existing Extra Curricular options available to students including enhanced Instrumental Music, enhanced Music, enhanced PE, Sport Aerobics, Science and STEM	Ongoing	Lisa Chomyn, Karen Gatt, Wardah Jakupovic, Thomas Melton, Neil Randall, Katherine Shaw
Identify opportunities to incorporate Deep Learning dimensions (Collaboration) into PBL expectations and TOPS values	Term 1	HOD, HOC, Year Coordinator





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**Strategy:** Embed the Student Learning and Well-being Plan to ensure detailed staff knowledge of the needs and progress of every student through school wide well-being processes, data analysis (Data Plan), moderation cycles and CCT Time.

Actions	Timeline	Responsible Officer(s)
Unpack the Student Learning and Wellbeing Framework during Student Free Days to ensure detailed understanding of processes and expectations by all staff	Term 1	Tara Froelich, Neil Randall
Work with existing PBL Team to incorporate the Learning and Well being framework expectations are monitored against attendance, behaviour and achievement on a regular basis each term	Ongoing	Sally Carmichael, Melissa Mather, Neil Randall





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### Improvement Priority 2. Quality Curriculum, Pedagogy and Learning Outcomes

#### Targets

Every student knows their learning goals and is able to articulate their progress against these goals, including what they are learning, how they have improved and what they will need to focus on next

All students achieving a C standard Student Achievement Level (SAL) or better in English, Maths and Science

Improved percentage of students achieving an A or B standard Student Achievement Level (SAL) in English, Maths and Science.

Improved Parent School Opinion Survey results for S2003 - My child's learning needs are being met at this school, to 95%

<b>Strategy:</b>	Continue to align and enhance school wide student support programs through the Student Needs Advisory Committee (SNAC) including GO, Chaplaincy, the Inclusion Centre and Learning Support		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Redefine the existing Special Education Program, STLN and Intervention programs as an Inclusion hub to ensure appropriate adjustments, support and resourcing is available for all students who need it.	Term 1	Sally Carmichael, Melissa Mather, Neil Randall	
Implement new SNAC Referral process to ensure structured and sequenced process for student referring to ensure all adequate adjustments and support options have been explored prior to referral	Term 1	Sally Carmichael, Andrea French, Tara Froelich	
<b>Strategy:</b>	Continue to explore and embed Age Appropriate Pedagogies across all year levels		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Ensure staff knowledge and capability to embed Age Appropriate Pedagogies in Prep to Year 2	Term 1	Deputy Principal, HOC, Year Coordinator	
Embed Age Appropriate Pedagogy opportunities within assessment tasks in Prep to Year 2	Term 2	HOC, Year Coordinator	
Introduce Age Appropriate Pedagogies in Years 3 to Year 6 to develop teacher understanding and capabilities through vignettes, WOWs and class observations	Term 3	HOC, Year Coordinator	
<b>Strategy:</b>	Embed Learner First and New Pedagogies for Deep Learning as school wide approach to culture and curriculum and review and realign the Pedagogical Framework as required to reflect this as a school wide inquiry model for teaching and learning.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Support year level teams to incorporate Deep Learning expectations and opportunities within identified curriculum units	Term 1	HOC, Year Coordinator	
School wide incorporation of Collaboration as one of the 6 C's focusing on the dimensions Working with each other as a team and Social, emotional and intercultural skills	Term 1	HOC, Year Coordinator	





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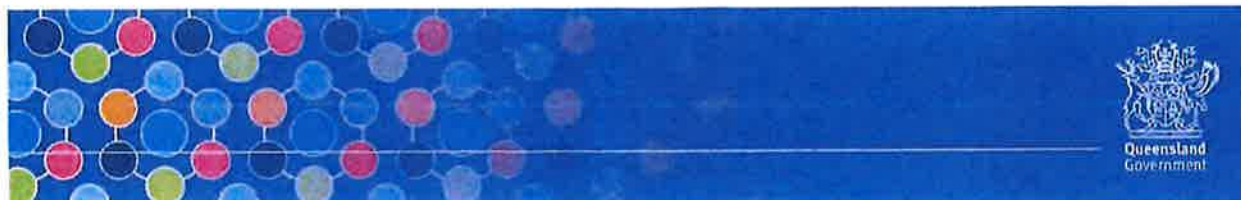
## Improvement Priority 3. Staff Capability and Practice

## Targets

Improved Student School Opinion Survey Results for S2071 - I receive useful feedback about my work at this school to 95%

Improved Staff School Opinion Survey Results for S3214 - I have access to quality professional development to 100%

<b>Strategy:</b>	Ensure quality teaching and learning practices through regular planning, reflection and moderation cycles through CCT and teacher release time.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Embed a school wide data plan, linking strategic planning, curriculum planning, intervention and staff improvement as the and align with existing Student Engagement and Wellbeing Framework.	Term 1	Principal, Deputy Principal, Guidance Officer	
<b>Strategy:</b>	Provide ongoing access to targeted PD and mentoring opportunities within and beyond the school		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Identify ongoing opportunities to facilitate targeted PD for all staff in Deep Learning through Regional experts, local cluster schools and our own staff.	Term 1	Principal, Deputy Principal, HOC	
Link PD opportunities to regional and cluster agendas including Aboriginal and Torres Strait Islander Perspectives and Deep Learning	Term 1	Principal, Deputy Principal, Guidance Officer, HOC	
Link staff Personal Professional Development Plans to school data analysis and school improvement agenda	Term 1	Principal	
<b>Strategy:</b>	Continue regular opportunities for peer mentoring, observation and feedback cycles.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Embed school wide reflection and feedback cycles based on shared conversations with students regarding their progress - What am I learning, how and I progressing, how do I know and what is next.	Term 1	Principal, Deputy Principal, HOC	
Refine existing CCT agenda and expectations to align with school data plan, feedback cycles and curriculum expectations.	Term 1	Principal, Deputy Principal, HOC, Year Coordinator	





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### Improvement Priority 4. School Identity and Community Partnerships

**Targets**

Improved Parent School Opinion Survey Results for S2025 - The school keeps me well informed to 98%  
 Improved Parent School Opinion Survey results for S2024 - This school asks for my input to 95%

<b>Strategy:</b>	Continue to develop and enhance community communication processes to ensure parental awareness and understanding of curriculum intent and teaching and assessment expectations		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Use existing communication processes of Newsletter, Website and class newsletters to introduce parents to Deep Learning expectations and processes, including vignettes, photos and written information.	Term 2	Principal, HOC, Year Coordinator	
<b>Strategy:</b>	Continue to establish and develop links with parents and community organisations to provide real world connections for student learning aligned with Learner First and New Pedagogies for Deep Learning		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Authenticating tasks and learning experiences through utilisation of parent register and known community contacts to provide students with real life deep learning engagement	Ongoing	Principal, HOC, Year Coordinator	
<b>Strategy:</b>	Continue to develop feedback opportunities for parents to identify ongoing improvement strategies and opportunities.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Identify and implement a range of surveys and questionnaires to give parents an opportunity to provide ongoing feedback	Term 3	Principal, Deputy Principal	

**Endorsement**

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

Principal

P and C / School Council

B. JOHNSON, ARD

