

School Strategic Plan 2023-2027

Belmont Primary School (0026)



Submitted for review by Craig Smith (School Principal) on 15 November, 2023 at 04:36 PM

Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 15 November, 2023 at 05:03 PM

Endorsed by Alison Lornie (School Council President) on 20 December, 2023 at 11:09 AM

School Strategic Plan - 2023-2027

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School vision	Belmont Primary school's vision is to foster and encourage an inclusive community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment.
School values	<p>The following values form the basis for all that we do as a school:</p> <p>Respect - Showing care and consideration for ourselves, others and property. Honesty - Being truthful and trustworthy in all we do. Responsibility - Being accountable for our actions and behaviours. Courage- Doing things that need to be done, even when they are difficult. Learning- Enjoying our learning and doing our best. Community- Doing our part to make our school the best it can be.</p>
Context challenges	<p>Key challenges for the school that were identified in the review process are as follows:</p> <p>The school review panel recommends the following areas of focus be captured in the next School Strategic Plan:</p> <ul style="list-style-type: none">• numeracy• student engagement, with a focus on agency and attendance, in particular reducing 20+ days absences• consistency of practice across the whole school• responsive teaching• differentiation• assessment and data. <p>The review panel found that the school had a strong commitment to a collaborative approach to learning. There was some evidence of differentiation, although the extent that all teachers plan, deliver and access high quality differentiated tasks that meets the needs of all students was not consistently embedded and variable in quality. Utilisation of the high impact teaching strategies for differentiation would support teachers' ability to incorporate adjustments, in order for students to be challenged, extended and for those falling behind.</p> <p>The panel found that the school had established a culture of learning and wellbeing for students. Students were happy and safe and the school had a focus on students as leaders. Opportunities for students to have voice in learning choices were evident, although</p>

	<p>the activation of student agency was not yet fully understood or embedded across the school. The chance for teachers to unpack student voice and agency would provide a greater understanding on how to provide opportunities for students to engage and collaborate on what and how they learn.</p> <p>The review panel recommended the school continue to monitor the learning outcomes of students across our priority cohorts - ATSI, EAL, Students with Additional Learning Needs and Equity Funded students, and evaluate/review the strategies currently implemented to improve attendance.</p>
<p>Intent, rationale and focus</p>	<p>The key piece of work in our ongoing pursuit of school improvement is to strengthen our school assessment practices, ensuring all staff have the data they need to identify the individual point of need for each student. Understanding these needs, teachers can then collaboratively plan and deliver high quality, differentiated learning tasks to meet these needs. Consistency of assessment and teaching practices across the school is also a priority. Throughout the period of the strategic plan, a review of current practices and potential improvements are to be considered, documented and implemented.</p>

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Goal 1	Maximise the achievement and learning growth of every student.
Target 1.1	<p>By 2027, increase the percentage of students from P-6 performing above the age expected level according to the Victorian Curriculum teacher judgement data in:</p> <ul style="list-style-type: none">• Reading and viewing from 35% in 2022 to 45%• Writing from 20% in 2022 to 35%• Number and algebra from 29% in 2022 to 35%
Target 1.2	<p>By 2027, increase the percentage of students in Years 3 and 5 as achieving exceeding or strong in NAPLAN proficiency levels in:</p> <ul style="list-style-type: none">• Reading from 84% in 2023 to 86% (Year 3)• Reading, maintain 92% from 2023 (Year 5)• Writing, maintain 98% from 2023 (Year 3)• Writing, maintain 92% from 2023 (Year 5)• Numeracy from 78% in 2023 to 80% (Year 3)• Numeracy from 82% in 2023 to 84% (Year 5)
Target 1.3	<p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none">• Professional learning through peer observation from 13% 2022 to 50%• Time to share pedagogical knowledge and content from 73% 2022 to 85%

	<ul style="list-style-type: none"> • Skills to measure impact from 80% 2022 to 90%
Target 1.4	<p>By 2027, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 85% 2022 to 90% • Stimulated learning from 84% 2022 to 90%
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop a consistent whole school approach to teaching and learning to deliver excellence in teaching practice.</p>
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<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>	
<p>Key Improvement Strategy 1.b</p>	
	<p>Strengthen staff capability to utilise data and evidence to teach a differentiated curriculum.</p>

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Strengthen student agency and engagement to support learning and wellbeing.</p>
<p>Target 2.1</p>	<p>By 2027, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 71% 2022 to 78% • Sense of connectedness from 79% 2022 to 85% • Resilience (normal and high) from 71% 2022 to 75%
<p>Target 2.2</p>	<p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 79% 2022 to 85% • Stimulating learning environment from 76% 2022 to 80%
<p>Key Improvement Strategy 2.a</p>	<p>Develop processes and build staff capability to support student agency in learning.</p>

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a school wide approach to support student wellbeing.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	