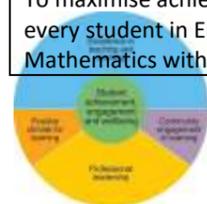


5288 Boroondara Park Primary School Strategic Plan 2016-2020

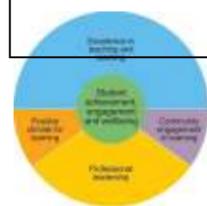
Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Eric Regester 22/3/17[name] [date][name] [date]
School Council: John Anderson [name] [date][name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Boroondara Park Primary School (BPPS) core purpose is to offer the widest possible range of experiences and educational opportunities so that all students have the opportunity to succeed. Its curriculum and pedagogy encompasses core discipline-based learning complemented by studies in languages, the arts and physical education. The school's priority is to develop the whole child – socially, emotionally, academically, culturally and physically within a caring and supportive environment. While catering for all ability levels and learning styles, staff focus is on maximising achievement for every student in English and Mathematics. A comprehensive EAL program for students across all year levels, literacy and numeracy intervention programs and a range of specialist programs are offered.</p>	<p>Respect</p> <p>Care</p> <p>Trust</p> <p>Fostering Growth and Development</p> <p>Underpinning our school values is the development and common understanding of the three rights of children.</p> <p>They are: The right to learn, the right to feel safe and the right to be respected.</p>	<p>CONTEXT -Boroondara Park PS has a current enrolment of 645 students. Enrolment numbers have been relatively stable over a number of years and are anticipated to remain within the 590 – 640 range for the period of the Strategic Plan. The school has an educated parent community. Over 40 nationalities are represented within the school families, which number over 400. 15% of families are in receipt of the Educational Maintenance Allowance and 25% of families speak languages other than English at home. This reflects the strong reputation the school enjoys within the local community. The school has currently 43.8 equivalent full time staff - 3 Principal class, 43 teachers and 11 Education Support staff.</p> <p>The school takes pride in its facilities that are maintained by the combined efforts of the School Council and parent community. The grounds are attractive and spacious. The school's extensive grounds and gardens provide a wide variety of passive and active play areas including a full-sized basketball stadium and performing arts facility, an oval and soccer pitch, cricket nets, softball diamond, two synthetic grass netball/basketball courts, three adventure playgrounds, three sand pits, shaded seating areas, vegetable garden, chicken coop, student planted gardens and outside learning areas.</p> <p>CHALLENGES- We recognise the challenge to further build teacher capacity to be more student centred, to use data more effectively to plan for and track learning, and to seek and take action on feedback from students and colleagues.</p> <p>Leadership recognises the challenge to engage parents/ carers in positive learning partnerships realising the academic strength of our community and the potential to build and work together to achieve successful learning outcomes for the students.</p> <p>There is incongruence between standardised, diagnostic and on line data results and teacher judgements. Essentially, we sense that our students are more able than the Vic Curriculum teacher judgements indicate. It was agreed in the school review that there was more room to 'value add' for our more able students.</p>	<p>INTENT-</p> <p>Build data literacy and teacher competency to analyse standardised and diagnostic data sets against teacher judgements.</p> <p>Use this information to plan and target curriculum to teach with more alignment to the students' point of learning.</p> <p>RATIONALE-</p> <p>This is important so that we are better catering for students and their learning needs. If successful, it should enhance student engagement in learning and provide motivation and understanding of the learning process.</p> <p>2017 - Have pedagogical coaches and mentors to model instruction based on the Gradual Release of Responsibility structure.</p> <p>Have data literacy coaches to work with teachers to analyse and triangulate data from a range of sets and plan learning programs based on the results of the data.</p> <p>Build consistent behaviour management practices across the school.</p> <p>Restructure PFA to build community engagement</p> <p>Link AIP goals to staff Performance Development Plans</p> <p>2018 - Develop learning goals for students</p> <p>Embed learning intentions and success criteria into instructional model</p> <p>Link AIP goals to staff Performance Development Plans</p> <p>2019 - Embed learning goals with students and share with parents/carers</p> <p>Link AIP goals to staff Performance Development Plans</p> <p>2020 - Develop learning goals with parents/carers and monitor and support students together</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To maximise achievement for every student in English and Mathematics with particular	FISO priorities: Curriculum Planning and Assessment Building practice excellence	Structuring lessons:	By 2020, according to teacher judgements, the percentage of students receiving an A or B will be: Speaking and Listening



<p>emphasis on increasing the percentage of students receiving an A or B in the areas of Speaking and Listening, Writing, Measurement and Geometry, Statistics and Probability</p>	<p>There will be a particular focus on explicitly planned, documented and consistently judged curriculum and pedagogy that meets the needs of all students with a particular focus on:</p> <ul style="list-style-type: none"> • Learning continuums • Backward design planning • Broadening the scope of the learning beyond the grade level • Instructional model for teaching and learning that is clearly understood by all staff eg gradual release of responsibility • Data literacy • Targeting learning at the students' ZPD • Formative and summative assessment practices • Moderation across the whole school 	<p>Short term- Teachers plan and deliver structured lessons that include reviews of previous lessons, sign-posting content and learning goals of the current lesson and check for understanding throughout.</p> <p>They assess prior knowledge, design activities and select resources to engage students in the lesson. They adapt teaching during the lesson in response to students' understanding.</p> <p>Long term- Teachers outline learning intentions and success criteria. They plan ways to engage student interest in the learning task. They spontaneously adjust their instructions during a lesson to increase learning opportunities and improve students' understanding.</p>	<ul style="list-style-type: none"> • Year 4 -64%, Year 5 -62%, Year 6 - 60% <p>Writing</p> <ul style="list-style-type: none"> • Year 4 – 64%, Year 5 – 63%, Year 6 – 60% <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Year 4 -68%, Year 5 – 66%, Year 6 – 60% <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Year 4 – 67%, Year 5 -69%, Year 6 – 60%
<p>To have significant improvement in NAPLAN Reading results with particular emphasis on increasing the number of year 3 and 5 students in the top reading bands to increase the number of students achieving high relative growth and to decrease the number of students receiving low relative growth.</p>		<p>Explicit Teaching:</p> <p>Short term – Teachers explain clearly the learning intentions and success criteria. They provide examples and assess student understanding before students independently practice their skills and demonstrate their understanding.</p> <p>Long term – Teachers explain clearly the learning intentions and success criteria. They provide worked examples and check for understanding before students engage in independent practice. Teachers monitor individual students and provide feedback as needed. They conclude the lesson by reinforcing the main points to consolidate the learning and support students to apply their learning in new contexts.</p>	<p>By 2020, according to NAPLAN Reading results, the improvements will be:</p> <ul style="list-style-type: none"> • The number of Year 3 students achieving Band 6 in Reading will be 50% from 35% in 2016 • The number of Year 5 students achieving Band 8 in Reading will be 40% from 23.5% in 2016 • The decrease in the number of students achieving low relative growth in Reading will be 15% from 28% in 2016 • The increase in the number of students achieving high relative growth in Reading will be 25% from 21% in 2016
<p>To improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom.</p>	<p>FISO priorities: Positive climate for learning Setting expectations and promoting inclusion</p> <p>There will be a continued focus on a whole school approach to well-being that supports students to develop their personal and interpersonal skills so that they become resilient, empathic and emotionally literate individuals by:</p> <ul style="list-style-type: none"> • Linking curriculum, pedagogy and well being • Developing student voice and student ownership for learning and behaviour • Implementing 'start-up' programs to establish calm and orderly classrooms. • Monitoring Sentral data incident reports to target specific teaching of social and behavioural skills • Articulating and reinforcing consistent practices with the students and the school community to build trust and understanding • Continuing to access professional learning that incorporates whole school approach to behaviour management, restorative practices and relationship building • Investigate holistic surveys to measure wellbeing, eg GALLUP • Plan for the regular explicit teaching of social skills and positive psychology especially resilience and empathy. 	<p>Supporting students and managing behaviour:</p> <p>Short term- The school provides support for the students to self-regulate their behaviour. The focus of its behaviour management strategies is to help students improve their behaviour rather than punish inappropriate behaviour. Restorative practices or similar developmental approaches to behaviour management are sometimes used.</p> <p>The school's vision and values underpins its approach to support and monitor student behaviour. Quality teaching practices are used consistently to engage students in their learning.</p> <p>A flexible range of behaviour management, wellbeing and engagement strategies are collaboratively developed and consistently implemented after consultation with students and parents.</p> <p>Long term – The school has integrated instructional and behavioural programs to ensure students are engaged and motivated. They minimise disruptive behaviour by actively developing students' social and cognitive skills. Restorative practices are embedded.</p> <p>The school has established processes to monitor and minimise the risk of student disengagement and build the students' capacity to self-regulate their behaviour. The effectiveness of behaviour management, student well-being and safety practices are periodically evaluated and updated as needed.</p>	<p>By 2020, to improve the Student Attitudes to School Survey in the following areas:</p> <ul style="list-style-type: none"> • Student safety (2016 -4.41) • Student distress (2016 – 6.15) • Student morale (2016 – 5.99) • Classroom behaviour (2016 – 3.72) • Connectedness to Peers (2016 – 4.46) <p>Using Sentral baseline data:</p> <ul style="list-style-type: none"> • Decrease the number of recorded incidences in classroom behaviour (2016 – 90 incidents up to the end of August) • Decrease the number of recorded incidences in out of classroom behaviour (2016 – 88 incidents up to the end of August)
<p>To increase opportunities for parents and carers to be more involved in student learning.</p>	<p>FISO Initiatives: Community engagement in learning Parents and carers as partners</p> <p>We want to further engage parents/carers in learning and build genuine, open learning partnerships with parents by:</p>	<p>Connecting school learning at home</p> <p>Short term – Teacher advise parents/carers of the goals and importance of what their child is learning at school, and provide resources and activities for parents/carers to use to support their child's progress.</p> <p>Teachers regularly contact parents/carers about learning goals and connect them into the learning process. They provide progress updates, celebrate successes as</p>	<p>By 2020, to improve the mean score in the Parent Opinion Survey in the following areas:</p> <ul style="list-style-type: none"> • Approachability (2016 – 5.73) • Reporting (2016 – 5.38) • Stimulating Learning (2016 – 5.66) • Parent Input (2016 – 5.47)



	<ul style="list-style-type: none"> • Providing information that supports community understanding of shared pedagogy and instructional model used across the school. • Continue to refine and develop the school's website and the Sentral portals as an effective means of two-way communication • Restructure PFA to incorporate community engagement • Improve staff approachability with staff having regular presence in the learning areas and at school community events • Provide regular opportunities for productive learning conversations between staff and parents • Review reporting to parents' processes both in frequency and in consistency • Enhance links and partnerships to utilise community expertise and build social capital • Establish a sub-committee of School Council with the explicit role of community engagement • Conduct annual school based survey or parent forums 	<p>well as identify concerns about their child. Teachers consult with parents/carers to develop learning plans to support students' learning needs. Parents/carers uphold positive attitudes to learning, support the school's expectations, work with teachers in setting high expectations and promote the school to the wider community.</p> <p>Long term- The school works with parents/carers to highlight the importance of high expectations and setting challenging goals for their children and how parents/carers can support these goals. Schools provide information in home languages.</p> <p>Parents/carers, students and teachers develop learning goals and student plans together. Teachers, parents/carers and students discuss individual learning progress and needs, including strategies to support their child's learning at home. The school develops programs based on parents/carers, such as improving their own literacy and IT skills, general approaches to using maths in the home or more intensive programs for families in crises so that they can better help their children.</p>	<ul style="list-style-type: none"> • General Satisfaction (2016 - 5.70) •
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