**School Strategic Plan 2022-2026**

Officer Primary School (2742)



Submitted for review by Mati Azadzoi (School Principal) on 21 November, 2023 at 02:48 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 23 November, 2023 at 09:36 PM
Endorsed by Karen Hutchinson (School Council President) on 05 December, 2023 at 06:28 PM

**School Strategic Plan - 2022-2026**

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| School vision | Vision: Our vision is to promote an inclusive and diverse school culture that is welcoming to all. We aim for student growth in both their academic and social/emotional learning and promote a love of learning. We aspire for continuous improvement in all our students as we look forward to them becoming resilient, productive, and cooperative global citizens. Officer Primary School provides a stimulating, engaging and holistic education to develop critical and creative thinkers who always engage in rich experiences. We endeavour aim to ensure our students are happy and healthy.  |
| School values | Gratitude We appreciate the people and resources around us and act kindly Respect We behave appropriately all the time Outstanding (Excellence) We strive for excellence in all that we doWellbeingWe are always considerate of each other's and our own health and happiness.TeamworkWe work together to achieve success and positive outcomes HonestyWe are truthful in our conduct and actions all the time |
| Context challenges | As the demographics and school infrastructure has changed in Officer the school has become subjected to a decline in enrolment including due 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.Currently our enrollments sits at 140 students with the majority of families from anglo saxon background with some change over the past 2 years and 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 students funded through the Program for Students with Disabilities (PSD) is 10.The staffing profile for 2022 is 1.0 Principal, 7.0 EFT teaching staff and 6.52 EFT Education Support (ES)Staff. The Leadership Team is made up of the Principal, Learning Specialists (Numeracy and Literacy), Leading Teacher (Inclusion and Wellbeing) and Leading Teacher (Student Engagement).In 2023 there are seven classes with one straight class at Foundation and composite classes across the remainder of the school. Specialist programs at the school are Visual Arts, Digital Technologies, AUSLAN and Physical Education.  |
| Intent, rationale and focus | The analysis of data has shown that the school needs to prioritise Numeracy as a major focus. The previous four years data shows minimal impact based on NAPLAN testing results. 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.An analysis of the school’s NAPLAN data identified that we need 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. The implementation of an agreed Instructional Model to improve teaching and learning and student learning outcomes. Developing staff capacity around the use and implementation of HITS will be an area of focus. The school will continue to improve student voice, agency and leadership through the re-establishment of the Student Representative Council 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. The school will prioritise the following:PLC approach specifically for Literacy and NumeracyEvidence based high impact teaching strategiesData literacy for all staffCoaching and Instructional PracticeStudent voice, agency and leadershipPeer/Collegial observations for staffDifferentiation in Literacy and Numeracy  |

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| **Goal 1** | To improve learning outcomes for all students. |
| Target 1.1 |

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| Target 1.1 |  |  |  |  |  |  |  |   |
| By 2026, achieve a three year average percentage of Year 3 NAPLAN students achieving in either the  strong or exceeding proficiency level |
|  |  | Reading from 68% (2023-baseline)  to 72% (a three year average) |   |
|  |  | Writing from 80% (2023 - baseline)to 82%  (a three year average) |   |
|  |  | Numeracy from 72% (2023 baseline) to 75% ( a three year average) |   |

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| Target 1.2 |

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| Target 1.2 |  |  |  |  |  |  |   |
| By 2026, achieve a three year average percentage of students in Year 5 NAPLAN achieving in either the strong or exceeding proficiency levels. |
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| Reading from 67% (2023- baseline) to 73% ( a three year average) |  |   |
| Writing from 72% (2023-baseline) to 76% ( a three year average) |  |   |
| Numeracy from 28%(2023- baseline) to 34% (a three year average) |  |   |

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| Target 1.3 | By 2026, increase the percentage of positive endorsement on the AtoSS for:1. Stimulating learning from 92% (2022) to 95%.
2. Differentiated learning challenge to be maintained at 98% (2022).
3. Student voice and agency from 85% (2022) to 90%.
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| Target 1.4 | By 2026, increase the percentage of positive endorsement on the SSS for:1. Academic emphasis from 68% (2022) to 80%.
2. Guaranteed and viable curriculum from 73% (2022) to 80%.
3. Instructional leadership from 59% (2022) to 80%.
4. Professional learning to improve practice from 50% (2022) to 80%
5. Knowledge of high impact teaching strategies from 75% (2022) to 85%.
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| Key Improvement Strategy 1.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Build instructional leadership capacity that supports a collaborative approach to improving student outcomes in literacy and numeracy. |
| Key Improvement Strategy 1.bDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Build teacher capacity to differentiate literacy/numeracy teaching to ensure challenge and progress for every student. |
| Key Improvement Strategy 1.cDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Build a guaranteed, viable and engaging curriculum to enhance student learning with a focus on numeracy. |
| **Goal 2** | To improve student wellbeing and engagement. |
| Target 2.1 | By 2026, increase the percentage of positive endorsement on the AtoSS for:1. Sense of connectedness 94% (2022) to be maintained or improved.
2. Managing bullying 95% (2022) to be maintained or improved.
3. Self–regulation and goal setting 97% (2022) to be maintained or improved.
4. Motivation and interest from 89% (2022) to 92%.
5. Perseverance from 88% (2022) to 92%.
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| Target 2.2 | By 2026, increase the percentage of positive endorsement on the SSS for:1. Collective efficacy from 72% (2022) to 90%.
2. Collective responsibility from 83% to 90%.
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| Key Improvement Strategy 2.aDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Provide a stimulating learning environment where students are active learners who connect with the school and wider community. |
| Key Improvement Strategy 2.bActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Develop a culture of high expectations and aspirations for all students. |
| Key Improvement Strategy 2.cActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Enable authentic student voice to provide opportunities for students to collaborate and make decisions around their learning. |