**School Strategic Plan 2021-2025**

Orchard Grove Primary School (5285)



Submitted for review by Michelle Ogilvie (School Principal) on 24 February, 2022 at 02:46 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 04 March, 2022 at 08:43 AM  
Endorsed by Trevor Hookey (School Council President) on 10 March, 2022 at 01:59 PM

**School Strategic Plan - 2021-2025**

Orchard Grove Primary School (5285)

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| School vision | At Orchard Grove Primary School we believe that every child has the right and capacity to learn and succeed. We have high expectations of all learners and ensure that teachers maximise the learning opportunities to ensure success. We provide an effective and engaging learning community that promotes individual excellence and develops social competence. We aim to foster lifelong learning through child-centred, meaningful and challenging activities, within a safe, caring, supportive learning environment, that prepares students to become part of a global technological world. |
| School values | Our core values of Integrity, Respect, Valuing Diversity, Working Together and Fostering Growth underpin the expected behaviours and attitudes of the students, staff and school community. Our school strives to offer excellence in all aspects of primary education. We work to develop in our students resilience and adaptability so that they become valued members of the local and global communities and be prepared for future life experiences. |
| Context challenges | The Panel closely examined NAPLAN benchmark and relative growth, and teacher judgement data and determined that student learning outcomes were variable. The Panel found that results in literacy were stronger than results in numeracy. The school’s instructional practices for literacy were clearly and comprehensively documented, however, documentation for numeracy in relation to instructional practice was not so detailed and warranted more time and associated professional learning for staff. The Panel concluded that building a deeper understanding as a whole school of evidence-based practices to improve both literacy and numeracy was a priority for the next planning period. |
| Intent, rationale and focus | Our intent is to focus on improving our Numeracy Benchmark growth between Years 3 and 5 whilst maintaining our Literacy achievements. Within this, we would like to continue to refine and promote the 'Orchard Grove Way' as a means to maintain the wellbeing of all of our stakeholders. This is important as we value the integrated wellbeing approach that we currently have in place whilst acknowledging the need to maintain our literacy results and apply renewed focus on raising the Numeracy outcomes for our students. Our focus will be on our Numeracy practices, as we work on a more collaborative planning approach and then on the implementation and investigation of cohorts' needs and growth. At the same time, we will have through lines of further whole school alignment in our Wellbeing programs and Literacy focuses to ensure we meet our four-year targets. |

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| Goal 1 | To maximise learning outcomes in literacy and numeracy achievement. |
| Target 1.1 | By 2025 to increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:   * Reading from 27% in 2021 to 32% in 2025 * Writing from 33% in 2021 to 35% in 2025 * Numeracy from 11% in 2021 to 25% in 2025   By 2025 to decrease the percentage of Year 5 students achieving in below benchmark growth in NAPLAN:   * Reading: to maintain at 15% or below in 2025 * Writing: to maintain at 15% or below in 2025 * Numeracy from 25% in 2021 to 18% in 2025   By 2025 to increase the percentage of Year 3 students in the top two bands of NAPLAN:   * Reading: to remain above 80% in 2025 * Writing: to remain at or above 75% in 2025 * Numeracy: from 61% in 2021 to 70% in 2025   By 2025 to increase the percentage of Year 5 students in the top two bands of NAPLAN:   * Reading from 65% in 2021 to 70% in 2025 * Writing to remain equal to or above 40% in 2025 * Numeracy from 53% in 2021 to 60% in 2025 |
| Target 1.2 | By 2025 to increase the percentage of positive endorsement in the SSS (all staff):   * School climate module—Teacher collaboration from 49% in 2020 to 59% in 2025 * Teaching and learning evaluation module—Understand how to analyse data from 70% in 2020 to 80% in 2025 * Teaching and learning practice improvement module—Seek feedback to improve practice from 63% in 2020 to 73% in 2025 |
| Target 1.3 | By 2025 to increase the percentage of positive endorsement in the POS:   * Student cognitive engagement module—Effective teaching from 82% in 2020 to 87% in 2025 * Student cognitive engagement module—Student motivation and support from 79% in 2020 to 84% in 2025 |
| Key Improvement Strategy 1.a Building practice excellence | Leverage PLC and collaborative planning processes to maximise the delivery of consistent and high–quality Mathematics instruction. |
| Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies | Strengthen whole school understanding and implementation of evidence–based instructional practices. |
| Goal 2 | To amplify student voice and learner agency. |
| Target 2.1 | By 2025 ensure that the following dimensions of the AToSS are greater than 90 per cent:   * Social engagement domain—Maintain student voice and agency which was 94% in 2019 * Learner characteristics and disposition domain—Self–regulation and goal setting which was 97% in 2019 |
| Target 2.2 | By 2025 meet the following targets from the SSS:   * Teaching and learning practice module—Use feedback to improve practice from 63% in 2020 to 70% in 2025 * Teaching and learning implementation module—Understand formative assessment from 63% in 2020 to 80% in 2025 * Teaching and learning implementation module—Promote student ownership of learning from 67% in 2020 to 73% in 2025 |
| Target 2.3 | By 2025 increase the following factor from the POS:  Student development module—Student agency and voice which was 83% in 2020 to 88% in 2025 |
| Key Improvement Strategy 2.a Building practice excellence | Build teacher knowledge and understanding of student voice and learner agency |
| Key Improvement Strategy 2.b Empowering students and building school pride | Build teacher capacity to embed the pedagogical and organisational strategies that support student voice and learner agency. |
| Key Improvement Strategy 2.c Empowering students and building school pride | Build student capacity to influence change and exercise self–determination in their learning. |
| Goal 3 | To optimise health and wellbeing outcomes for every student. |
| Target 3.1 | By 2025, maintain the results in the AToSS above 90 per cent for:   * Social engagement domain—Sense of connectedness which was 96% in 2019 * Social engagement domain—Sense of inclusion which was 97% in 2019 * Social engagement domain—School stage transitions (Year 7 and new students) which was 98% in 2019 |
| Target 3.2 | By 2025, improve or maintain the results in the POS above 90 per cent for:   * Managing safety module—Respect for diversity which was 94% in 2020 * Managing safety module—Managing bullying which was 88% in 2020 * Connection and progression module—Positive transitions which was 90% in 2020 * Managing positive behaviour module—Promoting positive behaviour which was 95% in 2020 |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Build and strengthen our high expectations for all students. |
| Key Improvement Strategy 3.b Health and wellbeing | Develop partnerships to support student wellbeing and achievement. |
| Key Improvement Strategy 3.c Parents and carers as partners | Strengthen the partnership between home and school to acknowledge and incorporate the needs of our diverse community to support all students’ learning and wellbeing. |