

School Strategic Plan 2019-2023

Boronia Heights Primary School (4967)



A School With A View

Submitted for review by Leanne Jennings (School Principal) on 16 September, 2019 at 12:54 PM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 14 October, 2019 at 09:16 PM

Endorsed by Len Simpson (School Council President) on 16 October, 2019 at 06:16 PM

School Strategic Plan - 2019-2023

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School vision	Our school vision is to provide a challenging and supportive environment that develops students who are confident, resilient learners and valued members of the community
School values	We want our students to have the skills, knowledge and personal attributes they need to take the next steps in life when they leave Boronia Heights Primary School. However as a part of our Berry Street Training we intend to review and develop our mission statement and values consistent with our new learnings.
Context challenges	<p>Boronia Heights Primary School is located in the city of Knox in the outer eastern suburbs of Melbourne. The school was founded in 1968. The school grounds include an indoor multipurpose gymnasium, three main buildings with open learning spaces, as well as administration, library and art spaces. There are 5 relocatable, which house classrooms and a science, technology, engineering, arts and mathematics laboratory. The grounds include a football oval, 5 adventure playgrounds, a basketball court and an all weather netball and volleyball courts. The school has received a grant of 1.321 million dollars in order to develop our playing fields and surrounds.</p> <p>Current enrolments include 519 students and there are 22 classes. Over the past four years enrolments have increased by approximately 5%. The Student Family Occupation (SFO) is 0.4121 and Student Family Occupation Education (SFOE) index is 0.3689.</p> <p>The staffing profile at Boronia Heights Primary School includes a Principal, 2 Assistant Principals, 2 Learning Specialists, 25.6 Equivalent Full Time (EFT) teachers, a School Chaplain, 9.5 (EFT) Education Support (ES staff). Education support staff include office staff, business manager, library technician, literacy intervention and 7 support staff. The leadership team consists of the Principal, 2 Assistant Principal and 2 Learning Specialists. There are curriculum leaders in the area of Literacy, Numeracy, Inquiry and Information and Communication Technology (ICT) and each Year Level has a Team Leader.</p> <p>Curriculum:</p> <p>The school provides an Improved Curriculum Framework, differentiated to meet student needs. Specialists programs include Physical Education, STEAM, Performing Arts, Visual Arts and German. Digital Technologies, such as tablets and chrome books, are utilised within all classroom programs. Students are supported in their learning by intervention and extension programs, and all students have personal goals in Literacy, Numeracy and Personal Learning.</p> <p>The school operates an accredited Out Of School Program and additional extension and extra curricular programs including a Junior and Senior Choir, a School Band and Instrumental Program, Sustainability and Kitchen Garden Program.</p> <p>The Junior School Council encourages student voice across the school. There are lunchtime clubs operating in addition to social skills groups run by our Chaplain. A Well Being Program is supported by a Chaplain, Psychologist, Occupational Therapist and Speech Therapist.</p>

Intent, rationale and focus

1. To improve student learning outcomes in literacy and numeracy

The schools NAPLAN and benchmarking data identified an increase in the percentage of students making low growth in reading. Additionally the panorama report indicated the percentage of students achieving high growth in numeracy was below and network schools, and in reading was below like schools networks schools and the state.

*To develop consistent practice in classrooms through the establishment of agreed instructional models in oral language, reading and viewing, writing and numeracy.

*To ensure all teachers plan curriculum utilising Victorian Curriculum compliant scope and sequence documents.

*To develop a whole school continuous reporting model which ensures that all student progress is accurately mapped across the school.

2. To foster an authentic culture of student voice, agency and leadership

*To work collaboratively with our feeder secondary school to present professional learning to all staff relating to the Berry Street Model over two years.

*The intent underpinning this work is to have teachers highly skilled in providing a positive climate to learning where students are empowered, autonomous and self regulated learners who are intellectually engaged

*It is expected that teachers will co-develop learning tasks where students metacognition and understanding of assessment criteria is developed via our continuous reporting process

*The school understands the strong connection between student attendance and student levels of engagement and learning confidence

3. To improve community engagement through student learning

* In order to effectively develop home/school partnership we will develop a four step approach through:

*Parents as decision makers via school council

*Parents as participaters via training in the parent helpers course

*Parents as educators via restructuring parent information nights so that parent awareness of current education trends can be explained and understood

*Parents as supporters of student learning via 3 way conferences and continuous reporting

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Goal 1	To improve student learning outcomes in literacy and numeracy
Target 1.1	<ul style="list-style-type: none"> • By 2022, the percentage of students achieving High Relative Growth in NAPLAN to be 25 per cent or more in Reading, Writing and Numeracy, (in 2018, currently at 19 per cent for Reading, 24 per cent for Writing and 19 per cent for Numeracy) • By 2022, the percentage of students achieving Low Relative Growth in NAPLAN to be 25 per cent or less in Reading, Writing and Numeracy, (in 2018, currently at 27 per cent for Reading, 24 per cent for Writing and 27 per cent for Numeracy) • By 2022, the percentage of Year 5 students achieving in the top two NAPLAN bands in Writing to be 25 per cent or more. (Currently 17 per cent)
Target 1.2	By 2022, a minimum of 90 per cent of students will achieve 12 months growth according to teacher judgements, each year, in Reading and Viewing, Number and Algebra and Writing, (in 2018, currently at 90 per cent for Reading and Viewing, 89 per cent for Writing and 88 per cent for Number and Algebra)
Target 1.3	By 2022, the percentage of positive endorsement of Teacher Collaboration will be 75 per cent or above in the Staff Opinion Survey. (Currently at 54 per cent)
Key Improvement Strategy 1.a Curriculum planning and assessment	Refine and embed the instructional models and pedagogical practices in all curriculum areas
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a consistent, whole school approach to the use of data and effective assessment and reporting practices

Key Improvement Strategy 1.c Building practice excellence	Further embed teacher collaboration to differentiate learning tasks to meet students at point of need
Key Improvement Strategy 1.d Building practice excellence	Further develop the coaching and mentoring model
Goal 2	To foster an authentic culture of student voice, agency and leadership
Target 2.1	By 2022, improve the positive endorsement on AToSS for <ul style="list-style-type: none"> • Sense of Connectedness from 76% (2018) to 80% • Student Voice and Agency from 79% (2018) to 80%
Target 2.2	By 2022, improve the positive endorsement for Student Voice and Agency in the Parent Opinion Survey from 77% (2018) to 80% or above
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher, parent and student knowledge and understanding of student voice and agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Provide opportunities for students to be motivated, curious and self-directed learners
Key Improvement Strategy 2.c Empowering students and building school pride	Create authentic opportunities for students to give feedback on teaching and learning practices

Goal 3	To improve community engagement in student learning
Target 3.1	By 2022, reduce the percentage of students with 20 or more absent days from 27% (2018) to less than 20%
Target 3.2	By 2022, increase the positive endorsement in the POS for the factors: <ul style="list-style-type: none"> • Teacher Communication from 74% (2018) to 80% or above • Parent Participation and Involvement from 69% (2018) to 80% or above
Target 3.3	By 2022, increase the positive endorsement in the SSS for the following factors: <ul style="list-style-type: none"> • Staff Trust in Students from 64% (2018) to 80% or above • Parents and Parent and Community Involvement from 77 per cent
Key Improvement Strategy 3.a Networks with schools, services and agencies	Revisit and define the purpose and use of current communication tools to meet the needs of all stakeholders, including community, students and staff
Key Improvement Strategy 3.b Empowering students and building school pride	Create more opportunities to showcase student learning
Key Improvement Strategy 3.c Building communities	Further engage the community in learning through student led activities

Key Improvement Strategy 3.d Setting expectations and promoting inclusion	Educate the community on the importance of regular attendance and its impact on student learning
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