

# School Strategic Plan 2020-2024

Broadford Primary School (1125)



Submitted for review by Jennene Cooney (School Principal) on 30 January, 2021 at 10:58 AM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<b>School vision</b>	Broadford Primary School's vision is to provide a learning environment whereby all children can flourish and develop as individuals and community members. We strive to create a dynamic learning community that enables students to reach their full potential in a safe, supportive and friendly environment. We are committed to maximising student voice, agency and engagement while working in partnership with families to support all students to learn the academic, social and emotional skills that are critical for their future success in Australia's ever changing society.
<b>School values</b>	Our school values are: Responsibility: We are responsible when we show care and safety to ourselves, others and property. Respect: We show respect when we listen, ask for help and treat others in a positive way in our school community. Resilience: We show resilience when we accept challenges and make positive change. Readiness (to learn): We show readiness when we are motivated and willing to learn
<b>Context challenges</b>	<p>Broadford Primary School has developed structures and processes to support staff to impact positively on student learning outcomes and wellbeing. These include timetabling that allows for collaborative planning, undertaking training and implementing professional learning communities, targeted professional learning particularly in the area of reading and writing and support through learning walks, peer observation and coaching. We have introduced an explicit instructional model which is implemented in all classrooms. Broadford Primary School has been able to utilise the support and expertise of UMNOS and DSSI.</p> <p>Our focus on developing student's social and emotional capabilities has seen the introduction of a social and emotional learning curriculum to support positive mental health strategies and the building of resilience in students. The introduction of School Wide Positive Behaviour Support has resulted in more consistent approaches to behaviour management across the school.</p> <p>Moving forward we will continue to build on the foundations laid to improve student learning outcomes with a focus on the use of data to differentiate teaching. We will embed collaborative practices and conduct further professional learning about the PLC Inquiry Model and working collaboratively to allow for more rigor and documentation of inquiry cycles to support student outcomes. We will explore voice and agency to enhance student engagement and improve attendance, and further embed the social and emotional learning curriculum.</p>
<b>Intent, rationale and focus</b>	Over the next four years Broadford Primary School will be working to maximise the learning growth and achievement of all students in literacy and numeracy, To achieve this we will strengthen staff's curriculum knowledge and our capability to collect, analysis and use data to differentiate instruction at each student's point of need. We will also support the achievement of this intent by embedding

	<p>effective collaborative practices and building instructional leadership. We want to enhance student engagement and wellbeing through the use of student voice and agency, develop opportunities for parents and carers to be active partners in their child's learning and embed the social and emotional learning curriculum to support students.</p>
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<b>Goal 1</b>	Maximise learning growth and achievement of all students in literacy and numeracy.
<b>Target 1.1</b>	By 2024, increase the percentage of students achieving above benchmark growth in: <ul style="list-style-type: none"><li>• reading from 21% (2019) to 23% (2024)</li><li>• writing from 6% (2019) to 12% (2024)</li><li>• numeracy from 7% (2019) to 12% (2024)</li></ul>
<b>Target 1.2</b>	By 2024, decrease the percentage of students achieving below benchmark growth in: <ul style="list-style-type: none"><li>• reading from 43% (2019) to 30% (2024)</li><li>• writing from 41% (2019) to 30% (2024)</li><li>• numeracy from 41% (2019) to 30% (2024)</li></ul>
<b>Target 1.3</b>	By 2024, improve alignment between the percentage of students in the top two bands NAPLAN and Teacher Judgements above expected level within 10% variance:  <i>Year 3:</i> <ul style="list-style-type: none"><li>• reading- NAPLAN top two bands 35% - TJ 8% (2019) to 30% (2024)</li><li>• writing- NAPLAN top two bands 35% - TJ 6% (2019) 30% (2024)</li><li>• numeracy –NAPLAN top two bands 30% -TJ 22% (2019) to 30% (2024)</li></ul>

	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• reading –NAPLAN top two bands from 24%- TJ 21% (2019) to 26% (2024)</li> <li>• writing – NAPLAN top two bands from 9% -TJ 9% (2019) to 16%(2024)</li> <li>• numeracy –NAPLAN top two bands from 9% -TJ 19% (2019) to 20% (2024)</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Evaluating impact on learning</p>	Strengthen staff capabilities to effectively collect, analyse and use data
<p><b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment</p>	Enhance curriculum knowledge to support differentiated instruction
<p><b>Key Improvement Strategy 1.c</b> Building practice excellence</p>	Embed with consistency documented collaborative practices
<p><b>Key Improvement Strategy 1.d</b> Instructional and shared leadership</p>	Continue to build instructional leadership
<p><b>Goal 2</b></p>	To enhance student engagement
<p><b>Target 2.1</b></p>	<p>By 2024, increase the percentage of positive responses in factors: (Attitude To School Survey)</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 80% (2019) to 85% (2024)</li> <li>• Sense of connectedness from 79% (2019) to 84% (2024)</li> <li>• Stimulated learning from 84% (2019) to 89% (2024)</li> </ul>

<b>Target 2.2</b>	<p>By 2024, increase the percentage of positive responses in factors: (Parent Opinion Survey)</p> <ul style="list-style-type: none"> <li>• Parent, community engagement module from 76% (2019) to 81% (2024)</li> <li>• Student agency and voice from 84% (2019) to 89% (2024)</li> <li>• Student motivation and support from 74% (2019) to 79% (2024)</li> <li>• Effective teaching from 75% (2019) to 80% (2024)</li> </ul>
<b>Target 2.3</b>	<p>By 2024, increase the percentage of positive responses in factors: (School Staff Survey)</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals 58% (2020) to 63% (2024)</li> <li>• Believe student engagement is key to learning 83% (2020) to 88% (2024)</li> <li>• Trust in students and parents 47% (2020) to 53% (2024)</li> <li>• Parent and community involvement 58% (2020) to 62% (2024)</li> </ul>
<b>Target 2.4</b>	<p>By 2024, reduce the percentage of students with greater than 20 days absence per year from 37% to 32%</p>
<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	<p>Build and activate a shared understanding of student voice and agency</p>
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	<p>Embed the role of the student within the learning process</p>
<b>Key Improvement Strategy 2.c</b>	<p>Enhance opportunities for parents as partners in their child's learning</p>

Parents and carers as partners	
<b>Key Improvement Strategy 2.d</b> Setting expectations and promoting inclusion	Embed school wide strategies to improve attendance
<b>Goal 3</b>	Enhance the wellbeing of all students
<b>Target 3.1</b>	By 2024, increase the percentage of positive endorsement factors in (AToSS) for: <ul style="list-style-type: none"> <li>• Resilience from 81% (2019) to 86% (2024)</li> <li>• Not experiencing bullying from 76% (2019) to 81% (2024)</li> <li>• Respect for diversity from 81% (2019) to 86% (2024)</li> <li>• Effective classroom behaviour from 84% (2019) to 89% (2024)</li> </ul>
<b>Target 3.2</b>	By 2024, increase the percentage of positive endorsement factors in POS for: <ul style="list-style-type: none"> <li>• Not experienced bullying from 48% (2019) to 60% (2024)</li> <li>• Student motivation and support from 74% (2019) to 79% (2024)</li> <li>• Parent community engagement module overall from 76% (2019) to 81% (2024)</li> </ul>
<b>Target 3.3</b>	By 2024, increase the percentage of positive endorsement factors in SSS (Staff survey) for: <ul style="list-style-type: none"> <li>• Support growth and learning of whole students from 82% (2019) to 87% (2024)</li> <li>• Trust in students and parents 48% (2019) to 53% (2024)</li> <li>• Parent and community involvement 54% (2019) to 59% (2024)</li> </ul>

<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Embed the Social Emotional Learning curriculum within the School Wide Positive Behaviour Support framework
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing
<b>Key Improvement Strategy 3.d</b> Networks with schools, services and agencies	Develop community partnerships to support and promote student wellbeing