

School Strategic Plan 2018-2022

Ballan Primary School (1435)



Submitted for review by Julie Ferguson (School Principal) on 16 July, 2019 at 03:09 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 16 July, 2019 at 04:41 PM

Awaiting endorsement by School Council President

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School vision	<p>To ensure that every child has the opportunity to be the best they can be.</p> <p>Our strategic purpose is to develop the desire to continue to learn throughout life and build the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice.</p> <p>The school offers a range of programs and structures designed to facilitate learning, engagement, wellbeing and social responsibility. Specialist areas include Visual Arts, Performing Arts, Language, Science, Stephanie Alexander Kitchen Garden Program, Physical Education classes and an Instrumental Music program. Students are able to learn a variety of instruments including keyboard, guitar and recorder. Other extracurricular activities include camps, Kelly Sports, Footsteps Dance Program, excursions, choir, swimming classes, sporting events, art shows, music concerts, numeracy and literacy days plus many more. Our school facilities are outstanding with multiple spaces that are purposefully designed to allow for a range of learning experiences and choices. All our classrooms are permanent and equipped to provide a 21st Century education to our students. This includes interactive whiteboards in every classroom and access to eLearning, iPads, desktop and laptop computers. We have an onsite Out of School Hours Care facility.</p> <p>The school's wellbeing program is an integral part of the ethos of the school in developing and maintaining a harmonious environment. The school has a school wide positive behaviour focus with consistent practices across all year levels. This acknowledges our sustained effort and strategies to improve mental health, wellbeing and educational outcomes for all students.</p>
School values	<p>The core values of the school are Learning, Respect and Community. We live out these values through our work within the school and with our local community. Our onsite Community Room is well utilised by local groups including the Moorabool New Parents group and a literacy based 'Small Talk' playgroup. We believe that working in authentic collaboration with the community is vital to the shaping of our present and future society.</p> <p>Respect: We have regard for ourselves, others, the environment and the diversity within our school. We use restorative practices and embrace our school wide positive behaviours.</p> <p>Learning: We are the best learners that we can be. We have inquiring minds. We like to explore and discover knowledge. We learn in</p>

	<p>many ways. We have a voice and celebrate our learning every day.</p> <p>Community: We are active, important members of our school community. We also belong to our local and global communities. We recognise and accept differences in ability, race, religion and beliefs of others.</p>
<p>Context challenges</p>	<p>Over the last 5 years we have implemented and embedded many programs which has resulted in the shift of community perceptions. There was a collective focus on teaching and learning (T&L), high expectations for all students and an expectation that every student would make at least 12 months growth were goals in both our AIP's and staff PDP's. Intervention programs were established and ES and volunteer staff were trained supported by equity funding. Multillit, oral language programs, pragmatic language, social programs and math's intervention programs supported students below where they needed to be. Intervention programs were tracked and data showed improvements in student learning outcomes, engagement, attendance and self-esteem. Reading extension program initiated in 2019 for high achievers with a focus on maintaining students in the top two bands in NAPLAN from Year 3 to Year 5 which was one of our key challenges.</p> <p>Our future SSP targets aim to maintain high levels of students achieving at or above age expected levels in both English and Maths with a focus on formative assessment for learning.</p> <p>Our student opinion survey indicated that student perceptions re bullying required clarification and investigation.</p> <p>Feedback from the school community indicated that there is a need to increase opportunities for student voice, agency and leadership.</p>
<p>Intent, rationale and focus</p>	<p>The school services the local community in the provision of a primary school education for children and commits to the active sharing of its vision and goals to ensure community engagement.</p> <p>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</p> <p>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</p> <p>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</p> <p>All students will receive instruction that is adapted to their individual needs.</p> <p>Our school priority is Reading and Mathematics.</p> <p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • English and Mathematics, particularly reading in Years 3 and 5 and formative assessment. • High impact teaching strategies. • Student voice, agency and leadership. • Students setting high expectations for their learning.

- Community engagement in learning, with a particular focus on parents and carers as partners.

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Goal 1	To ensure the achievement of maximum learning growth for all students with a particular focus on Literacy and Numeracy
Target 1.1	TEACHER JUDGEMENTS - <ul style="list-style-type: none">• By 2022, the percentage of students assessed by teachers above age expected levels in Reading will increase from 48% (in 2018) to 52%.
Target 1.2	<ul style="list-style-type: none">• By 2022, NAPLAN assessment will demonstrate that 90% of the (matched cohort) students are maintained in the top two bands from Year 3 to Year 5 - Reading.
Target 1.3	TEACHER JUDGEMENTS - <ul style="list-style-type: none">• By 2022, the percentage of students assessed by teachers at or above age expected levels in Mathematics: Number and Algebra will increase from 37% (in 2018) to 41%.
Target 1.4	NAPLAN -

	<ul style="list-style-type: none"> • By 2022, NAPLAN assessment will demonstrate that 90% of the (matched cohort) students are maintained in the top two bands from Year 3 to Year 5 - Numeracy.
Key Improvement Strategy 1.a Curriculum planning and assessment	Improve the consistency of the process of using “formative assessment” across the school to inform teacher practice in Literacy & Numeracy.
Key Improvement Strategy 1.b Building practice excellence	Create opportunities to build and embed improved practices in data literacy for both staff and students
Goal 2	To develop engaged, connected and empowered students who make positive contributions to the development of the whole school community.
Target 2.1	<p>By 2022, the following factor endorsement rates in Student Attitude to Schools Survey (AtoSS) will be:</p> <ul style="list-style-type: none"> • Sense of Confidence to increase in the positive endorsements from 80% to 85% • Student Voice and Agency to increase in the positive endorsements from 72% to 80% • Stimulated Learning to increase in the positive endorsements from 80% to 85%
Target 2.2	<p>By 2022, the following factor scores in Parent Opinion Survey (POS) will be:</p> <ul style="list-style-type: none"> • Student Voice and Agency to increase in the positive endorsements from 88% to 90% • Student Motivation and Support to increase in the positive endorsements from 90% to 93% • Stimulating Learning Environment to increase in the positive endorsements from 90% to 93%
Key Improvement Strategy 2.a	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning.

Empowering students and building school pride	
Key Improvement Strategy 2.b Empowering students and building school pride	To develop the understanding of metacognition strategies for students to articulate their future learning goals.
Goal 3	To develop resilient students who display behaviours and attitudes that reflects the school values.
Target 3.1	By 2022, the following factor endorsement rates will be: <ul style="list-style-type: none"> • The percentage of the positive endorsements of Managing Bullying from 83% to 90%
Target 3.2	By 2022, the following factor endorsement rates will be: <ul style="list-style-type: none"> • The percentage of the positive endorsements of School Safety from 89% to 93%
Key Improvement Strategy 3.a Health and wellbeing	To continually investigate perceptions of bullying and how it relates to student wellbeing.
Key Improvement Strategy 3.b Health and wellbeing	To embed School Wide Positive Behaviours strategies and processes.