# School Strategic Plan 2018-2022

Belmont Primary School (0026)

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| School vision | VISION<br>Belmont Primary School's vision is to foster and encourage an inclusive community of learners - 'learning together' who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment.<br><br>MISSION<br>Belmont Primary School is committed to seeing our children achieve to a high level in all academic areas but also to provide students with the best possible foundation in life through a well-rounded education, which values the skills, interests and abilities of our students. |
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| School values | OBJECTIVES<br>Within a safe and nurturing learning environment we promote:<br>• A love of learning and a thirst for knowledge.<br>• All children achieving to their full potential; academically, socially, emotionally, physically and artistically.<br>• A highly developed sense of belonging to both school and the community.<br>• Confidence, compassion and the ability to get along with and accept others.<br>• An ability to successfully function in an ever-changing world.<br>• Diversity is seen as enriching our school and is valued and respected.<br><br>VALUES<br>The following values form the basis for all that we do as a school:<br>• Respect - Showing care and consideration for ourselves, others and property.<br>• Honesty - Being truthful and trustworthy in all we do.<br>• Responsibility- Being accountable for our actions and behaviours.<br>• Courage- Doing things that need to be done, even when they are difficult.<br>• Learning- Enjoying our learning and doing our best.<br>• Community- Doing our part to make our school the best it can be. |

| | RIGHTS AND RESPONSIBILITIES |
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| | The school operates under two keys RIGHTS and two key RESPONSIBILITIES. This approach is based on the work of Dr. Ramon Lewis. |
| | These include: |
| | • The right to learn |
| | • The right to be safe |
| | • Personal Responsibility (I do the right thing) |
| | • Communal Responsibility (I encourage others to do the right thing). |
| **Context challenges** | Belmont Primary School (BPS) is a co-educational P-6 school located in the suburb of Belmont in the city of Geelong.  The current enrolment of the school is 286 students and remains stable. Significant buildings and grounds work and upgrades over the last strategic period have provided the school with an attractive, modern and welcoming environment for our students and families. The Student Family Occupation (SFO) index has been relatively steady at 0.2798 and the Index of Community Socio-Educational Advantage(ICSEA)  is 1087. (Average 1000). |
| | Staffing has been quite unstable over recent years with a great deal of movement in the past 4 year period. These changes are the result of graduate movement, staff relocation to Melbourne, promotion, retirement and significant numbers of staff taking family leave.  The school's financial position in the last strategic period necessitated reductions to staffing levels, provision of intervention, senior staff and Principal class. |
| | The school operates in multi-age groups with the exception of our Foundation year reflecting the school's team approach to integrate teaching and learning and be responsive to the needs and differences of the students. Crowding and insufficient learning spaces have been overcome with the addition of two further classrooms and a restrictive enrolment process. Prep intakes in the last three years have been almost solely from within our neighbourhood boundaries. |
| | Our student profile includes a small number of students with ESL background, (eg. Chinese), Koorie background and students funded under the Program for Students with Disabilities (PSD) of which there were between 6-8 students over recent years. These students presented predominantly on the spectrum but also students with cognitive and behavioural presentations. We also have an increasing number of students who are unfunded but require support either academically or for social/emotional presentations like anxiety. |
| | Generally speaking, our parents are employed and there are growing numbers where both parents are in full or part time work. This is evidenced to some degree by our growing Afterschool Care numbers and our inclusion of a Before School Care since 2016. Our parents hold a very positive view of the school and this extends beyond the school boundary to the wider community. |

| | Our school is connecting with a growing number of community groups including Lions Club of Belmont, Rotary Club of Belmont and Highton, Monash University, City of Greater Geelong, local kindergartens, scouting groups and most recently the establishment of a Chinese language school on weekends. Our school also partners with many other groups and organisations including Safe Schools, Schools Water Efficiency Program (SWEP), Sporting Schools, Bravehearts, Life Be In It, Cyber Safety, local police, Geelong Football Club and Biolab. There is a rich array of extra-curricular activities including camps, excursions, swimming and student leadership programs. |
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| | KEY CHALLENGES |
| | Establishing and building strong school teams has been difficult with the level of staff change but the school has used local selection and strong screening to employ staff who are the right fit, not simply in experience and classroom expertise, but individuals who value positive team culture, thirst for learning and professional collegiality. The employment of a Learning Specialist will help the school to further embed a strengthening professional learning culture across each level of the school. New staff have also brought with them new learning opportunities and experiences we can draw on over this next strategic period. There was a need for teams to consistently and routinely engage in discussions that focussed on student growth and the success of teaching programs. |
| | The school recognises some inconsistencies that exist in how students are assessed particularly in writing. Consistent moderation processes for student writing along with a documented and agreed scope and sequence document will assist staff in improved tracking of students growth in this area. A staff team will lead improvement is staff practice and approaches following extensive BASTOW training which will be delivered then rolled out across the school from 2019. |
| | Student voice and agency is a growing focus for all schools and Belmont PS, although recognised for some early work in this important area in the last period, recognises there is much more work to be done. Over this next strategic plan it will be important for the school to seek all opportunities to support student voice and agency in their learning and growth as independent, self regulated learners. Developing clear student learning goals in partnership with students will help give them a clear focus and purpose for their learning. |
| **Intent, rationale and focus** | Goal 1: Improve literacy and numeracy outcomes for every student |
| | Rationale: |
| | Analysis of the school's NAPLAN and teacher judgement data identified that students were not achieving consistent growth in writing. The Panorama report showed declining growth in writing and numeracy in the top 2 bands. The 2018 School Performance Report rated the school as renew in numeracy. It was also noted that the percentage of students with high or medium relative learning gains (Yrs 3-5) in numeracy was rated at transform. The Review Panel recognised the need for consistent whole school practices in assessment, teaching practice and documentation and recommended this as an area for the school to focus on in the next period. |

Each goal will be met by using key improvement strategies (KIS). Over the next 4 years the school will endeavour to implement the following actions.

Goal 1 .1        KIS Build teacher capacity through targeted professional learning.
•        Establish clear PD structure including co-ordinator role, schedule, budget and staff sharing.
•        Develop role statements for PD Co-ordinator and Learning Specialist.
•        Utilise available Professional Practice Days and Curriculum Days to maximise professional learning aligned to school priorities.
•        Create opportunities for coaching and peer-observation to support staff learning.
•        Provide ongoing training in and evaluation of key school approaches to ensure consistency in agreed teaching practices.
•        Connect to DET key training opportunities (eg. Bastow), resources (eg. portals & toolkits) and emerging technologies such as CISCO and webinars.

Goal 1.2 KIS Develop and document a school-wide approach to curriculum, pedagogy and assessment.
•        Refine weekly and term planning documents so they are consistent across the school, include evidence-based high impact teaching strategies and are openly shared and available.
•        Develop and document agreed instructional models for writing, reading and mathematics.
•        Develop agreed scope and sequence documents in English and Mathematics.
•        Establish an agreed and common assessment platform and processes.
•        Strengthen skills in moderating student work in English and Mathematics.

Goal 1.3 KIS Implement Professional Learning Communities (PLC) to analyse and evaluate teaching practices and student learning growth .
•        Introduce PLC model to staff through professional learning.
•        PLC teams establish an inquiry approach to team learning using the FISO improvement cycle.
•        Embed the ten principles of effective PLCs within team practice.
•        Build staff data literacy in order to inform teacher practice.
•        Pursue PLC Leader training through Bastow.
•        Establish school processes that support PLC leaders.

Goal 2. To deepen and strengthen student voice, agency and leadership throughout the school.

Rationale:
The Review Panel analysed evidence from the Attitude to School Survey and found that the lowest areas were sense of connectedness, student voice and agency, sense of competence, self-regulation and goal setting. Research strongly supports the link between student voice/agency and student learning.

Goal 2.1 KIS Develop whole school understanding of and practice in student voice, agency and leadership.
•        Provide professional development to build strong teacher understanding of the three key elements (voice, agency, leadership) using key DET documents eg. Amplify, Practice Principles, Professional Practice Notes
•        Continue to track school progress against the FISO Continua.
•        Identify key actions that the school will trial and develop in regards to student voice and agency.
•        Identify and connect with other schools effectively addressing student voice and agency.
•        Develop partnership with schools within our designated Community of Practice (COP).
•        Review the student leadership program to further engage and create opportunities for students.

Goal 2.2 KIS Strengthen the use of student feedback and voice to inform teaching practice.
•        Further establish Community Circles as a school-wide approach to seeking student feedback.
•        Incorporate regular student forums as a means to increase students opportunity to provide feedback.
•        Explore other effective strategies to harness student feedback about teaching (eg Pivot surveys, exit tickets, teacher designed surveys, Plickers, student conferences).
•        Establish an inquiry approach that maximises student interest, feedback and voice in in the development of units of work. Consider strategies such as Wonder Walls and co-designed rubrics.
•        Investigate the effectiveness of providing students with elective units/options.
•        Build resources for student feedback and document school's approach to student voice and agency.

Goal 2.3 KIS Build student ownership of their learning.
•        Build staff confidence and understanding in developing student learning goals in agreed curriculum areas.
•        Develop consistent school-wide approach to student learning goals.
•        Build student capacity to identify where they are at in their learning and what they need to do to improve.
•        Develop student learning goals in partnership with their class teachers or peers.
•        Review school assessment practices including student self-assessment, peer assessment and formative assessment approaches.
•        Explore the potential of student-led conferences.

Goal 3. To strengthen student engagement, wellbeing and connectedness to school.

Rationale:
Data from the Student Attitude to School Survey (SATSS), attendance data and school review findings determined that student feedback and stimulated learning environment were areas for future focus.
Parent opinion data also indicated that the associated areas of teacher communication, high expectations for success and student confidence should also be focuses for the school.

Goal 3.1 KIS Develop a whole-school approach to health, wellbeing, inclusion and engagement.

Health and Wellbeing
•        Audit current practices within each PLC (eg Learning for Life, growth mindset, mindfulness and 4R curriculum)
•        Develop and document an agreed whole-school approach to student health and social-emotional learning.
•        Seek opportunities to actively engage with programs, promotional days, other professionals and organisations to promote student health and wellbeing (eg Ride/Walk to school, Geelong Cats, Multi-class athletes).
•        Increase opportunities for students to be physically active throughout the day (eg. sports based clubs).
•        Undertake Respectful Relationships initiative.

Inclusion
•        Develop a whole-school calendar that promotes inclusiveness and diversity amongst students and wider community (eg. International Women's day; Harmony Day, NAIDOC week, Sorry Day).

Engagement
•        Revise the school's approach to Integrated Studies and audit against the Victorian Curriculum.
•        Build staff capacity to develop new approaches to inquiry learning.
•        Increase student exposure to the key areas of STEM and Sustainability.
•        Develop and document agreed school-approaches.
•        Continue to enhance opportunities for multi-age learning.

Goal 3.2 KIS Develop school-wide partnerships with parents, carers, family and community with a focus on student engagement.
•        Provide opportunities for parents and families to celebrate and/or learn about student learning (eg. Learning expos, VIP day, Art exhibition, special curriculum events, parent information sessions).
•        Establish a school community calendar of events, celebrations, special days and commemorations.
•        Strengthen student reporting processes utilising an agreed online platform (Compass).
•        Provide regular assessment of learning (learning tasks).
•        Organise parent-teacher conferences.
•        Encourage parent feedback on student learning.

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| | •      Continue to explore the potential of Compass to improve home-school communication processes (eg. permissions and payments).<br>•      Explore opportunities to further connect the school with the wider community (eg guest speakers, links to retirement homes, volunteer organisations). |

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| Goal 1 | Improve literacy and numeracy outcomes for every student. |
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| **Target 1.1** | By 2022 improve the percentage of students in the top two NAPLAN bands in writing and numeracy at Year 3 (bands 5 and 6) as follows: <br><br> • Writing from -  69% 2018 to 75% in 2022 <br> • Numeracy from - 51% in 2018 to 60% in 2022 |
| **Target 1.2** | By 2022 improve the percentage of students in the top two NAPLAN bands in writing and numeracy at Year 5 (bands 7 and 8) as follows: <br><br> • Writing from 31% in 2018 to 50% in 2022 <br> • Numeracy from 49% in 2018 to 52% in 2022 |
| **Target 1.3** | By 2022, reduce the percentage of students who attain low growth according to teacher judgment in writing as follows: <br><br> • F-1 - from 26% in 2018 to 20% in 2022 <br> • 2-3 - from 35% in 2018 to 20% in 2022 <br> • 4-5 - from 16% in 2018 to 10% in 2022 |

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| **Target 1.4** | By 2022, improve the percentage of students who attain high growth according to teacher judgment in Number and measurement and geometry as follows:<br><br>**Number**<br><br>    • F-1 - from 4% in 2018 to 10% in 2022<br>    • 1-2 - from 5% in 2018 to 10% in 2022<br><br>**Measurement and Geometry**<br><br>    • F-1 - from 0% in 2018 to 10% in 2022<br>    • 1-2 - from 5% in 2018 to 10% in 2022 |
| **Target 1.5** | By 2022 improve the percentage of positive endorsement on the School Staff Survey as follows:<br><br>    • Knowledge of HITS - from 54% in 2018 to 80% in 2022<br>    • Use of HIT - from 43% in 2018 to 80% in 2022<br>    • Time to share pedagogical content knowledge - from 54% in 2018 to 70% in 2022 |
| **Key Improvement Strategy 1.a**<br>Building practice excellence | Build teacher capacity through targeted professional learning  (BPE) |

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| **Key Improvement Strategy 1.b**<br>Curriculum planning and assessment | Develop and document a school-wide approach to curriculum, pedagogy and assessment. (CPE) |
| **Key Improvement Strategy 1.c**<br>Building practice excellence | Implement Professional Leaning Communities (PLCs) to analyse and evaluate teaching practices and student learning growth (BPE) |
| **Goal 2** | To deepen and strengthen student voice, agency and leadership throughout the school. |
| **Target 2.1** | By 2022 improve the percentage of positive endorsement on the Attitudes to School Survey for Years 4-6 for the following :<br><br>• Student voice and agency - from 73% in 2018 to 80% in 2022<br>• Stimulated learning - from 84% in 2018 to 90% in 2022<br>• Teacher concern - from 79% in 2018 to 85% in 2022<br>• Learning confidence - from 85% in 2018 to 90% in 2022 |
| **Target 2.2** | By 2022 improve the percentage of positive endorsement on the Parent Opinion Survey for the following factors:<br><br>• Student voice and agency - from 80% in 2018 to 90% 2022<br>• Stimulated learning environment - from 86% in 2018 to 95% in 2022 |
| **Target 2.3** | By 2022 improve the percentage of positive endorsement on the Staff Opinion Survey in the factor of promoting student ownership of learning goals 50% (2018) to 80% (2022) |

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| **Key Improvement Strategy 2.a**<br>Empowering students and building school pride | Develop a whole school understanding and practice of student voice, agency and leadership (ESBSP) |
| **Key Improvement Strategy 2.b**<br>Setting expectations and promoting inclusion | Strengthen the use of student feedback and voice to inform teaching practice (SEPI) |
| **Key Improvement Strategy 2.c**<br>Empowering students and building school pride | Build student ownership of their learning (ESBSP) |
| **Goal 3** | To strengthen student engagement, wellbeing and connectedness to school. |
| **Target 3.1** | By 2022 improve the percentage of positive endorsement on the Attitudes to School Survey for Years 4-6 for the following<br><br>| | 2018 | 2022 |<br>\|---\|---\|---\|<br>\| Resilience \| 80% \| 85% \|<br>\| Self-regulation and goal setting \| 88% \| 95% \|<br>\| School Connectedness \| 82% \| 90% \| |
| **Target 3.2** | By 2022 improve the percentage of positive endorsement on the Parent Opinion Survey for the following factors:<br><br>| | 2018 | 2022 |<br>\|---\|---\|---\|<br>\| High expectations for success \| 85% \| 90% \|<br>\| Teacher communication \| 78% \| 85% \|<br>\| Confidence and resilience skills \| 88% \| 95% \| |

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| | Parent participation and involvement | 88% | 95% |

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| **Target 3.3** | By 2022 improve the percentage of positive endorsement on the Staff Opinion Survey in the factor of parent and community involvement from 80% (2018) to 85% (2022) |
| **Key Improvement Strategy 3.a**<br>Building communities | Develop a whole-school approach to health, wellbeing, inclusion and engagement (BC) |
| **Key Improvement Strategy 3.b**<br>Parents and carers as partners | Develop school-wide partnership with parents, carers, family and community with a focus on student engagement (PCP) |