

School Strategic Plan 2020-2023

Overport Primary School (4780)



Submitted for review by Ricky Joyce (School Principal) on 11 November, 2019 at 01:54 PM

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Awaiting endorsement by School Council President

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School vision	Overport is an inclusive school community committed to providing engaging and challenging opportunities that support individuals to achieve their full potential as lifelong learners. We strive to achieve the best educational outcomes for all students. Our school is committed to work with children as individuals, adapting programs to their specific needs.
School values	<p>Our students are supported by a highly professional staff, comprising of our principal and two assistant principals, 56 teaching staff of which we have 1 Leading teachers and 3 Learning Specialists and 11 education support staff. Classroom programs are designed to support individual needs and are enriched by a number of specialist and support programs which include: Physical Education, Visual Arts, Performing Arts, Technology, LOTE (Japanese), a wellbeing program and a literacy intervention (LEAP –Literacy Enrichment Assistance Program).</p> <p>The staff are dedicated and committed to developing a learning environment which maximises the overall educational needs of our students and endeavors to achieve the best social, emotional and educational outcomes for all students. Our school is committed to working with students as individuals, adapting programs to their specific needs through a differentiated approach to curriculum and instruction. Our teachers plan in strong teams together and share experiences across year levels. Our leadership team has a shared vision that ensure a focus on building teacher capacity and curriculum delivery. The Principal and Assistant Principals meet weekly to discuss school operations, curriculum and wellbeing. Our leadership team comprising the school Principal, Assistant Principals, Leading Teacher and Learning Specialists meet on a fortnightly basis to review data, discuss curriculum and wellbeing expectations and to plan professional development. Our Professional Learning Communities compromise of year level teams who meet twice a week, whole school professional development meetings (staff meetings), that meet once a week and passion teams (curriculum teams) that meet several times during the term. Our passion teams deliver upwards of 80% of our staff professional development.</p> <p>In recent years the school has undertaken a major building program that has seen a complete rebuild of the school. The classrooms are designed with flexible learning spaces that offer the opportunity to embrace innovative practices throughout the school. The school also provides a multi-purpose hall, and a well-equipped Library, Visual Arts room, Performing Arts room and Computer hub. Out of Hours School Care, operated by “Extend,” is offered for families on site.</p> <p>Our parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions, and numerous other activities. Our School Council and its sub-committees are highly active. We conduct fortnightly ‘Parent Voices’ meetings on a range of topics to help capture an understanding and expectation from our community. Our Parents’ Club is responsible for fundraising and community social events, our Buildings and Grounds committee has developed a Landscape Master Plan that supports school programs and the aesthetic appearance of the grounds and is also highly active. A biodiversity garden and</p>

	<p>Japanese garden are also part of the environment and designed to provide aesthetic surroundings that are linked to student learning. Students are encouraged to act responsibly, showing respect for people, the environment and public property. A strong approach to wellbeing, which includes Restorative Practices, is designed to support student social competencies across the school. Our school rules are: Be Safe, Be Respectful, Be Responsible, Be a Learner. These are designed to ensure a consistent and explicit approach to school behavior expectations. We capture student voice through the following forums: Student Representative Councils, various student leaders (School Captains, etc), Student Health Ambassadors, Wellbeing and Curriculum related student surveys, student conferencing and formal meetings with the principal or assistant principals.</p> <p>The School Council and staff emphasize school spirit and a sense of pride in effort and achievement.</p>
<p>Context challenges</p>	<p>The Panel found that the assessment strategies and tools used by teachers to make judgements about students' Writing levels were not reliable. The leadership team reported that some teachers were reluctant to move students beyond six months on the continuum when reporting on student performance.</p> <p>The leadership team also reported that opportunities for teams to moderate writing samples had declined during the strategic period, although teachers were currently reviewing the Writing assessment criteria. Teachers reported through fieldwork that the NAPLAN data was not used consistently to triangulate data and the line of sight to the Victorian Curriculum standards was at times 'incidental'.</p> <p>Furthermore, the NAPLAN and teacher judgement data reflected variations in 2017 and 2018. The Year 3 NAPLAN data showed students performing at higher levels than indicated by teacher judgements, whilst Year 5 NAPLAN data showed students performing at lower levels than indicated by teacher judgements.</p> <p>Recent developments, such as a writing sample wall in the staff room and 'I can' statements to support teacher judgements were not yet embedded and the Panel agreed that limited professional learning and scheduled time to build teachers' capacity to analyse writing samples had hindered an accurate and confident assessment of students' achievement levels.</p> <p>The Panel found that inconsistent assessment practices and variations in the use of data to inform curriculum planning were barriers to reducing low growth in Reading. Through fieldwork, teachers reported that running records were not administered consistently and the lack of a consistent tool to measure growth from Foundation to Year 3 and beyond caused issues for some teachers at report writing time. Teachers also reported that the NAPLAN learning gain data was not analysed to identify the students who made low growth.</p> <p>The Panel agreed that the improved collection of data to measure student growth and a more effective use of data to diagnose learning needs would inform appropriate teaching and learning and enable a higher percentage of students to achieve medium or high growth. The Panel noted that the introduction of a data spreadsheet in 2019 to record and track Reading assessment data, including teacher judgement data from Foundation to Year 6 was a future enabler of improved learning outcomes.</p>

	<p>The Panel found that the school did not have routine practices in place to ‘unpack’ the AToSS data with student focus groups in order to clarify or respond to students’ perceptions or concerns. Students were not yet involved in developing or reviewing the school’s Bullying Prevention policy.</p> <p>Whilst parents in the focus group held the view that bullying was addressed effectively and students reported they made Bullying No Way posters and completed school surveys about their safety, the student feedback in the AToSS showed a decline in positive endorsement for Managing Bullying.</p> <p>The Panel determined a lack of student voice and agency in relation to AToSS as a barrier to improving students’ perceptions of Managing Bullying through missed opportunities to engage students in discussions and collaborative decision making about identified issues of concern.</p>
<p>Intent, rationale and focus</p>	<p>1. To improve student learning outcomes in Literacy Rational: An analysis of teacher judgement data indicated a decline in the percentage of students achieving at or above the expected level in Reading and Writing as students progressed through the school from Foundation to Year 6. In 2018, the school’s Foundation–Year 6 results for Writing were below schools with similar characteristics. A comparison of teacher judgement data and NAPLAN data showed inconsistencies in Reading and Writing at both Year 3 and Year 5 in 2017 and 2018. Whilst the percentage of students making low growth in NAPLAN Writing declined, the percentage of students making low growth in Reading remained at an average of 25 per cent from 2016 to 2019. Fieldwork showed inconsistencies in the use of student data to inform curriculum planning and lesson plan templates and classroom practice did not reflect consistent pedagogical approaches. Literacy was therefore identified as an area requiring focus for the next School Strategic Plan (SSP). Due to the variability of student achievement from year to year, averages were calculated to inform the SSP target benchmarks.</p> <p>2. To improve student learning outcomes in Numeracy Rational: An analysis of teacher judgement data showed a decline in the percentage of students achieving at and above the expected level as students progressed from Foundation to Year 6. The teacher judgement data also showed a high percentage of students achieving at level and a small percentage achieving below or above level. Year 3 NAPLAN data showed a significantly higher percentage of students achieving above level than shown by teacher judgement data. Differentiation was identified through fieldwork as an improvement area. The Panel therefore recommended Numeracy as an area requiring focus for the next SSP. Due to the variability of student achievement from year to year, averages were calculated to inform the SSP target benchmarks.</p> <p>3. To improve student engagement and agency in learning. Rationale: AToSS data indicated that students’ positive endorsement for Student Voice and Agency was lower compared to other survey factors. Fieldwork showed that whilst student voice and agency was promoted in areas related to student wellbeing, it was less evident in the classroom. Additionally, there was a decline from 2017 to 2019 in students’ positive endorsement for Learning Confidence, Stimulated Learning and Self–regulation and Goal Setting. The Panel agreed that improving student engagement and</p>

agency in their learning would be a focus for the next SSP.

Strategic Plan Focus:

Year 1: To implement changes to our school writing program and to continue improving student Wellbeing through The Resilience Program and Play is the Way. We will promote student voice and agency through the implementation of a Inquiry model. We will begin to evaluate and diagnose areas of Reading and Student Agency that will be a focus for 2021.

Year 2: Develop and Plan key improvement areas for Reading and Student Agency. Continue to implement and monitor our writing and Wellbeing programs by using to data to determine their effectiveness. We will begin to evaluate and diagnose areas of Numeracy that will be a focus for 2022.

Year 3: Develop and Plan key improvement areas for Numeracy. Continue to implement and monitor our Writing, Wellbeing, Reading and Student Agency programs by using data to determine their effectiveness. We will begin to evaluate and diagnose areas of Numeracy that will be a focus for 2022.

Year 4: Continue to implement and monitor our Writing, Wellbeing, Reading, Student Agency and Numeracy programs. Begin to evaluate and diagnose the success of our 2020 - 2024 Strategic Plan.

Other focus areas:

Deeper understanding of High Improvement Teaching Strategies

A consistent approach to teaching - implementation of a whole school Instructional Model.

Improved student voice and agency - Inquiry

Retention of students performing in the top two bands in NAPLAN from year 3 to year 5 in all subject areas.

Teacher judgement, in terms of curriculum results, that correlates with individual NAPLAN results.

Raise awareness of the Marrung Education Plan and develop a school policy.

Review curriculum programs to identify and/or increase opportunities for Aboriginal content and events.

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Goal 1	To improve student learning outcomes in Literacy
Target 1.1	To increase the percentage of Year 5 students achieving in the top two bands in NAPLAN: <ul style="list-style-type: none"> • Reading from 38 per cent (average 2015–19) to 50 per cent in 2023. • Writing from 18 per cent (average 2015–19) to 30 per cent in 2023.
Target 1.2	To increase the percentage of students achieving high relative growth in NAPLAN: <ul style="list-style-type: none"> • Reading from 27 per cent (average 2015–19) to 40 per cent in 2023. • Writing from 27 per cent (average 2015–19) to 40 per cent in 2023.
Target 1.3	To increase the percentage of students achieving above the expected level according to teacher judgement: <ul style="list-style-type: none"> • Reading from 38 per cent (average 2015–18) to 45 per cent in 2023. • Writing from 20 per cent (average 2015–18) to 30 per cent in 2023.
Key Improvement Strategy 1.a Building practice excellence	Embed a whole school instructional model for Reading and Writing that enables teachers to implement high impact teaching strategies
Key Improvement Strategy 1.b Building practice excellence	Embed a collaborative inquiry approach to using student assessment data to inform learning programs

Goal 2	To improve student learning outcomes in Numeracy
Target 2.1	To increase the percentage of Year 5 students achieving in the top two bands in NAPLAN Numeracy from 28 per cent (average 2015–19) to 40 per cent in 2023.
Target 2.2	To increase the percentage of students achieving high relative growth in NAPLAN Numeracy from 25 per cent (average 2015–19) to 37 per cent in 2023.
Target 2.3	To increase the percentage of students achieving above the expected level according to teacher judgement in Numeracy from 25 per cent (average 2015–18) to 40 per cent in 2023.
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to analyse data and measure impact on student learning within an inquiry cycle
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity to differentiate learning programs and tasks to meet students at point of need
Goal 3	To improve student engagement and agency in learning
Target 3.1	To improve the following factors on the AToSS: <ul style="list-style-type: none"> • Stimulated learning from 78 per cent in 2019 to 85 per cent in 2023. • Student voice and agency from 62 per cent in 2019 to 80 per cent in 2023. • Motivation and interest from 82 per cent in 2019 to 90 per cent in 2023.

Target 3.2	<p>To improve the following factors on the School Staff Survey (SSS) :</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 73 per cent in 2018 to 80 per cent in 2023. • Promote student ownership of learning goals from 82 per cent in 2018 to 90 per cent in 2023.
Key Improvement Strategy 3.a Empowering students and building school pride	Enhance student voice and agency in learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher capacity and understanding to activate student voice and agency in learning.