

Briar Hill Primary School 4341
Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Rowan Kayll October 2017[name] [date][name] [date]
School council: Claire O'Sullivan October 2017[name] [date][name] [date]
Delegate of the Secretary: [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The Briar Hill Primary School Community believes that holistic education entwines the gifts brought by the head, heart and hands of every person. We aspire to create an educational environment that supports our students, and the school community, in a lifelong journey of self-development, discovery and growth.</p>	<p>The values of our school community, as documented in the “Kindness Framework” are reflected in our behaviour and our decisions, and shape our interactions.</p> <ol style="list-style-type: none"> 1. Be KIND to yourself 2. Be KIND to others 3. Be KIND to the environment 4. Be the learning KIND 5. Be the achieving KIND 6. Be the community KIND 	<p>Context:</p> <p>Briar Hill Primary School (Briar Hill PS) was established in 1927. The school is located in a mainly residential area in the North Eastern Metropolitan region of Melbourne.</p> <p>The majority of students in the school live outside of the immediate area and enrolments have increased from 172 in 2009 to 229 in 2016 and 192 in 2017. The proportion of students with a Language Background Other Than English (LBOTE) is eleven per cent and the proportion of English as an Additional Language (EAL) students is five percent.</p> <p>Parents are involved in a range of activities including membership of the School Council and its sub-committees. Parents assist in classroom art and craft activities, excursions, working bees, fundraising and family social events such as the Spring Fair.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Apart from the Acting Principal, there was no leadership profile in place at the time of the review • A Steiner Stream was established in 2005 when the school was facing closure. Since 2011 a “Steiner influenced” model has been delivered but not documented across the school • Community expectations around a “Steiner influenced” model are varied • Briar Hill PS’s curriculum was being aligned with the Victorian Curriculum Foundation-Year 10 at the time of the review 	<p>Every student has the right to a quality education and Briar Hill Primary School is committed to improving the learning and wellbeing outcomes of every student. We maximise the opportunities for all students for their future.</p> <p>Due to the complexity of the “Steiner influenced” model, Briar Hill Primary School is prioritising quality and consistent teaching practices over the next four years.</p> <p>It has been recognised in our School Review that Briar Hill PS should:</p> <ul style="list-style-type: none"> • aim to gain clarity around what is meant by “Steiner influenced” model • develop curriculum documentation around the Victorian curriculum F-10 • develop staff capacity to measure, analyse and deliver curriculum on a consistent basis in every classroom • Revisit our school values through the “Kindness Framework” • Build the leadership capacity of the school

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
1. To improve student engagement both within the classroom and at a whole school level	<p>Positive Climate for Learning :</p> <ul style="list-style-type: none"> • <i>setting expectations and promoting inclusion</i> • <i>empowering students and building school pride.</i> 	<ul style="list-style-type: none"> • Develop clarity and shared understanding by the whole school community of what is precisely meant by a Steiner-influenced model and its value, including regular evaluation of this understanding • Consistent implementation of the whole school approach to the management of student behaviour • Create opportunities for student voice in school decision-making, in taking responsibility for learning, in providing feedback to teachers and leaders about concerns they may have, or in negotiating what and how they are learning <p>ACTIONS:</p> <ul style="list-style-type: none"> - Steiner-influenced whole school statement developed and regularly reviewed - Review and re-launch Student Engagement Policy including Kindness Framework - Teacher Performance Plans include one goal on the implementation of the “Steiner influence” in their classroom 	<p>TEACHER JUDGEMENTS:</p> <ul style="list-style-type: none"> • Will demonstrate a spread of ability across all classrooms <p>OPINION SURVEYS: <i>Student Attitudes to School:</i></p> <ul style="list-style-type: none"> • Growth in <i>student voice and agency</i> • Growth in <i>teacher concern</i> • Growth in <i>learning confidence</i> • Growth in <i>resilience</i> <p><i>Parent Opinion:</i></p> <ul style="list-style-type: none"> • Growth in <i>stimulating learning</i> to same as school type <p><i>Staff Opinion</i></p> <ul style="list-style-type: none"> • Growth in <i>collective efficacy</i> • Growth in <i>trust in students and parents</i>
2. To increase the learning growth of every student by implementing and embedding a viable, documented curriculum and pedagogical approach using a Steiner influence	<p>Excellence in Teaching & Learning</p> <ul style="list-style-type: none"> • <i>curriculum planning and assessment</i> • <i>evidence based High impact Teaching Strategies</i> 	<ul style="list-style-type: none"> • Development of Steiner-influenced curriculum documentation and clear line of sight between child development, the Victorian curriculum F-10 standards, learning goals, and assessment to support differentiated learning <p>ACTIONS:</p> <ul style="list-style-type: none"> - Develop a school wide curriculum documentation framework based on the Victorian curriculum F-10 with a Steiner influence - Develop staff capacity in assessment and data literacy in monitoring and being accountable for student learning growth - Develop a schedule of consistently implemented norm-referenced tests - Ensure teacher judgements are based on a triangulation of data to gain a balanced assessment - Ensure teacher planning documents contain evidence of differentiation - Ensure professional learning opportunities are provided for staff in relation to school improvement initiatives and Steiner education <ul style="list-style-type: none"> • Develop a full understanding by all staff of the role of evidence-based practice in teaching to the point of need. <p>ACTIONS:</p> <ul style="list-style-type: none"> - Staff professional learning - Establishment of ongoing process for teachers to access and analyse data 	<p>ACHIEVEMENT:</p> <ul style="list-style-type: none"> • NAPLAN data reflects consistent growth across all bands • Year 3 NAPLAN reading, writing, spelling and numeracy data will be at the same level as similar school scores <p>TEACHER JUDGEMENTS:</p> <ul style="list-style-type: none"> • For every student deemed capable to achieve at least one year’s growth in reading, writing and number in every school year as measured using teacher judgement aligned with the Victorian curriculum F-10 • At the end of year 1 all students deemed capable have reached expected levels of achievement in reading and number <p>OPINION SURVEYS: <i>Student Attitudes to School:</i></p> <ul style="list-style-type: none"> • Growth in <i>stimulating learning</i> • Growth in <i>differentiated learning challenge</i> <p><i>Parent Opinion:</i></p> <ul style="list-style-type: none"> • Growth in <i>learning focus</i> to same as school type <p><i>Staff Opinion</i></p> <ul style="list-style-type: none"> • Growth in <i>guaranteed and viable curriculum</i> • Growth in <i>collective focus on student learning</i>

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3. To improve student attendance	Community Engagement in Learning <ul style="list-style-type: none"> <i>parents/carers as partners</i> 	<ul style="list-style-type: none"> Establish a culture of high expectation related to student attendance. ACTIONS: <ul style="list-style-type: none"> Improve data collection practices to enable us to analyse data on absenteeism Whole school community focus on students engaging in learning with a 9 a.m. start Investigate programs to influence school-wide expectations around student attendance 	ACHIEVEMENT: <ul style="list-style-type: none"> To reduce student absenteeism by 15% each year over the next 4 years To reduce student lateness by 30% OPINION SURVEYS: <i>Attitudes to school:</i> <ul style="list-style-type: none"> Growth in <i>attitudes to attendance</i> Growth in <i>school attendance – sense of belonging</i> <i>Parent Opinion:</i> <ul style="list-style-type: none"> Growth in <i>school connectedness</i> Growth in <i>general satisfaction</i>
4. To develop a leadership model that uses evidence to make effective decisions that result in a sustained improvement	Professional Leadership <ul style="list-style-type: none"> <i>instructional and shared leadership</i> 	<ul style="list-style-type: none"> Build leadership capacity, including the development of a distributed leadership model ACTIONS: <ul style="list-style-type: none"> Develop explicit descriptions of roles, responsibilities and expectations. Build capacity of school leaders to understand and implement the Victorian Curriculum F-10 using a Steiner-influenced model 	OPINION SURVEYS: <i>Staff Opinion:</i> <ul style="list-style-type: none"> Growth in <i>overall leadership</i> <i>Parent Opinion:</i> <ul style="list-style-type: none"> Growth in <i>school improvement</i> ACHIEVEMENT <ul style="list-style-type: none"> The leadership structure is documented School capacity to build leadership capacity is reflected within the SRP