

Officer Primary School 2742

School Strategic Plan 2010 -2013

Endorsement by School Principal	SIGNED..... NAME: Sue Nelson DATE.....
Endorsement by School Council	SIGNED..... NAME: Gemma Wilson DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p> <p>And</p> <p>Vision</p>	<p>At Officer Primary School, we strive for academic excellence.</p> <p>Our Vision at Officer Primary School is to provide:</p> <ul style="list-style-type: none"> • a learning environment that is orderly and clean with a core focus on student achievement and teacher professionalism. • quality teaching and teams • students with academic excellence and social competencies. • an environment that is supportive and inclusive that encourages whole community involvement. <p>Through living, we learn; through learning we live.</p>
<p>Values</p>	<p>At Officer Primary School we hold the following values for all members of the school community.</p> <ul style="list-style-type: none"> • EFFORT – Staff, parents and students will sustain a core focus on the primary aim of schooling as student learning. Each member will actively fulfil their role in this process to the best of their ability. • RESPONSIBILITY – Staff, parents and students will endeavour at all times to make appropriate behaviour choices and accept accountability for the outcomes of their actions. • RESPECT– Staff, parents and students will treat each other with courtesy and consideration at all times, being mindful of the rights, responsibilities and differences of each person. Such courtesy will be reflected in both actions and communication. • SAFETY – Staff, parents and students will act in a manner that presents no danger to the physical or emotional security of themselves or others.
<p>Environmental Context</p>	<p>Situated in the south east growth corridor, within a small but growing township, Officer Primary School is focused on achieving strong learning outcomes for its students within a 'family' small school environment. Parents are attracted to our school by our smaller size, our caring approach, our reputation for supporting the development of every individual and our range of exciting and unique learning programs. The last three years have seen significant changes in our surrounding community affected by some extensive housing development and the opening of several new State and independent schools. The school demographic is monocultural. Enrolments have decreased to 205 in 2009 and this decline is predicted to continue in 2010. Around 14% of students are supported by disabilities funding: many more have special needs. Our school facilities are well maintained. We pride ourselves in the attractive grounds which contain unique features to engage and excite students. Attendance figures are very good, with every year level recording an average absence rate below State benchmarks.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Improve the learning outcomes of all students p-6 in English, (Reading and Writing), and Mathematics	<p>By 2013 20% of students Prep to Year 6 assessed as being at A or B in VELS levels in English and Mathematics.</p> <p>By 2013 in NAPLAN (Year 3): 60% of students will achieve at Band 5-6 in Reading 60% of students will achieve at Band 5-6 in Writing 50% of students will achieve at Band 5-6 in Numeracy</p> <p>By 2013 in NAPLAN (Year 5): 50% of students will achieve at Band 7-8 in Reading 50% of students will achieve at Band 7-8 in Writing 50% of students will achieve at Band 7-8 in Numeracy</p>	<p>Implement a whole school approach to the teaching of English and Mathematics based on the accurate assessment of student ability and the delivery of a differentiated curriculum program that engages and challenges all students</p> <p>Build leadership and teacher capacity through a focus on accountability, high performance and teamwork</p>
Student Engagement and Wellbeing	To improve the engagement and connectedness of individuals and the whole school community, especially in learning	<p>By 2013 student satisfaction increases in the following attitudes to school survey variables:</p> <ul style="list-style-type: none"> • School connectedness from 4.12 to 4.33 • Student safety from 4.11 to 4.33 • Classroom behaviour from 2.47 to 3.28. 	Build and sustain a whole school orderly learning environment that enhances student leadership and participation in learning

		<p>By 2013 parent satisfaction increases in the following parent opinion survey variables:</p> <ul style="list-style-type: none"> • School connectedness from 5.77 to 6.25 • Student safety from 5.26 to 6.00 • Classroom behaviour from 3.62 to 5.20 	
Student Pathways and Transitions	To improve student transition into, through and beyond the school to maximize learning outcomes.	By 2013 parent satisfaction increases in the variable of transition from 5.53 to 5.79	Develop transition practices that build the expectations of each student, tracks their progress and enhances their learning pathway.

SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Implement a whole school approach to the teaching of English and mathematics based on the accurate assessment of student ability and the delivery of a differentiated curriculum program that engages and challenges all students.</p> <p>Build leadership and teacher capacity through a focus on accountability, high performance and teamwork</p>	Year 1	<ul style="list-style-type: none"> ▪ Establish Professional Learning Teams, school wide, which focus on leadership, planning and best practice. ▪ PLT research the use of peer observation (modelling and coaching), and leadership walks. ▪ Adopt an action research approach at a team level to enhance teacher practice and student outcomes, through differentiated curriculum planning. (TPL focus on Mathematics and E5 Instructional Model.) ▪ Implement Writing Project (aligning with Cardinia Cluster Schools) at all levels. ▪ Review current assessment schedule and include routine use of on demand testing. 	<ul style="list-style-type: none"> ▪ PLT's implement, through action research, consistent Unit Plans, yearly English and Mathematics plans and detailed Work Programs, showing differentiation. ▪ All teachers implementing explicit teaching of Writing ▪ Professional Development using PoLT Assessment and Evaluation module ▪ All teachers using On demand testing in March and September. ▪ Staff informed about TPL action in Mathematics intervention. ▪ Document all actions to embed into school culture.
	Year 2	<ul style="list-style-type: none"> ▪ Implement revised assessment schedule. ▪ Adopt a whole school focus on Spelling that enables a consistency of best practice, ▪ Trial teacher peer observation (modelling and coaching), and leadership walks. ▪ Trial intervention strategies in Mathematics 	<ul style="list-style-type: none"> ▪ Develop a whole school curriculum map for each strand of English. ▪ All teachers are involved in formal peer observation and provided with feedback in the teaching of Writing. ▪ Routine moderation and review of students data in teams.
	Year 3	<ul style="list-style-type: none"> ▪ Adopt a whole school focus on Reading Comprehension that enables a consistency of 	<ul style="list-style-type: none"> ▪ Develop a whole school curriculum map for each strand of Mathematics

		<ul style="list-style-type: none"> best practice, ▪ Embed peer coaching and observation practices. ▪ Develop and sustain a commitment to ICT and e-Learning 	<ul style="list-style-type: none"> ▪ Documentation of curriculum map of skills in ICT across the school.
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate all school programs through School Self Evaluation. 	<ul style="list-style-type: none"> ▪ School strategic targets have been achieved.
Build and sustain a whole school orderly learning environment that enhances student leadership and participation in learning	Year 1	<ul style="list-style-type: none"> ▪ Rigour and Routine L 2 L program to be conducted during the first 2 weeks of school and reviewed each beginning of term. ▪ Raise and sustain the You Can Do It curriculum across all levels. ▪ Investigate E5 Instructional Model (TPL focus on Mathematics and E5 Instructional Model) that shows shared and binding core principles to ensure all lessons have a purpose, an agreed structure that enables students to articulate their learning. ▪ Investigate effective curriculum models to enhance student engagement in learning and ease of transitions across levels. 	<ul style="list-style-type: none"> ▪ Programs discussed in staff meetings and common understanding developed. ▪ E5 elements visible and actioned in planning documents ▪ PLT research into different learning approaches and characteristics of effective curriculum models and design options for learning. ▪ Staff informed through research, of the most appropriate curriculum model matched to developmental stage at each level.
	Year 2	<ul style="list-style-type: none"> ▪ Embed Rigour and Routine L 2 I and YCDI ▪ Develop successful student leadership practice. ▪ Trial chosen curriculum models at each level of the school. 	<ul style="list-style-type: none"> ▪ Visible evidence of goal setting and student reflective practices and portfolios. ▪ Use audit tool to evaluate through attendance records and satisfaction levels in student and parent opinion surveys.
	Year 3	<ul style="list-style-type: none"> ▪ Extend student Leadership through community service ▪ Implement chosen curriculum models 	<ul style="list-style-type: none"> ▪ Document curriculum models used across the school
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate all school programs through School Self Evaluation. 	<ul style="list-style-type: none"> ▪ School strategic targets have been achieved.

Develop transition practices that build the expectations of each students, tracks their progress and enhances their learning pathway	Year 1	<ul style="list-style-type: none"> ▪ Document and embed transition processes into prep. ▪ Develop a structured and consistent enrolment and orientation process for students entering the school at other levels. ▪ Contact new parents early to pass on the good news about their child's orientation and discuss any issues. ▪ Implement use of a formal Student Tracking Tool (Wannik) to inform student development. ▪ Review transition policies. 	<ul style="list-style-type: none"> ▪ Survey prep parents and new parents to the school. ▪ Evaluate Surveys ▪ Disseminate data to all teams and analyse and interpret data about new students. ▪ Staff aware of transition practices and show compliance.
	Year 2	<ul style="list-style-type: none"> ▪ Scope the expectations of students as they move through school levels. Supports students meet these standards. ▪ Develop a planned and purposeful internal transition "Step Up" program to be implemented in the last 4 weeks of term 	<ul style="list-style-type: none"> ▪ Prepare parent information booklets about expectations at each level and ways in which parents can assist. ▪ Survey prep parents and new parents to the school. ▪ Evaluate Surveys
	Year 3	<ul style="list-style-type: none"> ▪ Ensure information appropriate to each child's learning pathway is documented and transmitted between teachers 	<ul style="list-style-type: none"> ▪ Survey prep parents and new parents to the school. ▪ Evaluate Surveys
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate all school programs through School Self Evaluation. 	<ul style="list-style-type: none"> ▪ School strategic targets have been achieved.