

School Strategic Plan 2020-2024

Boort District P-12 School (8882)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Our vision is to empower our students and staff to work together to become active and valued community members. We provide a safe and supportive learning environment which fosters independent, resilient lifelong learners.</p> <p>Victorian government schools are child safe environments. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. The school’s Child Safety Code of Conduct is available on the school’s website.</p>
<p>School values</p>	<ul style="list-style-type: none"> • Thinking creatively and independently. • Acting with integrity and honesty. • Showing tolerance and respect for others. • Displaying a sense of fairness. • Acting in a safe and respectable manner. • Pursuing excellence in all areas. • Developing resilience within individuals
<p>Context challenges</p>	<p>The school review listed the following areas for priority:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Point of need teaching for each student • Student voice, leadership and agency • Student confidence, connectedness and resilience. <p>Boort District P-12 School is located approximately 100km Northwest of Bendigo. The school was formed through the merger of Boort Primary School and Boort Secondary College in 2012.</p> <p>The school grounds include an indoor multi-purpose hall, three main buildings with central open spaces, a Technology/Arts building and a number of new portable structures. The grounds include two separate adventure playgrounds, two basketball and netball courts and an oval.</p> <p>Enrolments at the time of the review were approximately 221 students. Over the past four years, enrolments have been maintained between 215 and 220 students.</p> <p>The Student Family Occupation (SFO) index was 0.3810 and the Student Family Occupation Education (SFOE) index was 0.3409 in 2019–20.</p> <p>The staffing profile of Boort District P-12 School includes a Principal and Assistant Principal, two Leading teachers, two Learning</p>

	<p>Specialists twenty-one teachers, and nine Education Support (ES) staff on various time fractions.</p> <p>The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum.</p> <p>The school maintains a broad curriculum in the later years with Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and VCAL offered to students from Years 10-12. Boort District P-12 School is a member of the North Central Cluster Network which provides the majority of VET and VCAL subjects at the Trade Training Centre (NCTTC) in Charlton. Year 9 and 10 students also access the NCTTC for technology subjects one day per week. Cluster schools also share video conferencing for VCE subjects to ensure a comprehensive range of VCE subjects is available for all students.</p> <p>Access to a Flexible Learning Option (FLO) programme in Charlton is available but there are no students accessing this programme in 2020.</p>
<p>Intent, rationale and focus</p>	<p>The goals of the school over the next four years can be summarised as follows:</p> <ol style="list-style-type: none"> 1. Increase the number of students achieving in the top two bands of NAPLAN in reading, writing and numeracy 2. Increase the number of students achieving low benchmark growth in reading, writing and numeracy 3. Increase the Allstudy mean score of VCE to 31.5 and achieve 20% of scores over 37 4. Increase positive responses in the Student Attitude Survey in the areas of differentiated learning, motivation, self-regulation, student voice, sense of connectedness, sense of confidence and stimulated learning (across all year levels to differing degrees) 5. Decrease the percentage of F-6 students being absent from school for more than 20 days from 6% to 5% 6. Decrease the number of unapproved absences from F-6 to 2 days and 7-12 to 3 days 7. increase the percentage of positive responses in the School Staff survey to <ul style="list-style-type: none"> • Trust in Students and Parents from 73% in 2019 to 80% • School Climate from 68% in 2019 to 75% <p>In order to achieve the student outcomes listed, it will be important to work with the school community to establish understanding of student voice and agency and implement strategies decided upon through professional development and consultation. Staff will participate in professional development to enhance knowledge, understanding and use of data to inform teaching and planning - this will be supported by the PLC initiative to be undertaken in 2021.</p> <p>The Strategic plan ,over the next four years, will focus on key improvement strategies to build capability within the above two focus areas. Actions will be developed to unfold over the next four years that move from initial professional development and review to consultation and implementation.</p>

Draft

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Goal 1	To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy
Target 1.1	By 2024 the percentage of Year 3 students achieving in the top two bands of NAPLAN will increase in <ul style="list-style-type: none">• Reading from 50% in 2019 to 60%• Writing from 72% in 2019 to 75%• Numeracy from 34% in 2019 to 45%
Target 1.2	By 2024 the percentage of Year 5 students achieving in the top two bands of NAPLAN will increase in <ul style="list-style-type: none">• Reading from 61% in 2019 to 70%• Writing from 15% in 2019 to 25%• Numeracy from 23% in 2019 to 30%
Target 1.3	By 2024 the percentage of Year 7 students achieving in the top two bands of NAPLAN will increase in <ul style="list-style-type: none">• Reading from 29% in 2019 to 40%• Writing from 21% in 2019 to 35%• Numeracy from 42% in 2019 to 55%
Target 1.4	By 2024 the percentage of Year 9 students achieving in the top two bands of NAPLAN will increase in

	<ul style="list-style-type: none"> • Reading from 10% in 2019 to 25% • Writing from 21% in 2019 to 30% • Numeracy from 16% in 2019 to 35%
Target 1.5	<p>By 2024 the percentage of Year 5 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> • Reading from 45% in 2019 to 25% or less by 2024 • Writing from 36% in 2019 to 25% or less by 2024 • Numeracy from 9% in 2019 to 9% or less by 2024
Target 1.6	<p>By 2024 the percentage of Year 7 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> • Reading from 46% in 2019 to 25% or less by 2024 • Writing from 29% in 2019 to 25% or less by 2024 • Numeracy from 4% in 2019 to 4% or less by 2024
Target 1.7	<p>By 2024 the percentage of Year 9 students achieving low benchmark growth, NAPLAN will reduce in</p> <ul style="list-style-type: none"> • Reading from 26% in 2019 to 25% or less by 2024 • Writing from 21% in 2019 to 20% or less by 2024 • Numeracy from 37% in 2019 to 25% or less by 2024
Target 1.8	<p>By 2024 the VCE All study mean will to increase from 31 in 2019 to 31.5.</p>

	By 2024 the percentage of VCE study scores of 37 or more to increase from 17% in 2019 to 20%.
Target 1.9	By 2024 increase the percentage of positive responses in the School Staff survey to Collective Focus on Student Learning from 64% in 2019 to 75%.
Target 1.10	By 2024 increase the percentage of positive responses in the Student Attitudes to School survey in the Differentiated Learning Challenge factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 89% in 2019 to 93% ● At years 7 to 9 from 69% to 74% ● At years 10 to 12 from 57% to 70%
Key Improvement Strategy 1.a Building practice excellence	Embed an instructional model consistently across the school that integrates the use of High Impact Teaching Strategies and challenges all students to be successful
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need
Key Improvement Strategy 1.c Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff
Goal 2	To empower all students to be active partners in their learning
Target 2.1	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Motivation and Interest factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 88% in 2019 to 90% ● At years 7 to 9 from 69% to 75%

	<ul style="list-style-type: none"> • At years 10 to 12 from 66% to 75%
Target 2.2	<p>By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Self-Regulation and Goal Setting factor</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 91% in 2019 to 92% • At years 7 to 9 from 67% to 75% • At years 10 to 12 from 54% to 65%
Target 2.3	<p>By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Self Student Voice and Agency factor</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 85% in 2019 to 90% • At years 7 to 9 from 58% to 65% • At years 10 to 12 from 54% to 70%
Target 2.4	<p>By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in Stimulated Learning factor</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 91% in 2019 to 92% • At years 7 to 9 from 74% to 80% • At years 10 to 12 from 63% to 70%
Target 2.5	<p>By 2024 decrease the percentage Year F to 6 students with 20 or more days absent from 6% in 2019 to 5% and decrease to percentage of Year 7 to 12 students with 20 or more days absent from 6% in 2019 to 5%.</p>

Target 2.6	By 2024 decrease the percentage of unapproved absence days at any level across Year F to 6 to 2 days or less and at any year level across years 7 to 12 to 3 days or less.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop, document and implement a whole school strategy to improve student voice and learner agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build teacher knowledge to address student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners
Key Improvement Strategy 2.c Building communities	Develop a culture of high expectation and excellence throughout the school community
Goal 3	To build student connectedness to foster engagement and motivation.
Target 3.1	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Confidence factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 90% in 2019 to 92% ● At years 7 to 9 from 67% to 75% ● At years 10 to 12 from 63% to 75%
Target 3.2	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Connectedness factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 83% in 2019 to 90% ● At years 7 to 9 from 63% to 70% ● At years 10 to 12 from 52% to 65%

Target 3.3	<p>By 2024 increase the percentage of positive responses in the School Staff survey to</p> <ul style="list-style-type: none"> ● Trust in Students and Parents from 73% in 2019 to 80% ● School Climate from 68% in 2019 to 75%
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed a consistent student engagement/wellbeing model across the school that supports the needs of current and future students
Key Improvement Strategy 3.b Health and wellbeing	Further develop a safe and respectful environment for all students with a focus on resilience
Key Improvement Strategy 3.c Vision, values and culture	Build a positive school culture through the implementation of shared and agreed vision and values

