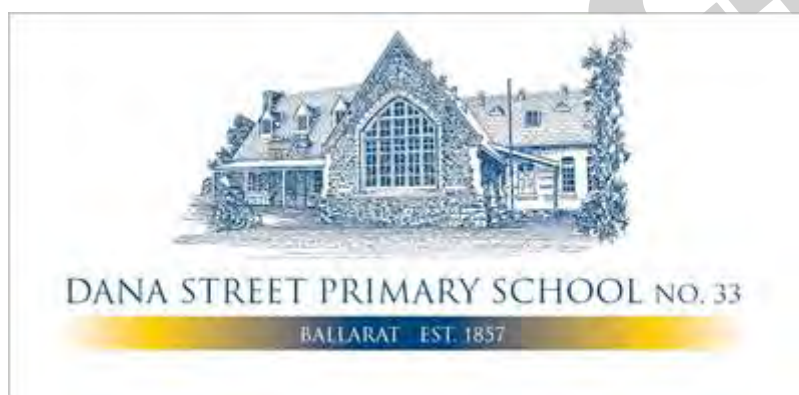


School Strategic Plan 2024-2028

Ballarat Primary School (Dana Street) (0033)



Submitted for review by Ryan Oliver (School Principal) on 15 November, 2024 at 05:53 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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School vision	<p>At Ballarat Primary School (Dana St), we strive to empower every student, in a culture of engagement and excellence, to embrace challenges and reach their full potential.</p> <p>We provide a welcoming, stimulating, caring and supportive learning environment for our students, teachers and families, with a strong culture of excellence and commitment to wellbeing. We aim to connect our students with the wider community, so that they are empowered to participate and contribute within a global community.</p> <p>Learning opportunities are tailored for members of our school community from Foundation to Year 6. Curriculum is delivered consistently via an agreed pedagogical understanding that reflects current best practice. We provide rich and diverse learning opportunities to maximise the academic, social and emotional growth of all students. Learning achievements are monitored, acknowledged & celebrated together by students, parents and staff.</p> <p>Students are supported to develop their social & emotional capabilities so they feel safe and ready to learn. We differentiate our wellbeing supports to cater for the diverse needs of our students. We acknowledge and promote cultural diversity, ensuring that students are understanding of respectful relationships.</p>
School values	<p>At Ballarat Primary School (Dana Street) we believe that education is a process of growth underpinned by the values of Respect & Care; Responsibility; Inclusion, Tolerance & Understanding; and Excellence.</p> <p>Our school recognises the importance of the partnership between schools and parents to support student learning and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children.</p> <p>All staff, parents and students adhere to the behavioural expectations of Ballarat Primary School (Dana St), set out in our SWPBS Matrix. We respect the diversity of individuals in our school community and address the shared responsibilities of all members in building safe and respectful relationships.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p>

	<p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p>
<p>Context challenges</p>	<p>Ballarat Primary School (Dana St) is located in the provincial city of Ballarat approximately 116km kilometres from the Melbourne Central Business District. The school was founded in 1857.</p> <p>The school facilities include classrooms, office administration areas, a library space, Art Room and a Multi-Purpose Space (BER). The school grounds include two playgrounds, a small school astroturf oval, a basketball court, two sandpits, gaga pit, playpod and two cubby houses.</p> <p>Enrolments at the time of the review were approximately 250 students. Over the past four years, enrolments had been stable. The Student Family Occupation (SFOE) category was 0.27 in 2024. At the time of the Strategic Review, Dana Street Primary School was on an enrolment reduction plan, with the intent of reaching an enrolment base of 225. This is predicted to occur in 2026. The over enrolment of students causes the limited yard space to become congested during break times. The reduction of student numbers will provide a budgeting challenge in the future with the majority of staff attracting the highest remuneration rates due to their collective experience.</p> <p>The staffing profile of Dana Street Primary School in 2024 includes a principal and assistant principal, 17 teachers, 9 part time equivalent Education Support (ES) staff, and 2 office administration staff.</p> <p>The school provides an approved curriculum framework based on the Victorian Curriculum, differentiated to meet student needs.</p> <p>The school delivers the Victorian Curriculum, including specialist subjects in Language - Japanese, Physical Education, Performing Arts and Visual Arts.</p> <p>in 2024, our school achieved very strong Literacy results in the NAPLAN testing; something that we remain very proud of. A challenge will be to maintain high standards of achievement over the course of this Strategic Plan</p> <p>Numeracy continues to be a key area of focus for us, as we have not achieved results that reflect our Literacy.</p> <p>In Wellbeing, our students continue to indicate low levels of Resilience and many have indicated that they do not feel connected to our school. Work will need to continue to enhance student wellbeing.</p>
<p>Intent, rationale and focus</p>	<p>INTENT</p> <p>Findings from the 2024 school review indicate that Ballarat Primary School (Dana St) has embedded practices and</p>

structures to maximise student outcomes and grow teacher expertise. An initial aspect of our school's work will be to consolidate our recently developed Instructional Practices and embed them deeply across the school. Our Intentions are to also refine and enhance our Wellbeing practices, such as Berry Street, SWPBS etc, to ensure all students have adequate supports to flourish in our learning environment.

Our intentions throughout the strategic plan 2024-2028 are to further promote learning growth and achievement, particularly in the area of and Numeracy, and to ensure all students remain connected to our school.

RATIONALE

The 2024 School Review found that the school had strong results in Literacy across the school; particularly in 2024 NAPLAN. PLC processes were embedded and operating effectively, and will continue to be a vehicle for teacher professional development and expertise. Additional work on developing data literacy to enhance planning, assessment and curriculum and lesson design was identified as a priority.

The school had high levels of student engagement with learning. Wellbeing practices were found to be differentiated and diverse, so work will continue to further enhance these along with building staff capacity to support a wider range of student wellbeing needs.

FOCUS

The school will prioritise data literacy, especially in the areas of Literacy and Numeracy. This will be supported by effective PLC inquiries; working with an external consultant; the work A.I.P. leaders and teams; and peer observations/learning walks. We will continue to embed evidenced based best practice, including structured literacy, to maximise our student learning outcomes. We will also focus on consistent Instructional Practice across the school, as we believe that this is integral to the success for all students.

School Strategic Plan - 2024-2028

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Goal 1	Maximise learning for all students.
Target 1.1	Target to be established for reading and numeracy growth as measured by NAPLAN when revised growth measures are developed (expected in 2025).
Target 1.2	By 2028, increase or maintain the 2024 percentages of students at NAPLAN proficiency levels: <ul style="list-style-type: none">• Exceeding in Year 3 Numeracy - from 3% to 10%• Exceeding in Year 5 Numeracy - from 6% to 12%• Strong and Exceeding in Year 3 Reading - maintained at 87%• Strong and Exceeding in Year 5 Reading - from 72% to 77%• Exceeding in Year 3 Writing - from 3% to 12.5%• Strong and Exceeding in Year 5 Writing - maintained at 84%.
Target 1.3	By 2028, increase 2023 positive endorsement on the School Staff Survey: <ul style="list-style-type: none">• Academic emphasis from 66% to 85%• Use data for curriculum planning from 80% to 90%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian	Strengthen teacher and team capability to utilise data to effectively differentiate learning, particularly for the extension of students.

<p>Curriculum and senior secondary pathways, incorporating extra-curricula programs</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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and embed evidence-based literacy and numeracy instructional models.</p>
<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>	
<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>	<p>Review and enhance feedback procedures for monitoring student goals and improving teacher practice.</p>
<p>Key Improvement Strategy 1.c</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.c 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>Goal 2</p>	<p>Enhance wellbeing for all students</p>
<p>Target 2.1</p>	<p>By 2028, on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • increase the 2024 positive endorsement of: <ul style="list-style-type: none"> ○ Sense of connectedness from 69% to 80% ○ Managing bullying from 68% to 80%. • reduce the 2024 percentage of students indicating low Resilience from 36% to 15%.
<p>Target 2.2</p>	<p>By 2028, reduce the 2023 percentage of students with 20 or more days absence from 39% to 25%</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance the connectedness of each student through building personal and social capabilities.</p>

<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>Strengthen learning culture and dispositions through explicit teaching of wellbeing practices and strategies.</p>
<p>Key Improvement Strategy 2.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>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Review and enhance approaches to monitoring and improving student attendance.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

Draft