

# School Strategic Plan 2020-2024

Billanook Primary School (5193)



Submitted for review by Michael Puddy (School Principal) on 05 March, 2021 at 03:46 PM  
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Awaiting endorsement by School Council President

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<p><b>School vision</b></p>	<p>At Billanook Primary School we aim to provide a safe, nurturing, dynamic learning community that caters for the uniqueness of each student. We have a zero tolerance for child abuse. We provide an environment and curriculum that challenges students to achieve to their highest potential and that develops knowledge, skills and resilience to be successful global citizens.</p>
<p><b>School values</b></p>	<p>We use the Tribes process as our school values, they guide our teaching, learning, interactions and relationships and are modelled in all operational processes of the school.</p> <p><b>Mutual Respect</b> Affirming the value and uniqueness of each person. Treating others the way you would like to be treated; recognising and appreciating individual and cultural differences; and offering feedback that encourages growth.</p> <p><b>Attentive Listening</b> Paying close attention to one another's expression of ideas, opinions and feelings; checking for understanding and to let others know that they have been heard.</p> <p><b>Concentrating to ensure learning instructions are understood.</b></p> <p><b>Personal Best</b> Aiming to improve on your own personal efforts; striving towards an optimum level across all aspects of the curriculum and personal learning.</p> <p><b>Appreciations/ No Put Downs</b> Treating others kindly; stating appreciation for unique qualities, gifts, skills and contributions; avoiding negative remarks, name calling, hurtful gestures and behaviours.</p> <p><b>Right To Pass</b> Educating students to understand that they have the "Right to Pass" when being influenced to participate in behaviours that are not aligned with the other Tribes Agreements. Promoting the idea of making smart behaviour choices and encouraging them to be upstanders when they witness behaviours that go against our school values. Right to Pass also appreciates that students need think time and will not be put on the spot to answer a question if they require time.</p>
<p><b>Context challenges</b></p>	<p>Billanook Primary School is the school on the side of the mountain. It is situated in a bushland setting adjacent to Mount Dandenong National Park in Montrose. The school is located in a truly beautiful environment, providing our students with the opportunity to run, play and learn in both natural and developed areas. The Billanook community has always been engaged, social and active. The playground spaces, oval, garden beds and retaining walls throughout the school site are the result of working bees and community fund raising. The natural bushland setting and play spaces are a central hub for the local community. The central courtyard has been the meeting place for generations of children and their families. Billanook has many generational links with both families and teachers having a history with the school. The school will celebrate its belated 40th anniversary in 2021 with a bush dance, just as the school did when it opened in 1980.</p> <p>Billanook Primary School is a school of choice and there is demand for student enrolments. Our students are high achieving as evidenced through our rating on the One School One View report as an Influence School in the areas of Numeracy Achievement, School Climate and Student Attitude. Our Literacy results are consistently well above state. We use the TRIBES process to develop resilience and perseverance. We know this approach is effective as evidenced in our Attitude to School Survey where 91% of children said they weren't experiencing bullying and 94% felt they had an advocate at school. Developing the whole child including their social and emotional intelligence is our priority.</p> <p>Teachers follow scaffolded instructional models for all areas of the curriculum including systematic synthetic phonics, reader's workshop, writing, numeracy and the humanities areas (taught through an inquiry approach). Our instructional models are based on a gradual release of responsibility framework. Teachers work in Professional Learning Communities to drive learning through targeted data analysis as part of their PLC inquiry cycle. We are confident that children who attend Billanook from Foundation to Level 6 leave with the skills and capabilities required to approach new challenges with confidence, be socially and emotionally intelligent, globally aware and with a high expectation for success.</p> <p>The school has a Student Family Occupation of 0.31, placing the school in the mid-high overall socio-economic profile. We have a relatively low number of students from non-English speaking homes. Students travel from Montrose and surrounding suburbs to attend the school. The staff profile reflects a gender mix and a balance of experienced teachers and recent graduates. Team ethos is strongly supported by all staff and is a key feature of the school. A Professional Learning Plan for all staff is linked to the goals in our Annual Implementation Plan. Classroom programs are enhanced and supported by specialist teachers in Visual Arts, Performing Arts, German Language and Physical Education. Students are supported through our Wellbeing program and visiting professionals.</p> <p>Student Attitude to School survey data and anecdotal observations reflect that the student body feel a lack of connectedness to school and little opportunity for authentic student voice and agency. This is reflected in the traditional approaches to teaching and learning currently being practiced across the school. An inquiry learning approach for the Humanities and Science subjects has been developed, however a lack of consistent application and genuine opportunities for students to take their learning further is evident. Flexible classroom spaces aren't utilised to best effect as teachers are reluctant to let go of the traditional classroom control. Student led and initiated learning is limited. A student representative council is operational, however requires further development to ensure it provides students with genuine voice and agency over their learning.</p>

	<p>Whilst student relationships are mostly positive, we do have challenges with students who are disengaged with their schooling. This is evident in their occasional disruptive behaviour, attention and conflicts with teachers and students. Providing our children with further opportunities to have a say over their learning progression and school life is essential to improving their connectedness to school and engagement.</p> <p>Our staff survey data indicates our teachers require further clarity and guidance with the consistent application of our instructional models, particularly in the areas of Literacy and Numeracy. This was evident as only 73% are satisfied with the academic emphasis of the school and only 88% are satisfied with understanding the intended curriculum. Developing and embedding exemplary consistent approaches to the teaching and learning of Literacy and Numeracy is essential to ensure that our students are receiving an equitable education. We require a series of action planning processes to further develop and embed instructional models for all curriculum areas. Our instructional models are based on a gradual release of responsibility framework. Our staff will be supported by Learning Specialists, professional learning, peer observations and learning walks to develop their teaching and learning repertoire in line with our consistent school approaches. The challenge is for us to have all teachers effectively teaching to the agreed evidence based philosophies of the school.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Goal (intent): To improve literacy outcomes for all students:</p> <p>Rationale:</p> <p>After close analysis of our NAPLAN data from 2019, we discovered that a higher number of students are in the bottom two bands for Reading at Year 3, in addition to this Year 5 Reading in top two bands has decreased slightly over the previous four years. We have a large number of students achieving medium growth in Writing for Year 3-5. As a result the panel identified the need to focus on literacy in order to differentiate to individual needs and increase student outcomes.</p> <p>Focus:</p> <p>To embed a consistent instructional model across all classrooms. Embed feedback processes and assessment schedule through PLC improvement Enhance teacher capability to teach to student point of need.</p> <p>Goal (intent): To improve student engagement in learning</p> <p>Rationale:</p> <p>We identified that whilst Attitude to School Survey data is positive, student voice and agency is not well understood by students or staff. There is a perception of student choice, rather than student voice and that learning is mainly teacher directed. It was determined that if we developed and embedded a greater understanding of empowering students as learners, then student participation as active learners and learning outcomes will improve.</p> <p>Focus:</p> <p>Increase student involvement and participation in decision making through enhanced student voice and agency. Teachers to provide opportunities for students to exercise authentic agency in their own learning. School facilitates parent/carer involvement in education within the classroom, school and beyond.</p>

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<b>Goal 1</b>	To improve literacy outcomes for all students
<b>Target 1.1</b>	Benchmark growth <ul style="list-style-type: none"> <li>• By 2024, the benchmark low growth for Year 3 to 5 NAPLAN Reading will reduce from 22% in 2019 to 15% in 2024</li> <li>• By 2024, the benchmark high growth for Year 3 to 5 NAPLAN Writing will increase from 20% in 2019 to 30% in 2024</li> <li>• By 2024, the benchmark high growth for Year 3 to 5 NAPLAN Spelling will increase from 12% in 2019 to 25% in 2024</li> </ul>
<b>Target 1.2</b>	Matched cohort <ul style="list-style-type: none"> <li>• By 2024, the matched cohort (years 5-7) high growth in Reading will increase from 0% to 25% in 2024</li> <li>• By 2024, the matched cohort (years 5-7) low growth in Writing will reduce from 28% to 20% in 2024</li> <li>• By 2024, the matched cohort (years 5-7) high growth in Writing will increase from 14% to 25% or above in 2024</li> <li>• By 2024, the matched cohort (years 5-7) low growth in Spelling will reduce from 28% to 20% in 2024</li> </ul>
<b>Target 1.3</b>	By 2024 increase the percentage of students assessed by teachers at and above age expected levels on the Victorian Curriculum: <p><i>Year 4 (2019 to 2024)</i></p> <ul style="list-style-type: none"> <li>• Reading and viewing: 92% to 96%</li> <li>• Writing: 82% to 90%</li> <li>• Number and algebra: 90% to 95%</li> </ul> <p><i>Year 5 (2019 to 2024)</i></p> <ul style="list-style-type: none"> <li>• Reading and viewing: 87% to 93%</li> <li>• Writing: 87% to 92%</li> <li>• Number and algebra: 93% to 96%</li> </ul> <p><i>Year 6 (2019 to 2024)</i></p> <ul style="list-style-type: none"> <li>• Reading and viewing: 89% to 95%</li> <li>• Writing: 91% to 95%</li> <li>• Number and algebra: 86% to 91%</li> </ul>
<b>Key Improvement Strategy 1.ay</b> Building practice excellence	To embed a consistent instructional model across all classrooms
<b>Key Improvement Strategy 1.by</b> Curriculum planning and assessment	Embed feedback processes and assessment schedule through PLC improvement cycle

<b>Key Improvement Strategy 1.cy</b> Evaluating impact on learning	Enhance teacher capability to teach to student point of need
<b>Goal 2</b>	To improve student engagement in learning
<b>Target 2.1</b>	By 2024, the percentage of students who provide a positive response on the AToSS scales related to student wellbeing increases from: <ul style="list-style-type: none"> <li>• 75% (2019) to 90% (2024) for Student voice and agency</li> <li>• 86% (2019) to 90% (2024) for Sense of connectedness</li> </ul>
<b>Target 2.2</b>	By 2024, the percentage of staff who provide a positive response on the SSS increases from: <ul style="list-style-type: none"> <li>• 93% to 100% for Effective Teacher Practice for cognitive engagement- Differentiated learning challenge</li> <li>• 93% to 100% for Effective Teaching time</li> <li>• 89% to 100% for Stimulated learning</li> <li>• 89% to 100% for Learner Characteristics and Dispositions- Motivation and interest</li> <li>• 92% to 100% for self-regulation and goal setting</li> <li>• 85% to 100% for sense of confidence</li> </ul>
<b>Target 2.3</b>	By 2024, the percentage of parents and carers who provide a positive response on the POS increases from: <ul style="list-style-type: none"> <li>• 86% (2019) to 95% (2024) for Stimulate learning environment;</li> <li>• 86% (2019) to 95% (2024) for Student motivation and support</li> <li>• 82% (2019) to 90% (2024) for Student voice and agency; 90%</li> <li>• 92% to 100% for Teaching and learning module- Promote student ownership of learning</li> <li>• 87% to 100% for Teacher student relations- Effort</li> </ul>
<b>Target 2.4</b>	By 2024, reduce number of equity students with 20 or more days of absence from 33% in 2019 to 23% in 2024.
<b>Key Improvement Strategy 2.ay</b> Empowering students and building school pride	Increase student involvement and participation in decision making through enhanced student voice and agency
<b>Key Improvement Strategy 2.by</b> Empowering students and building school pride	Teachers provide opportunities for students to exercise authentic agency in their own learning
<b>Key Improvement Strategy 2.cy</b> Parents and carers as partners	School facilitates parent/carers involvement in education within the classroom, school and beyond