School Strategic Plan for Ballan Primary 1435
2015 - 2018

OUR SCHOOL VISION

To ensure that every child has the opportunity to be the best they can be.
### Endorsements

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
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<tbody>
<tr>
<td>Signed..........................</td>
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<tr>
<td>Name............................</td>
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<td>Date............................</td>
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<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
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<tbody>
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<tr>
<td>School Council President’s endorsement represents endorsement of School Strategic Plan by School Council</td>
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<thead>
<tr>
<th>Endorsement by the delegate of the Secretary</th>
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<tbody>
<tr>
<td>Signed ............................................</td>
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<td>Name .............................................</td>
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<td>Date .............................. (15/11/15)</td>
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</tbody>
</table>
## School Profile

### Purpose
To develop the desire to continue to learn throughout life and the capacity to exercise judgment and responsibility in matters of morality, ethics and social justice by all members of the school community.

### Values

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Respect:</strong></td>
<td>We have regard for ourselves, others and the diversity within our school.</td>
</tr>
<tr>
<td><strong>Learning:</strong></td>
<td>We are excellent learners. We have inquiring minds. We like to explore and discover knowledge. We learn in many ways. We share and celebrate our learning every day.</td>
</tr>
<tr>
<td><strong>Community:</strong></td>
<td>We are active, important members of our school community. We also belong to our local and global communities. We recognise and accept differences in ability, race, religion and beliefs of others.</td>
</tr>
</tbody>
</table>

### Environmental Context
Ballan Primary School is located in a semi-rural town and services both the township and outlying areas. The current enrolment is 153 students. The school has been on the current site since 1874 and has modern well maintained buildings. Our school facilities are outstanding with multiple spaces that are purposely designed to allow for a range of learning experiences and choices. The school offers Before and After School Care, which is highly valued by the broader community of Ballan.

The school’s wellbeing program is an integral part of the ethos of the school in developing and maintaining a harmonious learning environment. The school became an accredited Kids Matter school in 2013.

The school offers a range of programs and structures designed to facilitate student learning, engagement, wellbeing and social responsibility. Being a strong Professional Learning Community we are committed to inquiry learning along with collaborative research, planning, teaching and learning.

We believe that working in a meaningful and authentic collaboration with the community is vital. As educators we are committed to working with the community to develop relevant and meaningful learning experiences which are essential to the shaping of our present and future society.

### Service Standards
The school services the local community in the provision of a primary school education for children and commits to the active sharing of its vision and goals to ensure community engagement.

The school fosters close links with parents and the broader school community through its commitment to open and regular communications.

The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.

The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.

All students will receive instruction that is adapted to their individual needs.
**Strategic Direction**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</td>
<td>To maximise student achievement in all areas in English and Mathematics, particularly in writing and numeracy.</td>
<td><strong>Teacher Judgement</strong>&lt;br&gt;A mean of 90% of students to achieve at or above expected AusVELS level in English and Mathematics over the 4 year period, particularly in Writing and Numeracy.&lt;br&gt;&lt;br&gt;A mean of 20% of students to achieve a learning growth of more than one year above their previous baseline standard in AusVELS English and Mathematics over the 4 year period.&lt;br&gt;&lt;br&gt;A mean of 90% of students to achieve at or above expected level in the full range of curriculum domains in AusVELS over the 4 year period.&lt;br&gt;&lt;br&gt;To reduce the number of students who do not achieve 12 months growth to a maximum of 15%.&lt;br&gt;&lt;br&gt;<strong>NAPLAN – Achievement</strong>: Over the period of 4 years, to consistently increase the school mean in all domains.&lt;br&gt;&lt;br&gt;<strong>NAPLAN - By the end of the School Strategic Plan</strong> our school mean, in all domains, is to be at, or above the state mean using a data tool (Percentage of Students At NAPLAN Band – School)</td>
<td>1. Develop an agreed approach to teaching and learning, particularly in Numeracy and Writing.&lt;br&gt;&lt;br&gt;2. Audit/monitor whole school curriculum documents to provide a continuum for learning.&lt;br&gt;&lt;br&gt;3. Embed the Professional Learning Community processes to ensure teacher collaboration and differentiated learning.&lt;br&gt;&lt;br&gt;4. Embed the use of the Student Performance Analyser (SPA) to track student learning data to inform teaching and learning.</td>
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<tr>
<td><strong>Engagement</strong></td>
<td><strong>Wellbeing</strong></td>
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<tr>
<td>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.</td>
<td>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</td>
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<tr>
<td>To ensure the learning environment is supportive, stimulating and engages students in the learning process that focuses on the achievement of their personal best.</td>
<td>To maintain a positive and orderly learning environment in which students become confident and motivated learners.</td>
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<tr>
<td>90% of students to be at or above the expected AusVELS levels in Personal Learning and Social Capabilities. Learning Confidence and Student Motivation on the Student Survey to be at or above the 4.50 mean. School Connectedness on the Student Survey to be at or above the 4.50 mean.</td>
<td>Student Safety on the Student Survey to be at or above the 4.50 mean. Maintain Student Distress and Student Morale at or above the 5.0 mean. Student absences to be at or below the State mean.</td>
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<tr>
<td>1. Introduce Learning Ladders (includes power standards) in all classrooms. 2. Ensure a continued whole school focus on developing curious and engaged students high expectations for all. 3. Develop and implement programs involving parents and local and global communities.</td>
<td>1. Communicating the processes and practices of our Code of Conduct to the school community. 2. Maintain KidsMatter, Program Achieve and engaging and stimulating curriculum. 3. Continue the processes of &quot;It's Not Okay To Be Away&quot;. 4. Continue to provide effective transitions for all students into, through and beyond school.</td>
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NAPLAN – Increase the percentage of students demonstrating medium and high growth and reduce the percentage of students demonstrating low growth. Data tool (NAPLAN Relative Growth by Domain Trend Analysis)
| Productivity | To effectively allocate, and use, all resources to achieve the school’s goals and targets of improved student learning outcomes. | School budget in surplus. Teacher Professional Learning audited. Further build the school’s profile within the wider community and strengthen partnerships between parents, the school and the local community. | 1. Further build teacher capacity through the utilisation of professional learning opportunities facilitated by high performing Professional Learning Communities (PLCs) and partnerships with local schools and networks. |
## School Strategic Plan 2014-2017: Indicative Planner

### Key Improvement Strategies

Develop an agreed approach to teaching and learning particularly in Numeracy and Writing.

### Achievement

1. Develop an agreed approach to teaching and learning, particularly in Numeracy and Writing.
2. Audit/monitor whole school curriculum documents to provide a continuum for learning.
3. Embed the Professional Learning Community processes to ensure teacher collaboration and differentiated learning.
4. Embed the use of SPA to track student learning data to inform teaching and learning.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Achievement Milestone</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td>1.1 Professional Learning in Vocabulary, Connectives, Openers, Punctuation (VCOP) and the Big Write.</td>
<td>1.2 Collaborative planning, yearly, termly, weekly with e5 (Engage, Explain, Explore, Expand, Evaluate) and differentiation.</td>
</tr>
<tr>
<td>1.2 Professional Learning in Numeracy.</td>
<td>1.3 Anchor numeracy charts and vocab lists displayed in all classrooms.</td>
</tr>
<tr>
<td>1.3 Numeracy and Literacy Action teams continue.</td>
<td>1.4 VCOP charts visible in all classrooms</td>
</tr>
<tr>
<td>2.1 PLT’s monitor curriculum as required.</td>
<td>1.5 Numeracy and Literacy Action teams minutes.</td>
</tr>
<tr>
<td>3.1 Development of Essential Learning (power) standards in Numeracy.</td>
<td>2.1 Development whole school Spelling scope and sequence.</td>
</tr>
<tr>
<td>3.2 Collaborate planning and teaching across all teams using e5 and differentiation.</td>
<td>3.1 Timetables developed to allow collaborative planning and teaching.</td>
</tr>
<tr>
<td>4.1 Timetabled SPA data uploaded every fortnight and data wall updated</td>
<td>3.2 Professional Learning Teams (PLT) minutes show documentation of power standards in numeracy.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>3.3 Authentic peer observations, team teaching and mentoring</td>
</tr>
<tr>
<td>1.1 Embed VCOP Big Write strategies</td>
<td>4.1 Data Wall in use.</td>
</tr>
<tr>
<td>1.2 Embed Numeracy pedagogy across the school</td>
<td></td>
</tr>
<tr>
<td>2.1 Update developmental curriculum</td>
<td>1.2 Evidence of student improved outcomes in Writing teacher judgement.</td>
</tr>
<tr>
<td>2.2 Introduce AusVELS 2</td>
<td>1.3 Anchor numeracy charts and vocab lists displayed in all classrooms</td>
</tr>
<tr>
<td>3.1 Development of Essential Learning (power) standards in Writing.</td>
<td>2.1 Curriculum documentation to reflect</td>
</tr>
<tr>
<td>Year 1</td>
<td>3.2 Professional Learning Community practices evident across all teams.</td>
</tr>
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<tr>
<td></td>
<td>4.1 Continue to update SPA data and amend data wall.</td>
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<tr>
<td>3.</td>
<td><strong>Year 3</strong> Review and modify practices for Years 1 and 2.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Year 4</strong> Review and modify practices for Years 1, 2 and 3.</td>
</tr>
</tbody>
</table>
| **Engagement** | 1. Introduce Learning Ladders (includes power standards) in all classrooms. | **Year 1**
|        |                                                                       | 1.1 Introduce Learning Ladders/power standards to ensure visible learning. |
|        |                                                                       | 1.2 Plan opportunities for students to be involved in the formulation of personal learning goals, particularly in writing and numeracy. |
|        |                                                                       | 2.1 Planning of curriculum using the e5 model. |
|        |                                                                       | 2.2 Identification of students who require immediate intervention and provide differentiated learning opportunities. |
|        |                                                                       | 3.1 Involve parents and other members of our community in our learning. |
|        |                                                                       | 3.2 Italian sister school to be investigated. |
|        | **Year 2** 1.1 Continue Learning Ladders/power standards to ensure visible learning. | **Year 1**
<p>|        |                                                                       | 1.1 Student charts visible in the classrooms based on Personal Learning and Social Capabilities. |
|        | 1.2 Plan opportunities for students to be involved in the formulation of personal learning goals, particularly in writing and numeracy. | 2.1 Documentation of planning of curriculum using the e5 model. |
|        |                                                                       | 2.2 Tracking of student progress and documentation of intervention programs. |
|        | 2.1 Planning of curriculum using the e5 model.                      | 3.1 Involvement evident in media releases, school newsletters, tqibiz etc. |
|        |                                                                       | 3.2 Three way conferences for parents/students/teacher interviews. |
|        |                                                                       | 3.3 Italian sister school identified and invited to join our learning community. |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| Year 1| 1. Communicate with our school community through the use of email, website, tiqbiz etc.  
2. Continue JSC and whole school special days  
3. Maintain student leadership roles.  
4. Encourage attendance through giving awards.  
5. Continue use of Tiqbiz app to report absences to the school.  
6. Involvement in Better Buddies program, K to School.  
7. Continue intra-school transition programs (2-3 and 4-5).  
8. Continue involvement with secondary colleges' transition programs. | 1.1 Evidence of increased use of email, website, tiqbiz etc.  
2.1 JSC minutes and special days in calendar.  
2.2 Students active in roles.  
3.1 Awards given out at the end of each semester.  
3.2 Increased use of Tiqbiz.  
4. Transition programs planned and documented. |
| Year 2| 1.2 Communicate with our school community through the use of email, website, tiqbiz etc.  
2.1 Continue JSC and whole school special days  
2.2 Maintain student leadership roles.  
3.1 Encourage attendance through giving awards.  
3.2 Continue use of Tiqbiz app to report absences to the school.  
4.1 Involvement in Better Buddies program, K to School.  
4.2 Continue intra-school transition programs (2-3 and 4-5). | 1.2 Evidence of increased use of email, website, tiqbiz etc.  
2.1 JSC minutes and special days in calendar.  
2.2 Students active in roles.  
3.1 Awards given out at the end of each semester.  
3.2 Increased use of Tiqbiz.  
4. Transition programs planned and documented. |
| Year 3| Review and modify practices from Years 1 and 2. | Achievements will be linked to progress and reflection on Years 1 and 2. |
| Year 4| Review and modify practices from Years 1, 2 and 3. | Achievements will be linked to progress and reflection on Years 1, 2 and 3. |

**Wellbeing**

1. Communicating the processes and practices of our Code of Conduct to the school community.
3. Continue the processes of “It’s Not Okay To Be Away”.
4. Continue to provide effective transitions for all students into, through and beyond school.

**Critical Thinking**

1. Develop critical thinking skills through problem-solving tasks.
2. Enhance students' ability to analyze and evaluate information.
3. Promote creativity and innovation in project-based learning.

**Personal Development**

1. Encourage personal growth through goal-setting and reflection.
2. Foster self-awareness and emotional intelligence.
3. Support students in developing their sense of identity and purpose.
<table>
<thead>
<tr>
<th>Year 3</th>
<th>Review and modify practices from Years 1 and 2.</th>
<th>Achievements will be linked to progress and reflection on Years 1 and 2.</th>
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<tr>
<td>Year 4</td>
<td>Review and modify practices from Years 1, 2 and 3.</td>
<td>Achievements will be linked to progress and reflection on Years 1, 2 and 3.</td>
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</table>

**Productivity**

Further build teacher capacity through the utilisation of professional learning opportunities facilitated by high performing Professional Learning Communities (PLCs) and partnerships with local schools and networks.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Provide professional learning for whole school on Professional Learning Communities (PLCs) School Global Budget (SGB) resources allocated for intervention programs.</th>
<th>Professional Development Day attended at Forest Street Primary School in Term 1. Differentiation and intervention programs demonstrate, through data, improvement in student learning outcomes. Evidence to include tracking charts and planning documentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Continue Professional Learning within PLCs and wider school networks and partnerships to enhance and share skills and knowledge.</td>
<td>School visits to other members of Partnerships For Learning.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Review and modify practices from Years 1 and 2.</td>
<td>Achievements will be linked to progress and reflection on Years 1 and 2.</td>
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<tr>
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