

School Strategic Plan 2018-2022

Black Rock Primary School (3631)



Submitted for review by Samuel Tyndall (School Principal) on 23 November, 2018 at 03:51 PM

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Endorsed by Steve Martin (School Council President) on 13 March, 2019 at 08:47 PM

School Strategic Plan - 2018-2022

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School vision	<p>To provide a dynamic learning climate that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation towards society and the environment.</p>
School values	<p>Respect - Recognising and accepting the differences in ability, race, religion and beliefs of others</p> <p>Relationships - Strong relationships between all members of the school community are developed</p> <p>Teamwork - Learning together to achieve the best possible outcomes for all</p> <p>Learning - Developing and acquiring knowledge, skills, values and attitudes</p> <p>Innovation - Transferring of learning into new and creative ideas</p> <p>Environmentalism - Commitment to sustainable futures</p>
Context challenges	<p>CONTEXT Black Rock Primary School (BRPS) is located in the beachside suburb of Black Rock in the City of Bayside approximately 22 kilometres from the Melbourne Central Business District. Students learn in well-maintained heritage classrooms and a modern open space BER designed building. A variety of adventure playgrounds and a full-sized sports stadium cater for the students' extra-curricula interests. School enrolment has grown to be currently 601 students with that number expected to remain stable in 2019.</p> <p>CHALLENGES Refining and embedding an agreed instructional model with a particular focus on English, Mathematics and STEM. Developing, evaluating and embedding components of learning programs that offer opportunity for student voice and agency in learning. Developing a shared and common understanding of a growth mindset, and the potential impact for student learning, with the school community. Developing and evaluating a whole school approach to ongoing continuous reporting that allows up-to-date sharing of student</p>

	<p>progress. Building leadership capability and effective practices in teams to improve teacher practice Enhancing student engagement to ensure high levels of learning growth for all students.</p>
<p>Intent, rationale and focus</p>	<p>Intent: To establish a high-performance learning culture that ensures success for all students by prioritising the development of the school as a Professional Learning Community.</p> <p>Rationale: Successful Professional Learning Communities enable sustained improvements in academic achievement and socio-emotional outcomes for all students.</p> <p>Focus: Excellence In Teaching and Learning- Building Practice Excellence & Curriculum Planning & Assessment. Positive Climate for Learning- Empowering Students and Building school pride Professional Leadership - Instructional and Shared Leadership Community Engagement in Learning - Building Communities</p>

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Goal 1	Improve student learning growth in Literacy and STEM.
Target 1.1	<p><i>Reading</i></p> <p>Mean Reading scores for the 2017 and 2018 Yr3 cohorts were 492 and 485 respectively. The school would like to see at least 89 NAPLAN points to reach a Year 5 target of 581 for 2019 and 574 for 2020. Growth targets to Year 5 in 2021 and 2022 for the 2019 and 2020 Year 3 cohorts, will be dependent on their level of performance.</p>
Target 1.2	<p><i>Writing</i></p> <p>Mean Writing score for the 2017 and 2018 Yr3 cohorts were 435 and 447 respectively. Leadership is keen for these two cohorts to be at least 70 NAPLAN points to reach a Year 5 target of 505 for 2019 and 517 for 2020 and growth targets to Year 5 in 2021 and 2022 for the 2019 and 2020 Year 3 cohorts, will depend on their level of performance.</p>
Target 1.3	<p><i>Numeracy</i></p> <p>Mean Numeracy score for the 2017 and 2018 Yr3 cohorts were 448 and 447 respectively. Leadership would like to see these two cohorts grow by at least 113 NAPLAN points to reach a Year 5 target of 561 for 2019 and 560 for 2020. Growth targets to Year 5 in 2021 and 2022 for the 2019 and 2020 Yr3 cohorts, will depend on their level of performance.</p> <p>The NAPLAN Year 3 to 5 Relative Growth measures to consistently show:</p> <ul style="list-style-type: none">• At least 25 per cent of students making high relative gain in Reading, Writing and Numeracy.• No more than 25 per cent of students making low relative gain in Reading, Writing and Numeracy.
Target 1.4	<p><i>Science – teacher judgement</i></p>

	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in Science as measured by teacher judgement.
Target 1.5	<p><i>Student Attitudes To School Survey</i></p> <ul style="list-style-type: none"> • Attain 90 per cent or greater positive responses to Effective Teaching Practice for Cognitive Engagement: <i>Differentiated Learning Challenge</i> and <i>Stimulated Learning</i>. • At each level (with particular emphasis on Year 6 boys): • Attain and maintain 85 per cent or greater positive responses to Learner Characteristics and Disposition: <i>Learning Confidence</i> and <i>Motivation and Interest</i>.
Key Improvement Strategy 1.a Building practice excellence	Continue to refine and embed an agreed instructional model across the school, with a particular focus on English, Mathematics and STEM (incorporating Critical and Creative Thinking).
Key Improvement Strategy 1.b Building leadership teams	Build leadership capability and effective practices in teams that will directly affect improving teacher practice and student outcomes.
Goal 2	Enrich student engagement, voice and agency in learning.
Target 2.1	<p><i>Student Attitudes To School Survey</i></p> <p>Attain 90 per cent or greater positive responses to Social Engagement: <i>School Connectedness</i> and <i>Student Voice and Agency</i>.</p>
Key Improvement Strategy 2.a	Develop, embed and evaluate components of all learning programs that offer opportunity for student voice and agency in learning.

Empowering students and building school pride	
Goal 3	Develop growth mindsets in students.
Target 3.1	<p><i>Parent Opinion Survey</i></p> <p>Increase in positive responses year-on-year for the following factors:</p> <ul style="list-style-type: none"> • <i>Teacher Communication</i> • <i>School Improvement</i> • <i>Effective Teaching</i> • <i>Managing Bullying & Experience of Bullying</i>
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school and wider community.
Key Improvement Strategy 3.b Parents and carers as partners	Develop and evaluate a whole school approach to ongoing continuous reporting that allows up-to-date sharing of student progress.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen the partnership with the school and wider community to achieve expected learning growth for all students.