

Billanook Primary School

5193

School Strategic Plan

2009 -2012



Endorsement by School Principal	SIGNED..... NAME...Julienne Legione..... DATE.....
Endorsement by School Council	SIGNED..... NAME.....Michael Cossey..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME...Garry Embry..... DATE.....

Purpose

At Billanook Primary School we aim to provide a nurturing, dynamic learning community that caters for the uniqueness of each student. We provide an environment and curriculum that challenges students to achieve to their highest potential and that develops knowledge, skills and resilience to be successful in a complex and rapidly changing society.

Values

Within our learning community the Tribes process underpins teaching and learning, guides our interactions and relationships and is modelled in all operational processes of the school. Billanook Primary School community has a consistent and positive approach to behaviour and uses the Tribes process to foster a school climate where personal responsibility and self discipline are developed

Mutual Respect

To affirm the value and uniqueness of each person. To treat others the way you would like to be treated; to recognise and appreciate the individual and cultural differences; and offer feedback that encourages growth.

Attentive Listening

To pay close attention to one another's expression of ideas; opinions and feelings; to check for understanding and to let others know that they have been heard.

Personal Best

To always aim to improve on your own personal efforts; to work at a personal best standard across all aspects of the curriculum.

Appreciations/ No Put Downs

To treat others kindly; to state appreciation for unique qualities, gifts, skills and contributions; to avoid negative remarks, name calling, hurtful gestures and behaviours.

Environmental Context

Billanook Primary School is located 42 km east of the city of Melbourne in the picturesque foothills of the Dandenong Ranges. The school has a Student Family Occupation Density of 0.34. Children travel from Montrose and surrounding suburbs, including The Basin, Boronia, Kalorama, Kilsyth and Mount Evelyn. Enrolment has steadily trended up over the last few years to a current enrolment of

495 students. We have very few students from non-English speaking homes but a greater diversity in cultural backgrounds. We value the range of views and traditions they bring to our school community. The school has a highly regarded program for the integration of students with disabilities and impairments.

The teaching staff is highly committed to achieving the school's goals and strives for continuous improvement. The profile reflects a balance of experienced teachers and recent graduates. We are fortunate to have a gender mix to provide a variety of role models for children. Ancillary staff enrich our program provision and provide administrative support. Team ethos is strongly supported by all staff and is a key feature of the school.

Billanook Primary School is committed to maximising educational opportunities for all students using the Victorian Essential Learning Standards. The Tribes process underpins teaching and learning, guides our interactions and relationships and is modelled in all operational processes of the school. Classroom programs are enhanced and supported by specialist teachers in Library, Visual Arts, Performing Arts, LOTE and Physical Education. Reading Recovery, Bridges, enrichment and support programs cater for students with individual needs. An integration program is devised for those students who meet discrete funding criteria.

The school strongly supports the Early Years Literacy and Numeracy programs and the Victorian Essential Learning Standards through innovative teaching practice using the Principles of Teaching and Learning. ICT is a feature of the school using a networked system. Staff utilise the computer laboratory, laptops, interactive whiteboards and digital cameras to enrich and support class programs. As a Performance and Development accredited school we have given assistance to others through sharing our time and resources. The school is certified as a Sustainable School. Students participate in a variety of educational opportunities facilitated through programs which include: Bright Ideas, Healthy Families, Stop, Think, Do, Life Education, Talking Tactics Together, Care for a Prep, Sunsmart, Foodsmart, PALS, Aerobics Club, Kids With Courage, Seasons for Growth, Fundamental Motor Skills, Interschool sport, Swimming, Athletics and Cross Country, After school Basketball, Choir, Instrumental groups, Keyboard and recorder, Top Bananas and GATEways, Tournament of Minds, Australian Schools English, Mathematics, Spelling, Computer and Science competitions, German poetry competition, Clubs, Toastmasters, Lunchtime activities, Social Service activities, Transition and Christian Religious Education. Our students also have the opportunity to participate in Wakakirri and whole school productions.

Incursions and excursions at all year levels as well as a Camp program for Years 4 to 6 provide exciting and challenging educational experiences.

Opportunities are provided for students to participate actively in the life of the school and to gain leadership experiences. Roles include School Leaders Student Council Representatives, Peer Activity Leaders and Sustainability Representatives.

Students are supported through our Chaplaincy program, Care Groups and visiting professionals.

Parents and Staff form an active partnership in the policy decision making processes of the school, the delivery of quality learning programs and the promotion of a caring school community. An active School Council and Parent Club strengthen the community partnership. The involvement of parents in class programs, special events, fundraising and grounds maintenance is a feature of the school. We utilise local experts as well as community facilities such as shops and the library.

Effective communication between teachers and parents is facilitated through publications, newsletters, e-mail, school website, information sessions, personal contact, student reports, parent training programs and special events involving the whole school community. Some features of the community program are Fathers' Fortnight, Education Week and the Twilight Tribes night.

An Out of School Hours Care program caters for the needs of children before and after school and on Curriculum Days. We also conduct a local Safety House network.

Billanook Primary School has attractive air conditioned classrooms situated in a natural environment. The school is well equipped with a Music Room, Reading Recovery Centre, Art Room, Library, Computer Lab, Hall and Canteen.

The grounds are well maintained and students are actively involved in planting and caring for the environment. Tending a vegetable patch, gardening and utilising composting, supports our Sustainable Schools program. As an accredited Sustainable School we actively support an awareness of environmental issues and management strategies for waste, water, energy and biodiversity. We promote walking to school, reducing energy consumption, recycling, rubbish free lunches and utilise tank water for all student toilet flushing. This program is supported by an environmental policy, curriculum implementation and Sustainability teams of both staff and student leaders.

As well as a gravelled fitness track, we have an all weather playing surface. An oval, basketball courts, playgrounds, shaded sandpit, outdoor chess tables, shaded seating areas, art installations, fitness stations, minor games asphalt area and natural gully provide an attractive school environment for learning.

Strategic Intent

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals		
To improve student achievement and ensure more consistent learning growth across the whole school.	Continue to build a safe, supportive physical and social environment and culture that promotes positive relationships, values diversity and supports learning in all students.	To improve transition for students as they move through the school, with an emphasis on improved assessment, tracking and monitoring of individual students.
Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
Targets		
By 2012 student learning will be enhanced through meeting the following targets:	By 2012 student engagement and wellbeing will be enhanced through meeting the following targets:	By 2012 student transition will be enhanced through meeting the following targets:
<p>95% of students in Preps and 100% of students in Grade 1 and 2 read benchmark text with greater than or equal to 90% accuracy.</p> <p>Learning growth to be at least one VELs level across the school.</p> <p>15% of students to be rated "A", 25% rated "B" and 95% rated "A-C" against VELs in English.</p> <p>10% of students to be rated "A", 25% rated "B" and 95% rated "A-C" against VELs in Mathematics.</p> <p>NAPLAN means to improve to 2.6/3.6 with 1.0 VELs growth 3-5.</p> <p>No students to be assessed at Level 1 (Grade 3) and Level 2 (Grade 5) in NAPLAN.</p> <p>Reduce to 10%, the students assessed at Level 2 (Grade 3) and Level 3 (Grade 5) in NAPLAN.</p>	<p>Attitudes to School Survey results in 'Wellbeing' and 'Student Relationships' to be consistently in the third and fourth quartile for both girls and boys and years 5 and 6 during the strategic planning period.</p> <p>To implement specific wellbeing programs at targeted levels/ groups.</p> <p>To provide authentic leadership opportunities for students.</p>	<p>Parent satisfaction with transitions mean score to reach at least 6.00.</p> <p>To run a series of planned transition sessions for incoming Prep students and to provide education for future parents in the form of information sessions.</p> <p>Strengthen transition programs across all levels of the school, resulting in the Student Distress component of the Attitudes to School Survey increasing to the third quartile.</p> <p>Strong learning growth P-2 to continue in years 3-6 with learning growth in English and Mathematics of at least 1.00 VELs Level.</p>

<p>“Learning Confidence” and ‘Stimulating Learning’ variables in the Attitudes to School Survey to reach at least the 3rd quartile .</p>		
<p>Student Learning</p>	<p>Student Engagement and Wellbeing</p>	<p>Student Pathways and Transitions</p>
<p>Key Improvement Strategies</p>		
<p>Key Improvement Strategy 1</p>	<p>Use DEECD initiatives and best practice research, including PoLT, VELS and the E5 instructional model, to further develop shared understandings and common language of how students at Billanook Primary School best learn and what constitutes effective instruction.</p>	
<p>Key Improvement Strategy 2</p>	<p>Ensure a rich & challenging curriculum promoting powerful learning and personal growth for every student by :</p> <ul style="list-style-type: none"> • Promoting high expectations of student achievement, through increased levels of support, enhanced personalised learning, student responsibility for learning and student voice. • Building on the Performance & Development Culture with an emphasis on professional learning. 	
<p>Key Improvement Strategy 3</p>	<p>Strengthen assessment for learning and communication on student learning outcomes and learning styles between classes with a focus on consistent pedagogy and high expectations.</p>	
<p>Key Improvement Strategy 4</p>	<p>Promote student well being across all areas of the school through the integration of Tribes, chaplaincy support and specific targeted programs.</p>	
<p>Key Improvement Strategy 5</p>	<p>Improve achievement levels in all classes, with particular emphasis on Prep, Yr 1 and Yr 3, through consistent and sequential teaching and learning approaches.</p>	

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies

Use DEECD initiatives and best practice research, including PoLT, VELs and the E5 instructional model, to further develop shared understandings and common language of how students at Billanook Primary School best learn and what constitutes effective instruction.

Year 1 - 2009	Year 2 - 2010	Year 3 - 2011	Year 4 - 2012
<p>*Develop an enhanced Professional Learning Plan incorporating VELs, PoLT, E5 and ICT.</p> <p>*Develop common understandings in level teams using E5 instructional model and 1, 2, 3 of the Principles of Learning and Teaching to Billanook Primary School best practice.</p> <p>*Evidence of focus of learning technologies in term planners in all areas</p> <p>*Continue building an innovative 21st Century ICT environment, including interactive whiteboards and other relevant technologies to enhance learning, motivation and engagement.</p> <p>*Use current staff expertise to build skill levels of all staff to the level required to utilise technologies available within the school.</p> <p>*Ensure all new and returning staff are supported to develop the necessary ICT skills required to deliver the curriculum.</p>	<p>*Further development of an enhanced Professional Learning Plan incorporating VELs, PoLT, E5 and ICT.</p> <p>*Develop common understandings in level teams using E5 instructional model and 1, 4,5, 6 of the Principles of Learning and Teaching to Billanook Primary School best practice.</p> <p>*Evidence of focus of learning technologies in term planners in all areas.</p> <p>*Ensure implementation of an innovative 21st Century ICT environment, including interactive whiteboards and other relevant technologies to enhance learning, motivation and engagement.</p> <p>*Use collegiate support to build and extend skill levels of all staff to the level required to utilise technologies available within and outside the school.</p> <p>*Ensure all new and returning staff are supported to develop the necessary ICT skills required to deliver the curriculum.</p>	<p>*Continued development of an enhanced Professional Learning Plan incorporating VELs, PoLT, E5 and ICT.</p> <p>* Focus on elements of Principles of Learning and Teaching that best meet team and school needs.</p> <p>*Evidence of focus of learning technologies in term planners in all areas.</p> <p>*Ensure implementation of an innovative 21st Century ICT environment, including interactive whiteboards and other relevant technologies to enhance learning, motivation and engagement.</p> <p>*Form strategic alliances with schools with innovative ICT environments.</p> <p>*Ensure all new and returning staff are supported to develop the necessary ICT skills required to deliver the curriculum.</p>	<p>*Evaluate the enhanced Professional Learning Plan incorporating VELs, PoLT, E5 and ICT.</p> <p>* Focus on elements of Principles of Learning and Teaching that best meet team and school needs.</p> <p>*Evidence of focus of learning technologies in term planners in all areas.</p> <p>*Review and evaluate effective use of an innovative 21st Century ICT environment, including interactive whiteboards and other relevant technologies.</p> <p>*Use collegiate support from both with in and outside the school to extend ICT knowledge.</p> <p>*Ensure all new and returning staff are supported to develop the necessary ICT skills required to deliver the curriculum.</p>

Key Improvement Strategies

Ensure a rich & challenging curriculum promoting powerful learning and personal growth for every student by :

- Promoting high expectations of student achievement, through increased levels of support, enhanced personalised learning, student responsibility for learning and student voice.
- Building on the Performance & Development Culture with an emphasis on professional learning.

Year 1 - 2009	Year 2 - 2010	Year 3 - 2011	Year 4 - 2012
<p>*Parent education information sessions.</p> <p>*Staff set professional learning goals linked to individual needs and school priorities.</p> <p>*Professional learning for all staff on personalised learning, ICT and other new initiatives.</p> <p>*Further develop collegiate feedback to include richer and deeper levels of conversation that will impact on teaching and learning.</p> <p>*Mentor new and returning staff on personalised learning, goal setting and student conferencing.</p> <p>*Increase opportunities for students to identify, monitor and negotiate their learning.</p> <p>*Enhance leadership programs providing authentic leadership opportunities for students.</p> <p>*Develop and implement Personalised Education Plans for all students not reaching expected levels and for high achievers.</p>	<p>*Parent education information sessions.</p> <p>*Staff set professional learning goals linked to individual needs and school priorities.</p> <p>*Professional learning for all staff on personalised learning, ICT and other new initiatives.</p> <p>*Review and refine collegiate feedback process.</p> <p>*Mentor new and returning staff on personalised learning, goal setting and student conferencing.</p> <p>*Increase opportunities for students to identify, monitor and negotiate their learning.</p> <p>*Enhance leadership programs providing authentic leadership opportunities for students.</p> <p>*Implement Personalised Education Plans for all students not reaching expected levels and for high achievers.</p>	<p>*Parent education information sessions.</p> <p>*Staff set professional learning goals linked to individual needs and school priorities.</p> <p>*Professional learning for all staff on personalised learning, ICT and other new initiatives.</p> <p>*Review and refine collegiate feedback process.</p> <p>*Mentor new and returning staff on personalised learning, goal setting and student conferencing.</p> <p>*Increase opportunities for students to identify, monitor and negotiate their learning.</p> <p>*Enhance leadership programs providing authentic leadership opportunities for students.</p> <p>*Implement Personalised Education Plans for all students not reaching expected levels and for high achievers.</p>	<p>*Parent education information sessions.</p> <p>*Staff set professional learning goals linked to individual needs and school priorities.</p> <p>*Professional learning for all staff on personalised learning, ICT and other new initiatives.</p> <p>*Review, refine and evaluate collegiate feedback process.</p> <p>*Mentor new and returning staff on personalised learning, goal setting and student conferencing.</p> <p>*Increase opportunities for students to identify, monitor and negotiate their learning.</p> <p>*Enhance leadership programs providing authentic leadership opportunities for students.</p> <p>*Implement Personalised Education Plans for all students not reaching expected levels and for high achievers.</p>

Key Improvement Strategies

Strengthen assessment for learning and communication on student learning outcomes and learning styles between classes with a focus on consistent pedagogy and high expectations.

Year 1 - 2009	Year 2 - 2010	Year 3 - 2011	Year 4 - 2012
<p>*Review school wide assessment schedule and reporting practices. *Staff moderation across all VELs strands. *Support staff through collegiate activities and professional learning to improve teacher practice.</p> <p>*Implement Individual Student Learning Goals for all students through discussion and negotiation. *Develop guidelines and strategies for staff and student reflection and self assessment.</p> <p>*Review and refine 7 year thinking skills planner. Professional learning for all staff. *Embed thinking skills across all areas of the curriculum incorporating this into term planners.</p>	<p>*Implement school wide assessment schedule and reporting practices. *Staff moderation across all VELs strands. *Support staff through collegiate activities and professional learning to improve teacher practice.</p> <p>*Apply Individual Student Learning Goals for all students through discussion and negotiation. *Involve students in reflection and self assessment to develop greater student voice and responsibility. *Implement 7 year thinking skills planner. Professional learning for all staff. *Embed thinking skills across all areas of the curriculum incorporating this into term planners.</p>	<p>*Implement school wide assessment schedule and reporting practices. *Staff moderation across all VELs strands *Support all staff through collegiate activities and professional learning to improve teacher practice. *Apply Individual Student Learning Goals for all students through discussion and negotiation. *Involve students in reflection and self assessment to develop greater student voice and responsibility. *Ensure implementation of 7 year thinking skills planner. Professional learning for all staff. *Embed thinking skills across all areas of the curriculum incorporating this into term planners.</p>	<p>*Review school wide assessment schedule and reporting practices. *Staff moderation across all VELs strands. *Support all staff through collegiate activities and professional learning to improve teacher practice. *Apply Individual Student Learning Goals for all students through discussion and negotiation. *Involve students in reflection and self assessment to develop greater student voice and responsibility. *Ensure implementation of 7 year thinking skills planner. Professional learning for all staff. *Embed thinking skills across all areas of the curriculum incorporating this into term planners.</p>

Key Improvement Strategies

Promote student wellbeing across all areas of the school through the integration of Tribes, chaplaincy support and specific targeted programs.

Year 1 - 2009	Year 2 - 2010	Year 3 - 2011	Year 4 - 2012
<p>*Implement a Tribes focussed establishment program at the beginning of the school year across the whole school.</p> <p>*Tribes training for all new and returning staff.</p> <p>*Some Term 1 professional development devoted to Tribes energisers and strategies.</p> <p>*Embed Tribes across all curriculum and personal development areas incorporating this into term planners.</p> <p>*Nominate a Tribes leader at each VELS level.</p> <p>*Support individual and small groups of children with specific social skills lessons and specific wellbeing programs.</p> <p>*Implement whole school strategies to increase student attendance and punctuality.</p> <p>*Develop Resilience and Drug Education programs at each year level.</p>	<p>*Implement a Tribes focussed establishment program at the beginning of the school year across the whole school.</p> <p>*Tribes training for all new and returning staff.</p> <p>*Some Term 1 professional development devoted to Tribes energisers and strategies.</p> <p>*Embed Tribes across all curriculum and personal development areas incorporating this into term planners.</p> <p>*Nominate a Tribes leader at each VELS level.</p> <p>*Support individual and small groups of children with specific social skills lessons and specific wellbeing programs.</p> <p>*Implement whole school strategies to increase student attendance and punctuality.</p> <p>*Review sequential development of Resilience and Drug Education programs across the school.</p>	<p>*Implement a Tribes focussed establishment program at the beginning of the school year across the whole school.</p> <p>*Tribes training for all new and returning staff.</p> <p>*Some Term 1 professional development devoted to Tribes energisers and strategies.</p> <p>*Embed Tribes across all curriculum and personal development areas incorporating this into term planners.</p> <p>*Nominate a Tribes leader at each VELS level.</p> <p>*Support individual and small groups of children with specific social skills lessons and specific wellbeing programs.</p> <p>*Implement whole school strategies to increase student attendance and punctuality.</p> <p>*Ensure required Resilience and Drug Education programs are taught across the school.</p>	<p>*Implement a Tribes focussed establishment program at the beginning of the school year across the whole school.</p> <p>*Tribes training for all new and returning staff.</p> <p>*Some Term 1 professional development devoted to Tribes energisers and strategies.</p> <p>*Embed Tribes across all curriculum and personal development areas incorporating this into term planners.</p> <p>*Nominate a Tribes leader at each VELS level.</p> <p>*Review survey results for improvement to engagement, distress and school morale.</p> <p>*Implement whole school strategies to increase student attendance and punctuality.</p> <p>*Review Resilience and Drug Education programs that have been taught across the school.</p>

Key Improvement Strategies

Improve achievement levels in all classes, with particular emphasis on Prep, Yr 1 and Yr 3, through consistent and sequential teaching and learning approaches.

Year 1 - 2009	Year 2 - 2010	Year 3 - 2011	Year 4 - 2012
<p>*Investigate effective transition procedures across all levels.</p> <p>*Implement a literacy support program for all Year 1 students who have not met the Level 1 reading benchmark.</p> <p>*Whole staff moderation of student work samples.</p> <p>*Continue improving assessment,, moderation and arrangements by which teachers exchange information about students.</p> <p>*Plan improved assessment and instruction of oral literacy and auditory processing in years P-6.</p> <p>*Continue the development of a system to record, track and discuss student progress in and between level teams.</p>	<p>*Implement a consistent transition program as recommended in the school review, across all levels of the school.</p> <p>*Fund a literacy support program for all Year 1 students who have not met the Level 1 reading benchmark.</p> <p>*Whole staff moderation of student work samples.</p> <p>*Continue improving assessment,, moderation and arrangements by which teachers exchange information about students.</p> <p>*Continue to improve assessment and instruction of oral literacy and auditory processing in years P-6.</p> <p>*Continue the development of a system to record, track and discuss student progress in and between level teams.</p>	<p>*Implement a consistent transition program as recommended in the school review, across all levels of the school.</p> <p>*Fund a literacy support program for all Year 1 students who have not met the Level 1 reading benchmark.</p> <p>*Whole staff moderation of student work samples.</p> <p>*Continue improving assessment,, moderation and arrangements by which teachers exchange information about students.</p> <p>*Continue to improve assessment and instruction of oral literacy and auditory processing in years P-6.</p> <p>*Continue the development of a system to record, track and discuss student progress in and between level teams.</p>	<p>*Evaluate transition programs implemented, set goals and targets for next review period.</p> <p>*Evaluate the effectiveness of the Literacy Support program based on Year 1 reading results.</p> <p>*Whole staff moderation of student work samples.</p> <p>*Continue improving assessment,, moderation and arrangements by which teachers exchange information about students.</p> <p>*Continue to improve assessment and instruction of oral literacy and auditory processing in years P-6.</p> <p>*Continue the development of a system to record, track and discuss student progress in and between level teams.</p>