

Balnarring Primary School 1698 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Mrs Rhonda Stephens 14/02/17[name] [date][name] [date]
School Council: Bradley Phillips 14/02/17[name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Balnarring Primary School we aim to develop competent, curious learners who strive to do their best and both respect and care for themselves, others and the environment.</p>	<p>Balnarring Primary school has high expectations for both student achievement and student engagement. Our teaching pedagogy is outlined in our collaboratively developed Teacher Agreement and sets high expectations for teacher practice. Professional Learning teams set targets for student growth and achievement and regularly monitor these targets. Peer observations and the Performance and Review process also monitor teacher and student learning.</p> <p>The wellbeing and engagement policy articulates the expectations of student behaviour most conducive to a positive and safe learning environment.</p> <p>A number of key programs and strategies are implemented to promote student engagement, high attendance and <u>positive behaviour</u>.</p> <p>Our core values are encapsulated in the Balnarring Way which students make a weekly pledge to adhere to.</p> <p>I promise to care for myself I promise to care for others I promise to care for the environment I promise to do my best Because that is the Balnarring Way.</p>	<p>One of the challenges we face is to build the capacity for PLT leaders as instructional leaders to enhance the work of the Professional Learning Teams. Our PLTs have used curriculum leaders to plan different aspects of the English and mathematics curriculum. Whilst this strategy has provided leadership opportunities it has also meant that leaders are planning in isolation and not collaboratively with other PLT members.</p> <p>The school review panel recommended that PLTs plan more collaboratively to improve teacher knowledge and skills across all aspects of the curriculum. The challenge is for PLTs to have a greater focus on explicit learning intentions and success criteria, providing feedback linked to both the learning intentions and success criteria, and the planning of rich open ended tasks.</p> <p>Numeracy achievement over the life of the Balnarring Primary Strategic Plan 2013 -2016 had not improved and demonstrated a trend of increasing low learning growth and a decreased percentage of high learning growth across the student cohort Foundation – Year 6. It was also noted that teacher judgements of student progress and NAPLAN did not align. Assessment will be a key focus for PLTs. Aligning teacher judgements of student growth and achievement will continue to be a priority for PLTs.</p> <p>One of the actions Balnarring has undertaken to improve student attainment and growth in mathematics is to instigate an action research project over two years that focuses on implementing an effective whole school structure for the teaching and assessment of mathematics; developing student self-assessment and reflection in maths; providing professional development for staff in data literacy and encouraging parent involvement in mathematics.</p>	<p>Balnarring Primary School is committed to building a dynamic learning culture. A key focus over the next four years (Goal 1) is to improve student motivation, growth and achievement with a particular focus on developing numeracy skills. Curriculum planning, particularly for numeracy, will be completed collaboratively by PLT members to ensure that a collective responsibility for student growth and achievement continues to develop. This will also provide opportunities to build the instructional leadership capacity of PLT leaders. A whole school guaranteed and viable curriculum will be developed in numeracy and PLTs will work collaboratively to improve teacher knowledge of the Victorian Curriculum and ensure student assessments and achievement data inform planning.</p> <p>Goal 2 is to develop greater student agency with a focus on making learning visible by providing explicit learning intentions and success criteria and ensuring feedback is linked and purposeful. In addition to this, planning and implementing rich tasks for students to work on in collaborative groups will lead to improved student agency and students better understanding themselves as learners.</p> <p>Embedding a whole school approach to student wellbeing that involves working closely with parent and community groups will further develop the school's communication and engagement with the local community (Goal 3). Implementing the respectful relationships initiative in addition to our current wellbeing programs will provide opportunities to further engage parents and carers in both learning and social activities.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																								
<p>To develop self-motivated learners who achieve strong learning growth across the curriculum with a focus on numeracy.</p>	<p>Excellence in learning and teaching</p> <ul style="list-style-type: none"> building practice excellence curriculum planning and assessment 	<ol style="list-style-type: none"> Build distributed instructional leadership within a culture of team collaboration. <ul style="list-style-type: none"> Develop and implement a professional learning model to improve leadership practice Develop teacher content knowledge and a whole school numeracy curriculum. <ul style="list-style-type: none"> Create a guaranteed and viable curriculum in number and algebra Implement an agreed whole-school instructional model for numeracy. <ul style="list-style-type: none"> PLTs committed to implementing the Balnarring Primary School model of instruction in mathematics(Maths Action Research Plan) Deepen teacher and student understanding to assess and use evidence to inform point of need teaching and learning. <ul style="list-style-type: none"> Establish collective responsibility for the monitoring of progress and assessment of individual students and cohorts of students Teachers will use peer moderation and observation to develop consistency in teaching practice and assessment 	<p>Teacher judgments</p> <p>At each year level increase the percentage achieving above the expected level (A&B scores) for numeracy assessments on the Victorian Curriculum.</p> <p>NAPLAN</p> <ul style="list-style-type: none"> Increase the percentage achieving in the top two bands of NAPLAN (numeracy, reading and writing) using 2016 data as benchmarks. Increase the percentage achieving high growth on NAPLAN relative growth assessments using 2016 data as benchmarks. <table border="1" data-bbox="2089 575 2861 789"> <thead> <tr> <th>High growth 2016 Benchmarks</th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Year 3-5</td> <td>20.6%</td> <td>27.3%</td> <td>16.7%</td> </tr> <tr> <td>Year 5-7</td> <td>27.27%</td> <td>30.23%</td> <td>13.95%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Decrease the percentage achieving low growth on NAPLAN relative growth assessments using 2016 data as benchmarks. <table border="1" data-bbox="2089 974 2861 1178"> <thead> <tr> <th>Low growth 2016 Benchmarks</th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Year 3-5</td> <td>8.8%</td> <td>33.3%</td> <td>41.7%</td> </tr> <tr> <td>Year 5-7</td> <td>27.27%</td> <td>13.95%</td> <td>18.6%</td> </tr> </tbody> </table> <p>Attitudes to School Survey Factor Mean Scores 2016</p> <p>The Teaching and Learning component in the Attitudes to School Survey to reflect improved trend data against the 2016 mean in the variable of:</p> <p>Student motivation: 4.51</p> <p>School Staff Survey:</p> <p>The School Climate component to reflect improved trend data against the 2016 module percent endorsement score benchmark in the variable:</p> <p>Teacher Collaboration: 76.4 %</p>	High growth 2016 Benchmarks	Reading	Writing	Number	Year 3-5	20.6%	27.3%	16.7%	Year 5-7	27.27%	30.23%	13.95%	Low growth 2016 Benchmarks	Reading	Writing	Number	Year 3-5	8.8%	33.3%	41.7%	Year 5-7	27.27%	13.95%	18.6%
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<p>To build student engagement in, and ownership, of their learning.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Empowering students and building school pride 	<ol style="list-style-type: none"> Develop greater student voice in learning and understanding of themselves as learners. <ul style="list-style-type: none"> Provide opportunities for students to have an input into their learning Integrate relevant, authentic and collaborative learning across the curriculum. <ul style="list-style-type: none"> Using a range of range of strategies and approaches including problem solving, group work and innovative student led learning 	<p>Attitudes to School Survey Factor Mean Scores 2016</p> <p>The components of Teaching and Learning in the Attitudes to School Survey to reflect improved trend data against 2016 mean benchmark</p> <p>School Connectedness:4.35</p> <p>Attendance</p> <ul style="list-style-type: none"> Decrease the average number of days absent per student F-6. (2015 average days absent 15.43 days).
<p>To foster student wellbeing and build learning partnerships with parents/carers.</p>	<p>Community engagement in learning</p> <ul style="list-style-type: none"> Parents and carers as partners 	<ol style="list-style-type: none"> Further develop communication and partnerships with parents and the wider school community. <ul style="list-style-type: none"> Provide a range of opportunities for the community to engage with the school Integrate social and emotional health teaching and learning throughout the curriculum. <ul style="list-style-type: none"> Access a variety of programs to implement in line with the Department of Education and Training initiative- Respectful Relationships 	<p>Attitudes to School Survey Factor Mean Scores 2016</p> <ul style="list-style-type: none"> Improve student wellbeing variables <p>Student Morale:5.76</p> <ul style="list-style-type: none"> Improve student relationship variables <p>Connectedness to peers: 4.28</p> <p>Classroom Behaviour: 3.35</p> <p>Student Safety: 4.42</p> <p>Parent Opinion Survey 2016: The following variables to be above the state mean-</p> <p>Parent Input: 5.11</p> <p>School Staff Survey School Climate Module Percent Endorsement Scores</p> <p>Improve the 2016 variables –</p> <p>Parent and community Invovlement:78%</p>

