

School Strategic Plan 2021-2025

Balwyn Primary School (1026)



Submitted for review by Patricia Manicom (School Principal) on 24 November, 2021 at 07:33 PM

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Awaiting endorsement by School Council President

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School vision	<p>Our vision: 'Nurturing global citizens for personal success in an ever-changing world'.</p> <p>Our core purpose is to provide educational excellence through vibrant teaching and a challenging, innovative and relevant curriculum which enables students to become internationally minded, responsible and respectful lifelong learners.</p> <p>Balwyn Primary School (BPS) aims to develop in our students a love of learning, strong communication skills, the ability to be responsible, creative and critical thinkers and to be socially connected and resilient.</p> <p>At BPS we value the whole child and strive to develop strong self-esteem, confidence and independence within a stimulating, supportive and collaborative learning environment. Student voice and agency is encouraged to shape and influence learning.</p> <p>The school highly values education as a partnership of children, staff, parents and the local community.</p>
School values	<p>The values that form the basis for our decision making, actions and collaborations are: Responsibility, Respect, Integrity, Belonging and Compassion.</p> <p>Our motto "Aim High" and School Values underpin our philosophy and these values are embedded in our teaching and learning programs and are reinforced through our student negotiated norms.</p> <p>Respectful Relationships and the You Can Do It program help to build on these core values, and reinforce the importance of our shared expectations.</p>
Context challenges	<p>With the many new teachers who have joined our staff in the last two years, it is an ongoing process to upskill them in BPS pedagogical approaches. Therefore we will continue to build staff capacity in understanding and applying the Instructional model, in order to ensure whole school vertical and horizontal cohesion.</p> <p>Writing results in NAPLAN, particularly in growth from Year 3 to Year 5, are an identified area for improvement. Building on the momentum already created in English, Writing will be a future focus, including working with a Literacy Coach to build teacher capacity through professional learning to ensure student growth in writing is optimised.</p>

	<p>Feedback from staff has identified data literacy as an area for focus. In light of this we will continue to build school capacity in the use of data to ensure planning for, and the delivery of, a differentiated teaching and learning curriculum, responsive to and targeted to meet students learning at point of need.</p> <p>Attitudes to School data indicates Student Voice and Agency as a area for improvement. Therefore we will investigate and implement ways of building capacity in teachers and student to effectively understand and embed Student Voice and Agency practices across the school. This will including auditing and measuring improvement in Student Voice and Learner Agency by developing an internal school-based survey, and developing and implementing a common language, understandings and practices that support Student Voice and Learner Agency.</p> <p>Stakeholders during the School Review identified the need to strengthen student capacity as respectful, resourceful and resilient students, who embody the school values. Continued focus will be on developing a wholistic approach to wellbeing across the school, and providing authentic opportunities for students to to improve their wellbeing and connectedness. This will include the development of an internal school-based survey and assessment against the Victorian Curriculum Personal and Social Capability achievement levels.</p>
<p>Intent, rationale and focus</p>	<p>Intent and Rationale</p> <p>Consistent implementation of the Instructional Model across the School, to ensure the delivery of a high-quality program across all classrooms.</p> <p>The development of teacher capacity to deliver effective teaching and learning of Writing, including using rich mentor texts and strengthening the connections between reading and writing, building on the professional learning we have previously undertaken with John Munro and Misty Adoniou, to drive high growth in our Writing student outcomes.</p> <p>The improvement of staff data literacy skills to effectively use data to inform and improve student outcomes through targeted learning, and ensure consist whole school moderation of assessment and reporting</p> <p>The creation of empowered learners through the development of Student Voice and Learner Agency across the School, to ensure students are actively engaged in and connected to their learning, building their metacognitive skills and understandings.</p> <p>The integration of a wholistic approach to wellbeing practices across all areas of teaching and learning, to support student connectedness and the development of a strong sense of personal wellbeing in all students to ensure they are resourceful, resilient and respectful community members.</p> <p>Priorities</p>

	<p>Year 1</p> <p>Goal 1:</p> <ul style="list-style-type: none"> - build staff capacity to understand and implement the BPS Instructional Model. - undertake professional learning in English to build teacher capacity to drive student growth, with a focus on Writing, including building staff data literacy skills. <p>Goal 2:</p> <ul style="list-style-type: none"> - develop staff understandings about what effective Student Voice and Agency is and work with students to co-create Success Criteria and develop their understandings of what they are learning and where they can go next. <p>Goal 3:</p> <ul style="list-style-type: none"> - develop whole school understandings of a wholistic approach to teaching and learning of Wellbeing. <p>Year 2</p> <p>Goal 1:</p> <ul style="list-style-type: none"> - continue to build staff capacity in English and Maths, including refining staff data literacy understandings and where to next for students, to improve student outcomes <p>Goal 2:</p> <ul style="list-style-type: none"> - trial agreed whole school approach to Student Voice and Agency, including developing metacognitive skills in students and trialling the use of data and evidence that enables students to track their own progress and inform goal setting. <p>Goal 3:</p> <ul style="list-style-type: none"> - continue to build whole school implementation and ways of measuring Student Wellbeing and Connectedness <p>Year 3</p> <p>Goal 1:</p> <ul style="list-style-type: none"> - embed professional learning understandings in English and Maths, including exemplary data literacy practices. <p>Goal 2:</p> <ul style="list-style-type: none"> - embed agreed whole school approach to Student Voice and Agency, with students effectively using data and evidence to track and monitor their learning progress. <p>Goal 3:</p> <ul style="list-style-type: none"> - embed a wholistic approach to Wellbeing, ensuring authentic opportunities for students to develop a strong sense of personal wellbeing and connectedness are in place. <p>Year 4</p> <p>Goal 1:</p> <ul style="list-style-type: none"> - auditing progress in optimising student learning in English and Maths, and identifying areas for future focus in preparation for School Review. <p>Goal 2:</p> <ul style="list-style-type: none"> - reflect on progress made and continue to build teacher and student capacity to effectively develop students skills to reflect on and
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make decisions about their own learning.

Goal 3:

- embed opportunities across the school for students to build their personal wellbeing and connectedness, and reflect on the effectiveness of current practices.

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Goal 1	To optimise learning growth for all students in English and Mathematics.
Target 1.1	By 2025, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 37%.
Target 1.2	By 2025 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% in 2021 to 50%.
Target 1.3	<p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase:</p> <ul style="list-style-type: none">• in Reading from 7% in 2020 to 42%• in Writing from 5.5% in 2020 to 38%• in Number and Algebra from 23.5% in 2020 to 45%.
Target 1.4	<p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:</p> <ul style="list-style-type: none">• in Reading from 29% in 2020 to 10%• in Writing from 30% in 2020 to 10%• in Number and Algebra from 16% in 2020 to 8%

Key Improvement Strategy 1.a Building practice excellence	Continue to build staff capacity, understanding and application of the differentiated instructional model.
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capability in data analysis to improve student outcomes in English and Mathematics.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to extend student writing capabilities through professional learning.
Goal 2	To create empowered learners who are actively engaged in and connected to their learning.
Target 2.1	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: <ul style="list-style-type: none"> • In the social engagement domain Student Voice and Agency factor from 61% in 2020 to 75% • In the learner characteristics and dispositions domain Self-regulation and goal setting factor from 80% in 2020 to 88%.
Target 2.2	By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2020 to 85%.
Key Improvement Strategy 2.a Empowering students and building school pride	Investigate and implement ways of measuring improvement in student voice and agency in our learners
Key Improvement Strategy 2.b Empowering students and building school pride	Develop and implement common language, understandings and practices that support student voice and agency in learning.

Goal 3	To continue to develop respectful, resourceful, and resilient students who embody the school values.
Target 3.1	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: <ul style="list-style-type: none"> • School Connectedness (Sense of belonging) factor, from 82% in 2021 to 85% • Sense of inclusion factor, from 87% in 2021 to 92%
Target 3.2	By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 92%.
Key Improvement Strategy 3.a Health and wellbeing	Investigate and implement ways of measuring improvement in student personal wellbeing and connectedness.
Key Improvement Strategy 3.b Health and wellbeing	Develop and embed a wholistic approach to wellbeing across the school.
Key Improvement Strategy 3.c Health and wellbeing	Investigate authentic opportunities for students to develop and maintain a strong sense of personal wellbeing and connectedness.