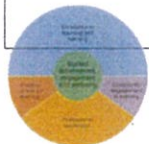


BALWYN PRIMARY SCHOOL [2016]
Strategic Plan 2018-2021

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	TRISH MANICOM	<i>Trish Manicom</i> (name) 9/10/17 (date)	(name) (date)
School council:	CRAIG MCLENNAN	<i>Craig McLennan</i> (name) 18/10/17 (date)	(name) (date)
Delegate of the Secretary:	IRENE HARDING	<i>I. B. Harding</i> (name) 9/10/17 (date)	(name) (date)

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our Vision, 'Nurturing global citizens for personal success in an ever-changing world', articulates our strong commitment to providing high quality, inclusive education which 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>Our Values</p> <p>Responsibility: We are all responsible for our own actions</p> <p>Respect: We treat others as we would like to be treated</p> <p>Integrity: We treat others honestly and fairly and we act at all times in an ethical manner</p> <p>Belonging: We foster a sense of belonging and connectedness to our class, School and School community</p> <p>Empathy: We are able to share and understand the feelings of others.</p>	<p>Balwyn Primary School provides a supportive learning environment for our students within a multi-age structure. The School has a history of strong academic achievement and provides high quality education through a relevant and dynamic curriculum.</p> <p>The School was established in 1868 and has served the Balwyn community for 149 years. It is located in the eastern metropolitan suburb of Balwyn, approximately 10 km east of the Melbourne CBD, in the Boroondara municipality, close to all facilities, transport and a wide range of secondary schools.</p> <p>We have established educational partnerships with a range of external providers, including The University of Melbourne and Deakin University, and John Monash Science School. A partnership with NoTosh Consulting, formalised in late 2015, has enhanced our focus on design thinking and developing students as lifelong learners.</p> <p>A sister school partnership with Boachuan Primary School in Nanjing, China was established in 2016.</p> <p>The School currently operates 22 classes comprising four foundation, seven year 1/2, six year 3/4 and five year 5/6 classes.</p> <p>The student population is culturally and linguistically diverse with 63% from a language background other than English, a 15% increase on 2010 figures. Over 30 linguistic backgrounds are represented with strong Mandarin and Cantonese representations.</p> <p>The proportion of students with a Language Background Other Than English (LBOTE) is 63%. The proportion of English as an Additional Language (EAL) students is 51%. Six percent of the school's families are supported by equity funding received through the Victorian Government's Camps, Sports and Excursions Fund (CSEF).</p> <p>In 2017, the School Student Family Occupation (SFO) index is 0.1527, which indicates that the socio-economic status of the student cohort is in the high range. The State median SFO in 2017 is 0.5126. The SFO has decreased from 0.1864 in 2015 to 0.1527 in 2017, which is a slight change towards a higher socioeconomic range.</p> <p>In 2017, the School Student Family Occupation and Education (SFOE) index is 0.1095. The State median SFOE is 0.4477. The SFOE has decreased from 0.1222 in 2016 to 0.1095 in 2017.</p>	<p>INTENT:</p> <p>Goal 1 To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.</p> <p>Goal 2 To maximise student and organisational resilience.</p> <p>Theory of Action/Rationale</p> <p>Developing the whole child emotionally, socially, culturally and intellectually is essential to prepare students to successfully navigate the local and global landscape.</p> <p>To do this, students need to further develop capability and capacity to reflect critically and provide feedback on their learning, as an active participant in the learning process to maximise learning growth and organisational resilience.</p>



		<p>Balwyn Primary School is registered to accept overseas students through the International Student Program. The School welcomes and is committed to international students being part of our diverse multicultural and inclusive community.</p> <p>Enrolment Trends Enrolments have continued to increase over the period covering the current School Strategic Plan (SSP) from 373 in 2012 to 470 in 2016. The gender breakdown is: boys 51% and girls 49%. Current enrolments in Term 2 2017 are 521 and the projected enrolments for 2019 are 514.</p> <p>Student mobility, mainly due to our global student cohort, has prompted ongoing work to ensure that an inclusive and welcoming environment is provided for our students.</p> <p>The School has transition links with up to 15 preschools and a dozen secondary colleges including State, Independent and Catholic secondary schools. These complex transition points are supported by comprehensive entry and exit transition programs.</p>	
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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>Goal 1 To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.</p>	<p>Excellence in Teaching & Learning</p> <ul style="list-style-type: none"> Building practice excellence [BPE] Curriculum Planning and Assessment [CP&A] <p>Professional Leadership</p> <ul style="list-style-type: none"> Building Leadership Teams [BLP] 	<p>Enhance Curriculum and Pedagogical Practices</p> <p>Develop an agreed and consistently implemented Instructional model that ensures that the individual learning needs of all individuals are met</p> <ul style="list-style-type: none"> Strengthen a whole school approach to planning, teaching, learning and assessment with a particular focus on teacher practice in English and Mathematics. Utilise consistent high impact teaching strategies that underpin effective teaching and learning, with an emphasis on learner agency. Embed personalised learning of the curriculum. Develop a deep conceptual understanding of Victorian Curriculum F-10 to assist consistency and cohesion in curriculum delivery and throughlines. <p>Develop Leadership Capacity</p> <p>Develop the leadership capacity of the teaching and learning Leaders and the School Improvement Team</p> <ul style="list-style-type: none"> Determine and implement a Leadership Team Structure, including Literacy Specialists and Literacy Strategic Plan Leader that is strategically focused, drives innovation, facilitates rigorous challenge and implements change related to ongoing school improvement. 	<p>NAPLAN DATA:</p> <p>Student Achievement Targets:</p> <p>To increase the percentage % of students within the cohort achieving in the top two bands in NAPLAN by 2021.</p> <table border="1"> <thead> <tr> <th>DOMAIN</th> <th>YEAR</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Year 3</td> <td>78.5%</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>Year 3</td> <td>78.5%</td> <td>80%</td> </tr> <tr> <td>Numeracy</td> <td>Year 3</td> <td>77.2%</td> <td>80%</td> </tr> <tr> <td>Reading</td> <td>Year 5</td> <td>54.9%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>Year 5</td> <td>39.3%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>Year 5</td> <td>56.5%</td> <td>60%</td> </tr> </tbody> </table>	DOMAIN	YEAR	2017	2021	Reading	Year 3	78.5%	80%	Writing	Year 3	78.5%	80%	Numeracy	Year 3	77.2%	80%	Reading	Year 5	54.9%	60%	Writing	Year 5	39.3%	50%	Numeracy	Year 5	56.5%	60%
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	<p>Excellence in Teaching & Learning</p> <ul style="list-style-type: none"> o Building practice excellence [BPE] o Curriculum Planning and Assessment [CP&A] 	<p>Build Teacher Capacity</p> <p>Build Teacher Capacity to differentiate teaching to challenge and ensure progress for every student.</p> <ul style="list-style-type: none"> • Develop a strategic professional learning plan in order to build consistency, rigour and precision around teacher practice. • Challenge staff to promote and demonstrate a 'growth mindset' – incorporating the three levels of learning intelligence: School, Team and Self. • Develop the capacity of teachers to use quality formative and summative assessment practices to evaluate the impact on learning and respond to student need. • Increase the capacity of all staff to implement innovative learning practices such as use of digital technologies and using learning spaces in a flexible manner. • Develop staff capacity to implement the Design Thinking Inquiry approach to facilitate critical and creative thinking skills. 	<p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p> <table border="1"> <thead> <tr> <th rowspan="2">DOMAIN</th> <th colspan="2">PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH [from YR3-5]</th> </tr> <tr> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25.5%</td> <td>>35%</td> </tr> <tr> <td>Writing</td> <td>37.2%</td> <td>>38%</td> </tr> <tr> <td>Numeracy</td> <td>27.9%</td> <td>>35%</td> </tr> </tbody> </table> <p>Decrease the percentage of students achieving low growth on NAPLAN relative growth report.</p> <table border="1"> <thead> <tr> <th rowspan="2">DOMAIN</th> <th colspan="2">PERCENTAGE OF STUDENTS SHOWING LOW GROWTH [from YR3-5]</th> </tr> <tr> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18.6%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>16.28%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>11.63%</td> <td>10%</td> </tr> </tbody> </table>	DOMAIN	PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH [from YR3-5]		2017	2021	Reading	25.5%	>35%	Writing	37.2%	>38%	Numeracy	27.9%	>35%	DOMAIN	PERCENTAGE OF STUDENTS SHOWING LOW GROWTH [from YR3-5]		2017	2021	Reading	18.6%	10%	Writing	16.28%	10%	Numeracy	11.63%	10%			
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<p>Goal 2 To maximise student and organisational resilience.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> o Empowering Students & Building School Pride [ES&BSP] o Health & Wellbeing [H&W] 	<p>Health and Wellbeing</p> <p>Provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community.</p> <ul style="list-style-type: none"> • Review and respond to wellbeing and resilience practices across the school. • Refine programs and implement the Respectful Relationships program that develop the school's values, behaviours and attributes. • Parents and Carers as Partners • Continue to build meaningful home, school, local and global partnerships. 	<p>Growth on the Student Attitudes to School Survey on the following dimensions:</p> <table border="1"> <thead> <tr> <th rowspan="2">FACTOR NAME</th> <th colspan="2">STUDENT ATTITUDES TO SCHOOL SURVEY % OF POSITIVE RESPONSES</th> </tr> <tr> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>Student Voice and Agency</td> <td>74%</td> <td>80%</td> </tr> <tr> <td>Transitions</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>Respect for Diversity</td> <td>78%</td> <td>80%</td> </tr> </tbody> </table> <p>Growth on the Staff Opinion Survey on the following dimensions:</p> <table border="1"> <thead> <tr> <th rowspan="2">SCHOOL CLIMATE AND PROFESSIONAL LEARNING</th> <th colspan="2">STAFF OPINION SURVEY WHOLE SCHOOL PERCENT ENDORSEMENT</th> </tr> <tr> <th>2016</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Teacher Collaboration</td> <td>67.3%</td> <td>75%</td> </tr> <tr> <td>Staff Professional Safety</td> <td>62.4%</td> <td>70%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>76.8%</td> <td>80%</td> </tr> </tbody> </table>	FACTOR NAME	STUDENT ATTITUDES TO SCHOOL SURVEY % OF POSITIVE RESPONSES		2017	2021	Classroom Behaviour	79%	80%	Student Voice and Agency	74%	80%	Transitions	75%	80%	Respect for Diversity	78%	80%	SCHOOL CLIMATE AND PROFESSIONAL LEARNING	STAFF OPINION SURVEY WHOLE SCHOOL PERCENT ENDORSEMENT		2016	2021	Teacher Collaboration	67.3%	75%	Staff Professional Safety	62.4%	70%	Staff trust in colleagues	76.8%	80%
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