

School Strategic Plan 2018-2022

Officer Primary School (2742)



Submitted for review by Lynne Brenner (School Principal) on 28 June, 2019 at 03:42 PM

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School vision	Our vision is to work in partnership with our community to foster intellectual, physical and emotional growth through the love of learning.
School values	<p>Excellence Striving for personal best as an individual and as a member of a team.</p> <p>Respect We value the rights and contributions of staff, students and community members.</p> <p>Kindness We are compassionate and show concern for others.</p> <p>Honesty Being truthful to myself and others.</p> <p>Resilience bouncing back when things get tough by being a positive problem solver.</p> <p>These values have been developed following consultation with our school community. Our ongoing challenge is to embody and model these values in our day to day work. This challenge applies equally across the school for staff, students and parents. The values will guide our behaviours, practices, communication and decision-making.</p>
Context challenges	<p>Officer Primary School has a long history of providing education services to families in the Officer area. The school was first established in 1886 to serve a small rural community and for many years provided schooling for children in the Officer District. As the demographics of Officer and surrounding areas has changed the school has been subjected to a continuous cycle of enrollment fluctuation linked to the opening of new state and independent schools in both the local and surrounding areas. Officer Primary School has had limited capital investment in facilities and cannot compete facilities wise with the extensive, modern facilities of the schools competing for enrollments. In spite of these challenges, the unique small school environment of Officer Primary School and reputation for supporting the development of each student attracts a high proportion of students from outside the designated neighbourhood areas as families seek an alternative to the large primary schools in the area.</p> <p>Currently our enrollments sit at 189 with the majority of families from Anglo Saxon background, this has seen some change over the</p>

	<p>past 2 years with the school now having greater cultural diversity. The current Student Family Occupation and Education (SFOE) index is 0.47, 7.9% of students are EAL and 1.5% are ATSI. The number of equity funded students is 61 and the number of students funded through the Program for Students with Disabilities (PSD) is 11. The staffing profile for 2019 is 1.0 Principal, 10.0 EFT teaching staff and 6.52 EFT Education Support (ES) Staff. The Leadership Team is made up of the Principal, Acting Learning Specialist with responsibility for Student Wellbeing including the management of the PSD, and two classroom teachers. The two classroom teachers are Professional Learning Team Leaders, one for the junior school and one for the senior school.</p> <p>In 2019 there are eight classes with one straight class at Foundation and composite classes across the remainder of the school. Specialist programs in Visual Arts, Digital Technologies and Physical Education are complemented by a range of optional extra-curricula opportunities such as State Schools' Spectacular for the senior students and instrumental music sessions for students at all year levels. AUSLAN is delivered to all year levels by an ES staff member.</p> <p>Students at risk are supported through the Language Support and Literacy Support Programs funded through budget allocations for Language and Disability Support and Equity Funding. The Language Support Program is co-ordinated by the DET Speech Pathologist and delivered by trained ES staff. The Literacy Support Program is managed by a teacher with Reading Recovery experience and implemented by trained ES staff. Students on these programs receive targeted 1:1 support delivered through daily sessions.</p>
<p>Intent, rationale and focus</p>	<p>The school would like to increase outcomes in both Literacy and Numeracy, specifically focusing on continuing the work of the previous four years in strengthening teacher practice to work collaboratively to identify and deliver high quality teaching and learning that will enable all students to maximise their learning growth.</p> <p>An analysis of the school's NAPLAN data identified that we needed to continue to extend student learning to increase results in the top two bands in all areas of Literacy and Numeracy. To achieve this there will be a focus on embedding the PLC Inquiry Cycle specifically evaluating the impact of teacher practice on student learning.</p> <p>The implementation of the current Instructional Model has improved teaching and learning and impacted positively on student learning outcomes. Through the review process it was identified that the Instructional Model could be further strengthened through the use of High Impact Teaching Strategies (HITS). Developing staff capacity around the use and implementation of HITS will be an area of focus.</p> <p>The school has worked to improve student voice, agency and leadership through the development of an SRC and through the strengthening of student leadership within the school. In order to further develop student voice, agency and leadership staff will need to continue to broaden their understanding of how we can encourage students to take a key role in their learning. There will be a focus on the implementation of proficiency scales in each classroom enabling students to track their own learning.</p> <p>The school will prioritise the following: PLC approach</p>

	<p>Evidence based high impact teaching strategies</p> <ul style="list-style-type: none">Data literacy for all staffEffective use of proficiency scalesStudent voice, agency and leadershipSocial competencies and resiliencePeer observations for staffDifferentiation in Literacy and Numeracy
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Goal 1	Improve student learning outcomes in literacy and numeracy
Target 1.1	By the end of the review period increase the percentage of students in the top two bands in Year 3 for: <ul style="list-style-type: none">• Reading from 28% (2018) to 40%• Writing from 27% (2018) to 40%• Numeracy from 23% (2018) to 30%
Target 1.2	By the end of the review period increase the percentage of students in the top two bands in Year 5 for: <ul style="list-style-type: none">• Reading from 29% (2018) to 30%• Writing from 10% (2018) to 30%• Numeracy from 33% (2018) to 40%
Target 1.3	By the end of the review period increase the percentage of students making a medium or high gain in Reading, Writing and Numeracy to above 75%.
Target 1.4	Based on teacher judgement data to be collected and analysed by the school 90% of students will achieve a year or more of Reading and Viewing and Number learning gain annually.

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Deepen the implementation of the school's instructional model with a focus on the HITS and formative assessment practices.
Key Improvement Strategy 1.b Evaluating impact on learning	Embed the effective practices of PLCs with a specific focus on evaluating the impact of teaching.
Key Improvement Strategy 1.c Evaluating impact on learning	Develop the data literacy skills of all staff to inform and reflect on effective instructional practice
Goal 2	Strengthen student voice, agency and leadership across the school
Target 2.1	By the end of the review period increase the percentage positive endorsement of School Connectedness, Student Voice and Agency and Sense of Confidence on the AToSS to above 90%
Target 2.2	By the end of the review period the increase the percent positive endorsement in the SSS for: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 66.7% (2018) to 75% • Use student feedback to improve practice from 66.7% (2018) to 75%
Target 2.3	By the end of the review period the increase the percent positive endorsement in the POS for Student voice and agency from 78% (2018) to 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop opportunities for students to have authentic input into their learning and school decision making

Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop and embed the effective use of proficiency scales for literacy and numeracy to enable students to monitor and track their own learning growth
Goal 3	Strengthen student social competencies and resilience
Target 3.1	By the end of the review period increase the percent positive endorsement in the AToSS for: <ul style="list-style-type: none"> • Managing Bullying from 86% to 90% • Effective Classroom Behaviour from 76% to 80%
Target 3.2	By the end of the review period increase the percent positive endorsement in the POS for Non-experience of bullying from 59% (2018) to 70%
Target 3.3	Officer PS will identify locally collected instruments that provide meaningful feedback on learner social competencies and resilience, reflecting ongoing improvement through annual planning processes.
Key Improvement Strategy 3.a Health and wellbeing	Implement and embed a whole school approach to Respectful Relationships
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop and implement a whole school approach to improving student awareness of social and emotional self–regulation

