

School Strategic Plan 2019-2023

Ballarat North Primary School (4690)



Submitted for review by Dean Banova (School Principal) on 17 September, 2020 at 10:47 AM

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Endorsed by Janette Thomas (School Council President) on 07 October, 2020 at 10:57 AM

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School vision	<p>Aims: Ballarat North Primary School promotes high achievement and success for all by working with students to:</p> <ul style="list-style-type: none">• Strive for personal excellence in all aspects of their education• Develop independence, persistence, self-motivation and the ability to work cooperatively with others• Become adaptable and creative thinkers who enjoy and are actively involved in their learning• Build resilience and develop highly effective social skills• Show care and respect for themselves, others and the environment• Develop a sense of belonging and pride in their school and an awareness of their place within a global community• Provide a PLC framework with the following vision: 'our vision is to improve student outcomes and teacher capacity through collaboration and consistency using the inquiry model and driven by the shared belief that all students can learn.' <p>Mission: To achieve our aims for students the school will:</p> <ul style="list-style-type: none">• Provide a safe, caring and stimulating learning environment• Offer an engaging and challenging curriculum that caters for the diverse needs of all learners• Use a range of effective, evidence-based teaching approaches to maximise the learning growth of all students• Adopt practices that enhance student wellbeing and promote positive relationships• Establish cooperative learning partnerships with parents and the wider community• Have high expectations of all students
School values	<p>Our core values are: Care, Respect, Excellence and Community. We demonstrate:</p> <ul style="list-style-type: none">• Care by looking after ourselves, others and our environment• Respect by using manners and being kind in words and actions• Excellence by always giving our personal best• Community by everyone working together
Context challenges	<p>The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. A comprehensive curriculum is offered throughout the school with a strong focus on Literacy and Numeracy. Student engagement in learning is given high priority, with formative assessment used by teachers to inform their instruction and assist in applying a differentiated program focussed on teaching students at their point of need.</p>

	<p>A culture of collaboration and reflective practice has been developed within the school, supported by high expectations for all members of the school community. This is demonstrated by all staff through their strong commitment to professional learning which is an integral part of the school's ongoing focus on continuous improvement. This is further evidenced in the way teachers work together in Professional Learning Teams (PLTs), meeting regularly to plan, reflect and engage in professional learning.</p> <p>Through the self-reflection process it has been recognised that while there is rigour in teaching across the school which has seen strong learning achievement this at times has been inconsistently applied. The new Strategic Plan is seen as an opportunity to utilise the robust existing planning framework and culture to facilitate more comprehensive shared planning with a focus on pedagogical discussion and reflection on classroom application of practice. Also recognised is the potential to improve how we engage students better through the enhancing of approaches that give increased student ownership in their own learning. This may be achieved through increased opportunities for reflection and an established whole school approach to goal setting.</p> <p>The school highly values the development of strong home-school partnerships and actively encourages positive relationships in support of student well-being. Priority is given to ensuring a supportive culture with open two-way communication promoted at all times. The recognition and celebration of effort and achievement within the school community; the focus on established BNPS Learning Behaviours; and promotion of our recognised School Values of Care, Respect, Excellence and Community helps to foster a positive, engaging learning environment. To further enhance the school's support of student well-being the school recognises the potential of introducing a guideline framework for promoting respectful relationships through a whole school approach. It is also recognised that methods of communication particularly related to student progress in learning could be further enhanced as part of the new plan.</p>
<p>Intent, rationale and focus</p>	<p>The focus of our new Strategic Plan sees us striving to achieve greater consistency of best practice in Literacy and Numeracy teaching across the school from Prep to 6. We aim to achieve this through embedding a whole school Instructional Practice Model and agreed Assessment Practices for Literacy and Numeracy. It became evident through the school review process findings there was a need to embed whole school consistency in these areas. During the self-evaluation and the review process it highlighted the need for further work focused on enhancing our professional learning culture and the extension of relational trust that exists amongst staff. This will enable more positive and productive teacher collaboration ensuring consistency of practice and programs across the school. A positive learning culture will also assist with developing a common professional language that will support the implementation and embedding of the school's Instructional Practice Model. To compliment the focus on consistent practice in Literacy and Numeracy, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. Another focus for improvement coming from the self-evaluation process was the need for better consistency of communication between the school and home related to the classroom program and individual student learning.</p> <p>Throughout the School Strategic (4 year) Plan, to develop in these areas we aim to implement the following Key Improvement Strategies:</p> <ul style="list-style-type: none"> • Review and improve whole school curriculum planning to ensure alignment with the Victorian Curriculum. • Enhance teacher practice through the consistent implementation of the agreed school-wide pedagogical model. • Build teacher capacity in data literacy to support teacher judgment and inform differentiation in teacher practice.

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| | <ul style="list-style-type: none">• Further develop student involvement and agency in the development and delivery of curriculum.• Develop a whole school approach to goal setting.• Further develop and implement the model for communication with parents in relation to curriculum/goal setting.• Enhance the school's current wellbeing framework. |
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Goal 1	To maximise the learning growth of every student.
Target 1.1	<p>Teacher Judgement: Reading, Writing and Numeracy</p> <p>Increase the percentage of students achieving above age expected level:</p> <p>In Year 1</p> <ul style="list-style-type: none">• Reading from 25% (2019) to 38% (2023)• Writing from 23% (2019) to 25% (2023)• Number & Algebra from 11% (2019) to 25% (2023) <p>In Year 3</p> <ul style="list-style-type: none">• Reading from 47% (2019) to 50% (2023)• Writing from 30% (2019) to 35% (2023)• Number & Algebra from 31% (2019) to 36% (2023) <p>In Year 5</p> <ul style="list-style-type: none">• Reading from 41% (2019) to 45% (2023)• Writing from 34% (2019) to 38% (2023)• Number & Algebra from 34% (2019) to 38% (2023)

Target 1.2	<p>NAPLAN: Reduce the percentage of students in the bottom two bands:</p> <p>Year 3 students:</p> <ul style="list-style-type: none"> • Reading from 18% in 2019 to 10% in 2023 • Number from 11% in 2019 to 8% in 2023 <p>Year 5 students:</p> <ul style="list-style-type: none"> • Reading from 13% in 2018/ 7% in 2019 to 8% in 2023 • Number from 11% in 2019 to 8% in 2023
Target 1.3	<p>Benchmark Growth</p> <p>By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be:</p> <ul style="list-style-type: none"> • Reading 84% (84% 2019) • Writing 90% (90% 2019) • Numeracy 89% (89% 2019)
Key Improvement Strategy 1.a Curriculum planning and assessment	<p>Review and improve whole school curriculum planning to ensure alignment with the Victorian Curriculum.</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Enhance teacher practice through the consistent implementation of the agreed school-wide pedagogical model.</p>
Key Improvement Strategy 1.c Evaluating impact on learning	<p>Build teacher capacity in data literacy to support teacher judgment and inform differentiation in teacher practice.</p>

Goal 2	To improve student agency in their learning.
Target 2.1	<p>Drafting note: AToSS is the only student measure target used to measure this goal, suggest you consider including another measure of engagement.</p> <p>Attitudes to School Survey:</p> <p>In every year of the Strategic Plan, the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:</p> <p>Learner characteristics and disposition domain</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 92% (2019) to same or above <p>Social engagement domain</p> <ul style="list-style-type: none"> • Student Voice and agency from 92% (2019) to same or above
Target 2.2	<p>By 2023, the percentage of parents responding positively to the following measure contained in the Parent Opinion Survey to be:</p> <p>Student Cognitive Engagement domain</p> <ul style="list-style-type: none"> • Student motivation and support from 84% in 2019 to 90% • Effective teaching from 86% in 2019 to 90%
Key Improvement Strategy 2.a Empowering students and building school pride	Further develop student involvement and agency in the development and delivery of curriculum.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop a whole school approach to goal setting.

Key Improvement Strategy 2.c Building communities	Further develop and implement the model for communication with parents in relation to curriculum/goal setting.
Goal 3	To enhance the health and wellbeing of all students.
Target 3.1	By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be: Teacher-student relations domain <ul style="list-style-type: none"> • Teacher concern from 82% (2019) to 88% Not experiencing bullying domain <ul style="list-style-type: none"> • Not experiencing bullying from 59% (2019) to 68%
Target 3.2	By 2023 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to be: Safety domain <ul style="list-style-type: none"> • Non-experience of bullying from 63% (2019) to 72% • Promoting positive behaviour from 91% (2019) to 95%
Key Improvement Strategy 3.a Health and wellbeing	Enhance the school's current wellbeing framework.
Key Improvement Strategy 3.b Parents and carers as partners	Further develop a consistent school wide approach to communication with parents and carers.