

School Strategic Plan 2021-2025

Buchan Primary School (1905)



Submitted for review by Sarah Walker (School Principal) on 17 May, 2022 at 09:05 AM

Endorsed by Tony Roberts (Senior Education Improvement Leader) on 19 May, 2022 at 12:50 PM

Endorsed by Sophie Sandy (School Council President) on 19 May, 2022 at 01:43 PM

School Strategic Plan - 2021-2025

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School vision	<p>Buchan Primary School strives to maximize every student's wellbeing and learning potential to become lifelong learners and achieve their goals and contribute as global citizens.</p> <p>Buchan Primary School's mission is to foster each child's intellectual, social, emotional and physical development in a welcoming, safe and supportive learning environment.</p>
School values	<p>Be Kind Be a Friend Show Respect Show Empathy</p>
Context challenges	<p>Mixed ability groups (Junior class - Foundation to Grade 2 and Senior class - Grades 3 to 6).</p>
Intent, rationale and focus	<p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none">• embed the agreed instructional model.• English and mathematics, particularly improving learning growth.• inquiry cycles through the Professional Learning Communities approach.• student voice and agency in learning.• questioning.• community engagement in learning, with a particular focus on parents and carers as partners.

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Goal 1	Maximise the learning growth of every student.
Target 1.1	<p>By 2025 increase the percentage of students achieving above benchmark growth in NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <ul style="list-style-type: none">• Reading from 52% (2017–21) to 57% (2022–24)• Writing from 16% (2017–21) to 21% (2022–24)• Spelling from 33% (2017–21) to 38% (2022–24)• Numeracy from 47% (2017–21) to 52% (2022–24)
Target 1.2	<p>By 2025 increase the percentage of students achieving above the expected level in Victorian Curriculum teacher judgements (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <ul style="list-style-type: none">• Speaking and listening from 9% (2017–21) to 33% (2022–24)• Writing from 14% (2017–21) to 20% (2022–24)• Number and algebra from 33% (2017–21) to 38% (2022–24)
Target 1.3	<p>By 2025 decrease the percentage of students achieving in the bottom two bands NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <p>Year 3:</p> <ul style="list-style-type: none">• Reading from 16% (2017–21) to 11% (2022–24)

	<ul style="list-style-type: none"> • Writing from 0% (2017–21) maintain as 0% (2022–24) • Spelling from 33% (2017–21) to 28% (2022–24) • Numeracy from 11% (2017–21) to 6% (2022–24) <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 8% (2017–21) to 3% (2022–24) • Writing from 8% (2017–21) to 3% (2022–24) • Spelling from 30% (2017–21) to 25% (2022–24) • Numeracy from 8% (2017–21) to 3% (2022–24)
Key Improvement Strategy 1.a Building practice excellence	Build teacher capability to differentiate teaching to enable challenge and growth for every student.
Key Improvement Strategy 1.b Evaluating impact on learning	Implement a collaborative inquiry cycle to plan, teach, monitor and adjust the effectiveness of teaching strategies.
Key Improvement Strategy 1.c Empowering students and building school pride	Strengthen student voice and agency in the learning process.
Goal 2	Strengthen student wellbeing and engagement.
Target 2.1	<p>By 2025 improve the percentage positive responses in Attitudes to School Survey factors (with benchmarks set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Student voice and agency from 52% (2017–21) to 57% (2022–24) • Sense of confidence 80% (2017-21) to 85% (2022–24) • Sense of connectedness 73% (2017–21) to 78% (2022–24)

Target 2.2	<p>By 2025 improve the percentage positive responses in Parent Opinion Survey factors (with benchmarks set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Student agency and voice from 87% (2017–21) to 92% (2022–24) • Stimulating learning environment from 78% (2017–21) to 83% (2022–24) • Parent community engagement from 83% (2017–21) to 88% (2022–24) • Confidence and resiliency from 87% (2017–21) to 90% (2022–24)
Target 2.3	<p>By 2025 improve the percentage positive responses in School Staff Survey factors (with benchmark set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Plan differentiated learning activities from 55% (2017–21) to 60% (2022–24) • Use data for curriculum planning from 83% (2017–21) to 88% (2022–24) • Promote student ownership of learning goals from 66% (2017–21) to 71% (2022–24) • Support the growth and learning of the whole child from 66% (2017–21) to 71% (2022–24)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop student capabilities to collaborate, negotiate and contribute to shared learning tasks that connect with and utilise the wider community.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Increase student capabilities to be creative, questioning, self-regulating and monitoring learners.
Key Improvement Strategy 2.c	Develop a school community culture that fosters life-long learning, self-confidence, resilience, positive wellbeing and leadership skills.

Vision, values and culture	
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