

BANYULE PRIMARY SCHOOL

4746

School Strategic Plan

2009 -2012

Endorsement by School Principal	SIGNED..... NAME Ursula Wilks DATE.....
Endorsement by School Council	SIGNED..... NAME Mark Jones DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p><i>A diverse and caring community developing self-reliant children in an innovative and vibrant learning environment</i></p>		
<p>Values</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Respect</p> <p><i>Everyone getting a fair go</i></p> <p><i>Valuing differences</i></p> <p><i>Supporting everyone's best efforts</i></p> <p>Care and support</p> <p><i>Looking after others</i></p> <p><i>Trying to include everyone</i></p> <p><i>Helping to make school a safe place</i></p> <p><i>Considering others feelings and concerns</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Teamwork</p> <p><i>Working together to achieve common goals</i></p> <p><i>Being supportive of others and their ideas</i></p> <p><i>Uniting together to form a strong community</i></p> <p>Responsibility</p> <p><i>Look after all property</i></p> <p><i>Be willing to try new things</i></p> <p><i>Take ownership of your own learning</i></p> </td> </tr> </table>	<p>Respect</p> <p><i>Everyone getting a fair go</i></p> <p><i>Valuing differences</i></p> <p><i>Supporting everyone's best efforts</i></p> <p>Care and support</p> <p><i>Looking after others</i></p> <p><i>Trying to include everyone</i></p> <p><i>Helping to make school a safe place</i></p> <p><i>Considering others feelings and concerns</i></p>	<p>Teamwork</p> <p><i>Working together to achieve common goals</i></p> <p><i>Being supportive of others and their ideas</i></p> <p><i>Uniting together to form a strong community</i></p> <p>Responsibility</p> <p><i>Look after all property</i></p> <p><i>Be willing to try new things</i></p> <p><i>Take ownership of your own learning</i></p>
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<p>Environmental Context</p>	<p>Banyule Primary School is located in Rosanna and is an important part of a very close local community. The Student Family Occupation (SFO) Index is 0.3033. This Index is currently considered to predict 38% of student learning outcomes. Currently there are 200 students with enrolments expected to increase over the next few years as young families move into the area.</p> <p>The school is an accredited performance and development culture school, ensuring effective processes are in place to support student learning and staff personal development. The school has a professional staff team consisting of graduate, accomplished and experienced teachers. SSO staff support students with needs, Out of School Hours Care, ICT and the general office in a most professional and efficient manner.</p> <p>At Banyule Primary School we aim to actively engage all children in learning experiences that cater for their individual abilities and learning styles, engage them in the education process and develop the understandings, competencies and enthusiasm for future learning. A comprehensive curriculum based on the Victorian Essential Learning Standards (VELS) is implemented across all areas of learning. Wherever possible, units of work are integrated in order to engage children in authentic and meaningful learning experiences. This is</p>		

greatly enhanced by the use of interactive whiteboards in every classroom. Specialist programs include Library, Cultural Awareness, Art, Music and Performing Arts. The Physical Education and Sports programs emphasise a healthy body/healthy mind ethos, often resulting in success for both individuals and teams, with many progressing to higher levels of competition.

Other special programs which support the curriculum included Reading Recovery, Student Welfare (including Bounce Back and You Can Do It), Instrumental Music, Dance, Peer Support, Buddies, Camping, Perceptual Motor Program, Choirs, Recorder, Kinder Art and Student Leadership

Many children have opportunities to be extended and challenged in programs such as Chess Club, Lego Technic programs, NSW competitions and G.A.T.E.WAYS programs.

All classrooms are fully equipped with state of the art interactive whiteboards and a bank of computers linked to the newly refurbished computer hub. All classrooms have individual heating and cooling with Holland blinds for light control. The grounds are spacious offering children two ovals, three sets of play equipment, a huge sandpit and many basketball, netball and bat-tennis courts.

A future focus for the school is to develop a culture of sustainability with children taking an active interest in minimizing waste, energy and water consumption.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	That the school improve student learning outcomes in English and Mathematics with a particular emphasis on Writing	<p>Teacher Judgments against the VELs – Number B scores in Prep improve from 18% in 2007 to at least 25% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Prep improve from 14% in 2007 to at least 25% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 2 improve from 0% in 2007 to at least 20% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 6 improve from 17% in 2007 to at least 25% by 2012</p> <p>Attitude to School Teacher Effectiveness scores in Years 5/6 improve from 4.09 to at least 4.26 by 2012</p>	<p>Consider exemplar models of pedagogy from comparable schools for inclusion in school practice</p> <p>Consider, evaluate and implement processes designed to improve the teaching of Writing</p> <p>Consider, evaluate and implement processes designed to provide consistency in teacher judgments, assessment and moderation.</p>

<p>Student Engagement and Wellbeing</p>	<p>That the school improve its student outcomes in Wellbeing and Engagement with a particular emphasis on Student Resilience</p>	<p>The Attitude to School Survey Student Morale score improve from 5.11 to at least 5.5 by 2012</p> <p>The Attitude to School Survey Stimulating Learning score improve from 3.56 to at least 3.96 by 2012</p> <p>The Parent Opinion Survey Extra-Curricular score improve from 4.51 to at least 5.1 by 2012</p> <p>The Staff Opinion Survey Effective Discipline Policy score improve from 72.8 to at least 80.0 by 2012</p>	<p>Reference should also be made to the key improvement strategies for learning outcomes (see page 12).</p> <p>Investigate, evaluate and implement strategies designed to improve student attendance</p> <p>Investigate, evaluate and implement strategies designed to improve staff capacity to analyse and interpret data</p>
<p>Student Pathways and Transitions</p>	<p>That the school continue to improve student transition outcomes with a particular emphasis on the middle school transition point.</p>	<p>The Parent Opinion Survey Transition score improve from 5.66 in 2007 to at least 6.0 by 2012</p> <p>The Attitudes to Schools School Connectedness score improve from 4.01 in 2007 to at least 4.3 by 2012</p>	<p>Consider, evaluate and implement exemplar transition programs designed for transition from Years 3/4 to Years 5/6.</p>

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning Consider exemplar models of pedagogy from comparable schools for inclusion in school practice</p> <p>Consider, evaluate and implement processes designed to improve the teaching of Writing</p> <p>Consider, evaluate and implement processes designed to provide consistency in teacher judgments, assessment and moderation.</p>	Year 1	<p>Investigate more effective ways to provide for Low and High Achievers.</p> <p>Provide professional development in line with the E5 Framework for Purposeful Teaching – An Instructional Model</p> <p>Establish networks with neighbouring schools with particular emphasis on the assessment of writing.</p>	<p>Teacher Judgments against the VELs – Number B scores in Prep improve from 18% in 2007 to at least 20% by 2009</p> <p>Teacher Judgments against the VELs – Writing B scores in Prep improve from 14% in 2007 to at least 18% by 2009</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 2 improve from 0% in 2007 to at least 5% by 2009</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 6 improve from 17% in 2007 to at least 19% by 2009</p> <p>Attitude to School Teacher Effectiveness scores in Years 5/6 improve from 4.09 to at least 4.12 by 2009</p> <p>Improved moderation of student’s work resulting in more consistent teacher judgements</p> <p>E5 Framework included in curriculum planning resulting in improved student engagement</p>
	Year 2	<p>Develop an effective “Classroom Observation” program for the sharing of knowledge and skills.</p> <p>Review assessment and reporting practices.</p>	<p>Teacher Judgments against the VELs – Number B scores in Prep improve from 18% in 2007 to at least 22% by 2010</p> <p>Teacher Judgments against the VELs – Writing B scores in Prep improve from 14% in 2007 to at least 20% by 2010</p> <p>Teacher Judgments against the VELs – Writing</p>

			<p>B scores in Year 2 improve from 0% in 2007 to at least 10% by 2010</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 6 improve from 17% in 2007 to at least 21% by 2010</p> <p>Attitude to School Teacher Effectiveness scores in Years 5/6 improve from 4.09 to at least 4.16 by 2010</p> <p>Sharing of best practice to improve curriculum delivery as a result of peer observations</p>
	Year 3	Develop an updated school assessment schedule with a means of tracking the progress of individual students	<p>Teacher Judgments against the VELs – Number B scores in Prep improve from 18% in 2007 to at least 24% by 2011</p> <p>Teacher Judgments against the VELs – Writing B scores in Prep improve from 14% in 2007 to at least 22% by 2011</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 2 improve from 0% in 2007 to at least 15% by 2011</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 6 improve from 17% in 2007 to at least 23% by 2011</p> <p>Attitude to School Teacher Effectiveness scores in Years 5/6 improve from 4.09 to at least 4.20 by 2011</p> <p>The development of a comprehensive assessment schedule that helps teachers monitor individual progress more closely</p>

	Year 4	<p>Review time allocations and structuring of the curriculum to ensure maximum responsiveness and flexibility in meeting student needs.</p> <p>Continue the focus on evaluating and improving teaching strategies through learning and applying the Principles of Learning and Teaching.</p>	<p>Teacher Judgments against the VELs – Number B scores in Prep improve from 18% in 2007 to at least 25 - 28% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Prep improve from 14% in 2007 to at least 25% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 2 improve from 0% in 2007 to at least 20% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 6 improve from 17% in 2007 to at least 25% by 2012</p> <p>Attitude to School Teacher Effectiveness scores in Years 5/6 improve from 4.09 to at least 4.26 by 2012</p> <p>Class timetables reflecting adequate allocation of time for English and Mathematics resulting in improved results</p>
<p>Student Engagement and Wellbeing</p> <p>Investigate, evaluate and implement strategies designed to improve student attendance</p> <p>Investigate, evaluate and implement strategies designed to improve staff capacity to analyse and interpret data</p>	Year 1	<p>Consult with the community to revise the school's purpose and values</p> <p>Staff to analyse the Attitude to School survey to see where improvements can be made. Children to be included in this process</p>	<p>The Attitude to School Survey Student Morale score improve from 5.1 to at least 5.2 by 2009</p> <p>The Attitude to School Survey Stimulating Learning score improve from 3.56 to at least 3.66 by 2009</p> <p>The Parent Opinion Survey Extra-Curricular score improve from 4.51 to at least 4.61 by 2009</p> <p>The Staff Opinion Survey Effective Discipline Policy score improve from 72.8 to at least 74.0 by 2009</p> <p>Community involvement and understanding of revised values and purpose</p>

	Year 2	Continue emphasis on improving attendance figures including such things as features in the Newsletter informing parents of benefits of regular attendance; improved tracking rate and continued promotion that “It’s not OK to be away” without a valid reason.	<p>The Attitude to School Survey Student Morale score improve from 5.11 to at least 5.3 by 2010</p> <p>The Attitude to School Survey Stimulating Learning score improve from 3.56 to at least 3.76 by 2010</p> <p>The Parent Opinion Survey Extra-Curricular score improve from 4.51 to at least 4.71 by 2010</p> <p>The Staff Opinion Survey Effective Discipline Policy score improve from 72.8 to at least 76.0 by 2010</p>
	Year 3	Continue to provide professional development to improve staff capacity to analyse data especially the Attitudes to School Survey data.	<p>The Attitude to School Survey Student Morale score improve from 5.11 to at least 5.4 by 2011</p> <p>The Attitude to School Survey Stimulating Learning score improve from 3.56 to at least 3.86 by 2011</p> <p>The Parent Opinion Survey Extra-Curricular score improve from 4.51 to at least 4.9 by 2011</p> <p>The Staff Opinion Survey Effective Discipline Policy score improve from 72.8 to at least 78.0 by 2011</p>
	Year 4	Continue to develop the current Welfare and Discipline Program so that it is embedded into school practice	<p>The Attitude to School Survey Student Morale score improve from 5.11 to at least 5.5 by 2012</p> <p>The Attitude to School Survey Stimulating Learning score improve from 3.56 to at least 3.96</p>

		Continue with the current programs aimed at enhancing student wellbeing	<p>by 2012</p> <p>The Parent Opinion Survey Extra-Curricular score improve from 4.51 to at least 5.1 by 2012</p> <p>The Staff Opinion Survey Effective Discipline Policy score improve from 72.8 to at least 80.0 by 2012</p>
<p>Student Pathways and Transitions Consider, evaluate and implement exemplar transition programs designed for transition from Years 3/4 to Years 5/6.</p>	Year 1	<p>Develop a transition program that is school wide and includes all year levels.</p> <p>Continue the highly effective Year 6 transition program.</p>	<p>The Parent Opinion Survey Transition score improve from 5.66 in 2007 to at least 5.76 by 2009</p> <p>The Attitudes to Schools School Connectedness score improve from 4.01 in 2007 to at least 4.1 by 2009</p>
	Year 2	<p>Allocate resources to further evaluate the transition program including a parent survey</p> <p>Allocate Prep teachers with adequate time to make visits to pre-schools to see students in their current educational setting</p>	<p>The Parent Opinion Survey Transition score improve from 5.66 in 2007 to at least 5.86 by 2010</p> <p>The Attitudes to Schools School Connectedness score improve from 4.01 in 2007 to at least 4.15 by 2010</p>
	Year 3	<p>Increase the length of each Prep orientation session and introduce an early Prep orientation session before mid year</p>	<p>The Parent Opinion Survey Transition score improve from 5.66 in 2007 to at least 5.9 by 2011</p> <p>The Attitudes to Schools School Connectedness score improve from 4.01 in 2007 to at least 4.2 by 2011</p>
	Year 4	<p>Evaluate all areas of the transition program to determine what is working well and what needs to be revised</p>	<p>The Parent Opinion Survey Transition score improve from 5.66 in 2007 to at least 6.0 by 2012</p> <p>The Attitudes to Schools School Connectedness score improve from 4.01 in 2007 to at least 4.3 by 2012</p>