

# School Strategic Plan 2020-2024

Belgrave South Primary School (3551)



Submitted for review by Stuart Boyle (School Principal) on 05 February, 2021 at 12:39 PM

Endorsed by Scott Crawford (Senior Education Improvement Leader) on 05 February, 2021 at 03:44 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<b>School vision</b>	Educating with purpose, encouraging high achievement and enriching the development of our children and community.
<b>School values</b>	The promotion of a positive school culture and learning environment is based around the school values of respect self, respect others and respect the environment.
<b>Context challenges</b>	<p>Belgrave South Primary School has been providing excellence in teaching and learning for over 100 years. Located in the Dandenong Ranges, the school provides well equipped grounds and buildings in a beautiful setting. We are an integral part of the local community and we highly value the support of our parents and community members in our school each day. We work together to facilitate excellent learning opportunities, provide state of the art technology and develop innovative learning spaces. Our Science and Inquiry Learning Centre and Maker Space supports the development of critical and creative thinking. We encourage high achievement and our students achieve excellent results.</p> <p>The instructional model that has been implemented provides a framework for the key stages of learning within each lesson, we are currently focused on increasing the consistency of teacher capacity in implementing key stages of the model.</p> <p>Further work will focus on building expertise in the use of assessment tools and evidence to support increased accuracy in teacher judgements and measurements of student growth.</p> <p>We wish to develop greater levels of student ownership of their learning. Our work around understanding the importance of student engagement to high achievement is underpinned by students developing greater agency in the construction of learning goals and in the identification of strategies that they will use to maximize their growth.</p> <p>Building greater connections with parents as partners in the learning journey of their children is an essential area for us to promote.</p> <p>Reviewing and refining approaches to supporting the social and emotional development of our students is integral to children continuing to do their best and be their best.</p> <p>There is need to activate authentic opportunities for student leadership in order that they may develop capacity to become productive and proactive members of our school community.</p>
<b>Intent, rationale and focus</b>	<p>The Panel noted the positive relationships which supported students to feel safe at school. Developments in Social and Emotional support for students were evident and these contributed to a positive climate for learning. The Panel considered a need to ensure continued success in social and emotional wellbeing through aligning and consolidating the schools SEL approaches, monitoring the effectiveness of these and building the capacity of teachers to continue to support student's needs. In addition, enhancing the current strategies, involving the whole school community, with a focus on widening these to include a global perspective would enhance student's ongoing social and emotional wellbeing and promote students as productive and proactive global citizens.</p>

NAPLAN benchmark growth data and Teacher Judgement data still highlights variability between the two data sources with teacher judgements being more conservatively applied in approach. The Panel found that further professional learning in data literacy would support continued growth in this area. The school's instructional practices and learning framework are visible across the school and future work will focus on ensuring the consistent use of high impact teaching strategies and high level of application of key stages in the model. Routine and regular opportunities for formal collaboration between teachers were not yet fully optimized, e.g. peer observations and are highlighted as an area for further expansion. Enhanced strategies that support teachers to reflect on the effectiveness of their teaching practice and the evidence of learning used to inform differentiated planning is a future focus for teaching teams.

The concepts of students taking greater responsibility in monitoring their learning, including setting learning goals and planning the next steps in their learning is emerging. Teacher understanding of the processes to support students to take ownership of their own learning was developing but not yet consistently embedded throughout the school. The Panel concluded that developing strategies to build teacher capacity and student ability in these areas, supported by parents and other community partners, would empower students to improve engagement with their own learning and as a result improve learning outcomes over the next strategic planning period.

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<b>Goal 1</b>	To maximise learning growth and achievement for all students.
<b>Target 1.1</b>	By 2024 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading to increase from 83% (2019) to 90% or above</li><li>• Writing to increase from 81% (2019) to 90% or above</li><li>• Numeracy to increase from 78% (2019) to 90% or above</li></ul>
<b>Target 1.2</b>	By 2024 increase the percentage of students achieving in the top two bands in:  Year 3 <ul style="list-style-type: none"><li>• Writing to increase from 51% (2019) to 62% or above</li><li>• Numeracy to increase from 34% (2019) to 47% or above</li></ul> Year 5 <ul style="list-style-type: none"><li>• Writing to increase from 20% (2019) to 35% or above</li><li>• Numeracy to increase from 34% (2019) to 45% or above</li></ul>
<b>Target 1.3</b>	By 2024 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets): <ul style="list-style-type: none"><li>• Reading from 85% (2019) to 91% or above</li><li>• Writing from 76% (2019) to 87% or above</li><li>• Number and algebra 86% (2019) to 91% or above</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	To embed consistent high quality instructional practices across the school
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	To enhance rigour in data literacy and assessment processes
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	To monitor and evaluate the impact of teaching on student learning outcomes

<b>Goal 2</b>	To maximise learner agency and engagement.
<b>Target 2.1</b>	<p>By 2024 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 85% (2019) to 92% or above</li> <li>• Stimulated learning from 83% (2019) to 93% or above</li> <li>• Sense of confidence from 75% (2019) to 89% or above</li> </ul>
<b>Target 2.2</b>	<p>By 2024 increase the percentage of positive endorsement in the SSS (All staff):</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 79% (2020) to 89% or above</li> <li>• Collective efficacy from 88% (2020) to 95% or above</li> <li>• Trust in students and parents from 92% (2020) to 95% or above</li> </ul>
<b>Target 2.3</b>	<p>By 2024 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 85% (2020) to 95% or above</li> <li>• Student motivation and support from 85% (2020) to 95% or above</li> <li>• Teacher communication from 92% (2020) to 95% or above</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	To build staff capacity to maximise student engagement
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	To develop a whole school strategy for students to monitor their own learning goals and progress

**Key Improvement Strategy 2.c**  
Parents and carers as partners

To enhance opportunities for authentic learning partnerships between students, teachers and parents

<b>Goal 3</b>	To enhance the social and emotional development of all students.
<b>Target 3.1</b>	<p>By 2024 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 72% (2019) to 82% or above</li> <li>• Sense of connectedness from 81% (2019) to 90% or above</li> <li>• Resilience from 78% (2019) to 86% or above.</li> </ul>
<b>Target 3.2</b>	<p>By 2024 decrease student absence rates:</p> <ul style="list-style-type: none"> <li>• Percentage of students with 20 or more absence days from 23% (2019) to 20% or less.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	To build the capacity of staff to support social and emotional needs
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	To further embed a consistent social and emotional development approach throughout the school
<b>Key Improvement Strategy 3.c</b> Global citizenship	To develop students as productive and proactive global citizens