**School Strategic Plan 2019-2023**

Yarraman Oaks Primary School (4807)



Submitted for review by Tina Ersch (School Principal) on 04 February, 2020 at 12:53 PM  
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**School Strategic Plan - 2019-2023**

Yarraman Oaks Primary School (4807)

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| School vision | O U R V I S I O N Our Vision is for our students to become enthusiastic, independent, successful lifelong learners who are respectful and responsible citizens who contribute positively to the community. |
| School values | O U R P H I L O S O P H Y At Yarraman Oaks Primary School we strive to build a connected school community, to embrace our diversity and to provide opportunities for all of our students.   O U R M I S S I O N Our mission is to provide a positive and supportive learning environment where students are engaged in their learning, challenge themselves and are connected to their school. We are committed to equipping our students with the skills and knowledge they need to be successful both at school and in life.  O U R V A L U E S Our school values are: Respect Trust Empathy Support Teamwork |
| Context challenges | CONTEXT: Located in the South-Eastern region of Victoria, Yarraman Oaks Primary School is approximately 35 km from Melbourne. We are a small, friendly school community where diversity is embraced, opportunities are explored and all are welcome and valued. We currently have 162 students enrolled (79 males and 83 females), which is an increase from our 2018 enrollment of 142 students. We are the smallest school in the Greater Dandenong Network. Yarraman Oaks Primary School commenced in 2008 when Yarraman Park Primary School and Oakwood Primary School merged.   Situated on 3 hectares, we have plenty of space for our children to play and explore. We have designated Junior and Senior playground areas, a large oval, sand pits, a vegetable garden, two cubby houses, a netball court, a basketball court and a gym. Our Junior and Senior Learning communities are located in relatively new BER buildings and our Administration building contains our Art Room, Digital Technology Room, Library, Office, OSHC Room, a meeting room, our Staff Room and our Welfare Room. Through PMP funding, parts of our Administration Building are currently being upgraded. In 2018 a Kindergarten was built on our site and the doors to Yarraman Oaks Primary School Kindergarten opened at the beginning of 2019.  The student population at Yarraman Oaks Primary School is diverse school community with 24 different nationalities represented. Currently 16 students have refugee backgrounds and 75% of our students speak a language other than English at home. We also have two students in Out of Home Care (OHC), five Koorie students, 16 students funded through the PSD program and an additional 16 students with diagnosed disabilities/learning difficulties who do not receive PSD funding. Many of our students come from low socioeconomic families and many have also have experienced trauma. In 2020 we have seven classes consisting of four composite grades (Foundation, 3/4, 5/6 and 5/6) and three straight grades (1/2, 1/2 and 3/4).   We are committed to equipping our students with the skills and knowledge they need to be successful both at school and in life. At Yarraman Oaks Primary School we aim to develop strong literacy and numeracy skills in our students and there is also a strong focus on student welfare and in providing appropriate support to our families. We believe it is important for students to have a positive mindset and good social skills. All students from Foundation to Grade 6 learn the skills of being persistent, resilient, confident, organised and getting along with others through the You Can Do It! Program (YCDI). Students participate in weekly YCDI lessons with their classroom teachers and a Well-being Officer who also runs social groups and assists individual students when needed. Restorative Practices are used to deal with issues between students and to repair and build relationships. Senior students are also trained as Peer Mediators to help other students to find ways to resolve problems that may lead to physical aggression or arguments within the playground.   To engage students and develop their interests, students have opportunities to participate in a range of activities that include: Breakfast Club (3 days a week), Choir, Guitar Group, Environment Group, Bike and Scooter Club, Robotics Club and Art Club. To engage and support our families we offer Parent English classes, Parent Computer classes and Birth to 5 year old Playgroup sessions each week at no cost. We also operate our own Before and After School Care Service for our working parents and schedule regular community events on our school calendar to engage and involve the wider school community in our learning programs.  KEY CHALLENGES:  1. Catering for Students with Additional Needs- Catering for the academic needs of all students at YOPS is a significant challenge for staff given the high percentage of students: - from an EAL background,  - with significant learning/additional needs (many of which do not receive PSD funding),  - from low socioeconomic families, and/or - from families who provide little/no home support.   2. To build consistency of practice- While teaching teams successfully work collaboratively, we currently do not have an agreed documented whole school Curriculum Framework (F-6) and Instructional model with clear protocols in place at the school. This has led to inconsistencies in teaching and learning practices across the school (F-6). Our challenge during the 2019-2023 strategic plan period will be to effectively address this situation.  3. To improve student outcomes so they truly reflect aspirations and efforts of the school community.   4. To improve the school's financial position to a level where programs that ensure school success can be resourced effectively. |
| Intent, rationale and focus | INTENT During the 2019-2023 strategic plan period, our goals will be: - To further strengthen our connected school community. - To lift student outcomes. - To create engaging learning spaces and maintain buildings and grounds at the highest standard. - To strengthen the school's financial position.  RATIONALE At Yarraman Oaks Primary School our mission is to provide a positive and supportive learning environment where students are connected to their school and engaged and challenged in their learning. This will require us to equip our students with the skills and knowledge necessary to be successful both at school and in the community.  PRIORITIES During the School Strategic Plan period work will focus on the following four priority areas: The Principal will lead and oversee work for Priorities one and four, supported by Leadership staff, the School Improvement Team and the Business Manager. The Principal, Leadership staff and the School Improvement Team will work collaboratively to lead and oversee the work for Priorities two and three. This will involve creating and implementing Annual Implementation Plans, staff Professional Development Plans, Curriculum Team Action Plans, professional development sessions and PLC sessions that are linked to these priorities and the SSP goals and targets.  1. Building leadership capacity by: - Establishing a distributive Leadership Model; - Setting clear roles and responsibilities for all staff; - Providing staff with the resources they need to complete their work (i.e. time release, professional development and mentoring/coaching). - Identifying upcoming leaders and providing leadership opportunities for them.  2. Building staff data literacy skills and knowledge by: - Reviewing the school's assessment Schedule and amending where needed; - Strengthening staff knowledge and understanding of the purpose of the assessments detailed in the school's schedule through professional development and within the operation of PLCs across the school. - Increasing staff knowledge and understanding in the administering of assessment tools, analysing data and using it to track and inform the planning of differentiated learning opportunities, identifying staff professional development needs and in guiding the work of PLCs within the school.  3. Improving the quality and consistency of teaching and learning practices across years F-6 by: - Establishing clear expectations for teaching and learning practices F-6 for Reading, Writing and Inquiry.  - Building staff knowledge and understanding of how to differentiate and challenge students F-6. - Building staff knowledge and understanding of the importance of consistency of practice. - Embedding student voice, agency and leadership in learning opportunities.   4. Improve the school's financial position by: - Ensuring that staffing levels can be financed through the SRP.  - Establishing clear, sound and transparent financial practices related to purchasing, budgets and spending accountability. - Forward planning to address and prioritise maintenance issues, major purchases and the undertaking of building works;  - Increasing student enrollments: Target:180 students by 2023. This will be achieved by creating a strong Kinder to Foundation transition program; actively promoting YOPS in the wider community; establishing protocols for prospective parents and school tours; maintaining our positive school community climate; and creating inviting learning spaces. |

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| Goal 1 | To optimise learning growth for all students |
| Target 1.1 | **NAPLAN – by band**  By 2023, the percentage of student NAPLAN results by band will improve in reading and numeracy.    Top Two Bands   * Year 3 reading, 20% (2018) to 45% * Year 5 reading, 6% (2018) to 30%. * Year 3 numeracy, 7% (2018) to 35%. * Year 5 numeracy, 6% (2018) to 20%.   Bottom Two Bands   * Year 3 reading, 13% (2018) to 10%. * Year 5 reading, 39% (2018) to 25%. * Year 3 numeracy, 47% (2018) to 20%. * Year 5 numeracy, 33% (2018) to 25%. |
| Target 1.2 | **NAPLAN – Relative growth**  By 2023 the percentage of Year 5 students achieving learning growth will increase in reading, writing and numeracy.  Reading   * 75% of students to achieve High or Medium growth * 25% of students to achieve High growth (7.7% in 2018)   Writing   * 85% of students to achieve High or Medium growth * 35% of students to achieve High growth (15.4% in 2018)   Numeracy   * 85% of students to achieve High or Medium growth * 35% of students to achieve High growth (30.8% in 2018) |
| Target 1.3 | **Teacher Judgments**  By 2023, we will increase the number of students Foundation to Year 6 achieving at or above expected level as determined by teacher judgement.  Reading- 81% (2018) to 90%  Speaking and Listening- from 93% (2018) to 95%  Writing- from 58% (2018) to 80%    Measurement and Geometry- from 81% (2018) to 90%  Number and Algebra- from 88% (2018) to 92%  Statistics and Probability- from 81% (2018) to 90% |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Streamline, clarify, communicate and embed whole school planning tools and frameworks |
| Key Improvement Strategy 1.b Building practice excellence | Strengthen the consistency of Professional Learning Communities to embed agreed whole school instructional models |
| Key Improvement Strategy 1.c Building practice excellence | Strengthen the capacity of teachers to accurately assess student learning to inform the planning of differentiated learning opportunities |
| Goal 2 | To strengthen student voice, agency and leadership in learning |
| Target 2.1 | **Attitudes to School Survey (AToS)**  By 2023, the positive percentage endorsement measures in the Student Attitudes to School Survey (AToS) will improve in the following Social engagement factors:   * Sense of connectedness will increase from 70% (2018) to 92%. * Student voice and agency will increase from 60% (2018) to 86%. * Sense of inclusion will increase from 81% (2018) to 96%. |
| Target 2.2 | **Staff Opinion Survey (SOS)**  By 2023, the Staff Opinion Survey percentage of positive endorsement for Use of student feedback to Improve Practice will increase from 60% (2018) to 90%. |
| Target 2.3 | **Parent Opinion Survey (POS)**  By 2023, the percentage of positive endorsement measures will improve for:   * Student agency and voice will increase from 89% (2018) to 95%% * Effective teaching will increase from 82% (2018) to 95% |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning. |
| Key Improvement Strategy 2.b Empowering students and building school pride | The school community will design opportunities for students to exercise authentic agency in their learning |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Embed the high impact teaching strategies that support student voice and agency |
| Goal 3 | Improve engagement in learning for all students |
| Target 3.1 | **Student Attitudes to School (AToS)**  By 2023, the positive percentage endorsement measures in the student Attitudes to School Survey (AToS) will improve in the following Effective Teaching for Cognitive Engagement factors:   * Differentiate learning challenge will increase from 84% (2018) to 90%. * Stimulating learning will increase from 71% (2018) to 90%. |
| Target 3.2 | **Parent Opinion Survey (POS)**  By 2023, the positive percentage endorsement measures in the Parent Opinion Survey (POS) will improve for:   * Effective teaching practice for cognitive engagement will increase from 82% (2018) to 90%. * Stimulating learning will increase from 84% (2018) to 95%. |
| Target 3.3 | **Staff opinion survey (SOS)**  By 2023, the Staff Opinion Survey (SOS) percentage of positive endorsement measures will improve in the following School Climate factors:   * Trust in students and parents will increase from 40% (2018) to 70%. * Collective focus on student learning will increase from 77% (2018) to 88%. |
| Target 3.4 | **Attendance**  Decrease the number of students with 20 or more absence days from 27% (2018) to 18%. |
| Key Improvement Strategy 3.a Vision, values and culture | Ensure the school community has clear understandings of the school’s vision, values, culture and the priorities driving the school improvement agenda |
| Key Improvement Strategy 3.b Instructional and shared leadership | Embed a distributive instructional leadership model |
| Key Improvement Strategy 3.c Intellectual engagement and self-awareness | Embed highly developed informal and formal structures to engage with, listen and respond to student perspectives and feedback |