

School Strategic Plan 2020-2024

Balwyn North Primary School (4638)



BALWYN NORTH
Primary School

Submitted for review by Tony Stokes (School Principal) on 22 July, 2021 at 01:46 PM

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Endorsed by William Young (School Council President) on 06 August, 2021 at 11:24 AM

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School vision	The Balwyn North Primary School vision statement is as follows: In the welcoming environment of BNPS, everyone has a place to be. High expectations for all are achieved through an engaging and progressive approach to education. We foster strong relationships based on mutual respect, with an appreciation for cultural diversity. We value quality teaching and deep learning to build caring and independent future thinkers.
School values	Our Balwyn North Primary School values are embodied through three key words: Strive Inspire Belong
Context challenges	<p>Established in 1950, Balwyn North Primary School is situated approximately 11 km east of Melbourne's CBD in a quiet suburban location away from main roads, sharing boundaries with Balwyn High School and The Merrell Kindergarten. Enrolments have increased from 485 students in 2017 to 585 students by the beginning of 2021. Each year, a significant number of families enrol and transfer their children into the school (up to 50 new families in any given year). Most transfers into or out of the school are related to families moving into or out of the area. Once families arrive at Balwyn North Primary School, they generally remain in the school community. Over recent years, the school staffing profile has remained relatively consistent, with an increase of new teachers and support staff due to the fluctuating enrolment numbers. The school leadership team has experienced a significant change in profile in recent years. Ensuring consistency through these changes has challenged all staff to collaborate in new ways.</p> <p>The student population at Balwyn North Primary School is diverse with just over 62% of students recognised as having a Language Background Other Than English (LBOTE) and students within the school speaking 31 different languages. To adequately cater for such diversity is an ongoing challenge faced by the school.</p> <p>Balwyn North Primary School is currently structured in Victorian Curriculum year levels with 26 classes across the school, with Specialist areas including Performing Arts, Visual Arts, Physical Education, LOTE (Mandarin) and Library. The school is authorised with the International Baccalaureate (IB) Primary Years Programme (PYP), which focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. We have a student-centered philosophy to teaching and learning, where student-driven inquiries go hand-in-hand with explicit focused teaching, to offer learning experiences that are truly meaningful to each child. Students are encouraged to have agency in their learning and pursue new knowledge and understandings that are personally relevant to them.</p>

	<p>To further support consistency across the school, the timetable facilitates dedicated teacher planning times for all year level and specialist teachers in Professional Learning Teams (PLTs). Teachers meet each week to discuss, review and plan curriculum, moderation, assessment and student learning needs. Significant investment has been made in the area of professional development of staff. Professional development throughout this time has focussed on the collective efficacy of staff to support rigorous inquiry learning in line with the philosophies of the International Baccalaureate, as well as the establishment and embedding of consistent teaching approaches and learning design. Capitalising on this professional growth is a shared goal as we enter into this new Strategic Plan. It is envisaged that the Professional Learning Communities (PLC) initiative will focus on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers.</p>
<p>Intent, rationale and focus</p>	<p>As part of the review process, the panel focussed on staff capacity to use assessment and two-way feedback to inform differentiated teaching and learning. From this, it was felt that staff had a good understanding around what constituted effective data analysis. The next step from this as part of personalising learning to cater for individual student needs through a rigorous use of data. This would be facilitated through the implementation of the Professional Learning Community initiative. Added to this, further professional learning will be provided in curriculum understanding. It is envisaged that student voice and agency would be a key driver in this area.</p> <p>Our initial step will be to implement and build effectiveness of Professional Learning Communities (PLCs). A key focus for these PLCs will be to build capabilities for data analysis and an understanding of data to drive curriculum implementation. In addition to this, a major focus will be on embedding whole-school practices in assessment, both formative and summative. A major lever to achieve these goals is rollout of the PLC initiative. As a school, a focus will be on continuing to build student agency strategies in classrooms. To do this, various strategies for developing agency in student learning will be explored. BNPS will also work towards building the capabilities of all staff and students in giving and receiving feedback to inform teaching and learning. The school will also build a shared understanding of the International Baccalaureate Primary Years Programme (PYP) Approaches to Learning with all stakeholders. Consistent implementation of the PYP Approaches to Learning will be the final phase of this work. Given the diversity that exists in the community, the school is committed to developing a school-wide approach to enhance and celebrate diversity and inclusion. To support this and the wellbeing of our wider school community, BNPS will develop a cohesive, shared and documented approach to wellbeing. Communication strategies will continue to be further developed and refined to enrich community engagement.</p>

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Goal 1	To improve student outcomes in Literacy and Numeracy.
Target 1.1	By 2024 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN Writing, based on a four-year rolling average benchmark from 29 per cent in 2019 to 40 per cent.
Target 1.2	By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above average will, based upon a four-year rolling average in each school year increase in writing from 46 per cent in 2019 to 55 per cent.
Target 1.3	By 2024 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN based on a four-year rolling average benchmark in reading from 26 per cent in 2019 to 15 per cent.
Target 1.4	By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above average will, based upon a four-year rolling average in each school year increase in reading from 61 per cent in 2019 to 68 per cent.

Target 1.5	By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above average will, based upon a four-year rolling average in each school year increase in number and algebra from 52 per cent in 2019 to 56 per cent.
Target 1.6	By 2024 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN based on a four-year rolling average benchmark in numeracy from 33 per cent in 2019 to 40 per cent.
Target 1.7	By 2024 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN based on a four-year rolling average benchmark in numeracy from 19 per cent in 2019 to 10 per cent.
Key Improvement Strategy 1.a Building practice excellence	Implement and build effectiveness of PLCs.
Key Improvement Strategy 1.b Evaluating impact on learning	Build capabilities for data analysis and an understanding of data to drive curriculum implementation.
Key Improvement Strategy 1.c Curriculum planning and assessment	Embed whole school practices in assessment (formative and summative).
Goal 2	To amplify student agency in learning.
Target 2.1	By 2024 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures:

	<ul style="list-style-type: none"> • social engagement domain, student voice and agency factor will increase from 74 per cent in 2019 to 80 per cent. • social engagement domain, sense of connectedness factor will increase from 84 per cent in 2019 to 87 per cent. • learner characteristics and disposition domain, sense of confidence factor will increase to from 83 per cent in 2019 to 86 per cent.
Target 2.2	<p>By 2024 the percentage of staff reporting positive endorsement in the following school staff survey measures will show a positive endorsement in:</p> <ul style="list-style-type: none"> • understanding curriculum will increase from 78 per cent in 2019 to 85 per cent. • use data for curriculum planning will increase from 70 per cent in 2019 to 85 per cent.
Target 2.3	<p>By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 12 per cent in 2019 to 16 per cent.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Build student agency strategies within classrooms.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build the capabilities of all staff and students in giving and receiving feedback to drive learning.
Key Improvement Strategy 2.c	Build a shared understanding and consistent implementation with all stakeholders of PYP Approaches to Learning.

Instructional and shared leadership	
Goal 3	To build connections and strengthen relationships within the community to support diversity, inclusion, and student well-being.
Target 3.1	<p>By 2024 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures:</p> <ul style="list-style-type: none"> • teacher student relations domain, teacher concern factor will increase from 72 per cent in 2019 to 77 per cent. • social engagement domain, respect for diversity factor will increase from 78 per cent in 2019 to 81 per cent.
Target 3.2	<p>By 2024 the Resilient Youth Australia data collection instrument will show an increase in the percentage of students in Year 4-6 in the following measures:</p> <ul style="list-style-type: none"> • connected domain, positive relationships, teacher at school who cares factor will increase from 83 per cent in 2019 to 88 per cent. • connected domain, positive relationships, teachers who encourage factor will increase from 85 per cent in 2019 to 88 per cent. • connected domain, social skills, get along with people who are different from me factor will increase from 81 per cent in 2019 to 84 per cent.
Target 3.3	<p>By 2024 the percentage of parents reporting positive endorsement in the following parent opinion survey measures:</p> <ul style="list-style-type: none"> • teacher communication will increase from 81 per cent in 2019 to 86 per cent.

	<ul style="list-style-type: none"> • respect for diversity will increase from 91 per cent in 2019 to 93 per cent.
Key Improvement Strategy 3.a Vision, values and culture	Develop a school-wide approach to diversity and inclusion.
Key Improvement Strategy 3.b Health and wellbeing	Develop a cohesive school wide approach to student well-being.
Key Improvement Strategy 3.c Building communities	Develop and refine school communication strategies.