

School Strategic Plan 2023-2027

Osborne Primary School (2655)



Submitted for review by Brett Miller (School Principal) on 25 August, 2023 at 10:43 AM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 03 December, 2023 at 04:03 PM

Endorsed by Rachael Crosbie (School Council President) on 06 December, 2023 at 11:41 AM

School Strategic Plan - 2023-2027

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School vision	To offer an engaging and inclusive education that inspires excellence.
School values	Confidence Co-operation Respect Resilience Responsibility
Context challenges	Some areas that we have identified and are continuing to work on are: <ul style="list-style-type: none">• Consistent Wellbeing approach across the school• Strengthen student recall of basic number facts• Continue to extending and challenging particular groups of students• Develop student 'sentence cohesion' and how this impacts their writing• Targeted intervention and support for students deemed at risk in Literacy and Numeracy• Develop PLC structures throughout the school• Unpack the new NAPLAN proficiency levels• Continue to provide opportunities for students to develop their interests through extra-curricula activities including lunchtime clubs, Blue Court sport etc• Maximise the school's new learning spaces
Intent, rationale and focus	To continue to engage and challenge our students. It's important to help students be the best that they can be. We will be prioritising the goals, KIS and actions to meet (and exceed) the targets set during our review.

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Goal 1	To improve learning growth in numeracy and literacy.
Target 1.1	NAPLAN growth targets for Mathematics, Reading and Writing to be established when further advice is available.
Target 1.2	<p>By 2027, based on teacher judgements, the percentage of students showing high growth will increase from the Semester 1 to Semester 2, 2022 benchmarks from:</p> <ul style="list-style-type: none">• In Number and Algebra from 20% to 20%• In Measurement and Geometry from 18% to 20%• In Statistics and Probability from 9% to 20%• In Reading from 14% to 20%• In Writing from 13% to 20%
Target 1.3	<p>By 2027 the percentage endorsement for the following factors in the SSS will improve</p> <ul style="list-style-type: none">• Instructional leadership from 84% (2022) to 88%• Academic emphasis from 78% (2022) to 80%• Teacher collaboration from 78% (2022) to 80%• Use student feedback to improve practice from 83% (2022) to 86%

<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Continue to develop and embed evidenced-based whole-school approaches to the teaching and learning of numeracy and literacy.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff capacity to challenge all students in their learning.</p>
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build the instructional leadership capacity of staff.</p>
<p>Goal 2</p>	<p>To enhance student wellbeing and engagement.</p>
<p>Target 2.1</p>	<p>By 2027, the percentage endorsement in the AtoSS for the following factors will improve:</p> <ul style="list-style-type: none"> • Stimulated learning from 81% (2022) to 85% • Sense of confidence from 82% (2022) to 86% • Perseverance from 84% (2022) to 88%
<p>Target 2.2</p>	<p>By 2027, the percentage endorsement in the AtoSS for the following factors will improve.</p> <ul style="list-style-type: none"> • Sense of connectedness from 82% (2022) to 86% • Teacher concern from 80% (2022) to 85%

	<ul style="list-style-type: none"> • Student voice and agency from 70% (2022) to 78%
Target 2.3	By 2027 the proportion of students with 20 or more days of absence will decrease from 33% (2022) to 20% or less.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed evidence based whole-school approaches to enhance student wellbeing and inclusion.