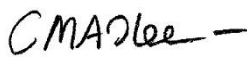




# School Strategic Plan for Olinda Primary School, 3494 2014 - 2017

## Endorsements

<p>Endorsement by          School Principal</p>	<p>Signed  -          Name Cornelia Sheeran          Date 14 March 2015</p>
<p>Endorsement by          School Council</p>	<p>Signed           Name Amanda Gambas          Date 14 March 2015          School Council President's endorsement represents endorsement          of School Strategic Plan by School Council</p>
<p>Endorsement by          the delegate of          the Secretary</p>	<p>Signed           Name R Stephens          Date 19 February 2015</p>



## School Profile

<b>Purpose</b>	<p>Olinda Primary School is a Foundation - 6 government school in the heart of the Dandenong Ranges, Victoria.</p> <p>Olinda Primary is a caring, happy and inclusive school which promotes positive interaction, tolerance and active participation of all students. Our community works together so students develop independence, emotional intelligence and social competency, as they strive to achieve their full potential as curious and creative learners. Children attending Olinda Primary School benefit from a rich social environment where they can achieve their personal best.</p> <p>Olinda Primary School provides a challenging educational program for all children. Students work and play co-operatively with others, taking individual and collective pride in the school and their work. A spirit of mutual respect and support is embraced throughout the school.</p>
<b>Values</b>	<p>Our core values underpin and enhance our everyday dealings with each other, and the development of all programs and policies.</p> <p>The values are intertwined with <u>Play Is The Way</u> (PITW: behaviour education program), reflected in all conversations, playground activities and learning. This way our values really make a difference in our learning environment and are the filter through which all behaviours are considered.</p> <p>Our core values are: Curiosity, Responsibility, Respect, Resilience and Persistence.</p>

<b>Value</b>	<b>Definition</b>	<b>Students demonstrate this value by:</b>	<b>Adults demonstrate this value by:</b>
<b>Curiosity</b>	Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and a thirst for learning.	Seeking to understand the world as broadly and deeply as possible through who, what, when, where, how and why questioning.	Providing a safe and stimulating environment that supports the development of curiosity.
<b>Responsibility</b>	Responsibility means taking ownership of our actions and making wise choices.	Taking ownership of their actions.	Providing a safe, friendly and challenging environment. Supporting the school's endeavours to provide the best education outcomes for each child.
<b>Respect</b>	Respect means being accepting and considerate of yourself, others' feelings and differences. It means using good manners and caring for the environment.	Accepting differences and using good manners.	Modelling respectful behaviours at all times. Treating all members of the school community in a polite and respectful manner.
<b>Resilience</b>	Resilience means staying positive even after facing setbacks and challenges.	Bouncing back!	Allowing students to make mistakes and be responsible for their actions. Accepting that things will sometimes go wrong.
<b>Persistence</b>	Persistence means to keep going despite the difficulty of the task.	Completing their work.	Encouraging students to complete what they set out to do.

## Environmental Context

Olinda Primary School is located in the picturesque Dandenong Ranges. Extensive natural and landscaped school grounds allow a range of opportunities for active and imaginative play.

The school was established in 1906 and has retained three original classrooms, which were refurbished for use as a Foundation/Year 1 classroom, a Language Centre and a staff office. Other buildings were added to the site to accommodate growth in enrolments. The current enrolment is 25.

The current principal was appointed in Term 1 2014. Currently 1.5 teaching staff and 0.8 Education Support (ES) staff work with the Principal to lead and facilitate the learning programs at the school. The Principal and the school staff work closely with the Local Administration Bureau (LAB) in Horsham for administration, financial and HR assistance.

Students participate in all core learning areas. French is offered for Language Education. The students are also able to access instrumental piano and violin lessons at school, offered by an experienced professional music teacher.

The school has a vision to provide a curriculum that promotes a sound and strong sense of self in each child. It builds on knowledge and skills to enhance their learning and their relationships with each other, family, friends and community. The school ethos and high expectations aim to nurture and develop resilient students, who have high self-esteem, positive peer relationships and respect for the broader community. They are supported and encouraged to maximise their academic potential.

Our five core values, Curiosity, Respect, Responsibility, Resilience and Persistence, are reflected throughout our curriculum. Students are challenged to achieve their personal best, and develop the skills, attitudes and values required to become responsible global citizens, flexible and reflective thinkers, and lifelong learners.

All staff are engaged in targeted professional learning, based upon school and individual needs. We encourage whole school and individual professional development which focuses on the goals set out in Performance Development Plans, the Annual Implementation Plan and the School Strategic Plan.

AusVELS and the Australian Curriculum provide the basis for curriculum planning and reporting on student achievement. Curriculum activities and classroom programs are differentiated in accordance with each student's level of development and interest which are intended to extend individual knowledge and understanding. Visible key learning intentions and a focus on Inquiry Learning encourage students to:

- enjoy their own learning;
- reflect on their behaviours and learning;
- integrate peer and self-assessment with teacher feedback;
- develop interests and activities which can be carried on beyond school, and

- experience success and grow in confidence from their developing abilities.

Over the last three years enrolments at Olinda Primary School have grown from 11 to 25 students with families coming from many locations across the Shire of Yarra Ranges.

*Positive influences that will impact on our school, and the achievement of our goals for the future, include having:*

- a Principal with a strong focus on staff and student wellbeing;
- all staff and teachers with high expectations for student learning;
- focused and explicit learning intentions for every lesson, so the children know what is being taught, as well as reflecting on what they have learnt;
- student's learning goals are explicit and have strategies to help them achieve their individual goals;
- three-way learning conferences held each term to share and reflect on goal setting;
- differentiated and targeted teaching;
- the strategic use of technology to enhance the teaching and learning program;
- a positive and nurturing philosophy, set of values and practice;
- strong transition programs for preschool to school and into secondary education;
- an active parent population within the school;
- respect and involvement of the wider school community, and
- consistent involvement with local community organisations and the support of SSSOs.

**Service Standards**

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications (newsletter, website, twitter, notices and SMS).
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is differentiated to their individual needs.
- The school will respond to all communication by parents and caregivers in a timely way.
- Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
- Students will play an active part in the development and review of the school's behaviour policies.
- All teachers will provide timely and targeted feedback to students on their work.

## Strategic Direction

	Goals	Targets	Key Improvement Strategies															
<b>Achievement</b>	Increase student outcomes in literacy and numeracy.	<p>2014 NAPLAN data shows and 2017 goals.</p> <p>That individual growth for matched cohort Year 3 to Year 5 will show a high growth</p> <table border="1" data-bbox="990 579 1538 1439"> <tbody> <tr> <td data-bbox="990 579 1198 730">Writing Average NAPLAN results</td> <td data-bbox="1198 579 1368 730">Year 3 2014 100% ≥ band 4</td> <td data-bbox="1368 579 1538 730">Year 5 2016 100% ≥ band 6</td> </tr> <tr> <td data-bbox="990 738 1198 890">Reading Average NAPLAN results</td> <td data-bbox="1198 738 1368 890">Year 3 2014 100% &gt; band 6</td> <td data-bbox="1368 738 1538 890">Year 5 2016 100% &gt; band 7</td> </tr> <tr> <td data-bbox="990 898 1198 1050">Spelling Average NAPLAN results</td> <td data-bbox="1198 898 1368 1050">Year 3 2014 100% ≥ band 3</td> <td data-bbox="1368 898 1538 1050">2017 100% ≥ band 6</td> </tr> <tr> <td data-bbox="990 1058 1198 1281">Grammar and Punctuation Average NAPLAN results</td> <td data-bbox="1198 1058 1368 1281">Year 3 2014 100% &gt; band 5</td> <td data-bbox="1368 1058 1538 1281">2017 100% ≥ band 7</td> </tr> <tr> <td data-bbox="990 1289 1198 1439">Numeracy Average NAPLAN results</td> <td data-bbox="1198 1289 1368 1439">Year 3 2014 ≥ band 6</td> <td data-bbox="1368 1289 1538 1439">2017 &gt; band 7</td> </tr> </tbody> </table>	Writing Average NAPLAN results	Year 3 2014 100% ≥ band 4	Year 5 2016 100% ≥ band 6	Reading Average NAPLAN results	Year 3 2014 100% > band 6	Year 5 2016 100% > band 7	Spelling Average NAPLAN results	Year 3 2014 100% ≥ band 3	2017 100% ≥ band 6	Grammar and Punctuation Average NAPLAN results	Year 3 2014 100% > band 5	2017 100% ≥ band 7	Numeracy Average NAPLAN results	Year 3 2014 ≥ band 6	2017 > band 7	Build teacher capacity to identify and to teach to each student's point of learning.
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<b>Engagement</b>	To improved student engagement in their learning.	<ul style="list-style-type: none"> <li>• Lateness to school will reduced by 10% per year over the period of the SSP.</li> <li>• A 95% or greater attendance rate measured each year of the SSP.</li> <li>• Student family groups established.</li> </ul>	To create opportunities within the community to create student voice.
<b>Wellbeing</b>	To improve the well-being of all the students within the school.	<ul style="list-style-type: none"> <li>• Train teacher responsible for Mind Up curriculum to then train other staff.</li> <li>• Brain Gym, Mind Up and Play Is The Way fully integrated into the curriculum by the end of 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop processes and programs which support the mental health of our students, through implementation of programs such as Play is the Way and Brain Gym.</li> </ul>



<p><b>Productivity</b></p>	<p>To increase trend of enrolments at Olinda Primary School.</p>	<ul style="list-style-type: none"> <li>• Community Relationship leader role established.</li> <li>• Visits to local Early Learning Centres (ELC) occurring each Term.</li> <li>• Biannual visits by ELC to Olinda school for incursions such as "Explore the Arts".</li> <li>• Annual Preschool Staff/ Parent Survey implemented.</li>   <li>• New website regularly updated with blog posts and calendar items for families to access.</li> <li>• OHSC established at OPS.</li> <li>• Have appropriate and engaging signage around the community to display what is happening within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• To build dynamic relationships with our community.</li>   <li>• To effectively market and promote OPS.</li> </ul>
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**School Strategic Plan 2014- 2017: Indicative Planner**

Key Improvement Strategies		Actions	Achievement Milestone
<b>Achievement</b>	Year 1	<ul style="list-style-type: none"> <li>• Research Write to Read</li> <li>• Visit a like school to see Write to Read in action.</li> <li>• Literacy leader role to be created.</li> <li>• All staff to be trained in chosen method.</li> <li>• Staff meeting time for ongoing professional learning in chosen method.</li> <li>• Staff reflect on programs that are implemented in the classroom</li> <li>• Implement peer observations in classrooms which will be reflected in teacher's PDP's.</li> </ul>	<ul style="list-style-type: none"> <li>• School wide program for writing is chosen and literacy leader has started their training.</li> <li>• All teaching staff would have been trained in Write to Read certificates 1 and 2 forming the basis of the whole school approach to literacy.</li> <li>• Minimum of one staff meeting per month is dedicated to professional learning.</li> <li>• At all staff meetings, staff reflecting upon their practice and programs.</li> <li>• Collaborative conversations take place to improve practice.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Literacy leader to research and apply for literacy grant possibility/application.</li> <li>• Literacy leader to seek partnerships with schools using Write to Read model.</li> <li>• Literacy leader to timetable peer observations which are reflected in all staff PDP.</li> <li>• Staff meeting time for ongoing professional learning.</li> <li>• Staff will continually reflect on programs that are implemented in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observations are a regular feature in classroom practice.</li> <li>• Minimum of one staff meeting per month is dedicated to professional learning.</li> <li>• At all staff meetings, staff reflecting upon their practice and programs.</li> <li>• Collaborative conversations take place to improve practice.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Continual ongoing reflection and development of selected program.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observations are embedded in classroom practice.</li> <li>• Collaborative conversations are part of everyday practice.</li> </ul>

<b>Engagement</b>	Year 1	<ul style="list-style-type: none"> <li>• Aim for increase in student attendance and reduction in late arrival.</li> <li>• Teacher Aides contact families when student has not arrived by 10am</li> <li>• Create family groupings.</li> <li>• Introduce student journals that reflect student goals.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% or more of the children will be at school by 9:00am.</li> <li>• Phone contact has reduced.</li> <li>• Students will use family groupings to connect with their peers and teacher mentor.</li> <li>• Students will be regularly using a student journal that reflects their personal learning goals.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Review curriculum and assessment strategies to allow for student voice.</li> <li>• Commission and implement a student survey that measures student voice.</li> <li>• Re-evaluate the effectiveness of family groupings by tracking improvements in student opinion survey.</li> <li>• Re-evaluate student journal with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have input into their learning.</li> <li>• Students will use family groupings to connect with their peers and teacher mentor.</li> <li>• Improvements in student opinion survey.</li> <li>• Students will be regularly using a student journal that reflects their personal learning goals.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Consult with students regarding teaching strategies that impact on student engagement.</li> <li>• Classroom meetings to occur before planning days to find out what students are worrying about or wondering about.</li> <li>• Meet fortnightly with student focus groups for feedback on teaching strategies that impact on their engagement.</li> <li>• Provide professional learning that supports staff to reflect on student feedback and impact on their practice.</li> <li>• Include student feedback in all PDPs</li> <li>• Re-evaluate student journal with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular student meetings will occur to enable consultation with students about their learning.</li> <li>• Students will be regularly using a student journal that reflects their personal learning goals.</li> <li>• Curriculum will be student centred.</li> </ul>

<b>Wellbeing</b>	Year 1	<ul style="list-style-type: none"> <li>• Continue to implement Play Is The Way, Mind Up and Brain Gym into weekly timetable as well as integrating as necessary into all classes.</li> <li>• Implement peer observations in classrooms which will be reflected in teacher's PDP's.</li> <li>• Monthly review of programs at staff meetings.</li> <li>• Create family groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• Play is the way is successfully implemented across all areas of curriculum.</li> <li>• Teachers PDP's show reflection from peer observations.</li> <li>• Minuted monthly staff meetings show that we review our programs.</li> <li>• Students will use family groupings to connect with their peers and teacher mentor.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Build partnerships with local schools that use Play Is The Way.</li> <li>• Purchase relevant resources</li> <li>• Create a parent library</li> </ul>	<ul style="list-style-type: none"> <li>• Half yearly contact with like school.</li> <li>• Parent library created.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Continue to look for new resources to keep parents and teachers up to date with current practices.</li> <li>• Regularly communicate via newsletter, student wellbeing snippets.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Wellbeing Officer has built and maintained parent library and included snippets of support in fortnightly newsletters.</li> </ul>

<b>Productivity</b>	Year 1	<ul style="list-style-type: none"> <li>• Reflect on Bright Beginnings Program and implement any necessary changes.</li> <li>• School council, staff and Principal to work out an effective and aligned vision for growth.</li> <li>• Embed community mindedness</li> <li>• Allocate funds for time release for to schedule regular visits to local early learning centres.</li> <li>• Make connections with early learning centres via drama workshops, arts visits, centre visits and promotional materials.</li> <li>• To schedule regular visits by ELC to Olinda school.</li> <li>• Create a Community Relationship Co-ordinator Role.</li> <li>• Utilise Parent/Carer and community skills and connections.</li> <li>• Create surveys for enrolling families and school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Bright Beginnings is active and engaging program that is well advertised and well-staffed.</li> <li>• School vision will reflect a unified school community.</li> <li>• Existing and new connections with local community groups will be strengthened.</li> <li>• Time release to visit ELC's.</li> <li>• ELC's will biannually visit OPS for excursion opportunities.</li> <li>• OPS students to visit ELC's.</li> <li>• Community Relationship Coordinator Role established and implemented.</li> <li>• Parents/Carers feel welcome and are participating regularly in classroom activities.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Survey enrolling families regarding choice of school.</li> <li>• Survey local community regarding opinion of Olinda School.</li> <li>• Continue regular contact with community groups and ELC.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys created and responses collated and reflected upon.</li> <li>• Community Relationship Coordinator communicated findings of surveys and contact with ELCs to staff and school council.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Continue to survey enrolling families re choice of school.</li> <li>• Continue to survey local community re opinion of Olinda School.</li> <li>• Continue regular contact with community groups and ELC.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys created and responses collated and reflected upon.</li> <li>• Community Relationship Coordinator communicated findings of surveys and contact with ELCs to staff and school council.</li> </ul>
<b>Productivity</b>	Year 1	<ul style="list-style-type: none"> <li>• Develop and source funds to start an OHSC at OPS.</li> <li>• Invite John C to photograph the school.</li> <li>• Invite community members with marketing</li> </ul>	<ul style="list-style-type: none"> <li>• OHSC is running at OPS with regular attendance and well-staffed.</li> <li>• John C has photographed school for use in advertising boards at the Olinda Football Oval</li> </ul>

		<p>backgrounds to gain marketing ideas (retired principals, parents, local businesses).</p> <ul style="list-style-type: none"> <li>• Liaise with local real estate agents to get updated signage around the community.</li> <li>• Involve students in improving signage of the school.</li> </ul>	<p>and around school property.</p> <ul style="list-style-type: none"> <li>• Contact with Kevin Rae to share ideas about school growth.</li> <li>• Real Estate completed new signage.</li> <li>• Students use Family Groupings to design and communicate their ideas for school signage and advertising.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Maintain the up to date website and regularly change blogs, newsletters and calendar events.</li> <li>• Regularly updating photo for signs around the community as well as the website.</li> <li>• Monthly review of marketing at school council meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff regularly blog on new website and this information is reflected in fortnightly newsletters.</li> <li>• Marketing is on the agenda at school council meetings.</li> </ul>
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