School Strategic Plan 2020-2024

Ballam Park Primary School (5005)

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Primary School

Victoria State Government | Education and Training

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School vision	Vision We aim to provide a stimulating and positive environment where every student strives towards their personal best; academically, socially and physically. We value respect, responsibility, kindness and safety. Mission Ballam Park Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education. Objective Ballam Park Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum.
School values	Values Ballam Park Primary School's values are kind, safe, respect and responsible. Whole school behaviour expectations have been developed around the school values. (refer to the Student Engagement and Wellbeing Policy) Behavioural expectations Ballam Park Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.
Context challenges	During 2019, we have weekly PLT meetings are held with an alternating focus on Literacy or Numeracy. Teams collate data on the area of focus and use this data to target teaching, provide differentiated activities and provide point of need for each student. The specialist and meeting timetables are structured to enable teams to meet as a group to share and analyse data obtained from pre and post tests. Teachers discuss strategies they could implement to support identified learning needs. Bump it up walls have been created to feedback to students where they are working and what they need to do next in their learning. Currently, writing Bump it up Walls are consistent across the school, and Numeracy is being planned. Ad Curriculum Teams oversee the implementation of whole school programs and AIP actions. Teacher and ES staff professional development plans incorporate AIP goals and conversations have been held around teacher practice using the growth model.

Professional Practice days have been used to follow up on whole school priorities such as assessment and reporting and classroom observations to develop consistency in program implementation including using our new Instructional Model. Guidelines for the use of these days have been developed.

Fortnightly Professional Development nights have been allocated to supporting whole school priorities such as SWPBS and Literacy and numeracy teaching.

PD requests go through the SIT via the Assistant Principal to ensure they align with school goals and priorities.

The learning specialist has implemented a coaching and mentoring program, visiting classrooms to model lessons, release teachers to observe colleagues teach programs and to observe and coach staff.

Targets have been developed for literacy and numeracy and data is entered to monitor achievement of these targets. Teams discuss these in PLT meetings.

NAPLAN results were compared to AIP targets and shared with staff and School Council.

15 Koorie students attend Ballam Park Primary School. We have a Koorie Leader that is in regular contact with Alan Johnson, our school's allocated KESO. The Koorie Leader planned 2020 events, activities that support Koorie students and give a deeper understanding about Indigenous culture. In Term 1, Harmony Day was planned. Due to COVID-19, this day was modified to activities in the classroom, as school assemblies were needed to be cancelled.

NAIDOC Week activities and celebrations have been planned, and the COVID-19 Pandemic will determine how this may need to be modified as above.

We have 24 PSD students that are supported with ES support within the classroom, modified tasks to ensure they are able to access the same curriculum as their peers. Currently, in Flexible & Remote Learning, we have allocated an ES staff member to contact each day to work through tasks, and break down their learning for the day. This can range from 30 minutes to 1.5 hours a day. All students on the PSD program have an Individual Learning Plan specifically in each curriculum area. These are uploaded onto Compass during Term 1 & Term 3, with a 'goal progress' at the end of each Semester. Every student on the PSD Program has an SSG meeting each term. These are usually during week 6-8 of each term.

We have 2 students in Out of Home Care. These students also have an ILP as above and SSG meetings each term during week 6-8. These students have regular contact with OzChild, school and DHHS

We have 2 students in kinship care. These students also have an ILP as above and SSG meetings each term during week 6-8.

Flexible& Remote Learning Operating Model- planned during week 8 & 9 or Term 1. Implemented as a Remote Learning Platform Term 2. This has been excellent to precise to plan, implement, monitor and reflect on. Staff across the school worked hard to ensure each child was able to access the learning & complete the activities independently.

Review completed in Term 1, 2020. The final field work day was completed remotely as we were not able to complete this onsite as it was during the last week of term during the COVID-19 pandemic. The Panel Day was also completed remotely on Thursday the 26th of March for the final findings report and to plan the 3 goals for our school & the 2 targets for each goal.

Release of the Learning Specialist for 2020 has enabled the VRQA documentation to be finalised, uploaded and ready for our review

	this term. The Learning Specialist has been available to support staff through deepening curriculum knowledge and department expectations and processes We have implemented the PBL BPPS Behaviour Communication Flowchart across the school, and we need to continue to build the capacity of staff through minor and major behaviours and follow the process explicitly. State School Relief & Smith Family
Intent, rationale and focus	Intent: As a school community, we want the best for our students and school. Our intent is for each child to learn, develop and extend their learning to the best of their ability through explicit teaching sessions, proven programs that develop learners into creative and critical thinkers. Each child to have a student-centred approach that will build on the point of need learning specifically for the child. Our school values are Responsible, Respectful, Kind and Be Safe. Our school is currently implementing the PBL Framework to teach the students appropriate behaviours and build from the positive. Rationale: As a school community, we believe our students deserve to experience as much as possible in their learning at Ballam Park Primary School. Our school has implemented many programs across the school in Literacy, Numeracy, Specialist subject areas, Personal and Social Capabilities during 2018-2019. We are now focusing on embedding these into our Learning & Teaching Programs. Our students come from a range of different backgrounds and when they arrive to our school, the environment we want to create is an atmosphere where they feel safe, and to take risks with their learning and extend their learning through structured lessons, explicit teaching, differentiated instruction and teaching and a focus on what is best for the student. Improving student outcomes. with a clear student centred approach to learning and point of need teaching. Weekly PLT meetings are held with an alternating focus on Literacy or Numeracy. Teams collate data on the area of focus and use this data to target teaching, provide differentiated activities and sort students into fluid groupings. The specialist and meeting timetables are structured to enable teams to meet as a group to share and analyse data obtained from pre and post tests. Teachers discuss strategies they could implement to support identified learning needs. Bump it up walls have been created to feedback to students where they are working and what they need to do next in their learning. Curriculum Teams oversee the implementation of whole school programs and AIP actions. Wellbeing The school identified the need to give students more voice and agency in their learning and to allow students to be connected to their world.. At present, there is limited student agency in building authentic learning partnerships. Students have limited input into the curriculum and are given inconsistent feedback as a means to improve their learning. Students need to develop their ability to self–regulate their learning and to actively challenge themselves. There is a need to develop teacher capacity to empower all students to reach their full potential. There is a need to ensure there is a commitment to the school's vision and values being evident in

	disposition and actions.
	The school found that student learning was negatively impacted by the behaviour of some students in some classes.
	Engagement
	The school aimed to provide students with verbal and visual feedback. This was done informally, through conversations with students about their learning, or formal feedback such as assessment rubrics for tasks. Feedback to students was provided through conferencing and ongoing monitoring of work in the classrooms. Teachers used data to a degree to modify teaching practices, as well as inform parents of where students were achieving, and there was consistency between the assessment of students at a particular level and the reporting of their progress.

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Goal 1	To maximise the learning growth and achievement of all students in literacy
Target 1.1	Increase the NAPLAN high benchmark relative growth of students in reading 25% (from 2019: 14%) and writing 25% (from 2019: 22%) at Year 5.
Target 1.2	Decrease the NAPLAN low benchmark relative growth of students in reading 15% and writing 25% at Year 5. (2019: reading 17%, writing 31%).
Target 1.3	In Year 3 NAPLAN we will decrease the bottom two bands of students in reading 17% and writing 9% (2019: 30%, 14%) and in Year 5 reading 10% and writing 20% (2019: reading 18%, writing, 28%).
Target 1.4	In Year 3 NAPLAN we will increase the top two bands of students in reading 46% and writing 45% (2019: 38%, 39%) and Year 5 reading 30% and writing 15% (2019: reading 15%, writing 6%).
Target 1.5	To show 12 months growth in 12 months (or personal benchmark) for all students using normed data sets in Literacy.

Key Improvement Strategy 1.a Curriculum planning and assessment	Embed whole school consistency in the understanding of and delivery of the curriculum
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Apply high quality teaching and planning practices that drive the implementation of the school instructional model
Key Improvement Strategy 1.c Building practice excellence	Embed whole school data literacy to effectively deliver, monitor and reflect on the impact on student learning
Goal 2	To motivate and engage all students in their learning
Target 2.1	Using data from the AToSS: • Self–regulation and goal setting at or above 95% positive responses (2019: 85% positive) • Student voice and agency at or above 80% positive responses (2018: 62% positive) • Stimulated learning at or above 85% positive responses (2018: 74% positive) • Motivation and interest at or above 90% positive responses (2018: 83% positive)
Target 2.2	Using data from the School Staff Survey (SSS): • Support growth and learning of whole student at or above 92% positive responses (2019: 84% positive) • Use student feedback to improve practice to be at or above 80% (2019: 68%) • Promote student ownership of learning goals at or above 90% (2019: 79%) • Academic emphasis is at or above 75% (2019: 45%)

Target 2.3	Using data from the Parent Opinion Survey (POS): • Student cognitive engagement factors to be at or above 83% (2019: 71%)
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Empower students to self–regulate their learning
Key Improvement Strategy 2.b Empowering students and building school pride	Develop capacity and provide opportunities for students and teachers to provide each other with effective feedback
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Set high expectations and promote inclusion of students in their learning
Goal 3	To enhance the wellbeing of all students
Target 3.1	Suspension data and incident reporting data shows an improvement from 2019 to 2020.
Target 3.2	Using data from the AToSS: • Classroom behaviour at or above 85% positive responses (2019: 69%) • Student safety: managing bullying at or above 80% positive responses (2019: 68%) • Learner characteristics and disposition: resilience at or above 85% positive responses (2019: 70%) • Teacher student relations: teacher concern at or above 90% positive responses (2019: 77%)

Target 3.3	SSS data: - Staff trust in students and parents to be at or above 50% positive response (2019: 33%) - Shielding and buffering to be at or above 55% positive response (2019: 37%) - School leadership factors to be at or above 75% positive response (2019: 65%)
Target 3.4	Using data from the POS - Safety factors at or above 85% per cent positive responses (2019: 68%) - School pride and confidence at or above 80% per cent positive responses (2019: 67%)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed PBL as the consistent whole school approach to wellbeing and behaviour management
Key Improvement Strategy 3.b Health and wellbeing	Develop teacher capacity to implement effective behaviour and wellbeing approaches
Key Improvement Strategy 3.c Building leadership teams	Build the capacity of all leaders to effectively drive student learning, engagement and wellbeing