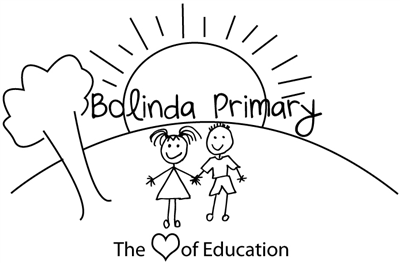
**School Strategic Plan 2021-2025**

Bolinda Primary School (1070)



Submitted for review by Jayden Andrea (School Principal) on 08 March, 2022 at 01:55 PM  
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 08 March, 2022 at 06:38 PM  
Endorsed by Sarah Crotty (School Council President) on 09 March, 2022 at 11:46 AM

**School Strategic Plan - 2021-2025**

Bolinda Primary School (1070)

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| School vision | Bolinda Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. |
| School values | Bolinda Primary School’s values are respect, kindness and excellence. We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.  We model and demonstrate kindness, and take every opportunity to help others that may be in need. We strive for excellence, which means trying our hardest and doing our best. |
| Context challenges | Bolinda Primary School caters to a wide variety of student needs. Families choose Bolinda Primary school because they value the care and attention given to individual children as indicated in the parent opinion survey. Students achieve generally achieve high growth in Reading as indicated in the NAPLAN results.  Our school has a relatively high proportion of students with disabilities and specific needs. This is somewhat addressed through individual and small group planning, the provision of a teacher aide in each classroom and also through the disability inclusion program. Bolinda Primary School has one student with a Koorie background and also three students who have allocated PSD funding.   Data indicates that our key challenges for the future include student growth in the areas of Writing and Numeracy, development of the PLC model as well as connecting families to the learning inside the classroom. |
| Intent, rationale and focus | Bolinda PS will improve literacy and numeracy outcomes for all students so that our growth data for writing and number demonstrates at least one years growth for each student. Bolinda PS will develop our PLC planning and inquiry structure so that staff collaborate and more effectively plan for high impact teaching and learning and built collective efficacy.  Bolinda PS will enhance the connectedness of families to classroom learning so that families can support students to achieve their learning goals as a community.  Over the next 4 years, we will: - build and improve our PLC processes utilising existing knowledge and supports - engage in high impact writing and numeracy professional learning - trial and refine methods of sharing student work and engaging families in the classroom with feedback from all stakeholders - refine and imbed high impact teaching and learning in the areas of writing and numeracy |

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| Goal 1 | To improve Literacy and Numeracy outcomes for all students |
| Target 1.1 | By 2025, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth will be increased in:   * Spelling from 14 per cent (2021) to 20 per cent * Numeracy from 13 per cent (2021) to 20 per cent * Writing from 0 per cent (2021) to 20 per cent |
| Target 1.2 | By 2025, the proportion of students assessed as being in the top two NAPLAN bands for:   * Year 3 Reading increases from 54 per cent (2021) to 60 per cent * Year 5 Reading increases from 14 per cent (2021) to 35 per cent |
| Target 1.3 | By 2025, applying the Victorian Curriculum using Teacher judgements, increase the percentage of students in Years F–6 above the expected level:   * Reading from 20 per cent (2021) to 30 per cent * Writing from 18 per cent (2021) to 30 per cent * Number and algebra from 20 per cent (2021) to 30 per cent |
| Target 1.4 | By 2025, the positive endorsement of SSS statements:   * Teacher collaboration to plan curriculum will increase from 25 per cent (2021) to 74 per cent * Use of data for curriculum planning will increase from 75 per cent (2021) to 85 per cent * Focus on collective efficacy will increase from 68 per cent (2021) to 84 per cent |
| Target 1.5 | By 2025, the proportion of Years 4–6 positive endorsement of the Atoss factors:   * Self-regulation and goal setting will increase from 79 per cent (2020) to 86 per cent |
| Key Improvement Strategy 1.a Building practice excellence | Develop and embed consistent school-wide instructional models. |
| Key Improvement Strategy 1.b Vision, values and culture | Develop and embed a culture of staff collaboration through the implementation of Professional Learning Communities. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Develop staff capacity to interpret and use data to inform teaching practice. |
| Key Improvement Strategy 1.d Intellectual engagement and self-awareness | Develop students’ capacity to set their own learning goals. |
| Goal 2 | To enhance student wellbeing and connectedness to school. |
| Target 2.1 | By 2025, the proportion of Years 4–6 positive endorsement of the AtoSS factors:   * Student voice and agency increases from 58 per cent (2020) to 68 per cent * Attitudes to attendance increases from 58 per cent (2020) to 82 per cent * Sense of confidence increases from 53 per cent (2020) to 73 per cent * Stimulated learning increases from 71 per cent (2020) to 75 per cent |
| Target 2.2 | By 2025, the positive endorsement of the SSS factors:   * Renewal of knowledge and skills increases from 63 per cent (2021) to 82 per cent * Parent community involvement increases from 58 per cent (2021) to 77 per cent |
| Target 2.3 | By 2025, the percentage of positive endorsement of the POS factors:   * School communication increases from 76 per cent (2020) to 84 per cent * Student voice and agency increases from 72 per cent (2020) to 81 per cent * Teacher communication increases from 58 per cent (2021) to 74 per cent |
| Key Improvement Strategy 2.a Health and wellbeing | Develop and embed wellbeing programs, policies and school values into the Victorian Curriculum. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop staff capacity to activate student voice, agency and leadership |
| Key Improvement Strategy 2.c Building communities | Develop and implement coordinated strategies that engage all stakeholders as partners in learning and wellbeing |