

School Strategic Plan 2020-2024

Banyule Primary School (4746)



Submitted for review by Sharon Marmo (School Principal) on 12 August, 2021 at 02:15 PM

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School Strategic Plan - 2020-2024

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School vision	Banyule Primary School's vision is to have a diverse and caring community, working together to develop self-reliant children in an innovative and vibrant learning environment.
School values	<p>Our school values guide us in all that we do. They provide the foundation for expected behaviours for students, staff and families. Our social values are;</p> <ul style="list-style-type: none">• Respect• Responsibility• Care and Compassion• Doing Your Best <p>Our learner protocols sit alongside our social values and provide students with a focus on the behaviours that good learners demonstrate. Our learning protocols are;</p> <ul style="list-style-type: none">• Effort Generators• Mistake Makers• Curious Creatures• Feedback Seekers
Context challenges	<p>There are currently 6 students in receipt of PSD funding, however there are a number of students with diagnosed special needs who are not eligible for funding through DET. The needs encompass a broad range of areas such as autism, dyslexia, dysgraphia, working memory issues, auditory processing issues. These students are supported by the school through a range of intervention programs and support staff who work collaboratively with classroom teachers to support the achievement of individual learning goals. The progress of students with a diagnosed disability or learning difficulty is carefully monitored by the staff member in charge of Student Welfare who works closely with classroom teachers, support staff, parents and allied health professionals to ensure a holistic and coordinated approach. Students are provided with Individual Education Plans and parents provided with an opportunity to participate in SSG meetings each term.</p> <p>Equity funded students are supported with IEPs and participate in small group intervention programs led by Education Support staff. We currently implement the following intervention programs; Little learners Love Literacy, Mini Lit, Macq Lit, Reading Recovery,</p>

	<p>Spelling Mastery, Maths Mastery, Emu Maths, and Peaceful Kids.</p> <p>There are a number of students with English as an Additional Language. An EAL teacher is employed (.6) to support students through both classroom based and withdrawal programs.</p> <p>There are currently two students enrolled with an indigenous background. Students have an Individual Education plan and we liaise with the KESO where appropriate. All staff participated in the CUST training in 2020 and we are mindful of the potential cultural isolation of this student. Efforts are made to acknowledge and celebrate indigenous culture wherever possible. E.g. NAIDOC week celebration activities in classrooms.</p>
<p>Intent, rationale and focus</p>	<p>Our intention is to improve student learning growth in Literacy and Numeracy, whilst fostering enhanced engagement in learning for students. This will be achieved through strengthening teacher capacity to consistently implement an evidence-based instructional model and effectively use assessment data to differentiate teaching to meet student needs.</p> <p>Activating student voice and agency within the classroom and school will be important to ensure students are active participants in the learning process. A key focus will be on fostering a learning climate that promotes challenge, engagement and curiosity.</p> <p>Achievement of the goals within the Strategic Plan will initially begin with a whole school focus on Numeracy teaching and learning. During this time we will continue to support consistency in teacher practice in literacy through embedded whole school professional learning processes such as peer observation and coaching. Improvement focus in the area of student voice and agency will begin with review of strategies already in place to identify current strengths and next steps for the school in this area.</p>

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Goal 1	Improve student learning growth in Literacy.
Target 1.1	By 2024, the increase the percentage of Year 5 students making above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading—20% (2019) to 32% (2024)• Writing—30% (2019) to 35% (2024)
Target 1.2	By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands: <ul style="list-style-type: none">• Reading—63% (2019) to 70% (2024)• Writing—30% (2019) to 35% (2024)
Target 1.3	By 2024, increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum: <ul style="list-style-type: none">• Reading—7.5% (Semester 2, 2020) to 15% or above (Semester 2, 2024)• Speaking & Listening—3.6% (Semester 2, 2020) to 15% or above (Semester 2, 2024)• Writing—3.6% (Semester 2, 2020) to 15% or above (Semester 2, 2024)

Target 1.4	<p>By 2024, maintain or increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Understand how to analyse data—93% (2019) or above • Professional learning through peer observation—93% (2019) or above
Key Improvement Strategy 1.a Building practice excellence	<p>Consistently implement an evidence-based instructional model in Reading and Writing.</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Effectively use Literacy assessment data and evidence to differentiate teaching.</p>
Key Improvement Strategy 1.c Evaluating impact on learning	<p>Strengthen collaborative teacher inquiry to inform teaching and evaluate its impact on learning.</p>
Goal 2	<p>Improve student learning growth in Numeracy.</p>
Target 2.1	<p>By 2024, increase the percentage of Year 5 students making above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Numeracy—31% (2019) to 38% (2024)
Target 2.2	<p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy—55% (2019) to 60% (2024)

Target 2.3	<p>By 2024, increase the average percentage of Years 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Measurement & geometry—4.0% (Semester 2, 2020) to 15% or above (Semester 2, 2024) • Number & algebra—5.6% (Semester 2, 2020) to 15% or above (Semester 2, 2024) • Statistics & probability—4.6% (Semester 2, 2020) to 15 % or above (Semester 2, 2024)
Target 2.4	<p>By 2024, maintain or increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Collective efficacy—93% (2019) or above • Teacher collaboration—85% (2019) to 90% (2024)
Key Improvement Strategy 2.a Building practice excellence	<p>Develop teachers' Numeracy knowledge and teaching capacity through collaboration, reflection and evaluation.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Implement evidence-based Numeracy teaching strategies to support, challenge and engage students in their learning.</p>
Goal 3	<p>Improve students' engagement in learning.</p>
Target 3.1	<p>By 2024, increase the percentage of positive endorsement for AToSS factors:</p> <ul style="list-style-type: none"> • Motivation & interest—78% (2019) to 85% (2024) • Stimulated learning—84% (2019) to 90% (2024) • Student voice & agency—61% (2019) to 75% (2024)

Target 3.2	<p>By 2024, maintain or increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—93% (2019) or above • Focus learning on real life problems—90% (2019) or above
Target 3.3	<p>By 2024, maintain or increase the percentage of positive endorsement for POS factors:</p> <ul style="list-style-type: none"> • Student voice & agency—85% (2019) or above • Stimulating learning environment—85% (2019) or above
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student voice and agency within the classroom and school.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Foster a learning climate that promotes challenge, engagement and curiosity.