School Strategic Plan 2023-2027

Overport Primary School (4780)

Submitted for review by Julie Gleeson (School Principal) on 26 March, 2024 at 10:15 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 26 March, 2024 at 05:37 PM
Endorsed by Marshall Hughes (School Council President) on 28 March, 2024 at 04:39 PM

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School vision	Our Mission Statement: "Overport is an inclusive school community committed to providing engaging and challenging opportunites that support individuals to achieve their full potential as life long learners". Overport Primary School's vision is to to empower students to reach their personal best.
School values	At Overport we value: "Success For All" CARES: Commitment; Acceptance; Respect; Excellence; Success.
Context challenges	Our review identified that our teahers had an "overport standard" when grading students. This needs to be addressed by using a trianguaiton of data, effective assesment and a greater understanding of the Vic curriuclum levels. . As a intake 2023 PLC school we are still at the forefront of implementation. This wil be rolled out throughout the year with PD already scheduled for term 2. We use a strategic approach to implementation of programs through the use of the "Overport Road Map". This will be revised approximaltey twice a year within the SIT team which includes PCOS, LSs & LT. Highlighted in the review was the need to examine our practices and assessment of Speaking and Listening domain of English.
Intent, rationale and focus	The implementation of a succinct teaching and learning pedagogical model assisted the school in developing consistency in classroom practice across the school. Effective, consistent classroom practice was observed during the reveiw and the data supports this, and this is evident for the number of children who were excelling. The numeracy instructional model is consistently understood in Years F 6. However, it was also noted that there remains some mathematics anxiety among staff in terms of content knowledge and learning continuums specifically regarding children excelling above level. Engaging the LS for mathematics will further support staff to become more confident in delivering mathematics.

	A continued focus on writing with the LS support within classrooms and planning meetings. We will further embed 6 + 1 traits of writing and the "writers' workshop" strategy. Developing a greater focus on differentiation at point of need will be benefit students and the implementation of PLCs will affect this. Teachers need to develop a students' understanding of learning intentions and success criteria by unpacking, co-construction, and differentiation of success criteria with students. Modelling and rubrics around the illustrations of effective success criteria would also benefit the students understanding. This would also lead to a correlation of success criteria with goal setting by students. The reveiew recommended: -Revisit the frequency and effectiveness of assessment and the correlation of NAPLAN and teacher judgement data. -Review of the assessment schedule and the use of assessment in PLTs/PLCs as a contributor to instructional strategies would also be of benefit. It was also suggested the focus on high impact teaching strategies particularly the area of reflection could be strengthened. -Provide greater challenge in student work, in particular for children who were excelling. There was also a need for further strategies for intervention with regard to children below level.

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Goal 1	To improve the learning growth of every student.
Target 1.1	NAPLAN By 2027, maintain or increase the percentage of Year 3 students achieving in the Strong or Exceeding proficiency levels for NAPLAN as follows: • Reading from 73% (2023) to 78% • Numeracy from 68% (2023) to 73% • Writing from 86% (2023) to 90% By 2027, maintain the percentage of Year 5 students achieving in the Strong or Exceeding proficiency levels for NAPLAN as follows: • Reading frim 90% (2023) to 93% • Writing from 79% (2023) to 84% • Numeracy from 87% (2023) to 90%
Target 1.2	Teacher Judgements Age Expected Level By 2027, increase the percentage of Year F –6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10 in: • Writing from 13% in 2022 to 17% or above • Reading from 34% in 2022 to 38% or above • Number and Algebra from 27% in 2022 to 31% or above • Speaking and listening from 10% in 2022 to 20% or above

Target 1.3	Teacher Judgements Time Growth Series By 2027, maintain or increase the percentage of Year 1-6 students achieving at or above expected growth in teacher judgements (baseline data Semester 2 2022 to Semester 2 2023): • Reading and viewing from 65% to 70% • Writing from 66% to 71%% • Number and algebra from 84% to 89%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capabilities of teachers to accurately analyse data to inform planning and deliver evidence based differentiated classroom practices.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capabilities of teachers to analyse data to generate accurate judgements against the Victorian Curriculum standards.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review and embed consistent school processes for students setting goals and monitoring their progress in learning.
Goal 2	To promote a culture of healthy, happy, resilient students

Target 2.1	Attendance By 2027, decrease the percentage of F-6 students with 20+ days absent from 55% in 2022 to at or below 45%.
Target 2.2	Attitudes to School Survey By 2027, increase the percentage of Year 4-6 students reporting positive endorsement in the following AtoSS measures: • Student voice and agency from 53% in 2023 to 60% • Motivation and Interest from 66% in 2023 to 72% • Sense of connectedness from 65% in 2023 to 72%.
Target 2.3	School-developed Student Survey By 2027, increase the percentage of students F-6 reporting positive endorsement in a school-developed Student survey measures: • "I'm happy to be at this school" from 71% in 2023 to 75% • "I have a say in the things that I learn" from 53% in 2023 to 57%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement a school wide approach and strategies to address student attendance.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to	Embed a school wide wellbeing program including the implementation of student mental health strategies.

support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed effective communication strategies with all stakeholders.