

# School Strategic Plan 2024-2028

Billanook Primary School (5193)



Submitted for review by Kris Johnson (School Principal) on 17 March, 2026 at 01:46 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

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<b>School vision</b>	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.
<b>School values</b>	<p>We have recently introduced school values at Billanook. In the past our school was guided by expectations. We underwent a comprehensive process which involved all stakeholders (children, families and staff) to develop our Billanook school values. The values that we as a school live by, are:</p> <p>Respect - show courtesy to ourselves, others and our environment Grit - keep working towards your goals, even when they are challenging Kindness - always be friendly, generous and considerate of others Aspiration - strive for your personal best in everything that you do</p> <p>Our school values guide our teaching, learning, interactions and relationships and are modelled in all operational processes of the school.</p>
<b>Context challenges</b>	<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. At its inception the school was fought for and developed by the community. 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 shared history with the school.</p> <p>Billanook Primary School is a school of choice and there is demand for student enrolments. We have recently been provided with an enrolment management plan of 60 Foundation children per year. This will provide a consistent student population throughout the year levels. Our students are high achieving as evidenced through our rating on the School Performance report.</p>

Teachers follow scaffolded instructional models for all areas of the curriculum including systematic synthetic phonics, reading and writing using high quality mentor texts, numeracy and the humanities areas. 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.

The school has an Index of Community Socio-Educational Advantage (ICSEA) rating of 1045, 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 with a staff of mostly experienced teachers. 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, Auslan and Physical Education. Our Year 3 and 4 students participate in a kitchen garden program which has proven to be extremely popular with our community. Students are supported through our Wellbeing program and visiting professionals.

Student Attitude to School survey data and anecdotal observations reflect that the student body are challenged with their learning (91% positive in differentiated learning challenge), can learn uninterrupted (88% positive for effective classroom behaviour) and believe that their teachers are teaching effectively (92% positive for effective teaching time). An area for improvement is that some children feel that the learning isn't engaging (81% positive in stimulated learning) and that they don't have strong connections with their community (84% positive for community connections). This is reflected in the traditional approaches to teaching and learning currently being practiced in the area of Humanities. Challenge based learning has been introduced to the senior school and will be incorporated into the Year 3/4 curriculum. This has and will provide more genuine engagement opportunities as our children will be empowered to make more decisions about their learning and will be able to use their interests and strengths to drive their learning.

Our NAPLAN data suggests that our next steps for improvement are to push more of our children from the 'Strong' categories to the 'Exceeding' level. We are above state, network and similar schools across most areas, however further gains can be made by challenging our students who are working at level to achieve above level. We also need to better maintain the excellent learning growth that occurs in the junior school into the senior school. An example of this is that 94% of our Year 3 children were categorised as strong or exceeding in the area of Writing, however this drops of to 75% strong or exceeding in Writing in Year 5.

**Intent, rationale and focus**

Continual refinement and development of our agreed instructional practices in the areas of Literacy and Numeracy were identified as a priority from our school review. We have embedded evidence based approaches to all areas including the Science of Learning approach to the teaching of Literacy and hands on problem solving in Numeracy. We will continue to refine our practices using best available evidence based approaches. Improvements in our PLC cycle of inquiry will assist in this area as our teacher's will be better informed of their children's needs and will more readily provide point of need teaching. This is important as we want to ensure that all of our units and lessons are targeted and will provide genuine opportunities for student improvement and growth.

Student voice and learner agency is an ongoing area of improvement. We completed a lot of work in this area over the previous review period. We will continue to provide genuine, authentic engagement opportunities for our children. Our Attitudes to School Survey results reflect improvements in this area, particularly with our senior students. This can be attributed to a more engaging approach to the teaching of Mathematics and the introduction of Challenge Based Learning for exploration of Humanities concepts. We will develop a structured approach to student voice and agency that includes professional learning for staff and multiple entry points for our students.

Student wellbeing was highlighted as an area of continual development. We have invested heavily in our wellbeing approach over the period of the previous review. We now have 2 student counsellors who work individually with children and we have introduced proactive social skills groups to meet the needs of our community. Areas for improvement include the introduction of our Mental Health in Primary Schools initiative which will provide a much more tailored and consistent approach to student wellbeing for children with additional needs and more professional learning for staff and our families across all areas of mental health.

The final area for improvement from our review is to improve our assessment practices. We use the Professional Learning Communities (PLC) Inquiry Cycle to investigate our student data. The next step is to authentically use the student data to inform our teacher's planning and teaching and learning. Professional learning will be provided to all staff to ensure that they are using learner data to inform teacher's reflection on the gaps in their learners' learning. We will also provide our middle leaders with additional professional learning so that they can more effectively lead their PLC teams.

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<b>Goal 1</b>	Optimise learning growth for every student in literacy and numeracy.
<b>Target 1.1</b>	By 2028, increase the percentage of Year 5 students achieving high and medium, NAPLAN Relative Growth: <ul style="list-style-type: none"><li>• Reading from 63% (2024) to 68%</li><li>• Writing from 58% (2024) to 63%</li><li>• Spelling from 68% (2024) to 73%</li><li>• Numeracy from 63% (2024) to 68%</li></ul>
<b>Target 1.2</b>	By 2028, decrease the percentage of students in NAPLAN proficiency level - 'needs additional support': <ul style="list-style-type: none"><li>• Year 3 spelling from 9% (2024) to 4%</li><li>• Year 5 spelling from 10% (2024) to 5%.</li></ul>
<b>Target 1.3</b>	By 2028, increase or maintain the percentage positive endorsement in the student Attitudes to School Survey: <ul style="list-style-type: none"><li>• Stimulated learning from 81% (2024) to 90%</li><li>• Differentiated learning challenge from 91% (2024) to 93%</li></ul>

<p><b>Target 1.4</b></p>	<p>By 2028, increase or maintain the percentage positive endorsement in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 76% (2024) to 86%</li> <li>• Professional learning through peer observation from 39% (2024) to 55%</li> <li>• Knowledge of high impact teaching strategies from 82% (2024) to 90%</li> <li>• Understand formative assessment from 84% (2024) to 94%</li> <li>• Maintain: Use data for curriculum planning at 100% (2024)</li> </ul>
<p><b>Target 1.5</b></p>	<p>By 2028, increase the percentage of students Year 1 - 6 achieving 'above' age expected level in Teacher Judgement:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 27% (2024) to 30%</li> <li>• Writing from 20% (2024) to 23%</li> <li>• Mathematics 2.0 from 19% (2025) to 22%</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Establish high level processes to use data and evidence to meet every student's point of need.</p>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	

<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen collaborative practices to support schoolwide high quality teaching practice.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capability in explicit teaching and collaborative planning in writing</p>
<p><b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen the use of assessment and moderation to inform teaching and monitor student progress in writing.</p>
<p><b>Key Improvement Strategy 1.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	

<b>Goal 2</b>	Empower students to be engaged, confident and self-regulated learners.
<b>Target 2.1</b>	<p>By 2028, increase the percentage of students in F to Year 6 achieving 'above' age expected level Teacher Judgement (Victorian Curriculum:</p> <ul style="list-style-type: none"> <li>• social and emotional capabilities from 12.5% (2022 to 2023) to 20%.</li> </ul>
<b>Target 2.2</b>	<p>By 2028, increase the percentage positive endorsement for the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 87% (2024) to 92%</li> <li>• Student voice and agency from 75% (2024) to 80%</li> <li>• Sense of connectedness from 77% (2024) to 82%</li> <li>• Perseverance from 75% (2024) to 80%</li> <li>• Sense of confidence from 75% (2024) to 80%.</li> </ul>
<b>Target 2.3</b>	<p>By 2028, increase the percentage positive endorsement for the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Student cognitive engagement from 78% (2024) to 83%</li> <li>• School ethos and environment from 78 (2024)% to 83%</li> <li>• Safety from 65% (2024) to 75%.</li> </ul>
<b>Target 2.4</b>	<p>By 2028, increase the percentage positive endorsement for the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 77% (2024) to 82%.</li> </ul>

<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement challenge-based learning in Years 3 to 6.</p>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Establish systems and processes to enhance student voice and learner agency.</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.c</b></p>	<p>Embed a whole school multi-tiered approach to learner wellbeing.</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.d</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build teacher capacity to implement consistent practices which support student behaviour.</p>
<p><b>Key Improvement Strategy 2.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	