

School Strategic Plan 2021-2025

Blackburn Lake Primary School (4860)



DRAFT

Submitted for review by David Dowson (School Principal) on 13 May, 2022 at 02:54 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 13 May, 2022 at 03:02 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	At Blackburn Lake Primary School, we empower our students by giving them voice and agency in their learning, promoting 21st Century learning skills and behaviours. We encourage critical and creative thinking, building students' learning capacity, and setting them up for success as they move through school and beyond.
School values	<p>Blackburn Lake Primary School provides a respectful and caring environment where students are encouraged to adopt a positive attitude and take responsibility for their learning and actions. Our supportive learning environment encourages students to 'think well' and strive for their personal best. Our school's TRRAC values; Thinking, Respect, Responsibility, Attitude and Caring are embedded in daily practise across the school and inform the way our community collaborates and 'learns together'. At Blackburn Lake Primary School we believe that:</p> <p>Everyone in our school has the right to learn Everyone in our school has the right to be treated with respect Everyone in our school has the right to be part of a responsible community Everyone in our school has the right to have a go Everyone in our school has the right to feel safe and be cared for by others</p>
Context challenges	<p>Key challenges for the school include meeting the academic and wellbeing needs of all students within the school on the back for two interrupted years of learning due to the COVID-19 Pandemic. Continuing to identify individual student learning point of need and improve learning outcomes for all students in the school remains a focus and teachings and learning priority.</p> <p>Teachers at Blackburn Lake Primary School continue to develop their understanding of the PLC Improvement Cycle. Planning of formative assessment and analysis of individual and cohort data, identification of areas for improvement, and problems of practice remain a learning opportunity to strengthen teacher data literacy and assessment capacity. Pedagogies, including HITS and visible teaching practices, continue to be explored through PLCs and School Improvement Teams (SIT). The school continues to develop and embed school-based pedagogical models in Reading, Writing and Mathematics to positively impact student learning outcomes and strengthen instruction across the school. Reviewing and further developing the school's wellbeing programs for a consistent, whole-school approach, remains a priority. Focusing on emotional awareness and self-regulation and embedding critical and creative thinking skills and behaviors into all areas of our local curriculum remains an opportunity for the school.</p>
Intent, rationale and focus	<p>INTENT</p> <p>Goal 1 - To maximise the learning growth of all students.</p> <p>Goal 2 - To further improve student engagement and wellbeing.</p>

RATIONALE:

Goal 1

Student learning growth would be further improved if teacher capacity was built in the analysis and use of data to plan a differentiated curriculum. Teaching and learning would be strengthened through the implementation of instructional models, curriculum mapping, and the development of online resource centers to clarify expectations for teachers, aligning pedagogy, planning, assessment, and reporting to ensure a developmental curriculum is delivered.

Goal 2

Student engagement and well-being will be further improved by refining existing well-being practices in the school to continue to promote emotional awareness, resilience and self-regulation. A school-wide-tiered approach to wellbeing and engagement will clarify expectations for staff and the community to strengthen student agency and voice, learning confidence, motivation, and ownership of learning.

FOCUS:

2022:

Goal 1

1. Use PLC processes to strengthen data literacy practices and use formative assessment to carry out a strategic improvement cycles
2. Review literacy assessments and literacy instructional models via strategic Improvement teams

Goal 2

1. Wellbeing

Review of school's well-being program

2023:

Goal 1

1. Use PLC processes to strengthen data numeracy practices and use formative assessment to carry out a strategic improvement cycles
2. Review mathematics assessments and instructional models via strategic Improvement teams
3. Align reporting process with the assessment schedule and refinements to wholes school Common Assessment tasks

Goal 2

1. Develop a Wellbeing Scope and Sequence and tiered instructional model

2024:

Goal 1

1. Review Integrated curriculum

	<p>2. Develop new scope and sequence that incorporates literacy and numeracy learning continuums.</p> <p>Goal 2</p> <p>2. Develop BLPS online resource center for Wellbeing</p> <p>2025</p> <p>Goal 1</p> <p>1. Review PLC processes</p> <p>2. Review pedagogical models, curriculum planning assessment, and reporting for English, Maths Integrated and STEAM ,</p> <p>Goal 1</p> <p>1. Review view pedagogical models, curriculum planning assessment, and reporting for Intervention and Wellbeing programs</p>
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Goal 1	To maximise the learning growth of all students.
Target 1.1	<p>Increase the percentage of students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none">• Year 5 Reading from 68% (2018–21) to 75% or above in 2025• Year 5 Spelling from 53% (2018–21) to 60% or above in 2025• Year 5 Grammar and Punctuation from 60% (2018–21) to 70% or above in 2025• Year 5 Writing from 34% (2018–21) to 40% or above in 2025• Year 5 Numeracy from 66% (2018–21) to 75% or above in 2025.
Target 1.2	<p>Increase the percentage of students making above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• Writing from 29% (2018–21) to 35% or above in 2025• Reading from 24% (2018–21) to 30% or above in 2025• Spelling from 28% (2018–21) to 35% or above in 2025• Grammar and Punctuation from 32% (2018–21) to 35% or above in 2025• Numeracy from 26% (2018–21) to 30% or above in 2025 <p>Decrease the percentage of students making below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• Writing from 22% (2018–21) to 18% or below in 2025• Reading from 25% (2018–21) to 20% or below in 2025• Spelling from 25% (2018–21) to 20% or below in 2025• Grammar and Punctuation from 25% (2018–21) to 20% or below in 2025

	<ul style="list-style-type: none"> • Numeracy from 18% (2018–21) to 15% or below in 2025.
Target 1.3	<p>Increase teacher judgements of the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <ul style="list-style-type: none"> • Reading from 8.3% (2020) to 25% or above in 2025 • Writing from 7.7% (2020) to 25% or above in 2025 • Speaking and Listening from 8.7% (2020) to 25% or above in 2025 • Number from 13.5% (2020) to 25% or above in 2025.
Target 1.4	<p>Components in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Academic emphasis from 73% in 2021 to 85% or above in 2025 • Teacher collaboration from 38% in 2021 to 60% or above in 2025 • Understand how to analyse data from 42% in 2021 to 60% or above in 2025 • Discuss problems of practice from 71% in 2021 to 85% or above in 2025 • Professional learning through peer observation from 50% in 2021 to 80% or above in 2025.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and document a whole–school sequential curriculum plan in Literacy and Numeracy.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student’s point of learning.
Key Improvement Strategy 1.c	Develop, and consistently implement across the whole school, an agreed, evidence–based instructional model.

Building practice excellence	
Key Improvement Strategy 1.d Building practice excellence	Further build teacher capacity through modelling of effective practice and implementation of a formal peer observation and feedback initiative.
Goal 2	To further improve student engagement and wellbeing.
Target 2.1	<p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Student voice and agency from 64% in 2021 to 85% or above in 2025 • Self-regulation and goal setting from 83% in 2021 to 90% or above in 2025 • Sense of confidence from 76% in 2021 to 85% or above in 2025 • Emotional awareness and regulation from 74% in 2021 to 85% or above in 2025 • Peer relationships from 36% in 2021 to 50% or above in 2025
Target 2.2	<p>Components in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 50% in 2021 to 80% or above in 2025 • Seek feedback to improve practice from 58% in 2021 to 80% or above in 2025.
Target 2.3	<p>Components in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 77% in 2020 to 90% or above in 2025 • Student agency and voice from 69% in 2020 to 90% or above in 2025 • Teacher communication from 53% in 2020 to 80% or above in 2025 • School communication from 69% in 2020 to 90% or above in 2025.

Key Improvement Strategy 2.a Empowering students and building school pride	Further develop and document a consistent whole–school strategy to empower students and develop self–regulating learners.
Key Improvement Strategy 2.b Empowering students and building school pride	Further build teacher capacity to enhance student voice and learner agency.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Enhance feedback to and from students; to improve student motivation, self–efficacy, and achievement.
Key Improvement Strategy 2.d Health and wellbeing	Review the school’s approach to wellbeing and re–launch a tiered and responsive approach to support wellbeing and positive behaviour, with a focus on emotional awareness and self–regulation.