

School Strategic Plan 2020-2024

Balnarring Primary School (1698)



Submitted for review by Nicole Walker (School Principal) on 03 June, 2021 at 10:14 PM

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<p>School vision</p>	<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>School values</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 Development Process also support and monitor teacher professional learning goals and student learning. The Wellbeing and Engagement Policy articulates the expectations of student behaviour most conducive to a positive and safe learning environment. A number of key programs and strategies are implemented to promote student engagement, high attendance and to amplify positive behaviour. Classes participate in daily outside 'Active breaks' and Friday mixed cohort group activities to promote school/peer connectedness and healthy life styles. Student leadership roles, a Junior School Council and lunch time clubs foster both student leadership and student voice. Our core values are encapsulated in the Balnarring Way, a weekly pledge the students make to adhere to. 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>Context challenges</p>	<p>Balnarring Primary School was established on its present site in 1990. The school is located on the Mornington Peninsula in the township of Balnarring, which fronts Western Port Bay. The grounds are enhanced with eight hectares of wetlands, native garden beds, a sensory garden, a vegetable patch, an animal enclosure and an outdoor pizza oven! The school environment enriches the specialist science program and the school's environmental and sustainability focus. The school has extensive outdoor facilities including playground equipment for active play and quiet seating and a central courtyard for passive play. The indoor facilities include 17 classrooms, a library, and specialist rooms for Music, Art, Japanese and Science. Flexible learning</p>

	<p>spaces have been created between classrooms with digital devices in all classrooms. There are 34 staff including a principal, assistant principal, one leading teacher, one learning specialist, class teachers, specialist teachers, three integration aides and 2.2 Education Support officers in the school office. Enrolments are drawn from the local area and from nearby localities including Somers, Bittern, Hastings, Crib Point and Red Hill. Most students are from English speaking backgrounds. The school curriculum has a strong focus on literacy and numeracy and specialist programs are offered in Science, Performing Arts, Language Other Than English (Japanese) and Physical Education. The Humanities program is taught through a 'Discovery Week' that is time tabled each term.</p> <p>One of the challenges the school faces is the variation between teacher judgements and NAPLAN data, teachers are often assessing students at their expected level, while their NAPLAN results assessed them as achieving above expected level. The school will support PLT's to build curriculum knowledge that will be used to inform differentiated planning and accurate assessment and reporting against the Victorian Curriculum.</p> <p>Another challenge that the school faces is lower percentages of positive endorsement for factors related to student voice and agency in comparison to other factors in the student Attitudes to School Survey. The school will appoint two staff voice and agency leaders. The voice and agency leaders will engage in Russell Quaglia's, 'Voice and Aspirations' professional learning initiative to build their own capacity and understanding and leadership skills to lead and build staff capacity in implementing strategic opportunities for authentic voice and agency across the school.</p>
<p>Intent, rationale and focus</p>	<p>Balnarring Primary School is committed to continual improvement cycles within our dynamic learning culture with a focus on continuously improving student outcomes in all areas.</p> <p>Our focus over the life of this Strategic Plan is as follows;</p> <p>Goal 1 is to improve student learning in literacy. The percentage of students making above benchmark growth in NAPLAN was higher than the percentage of students making above expected growth in the Victorian Curriculum, as assessed by teachers. PLT's will work collaboratively to focus on assessment and planning to support teachers to enhance differentiation to ensure all students are challenged in literacy. The Learning Specialist will coach and mentor staff to build capacity and knowledge in implementing evidence-based research and data informed practices. This will build teacher capacity to make accurate teacher judgements against the Victorian Curriculum.</p> <p>Goal 2 is to improve student learning outcomes in Mathematics. The school has made positive gains in numeracy over the last strategic plan. The number of students achieving above expected level in Number and Algebra was higher than other areas in</p>

Mathematics. Teacher judgement in all areas showed a number of students were making below expected growth over one year. PLT's will work collaboratively to focus on assessment and differentiated planning in all areas of Mathematics to support improved learning growth for all students in all areas of the mathematics curriculum. Two Primary Maths Specialists will be appointed to participate in the PMSS project. The PMMS project is designed build their capacity, knowledge and leadership skills to enable them to lead and build staff capacity in evidence- based research and data informed teaching practices. This will build teacher capacity to make accurate teacher judgements against the Victorian Curriculum.

Goal 3 is to empower all students as active learners. PLT's will work collaboratively to ensure students are provided with opportunities to develop into empowered learners and leaders, by actively contributing to their own education and their school community and enhancing their engagement in their learning. PLT's will increase opportunities for students to have greater agency, voice and responsibility for their learning to optimise their ownership of and their engagement in learning. The two voice and agency leaders will lead and build staff capacity and knowledge to effectively provide opportunities for student voice and agency across the school.

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Goal 1	Improve student learning growth in literacy.
Target 1.1	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none">• Year 3 Reading from 75 per cent in 2019 to 80 per cent in 2024• Year 5 Reading from 45 per cent in 2019 to 50 per cent in 2024• Year 5 Writing from 29 per cent in 2019 to 37 per cent in 2024.• To sustain or improve the percentage of students achieving in the top two bands in NAPLAN for Year 3 Writing of 81 per cent in 2019, for 2024.
Target 1.2	<p>NAPLAN benchmark growth:</p> <ul style="list-style-type: none">• To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Reading from 23 per cent in 2019 to 30 per cent by 2024.• To sustain or improve the percentage of students making above benchmark growth in NAPLAN for Year 3 to Year 5 in Writing of 39 per cent in 2019, for 2024.
Target 1.3	<p>To increase the percentage of students at each year level, making at or above expected growth over one year, in the Victorian Curriculum – English, as assessed teachers in Semester 2 for:</p> <ul style="list-style-type: none">• Reading and Viewing from the Year 1 – 6 average of 83 per cent in 2019 to 90 per cent in 2024• Writing from the Year 1 – 6 average of 81 per cent in 2019 to 90 per cent in 2024.

	Note: The percentage was determined by averaging the Semester Two, 2018 to Semester Two, 2019 results for Year 1 to 6 students making at or above expected growth.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher knowledge of English in the Victorian Curriculum.
Key Improvement Strategy 1.b Curriculum planning and assessment	Improve use of assessment to inform planning for differentiation.
Key Improvement Strategy 1.c Building practice excellence	Consistently implement a cycle of inquiry approach across the school.
Goal 2	Improve student learning outcomes in Mathematics.
Target 2.1	To increase the percentage of students achieving in the top two bands, over a 3 year average from 2017 – 19 in NAPLAN for: <ul style="list-style-type: none"> • Year 3 Numeracy from 54 per cent to 60 per cent in 2024 • Year 5 Numeracy from 29 per cent in 2019 to 35 per cent in 2024.
Target 2.2	To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Numeracy from 20 per cent in 2019 to 25 per cent in 2024.
Target 2.3	To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements in Semester 2 for:

	<ul style="list-style-type: none"> • Number and Algebra from 37 per cent in 2019 to 42 per cent in 2024 • Measurement and Geometry from 21 per cent in 2019 to 30 per cent in 2024 • Statistics and Probability from 16 per cent in 2019 to 25 per cent in 2024.
Key Improvement Strategy 2.a Building practice excellence	Participate in the Primary Mathematics Initiative.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher knowledge in all areas of the Mathematics Victorian Curriculum
Key Improvement Strategy 2.c Building practice excellence	Consistently implement a cycle of inquiry approach across the school.
Goal 3	Empower all students as active learners.
Target 3.1	<p>To increase the percentage of positive endorsement in the Attitudes To Schools Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning from 77 per cent in 2019 to 82 per cent by 2024 • Differentiated learning challenge from 85 per cent in 2019 to 90 per cent by 2024 • Motivation and interest from 80 per cent in 2019 to 85 per cent by 2024 • Self-regulation and goal setting from 81 per cent in 2019 to 86 per cent by 2024 • Student voice and agency from 67 per cent in 2019 to 75 per cent by 2024.
Target 3.2	The percentage of students achieving at or above the Personal and Social Capability curriculum, as assessed by teachers in Semester 2 to improve from 88 per cent in 2019 to 93 per cent in 2024.

Target 3.3	<p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 67 per cent 2019 to 75 per cent by 2024 • Stimulating learning environment from 88 per cent 2019 to 93 per cent by 2024 • Effective teaching from 85 per cent 2019 to 90 per cent by 2024.
Key Improvement Strategy 3.a Building practice excellence	Build a shared understanding of student voice and agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and implement a whole school pedagogical approach that ensures students are active learners.
Key Improvement Strategy 3.c Building practice excellence	Build teacher capacity to co-design opportunities for students to exercise authentic agency in their learning.