

# School Strategic Plan 2023-2027

Yarraman Oaks Primary School (4807)



Submitted for review by Tina Ersch (School Principal) on 15 March, 2024 at 03:00 PM

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Endorsed by David Zammit (School Council President) on 16 April, 2024 at 09:17 AM

# School Strategic Plan - 2023-2027

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<b>School vision</b>	<p>The school engages with our learning community through the following:</p> <p>Our Vision: For our students to become enthusiastic, independent, successful lifelong learners who are respectful and responsible citizens who contribute positively to the community. Our Motto: Small school, Big community. Our Philosophy: We strive to build a connected school community, to embrace our diversity and to provide opportunities for all of our students.</p>
<b>School values</b>	<p>The values of Yarraman Oaks Primary School are Respect, Trust, Empathy, Support and Teamwork. These are partnered with the School's vision, motto and philosophy to enhance our positive school culture.</p> <p>Students and the wider community are aware of these values and the expectation that we all strive to exhibit them through our work and interactions.</p>
<b>Context challenges</b>	<ul style="list-style-type: none"><li>- High Equity</li><li>- EAL- very diverse, many cultures represented</li><li>- Low socio-economic</li><li>- Teacher retention and capacity building in particular middle leaders</li><li>- Increased enrolments and the fiscal, human and capital planning that accompanies that</li><li>- Whole school instructional model understanding and the emphasis on differentiation and assessment/moderation.</li><li>- Teacher knowledge of the curriculum and HITs.</li></ul>
<b>Intent, rationale and focus</b>	<ul style="list-style-type: none"><li>- We aim to continue our practice of implementing evidenced based curriculum in reading, writing and numeracy.</li><li>- Improve practices around the use of data and evidence based differentiation.</li><li>- Student well-being incorporating mental health literacy and Disability Inclusion processes.</li><li>- An emphasis on attendance, in particular, the reduction of unexplained absences.</li></ul>



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<b>Goal 1</b>	To improve learning outcomes for all students.
<b>Target 1.1</b>	<p>By 2027 increase the percentage of students in the NAPLAN Year 3 and Year 5 Exceeding proficiency levels in reading, writing, and numeracy.</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• Reading from 19% in 2023 to 25%</li><li>• Writing from 0% in 2023 to 15%</li><li>• Numeracy from 7% in 2023 to 15%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• Reading from 25% in 2023 to 29%</li><li>• Writing from 20% in 2023 to 25%.</li><li>• Numeracy 21% in 2023 to 25%.</li></ul> <p>TBC</p>
<b>Target 1.2</b>	<p>By 2027, decrease the proportion of students achieving below expected growth annual in the Victorian Curriculum strands:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 30% (Semester 2 2022 to Semester 2 2023) to 25%</li><li>• Writing from 29% (Semester 2 2022 to Semester 2 2023) to 24%</li><li>• Measurement and Geometry from 36% (Semester 2 2022 to Semester 2 2023) to 31%</li><li>• Number and algebra from 30% (Semester 2 2022 to Semester 2 2023) to 25%</li></ul>

	<ul style="list-style-type: none"> <li>• Statistics and probability from 29% (Semester 2 2022 to Semester 2 2023) to 24%</li> </ul> <p>*Note that baseline data was drawn from the 'Teacher judgement growth - time series' report on Panorama.</p>
<p><b>Target 1.3</b></p>	<p>By 2027, increase the percentage of staff reporting positive endorsement in the following School Staff Survey measures:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness using data from 50% in 2023 to 70%</li> <li>• Plan differentiated learning from 63% in 2023 to 75%</li> <li>• Understand formative assessment from 63% in 2023 to 75%.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build knowledge of and capabilities of staff to deliver evidence based differentiated classroom practices.</p>
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build capabilities for accurate data analysis and understanding across the school to drive whole school improvement.</p>
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build knowledge and capabilities of staff in relation to a deeper understanding of the Victorian Curriculum.</p>

<b>Goal 2</b>	Enhance student mental health, wellbeing, and inclusion.
<b>Target 2.1</b>	By 2027, the percentage of students with 20+ days absent F-6 students will decrease from 45% in 2022 to at or below 35%.
<b>Target 2.2</b>	<p>By 2027, increase the percentage of Year 4-6 students reporting positive endorsement of the following Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 71% in 2023 to 75%</li> <li>• Motivation and Interest from 70% in 2023 to 75%</li> <li>• Respect for Diversity factor from 73% in 2023 to 77%.</li> </ul>
<b>Target 2.3</b>	By 2027, increase the percentage of parents reporting positive endorsement in Parent Opinion Survey measure Teacher communication from 74% in 2023 to 82%.
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen staff knowledge and skills to develop and implement effective reasonable adjustments for individual students.
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance teacher capabilities to implement a multi-tiered, responsive approach to wellbeing, inclusion, and mental health.

**Key Improvement Strategy 2.c**

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Develop and implement a cohesive wellbeing program inclusive of mental health across the school.