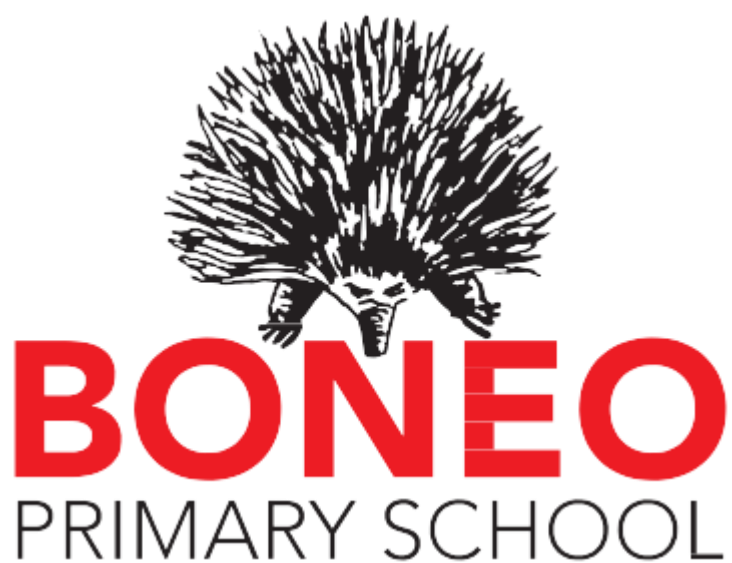


# School Strategic Plan 2021-2025

Boneo Primary School (1184)



Submitted for review by Mandy Whitworth (School Principal) on 08 February, 2022 at 04:39 PM

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Endorsed by Owen Goodwin (School Council President) on 25 February, 2022 at 09:47 PM

# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p>To provide a positive, personalised and nurturing learning environment that motivates and supports students to reach their maximum potential as lifelong learners.</p>
<p><b>School values</b></p>	<p>Respect In everything we do, we recognise the worth, quality and importance of others, regardless of their differences.</p> <p>Empathy In everything we do, we will seek to understand another person’s situation, feelings and motives.</p> <p>Determination In everything we do, we understand that achieving our personal goals will take time and effort.</p>
<p><b>Context challenges</b></p>	<p>Boneo Primary School is a vibrant, community school nestled in the heart of the market garden belt on the Mornington Peninsula approximately 82 km from the Melbourne CBD. The school was founded in 1873 and moved to the current location in 1921. The school caters for 350 students. Students are driven to school each day with a small number of families who make use of the Cape Schanck bus shared with local secondary schools. There is a strong collaborative culture among staff, with a willingness to share reflections and participate in focused professional dialogue about effective learning and teaching.</p> <p>Classroom teaching and learning is supported by the provision of specialist teachers. Physical Education (PE), The Arts, Music and STEM, are specialist areas provided by the school. Languages other than English (LOTE) Indonesian is taught by classroom teachers. Access to digital technologies includes laptops, tablets and desktop computers, and a Bring Your Own Device Program (BYOD) for Years 5–6. A range of strategies and programs to assist students needing additional support or extension are provided by the school.</p> <p>Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include; sporting opportunities, beach and ocean activities, visiting artists, a camping program including an optional annual Ski Camp, and an environmental program. Students have the opportunity to take on leadership roles including the roles of School Captains, House Captains, Environmental Leaders, Art and Music Captains, Student Wellbeing Leaders and Junior School Council leaders from Prep to Year 6.</p> <p>A range of programs targeted at enhancing student wellbeing are in place, including Ready to Learn, House system and a designated Friday afternoon Wellbeing focus. A strong focus on the Arts includes opportunities for students to participate in instrumental music, band, choir, and the annual Production.</p>

	<p>Senior students also participate in elective style workshops TREC such as, photography, dance, 3D printing, Human Powered Vehicle and coding.</p> <p>There is a high level of community and parent involvement, and a dedicated focus on using the school values to build a culture of high expectations. Parents are partners in learning and the school is a welcoming and inclusive community.</p> <p>To expand the schools capacity to deliver stimulating, enriching, and future-focused STEM (Science, Technology, Engineering and Mathematics) learning, an Undergraduate/Postgraduate Engineer was employed. Teachers and the Monash Engineer, team teach sessions which are designed collaboratively.</p> <p>In the previous Review period, a strong emphasis was placed on innovation to improve:</p> <ul style="list-style-type: none"> <li>*student engagement</li> <li>*academic outcomes through consistent teaching and learning</li> <li>*community connection</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>At Boneo Primary school we are a community of learners committed to working collaboratively in a safe and engaging environment.</p> <p>We want our students to have voice and agency and be engaged and stimulated, with an appropriate level of challenge in their learning and for parents/carers to be partners in their child's learning.</p> <p>We are working on developing consistency of practice and understanding and using data effectively to inform teaching, learning and student wellbeing. This will include a focus on moderation, assessment, feedback and differentiation of learning. Student agency will be fostered through feedback, co-construction of success criteria and the more rigorous and regular development of individual goals.</p>

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<b>Goal 1</b>	To improve student learning in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2025, increase the percentage of students who maintain their place in the Top 2 Bands from Year 3 to Year 5 from:</p> <ul style="list-style-type: none"><li>• 63% (2021) to 72% in Reading</li><li>• 12% (2021) to 40% in Writing</li><li>• 36% (2021) to 50% in Spelling</li><li>• 73% (2021) to 76% in Numeracy</li></ul>
<b>Target 1.2</b>	<p>By 2025, the percentage of students whose NAPLAN Year 3 to Year 5 growth meets or is above the benchmark growth will increase from:</p> <ul style="list-style-type: none"><li>• 75% (2021) to 80% (2025) in Reading</li><li>• 69% (2021) to 80% (2025) in Writing</li><li>• 54% (2021) to 75% (2025) in Spelling.</li></ul>
<b>Target 1.3</b>	<p>By 2025, the percentage of students whose Teacher Judgements are above the expected level will increase from:</p> <ul style="list-style-type: none"><li>• 11% (2021) to 30% (2025) in Speaking and listening</li><li>• 15% (2021) to 30% (2025) in Measurement and geometry.</li></ul>

<b>Target 1.4</b>	<p>By 2025, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> <li>• 61% (2020) to 75% (2025) for Guaranteed and viable curriculum</li> <li>• 66% (2020) to 75% (2025) for Academic emphasis</li> <li>• 60% (2020) to 75% (2025) for Monitor effectiveness of data.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Embed an instructional model consistently across the school.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build teacher capability to use data, feedback, and a range of assessment strategies to design instruction to teach to a student's point of need.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed literacy and numeracy in all areas of the curriculum.
<b>Key Improvement Strategy 1.d</b> Building leadership teams	Build the instructional and shared leadership capability of all staff.
<b>Goal 2</b>	To improve student engagement in learning.
<b>Target 2.1</b>	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 85% (2021) to 90% (2025) for Sense of confidence;</li> <li>• 85% (2020) to 90% (2025) for Student voice and agency;</li> <li>• 82% (2021) to 90% (2025) for Perseverance.</li> </ul>

<b>Target 2.2</b>	<p>By 2025, the percentage positive response on the POS will increase from:</p> <ul style="list-style-type: none"> <li>• 86% (2020) to 90% (2025) for High expectations for success</li> <li>• 83% (2020) to 90% (2025) for Student motivation and support.</li> </ul>
<b>Target 2.3</b>	<p>By 2025, the percentage positive response on the SSS will increase from 57 per cent (2020) to 70 per cent (2025) for Teacher collaboration.</p>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	<p>To develop a whole school understanding of student voice and agency.</p>
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	<p>Develop and implement a whole school approach to student goal setting which promotes collaboration, sets high expectations for learning, and encourages high aspirations.</p>
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	<p>Develop and implement an inquiry-based curriculum that is responsive, challenging and engaging for students.</p>
<b>Key Improvement Strategy 2.d</b> Building communities	<p>Further develop purposeful partnerships with parents and carers to promote student engagement in learning.</p>
<b>Goal 3</b>	<p>To improve student wellbeing.</p>
<b>Target 3.1</b>	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 68% (2019) to 80% (2025) for Resilience</li> </ul>

	<ul style="list-style-type: none"> <li>• 78% (2021) to 85% (2025) for Emotional awareness and regulation.</li> </ul>
<b>Target 3.2</b>	By 2025, the percentage positive response on the SSS will increase from 78 per cent (2020) to 85 per cent (2025) for Support growth of the whole student.
<b>Target 3.3</b>	By 2025, the number of days absent per student per year will decrease from 22 (2019) to 18 (2025).
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Systematically gather data and evidence to inform the school's approach to wellbeing and inclusion.
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Develop and embed a whole school multi-tiered approach to wellbeing and inclusion.