

School Strategic Plan 2022-2026

Black Rock Primary School (3631)



Submitted for review by Samuel Tyndall (School Principal) on 08 November, 2022 at 11:19 AM

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Endorsed by Laura Anderson (School Council President) on 17 November, 2022 at 01:09 PM

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School vision	<p>Black Rock Primary School seeks to provide a dynamic learning climate that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation towards society, and the development of a sustainable future.</p> <p>In doing so, the Black Rock Primary School community has a shared commitment to:</p> <ul style="list-style-type: none">- developing confident, respectful and caring young people who contribute positively and responsibly to their local and global community.- be a high-performing school with embedded evidence-informed best practice that is visible in each classroom.
School values	<p>The following values are central to life at our school and we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies:</p> <p>Respect - Recognising and accepting the differences in ability, race, religion and beliefs of others Relationships - Strong relationships between all members of the school community are developed Learning - Developing and acquiring knowledge, skills, values and attitudes Teamwork - Learning together to achieve the best possible outcomes for all Innovation - Transferring of learning into new and creative ideas Environmentalism - Commitment to sustainable futures</p>
Context challenges	<p>Black Rock Primary School (BRPS) is located in the beachside suburb of Black Rock in the City of Bayside, approximately 22 kilometres from the Melbourne Central Business District.</p> <p>Students learn in well-maintained heritage classrooms and a modern open space BER-designed building. There are specialist learning spaces for STEM, Visual Arts, Performing Arts and Language Classes (Mandarin). Expansive, well-maintained grounds, a variety of adventure playgrounds including accessible spaces, a large natural turf oval, sports courts and a full-sized sports stadium cater for sports programs as well as the students' extra-curricula interests.</p>

	<p>School enrolment has been impacted significantly over the COVID-19 pandemic years, declining by more than 100 students over the past three years. Enrolment in 2023 is expected to be around 500 students, down from 604 at the beginning of 2020, placing pressure on workforce planning, supportive school structures and programs.</p> <p>The self-evaluation and review found that the school has an enthusiastic, engaged and supportive community (teachers, students and parents), as well as leadership structures to facilitate consistent, school-wide understandings and practices. Consistently strong outcomes were evident in Reading and Numeracy and the next steps are fine-tuning practices for consistency, as well as improving whole-school understanding of student agency and how to support students to be active participants in the learning process.</p> <p>To do this effectively, BRPS needs to further develop a strong Professional Learning Community with the FISO improvement cycle as the core way of working.</p> <p>The PLC's challenge is to improve Literacy (particularly Writing outcomes) and Numeracy learning by continuing to embed a curriculum that ensures low variance between classrooms.</p> <p>To improve reading and writing results the school is developing a knowledge-rich curriculum to ensure text variety, robust novel study and sequential knowledge building, via Science and Humanities, to improve ideas, vocabulary, and links to concepts when reading and writing.</p> <p>Black Rock Primary School will need to develop a shared model of student voice and agency within its evidence-informed framework, as the review identified that students were very engaged and proud of the school, but were not completely sure as to the endpoints of learning and how to monitor their own learning more independently.</p> <p>The PLC challenge is to engage students in exploring feedback-driven metacognition and facilitate goal setting and monitoring of personal learning to reflect on behaviours that are successful in reaching their targets. This will also support high-performing students to demonstrate continual growth in their learning.</p> <p>Black Rock Primary School also has the opportunity to increase the role of Student Leadership. The review found that student confidence and behaviour was very good and conducive to leveraging the trust to take on more responsibility within the school.</p>
<p>Intent, rationale and focus</p>	<p>Our school's intent is to fulfill our vision and maximise student learning outcomes across all areas of the curriculum while promoting positive health, wellbeing and empowerment for all students and staff.</p> <p>This is important so that all members of our school community have the opportunity to reach their potential and that we contribute to realising the learning and wellbeing goals outlined in the Victorian FISO 2.0.</p>

	<p>Black Rock Primary School is continuing to focus on implementing PLC structures and work through improvement cycles to:</p> <ul style="list-style-type: none">-help teachers implement a knowledge-rich curriculum, to challenge and inspire our students-develop, document and embed an agreed instructional model to ensure consistency of practice across the school-embed formative assessment to assist with goal setting and to build student agency, as well as developing teachers' collective capability to implement responsive teaching-to facilitate growth in our high-performing students <p>In addition, we will continue to develop our Wellbeing framework and supporting resources to ensure all students' social/emotional learning needs are met. This includes full implementation and ongoing development of the Resilience, Rights and Respectful Relationships curriculum, Online Safety and the Personal and Social Capabilities.</p>
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Goal 1	To maximise the learning growth of all students.
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 31% (2021) to 37% (TBC)• Writing from 27% (2021) to 33% (TBC)• Numeracy from 39% (2021) to 41%
Target 1.2	By 2026, increase the percentage of students in the NAPLAN top two bands – Writing: <ul style="list-style-type: none">• Year 3 from 68% (2021) to 76%• Year 5 from 23% (2021) to 31%
Target 1.3	By 2026, increase the percentage of Prep - 6 students assessed as above level against the Victorian Curriculum in: English <ul style="list-style-type: none">• Reading and Viewing from 41% (2021) to 49%• Speaking and Listening from 21% (2021) to 31%• Writing from 22% (2021) to 32%
Target 1.4	By 2026, increase the percentage of Prep - 6 students assessed as above level against the Victorian Curriculum in:

	<p>Mathematics</p> <ul style="list-style-type: none"> • Measurement and Geometry from 25% (2021) to 32% • Number and Algebra from 40% (2021) to 42% • Statistics and Probability from 19% (2021) to 31%
<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Build a culture of high expectations for staff and students.
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Develop the capabilities of PLC to expertly use data and the FISO improvement cycle to improve student learning outcomes.
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop, document and embed an agreed Instructional model
<p>Goal 2</p>	To develop whole school understanding of student voice and agency in learning
<p>Target 2.1</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 82% (2021) to 90%

	<ul style="list-style-type: none"> • Stimulated Learning from 69% (2021) to 77% • Student voice and agency from 61% (2021) to 80% • Student connectedness from 80% (2021) to 83%
Target 2.2	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 39% (2021) to 80% • Promote student ownership of learning goals from 45% (2021) to 80% • Knowledge of High Impact Teaching Strategies from 32% (2021) to 80% • Understanding of formative assessment from 58% (2021) to 80%
Target 2.3	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Understanding of how to analyse data from 61% (2021) to 80% • Monitor effectiveness using data from 65% (2021) to 80%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student agency in learning and wellbeing
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to	Engage students in programs to develop their mental and physical health and promote social and emotional wellbeing

support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use learning data to inform differentiated learning