

School Strategic Plan 2021-2025

Botanic Ridge Primary School (5224)



Submitted for review by Lisa Vandenbosch (School Principal) on 10 February, 2022 at 12:08 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 10 February, 2022 at 12:12 PM

Endorsed by Michael Lansley (School Council President) on 11 February, 2022 at 11:37 AM

School Strategic Plan - 2021-2025

Botanic Ridge Primary School (5224)

<p>School vision</p>	<p>Vision Botanic Ridge Primary School's vision is to inspire and empower all children to learn and achieve through building curiosity and collaboration in a challenging and supportive learning environment that inspires growth. To encourage resilience and a positive self-image, with a focus on respecting ourselves, others and our world.</p>
<p>School values</p>	<p>Botanic Ridge Primary School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, responsibility, safety and growth.</p>
<p>Context challenges</p>	<p>We are a relatively new school opening in 2020 and we have been challenged by two years of working in a pandemic. Transition of new families at all times of the year into the school is an ongoing challenge in how we best understand and respond to their point of need academically, socially and emotionally in a timely manner. The school surveys reflects that the children and parents report being anxious, lack self-confidence and have had minimal opportunity to connect as a community. We have a growing number of children who are diagnosed with ASD, anxiety disorders and other barriers to learning but are currently unable to access PSD funding.</p>
<p>Intent, rationale and focus</p>	<p>Our Mission is to Create a positive climate for learning where we will develop independent learners and problem solvers through explicit teaching and self-directed learning. To lead the development of dynamic relationships through collaboration, high expectations and opportunity for student and community voice and agency in learning. Where we will develop independent learners and problem solvers through explicit instruction and self-directed learning, who design, develop and assess their learning through opportunities encompassing voice, agency and leadership. To develop a viable and rich curriculum that is informed by the Strategic plan, promotes shared evidence based pedagogical approaches and is bound by rigorous evaluation embedded in a cycle of inquiry. Where there is a focus on teacher precision, quality and consistency of practice, while also fostering differentiation based on student needs. To create a climate for learning that supports an appreciation of different cultures and supports children to deepen their understanding of, and respect for, differences through respectful curiosity and their friendships with other children. A learning community where we teach our children about our environment, Australia and its past, inclusive of our indigenous people.</p>

Our children will learn about the importance of behaviours that demonstrate, respect and understanding of all people who inhabit our land and our planet.

1a Embed responsive and consistent teaching practices that underpin the agreed evidence based instructional model

We will begin with a focused investigation on consistent teacher practice related to content delivery in literacy & numeracy - we will unpack evidence based teaching practice that sit behind the agreed instructional model.

Year 1 - Teach (I do) & practice (we do)

Year 2 - Apply (you do) & reflect

Year 3 - Review

Year 4 - Review all

1b Embed PLCs as the essential structure to develop consistent teacher practice in curriculum content delivery and the use of data
The PLCs will focus on using data to inform and provide opportunities to enable and extend students. PLCs will develop consistent strategies on how to be responsive to students when delivering learning through the schools instructional practices

Year 1 - Embedding consistent teaching practices (1a) in Literacy using peer observations

Year 2 - Adapting teaching practices and focusing on how to be responsive to student needs. How data is informing the inclusion of extension and enabling opportunities when planning the curriculum.

Year 3 - Responding to students needs by developing proficiency scales

Year 4 - Review all

1c Investigate, implement and embed student goal setting and feedback mechanisms to enable student voice and agency in learning

Year 1 - As a school we will investigate best practices for student goal setting. Developing a consistent approach on how this will look and sound like for teachers, students and parents.

Year 2 - We will implement BRPS approach to goal setting in our learning communities. We will review, reflect and revising as we progress. Develop consistent feedback strategies used to enable teachers to be responsive to student needs.

Year 3 - Implement feedback strategies in our learning communities. We will review, reflect and revising as we progress.

Year 4 - Review all

2a

Year 1 - Building teachers understanding of how to understand, respond and support students behavioural needs. Review documentation processes and protocols. Establish a whole school approach to social-emotional learning (HOP).

Year 2 - Implement and embed processes and protocols.

Year 3 - Schools mental health funding -Tier 3 behaviour support

Year 4 - Review all

2b

Year 1 - Investigate and develop a transition process to understand and respond to point of need academically, socially and

	<p>emotionally in a timely manner. Year 2 - Implement and review processes and protocols Year 3 - Implement and review processes and protocols Year 4 - Review all</p>
--	--

School Strategic Plan - 2021-2025

Botanic Ridge Primary School (5224)

Goal 1	Optimise the learning growth for every student in literacy and numeracy.
Target 1.1	<p>NAPLAN: By 2025, increase the percentage of students making above Benchmark Growth in Year 5 for:</p> <ul style="list-style-type: none">• Reading from 25 per cent in 2021 to be above 26 per cent• Writing from 17 per cent in 2021 to be above 20 per cent• Numeracy from 17 per cent in 2021 to be above 20 per cent.
Target 1.2	<p>victorian Curriculum: In Semester 2, the percentage of Year 1 to 6 students making at or above expected learning growth over one year is to be at or above the similar school's average for:</p> <ul style="list-style-type: none">• Reading and Viewing• Writing• Number and Algebra.
Target 1.3	<p>NAPLAN: By 2025, increase the percentage of students achieving in the top two bands in:</p> <p>Year 3:</p> <ul style="list-style-type: none">• Writing from 33 per cent in 2021 to 50 per cent• Numeracy from 40 per cent in 2021 40 per cent.

	<p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 15 per cent in 2021 to 38 per cent • Writing from 23 per cent in 2021 to 23 per cent • Numeracy from 33 per cent in 2021 33 per cent.
Target 1.4	<p>School Staff Survey:</p> <p>By 2025, to increase the positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Instructional leadership from 60 per cent in 2020 to 79 per cent • Collective efficacy from 65 per cent in 2020 to 77 per cent • Academic emphasis from 46 per cent in 2020 to 71 per cent • Monitoring effectiveness of using data from 71 per cent in 2020 to 84 per cent • Understanding formative assessment from 71 per cent in 2020 to 81 per cent.
Key Improvement Strategy 1.a Building practice excellence	Embed responsive and consistent teaching practices that underpin the agreed evidenced based instructional model.
Key Improvement Strategy 1.b Evaluating impact on learning	Embed PLCs as the essential structure to develop consistent teacher practice in curriculum content delivery and the use of data.
Key Improvement Strategy 1.c Empowering students and building school pride	Investigate, implement and embed student goal setting and feedback mechanisms to enable student voice and agency in learning.
Goal 2	Improve the wellbeing of all students.

<p>Target 2.1</p>	<p>Attitudes to Schools Survey:</p> <p>By 2025, increase the percentage of positive endorsement by Year 4 - 6 students for the factors of:</p> <ul style="list-style-type: none"> • Stimulated learning from 69 per cent in 2021 to 81 per cent • Sense of confidence from 62 per cent in 2021 to 78 per cent • Student voice and agency from 60 per cent in 2021 to 69 per cent • Sense of connectedness from 72 per cent in 2021 to 81 per cent • Resilience to be at or above the similar schools' average • Self-regulation and goal setting from 85 per cent in 2021 to 90 per cent • Advocate at school from 85 per cent in 2021 to 88 per cent.
<p>Target 2.2</p>	<p>School Staff Survey:</p> <p>By 2025, increase the percentage of positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Use of student feedback to inform practice from 29 per cent in 2020 to 74 per cent • Promote student ownership of learning from 71 per cent in 2020 to 76 per cent • Support growth and learning of the whole student from 29 per cent to 50 per cent.
<p>Target 2.3</p>	<p>Parent Opinion Survey:</p> <p>By 2025, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student Motivation and support from 84 per cent 2020 to 89 per cent • Confidence and resiliency skills from 90 per cent in 2020 to 95 per cent • Student voice and agency from 89 per cent in 2020 to 94 per cent per cent.

Key Improvement Strategy 2.a Health and wellbeing	Implement and embed evidenced based student wellbeing strategies to ensure a positive climate for learning.
Key Improvement Strategy 2.b Health and wellbeing	Establish and implement an action plan for the supportive transition of students into, throughout and exiting the school.