School Strategic Plan 2018-2022

Benton Junior College (5488)

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School vision	
	VISION Benton Junior College vision embraces: • The celebration of individual self-worth. To enhance the capabilities of all learners, so that they may relate their experiences to the realities of the world. • Respect and empathy that will enhance a sense of family, community and international spirit. Interpersonal relationships which focus on a sense of family and community spirit as the foundations of responsible citizenship and international understanding. Community support for the whole child; a child with a positive self- image, who respects the rights of others. • Individuals to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective in all they do. To nurture all learners, by harnessing creative curiosity and fuelling a passion to learn. Learning is relevant and meaningful through the use of an inquiry-based approach rich in quality learning experiences - academic, social, emotional, spiritual and physical. • A concept driven curriculum where structured, purposeful inquiry is a powerful tool for real learning; learning which promotes genuine understanding and encourages the engagement of important ideas. To provide a learning environment that seeks to appreciate the richness of cultures, embracing diverse values and attitudes, always conscious of the shared humanity that binds all people together. • Learning together in happy, safe and challenging environments. Learning is given meaning when applied to real life and through interactions with other people. To provide programs which encourage active and compassionate lifelong learners who understand that other people, with their differences, can also be right. MISSION Benton Junior College mission statement is: "To motivate to learn; to teach to think; to encourage to imagine, and to show the compassion to care globally".

School values	VALUES Our values are embedded in our curriculum which encompasses the Primary Years Program, Learner Profile. Benton students strive to be: Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. Communicators: They understand and express ideas and information confidently and creatively in a variety of modes of communication. They work effectively and willingly in collaboration with others. Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment and responsibility to have a positive influence on themselves, the lives of others and to the environment. Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
Context challenges	College Context: Benton Junior College is located east of the seaside town of Mornington approximately 60 kilometers from the Melbourne Central Business District. The college was opened in January 2003 and is named after a local pioneering family. The college facilities include a full size gymnasium, performing arts centre, three blocks of classrooms designed around a large covered space and further portables with enclosed atrium spaces for flexible learning. Each year level has a resource space including a selection of library and reading materials. The grounds include adventure playgrounds designed for different age groups, shaded seating areas, basketball and netball courts and an oval. Enrolments are approximately 900 students. Over the past four years, enrolments increased by 30 students. Enrolments are expected to remain stable. The Student Family Occupation (SFO) index was 0.44 and the Student Family Occupation Education (SFOE) index was 0.3499 in

	2017–18.
	The staffing profile of Benton Junior College has 63.27 equivalent full time staff comprising 2.6 principal class, 50.4 teaching and specialist staff and 10.27 Education Support staff.
	The college provides an approved curriculum framework aligned to the Victorian Curriculum. The college is authorised with the International Baccalaureate Organisation – Primary Years Program (PYP) which offers a transdisciplinary approach to learning through inquiry units and a focus on literacy and numeracy. There are specialists subjects in physical education, performing arts, visual arts, languages (Japanese) and information and communications technology.
	Benton Junior College provides an accredited Out of School Hours Care Program. There is a range of extra-curricular offerings. These include instrumental music, a junior and senior choir, ensembles, camps and excursions, specialist camps such as ski and music camps, accelerated learning and services such as a wellbeing program and support for students and families through external agencies and partnership programs. Parent involvement in college events, governance and classrooms is encouraged.
	The Panel:
	-concluded that structures and leadership of the numeracy initiative were established but implementation was in the initial stages. Lack of differentiation and understanding and using data effectively were identified as barriers.
	-found expected elements of lessons such as learning intentions and success criteria were not evident in all classes
	-found that the extent that students had voice and agency in their learning differed across classes.
	-concluded that the lack of consistency in voice and agency across classrooms was a barrier for some students understanding the purpose of their learning and being self-regulated learners.
	-found the extent of differentiation varied.
	-found not all students had a numeracy goal. There was a greater focus on literacy goals.
	-the use of data varied across the PLC's and was not yet fully embedded as a planning tool to differentiate instruction.
	-found the lack of learning intentions and success criteria in some classes was a barrier for student understanding and learning.
	-found voice was evident in choices that students were able to make in inquiry but was limited in other curriculum areas.
Intent, rationale and focus	Goal:
	Maximise learning growth and outcomes for all students in literacy and numeracy.
	Rationale:
	Student learning outcomes showed that achievements in reading had fluctuated over the SSP period particularly for the percentage achieving low growth and there remained students whose outcomes were in the lower NAPLAN bands. Need for challenging students in the top bands remained as some of these students were not making medium to high growth. Numeracy outcomes were maintained and the percentage of students in the top two bands at both Year 3 and 5 were below similar schools. Writing showed the most improvement in outcomes. Literacy, particularly reading and numeracy were identified as areas for focus in the next SSP.
	FISO:

1. Building practice excellence. (BPE)
2. Curriculum planning and assessment (CPA)
3. Instructional and shared leadership (ISL)
Strategies:
1.   Develop and implement a research-based instructional model. (BPE)
2.   Use the PLC structure to collaboratively collect and analyse student data to inform teaching and learning. (CPA)
3.   Build teacher capability to differentiate teaching to ensure and challenge learning progress for every student. (BPE)
4.   Build instructional leadership capability to lead whole school improvement. (ISL)
Four Year Focus:
By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:

	Benchmark 2018	Target 2022
Reading	61%	65%
Writing	68%	72%
Numeracy	56%	58%

By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:

	Benchmark 2018	Target 2022
Reading	35%	40%
Writing	23%	25%
Numeracy	29%	35%

By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.
By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks:
•   Reading from 65% to 80% or higher
•   Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%)
•   Numeracy from 75% to 80% or higher.

Goal:
Empower all students to be successful, independent and actively engaged learners.

Rationale:
Data from the Attitudes to School Survey (Years 4-6) showed that the factor for student voice and agency had the second lowest percentage of positive responses. Review fieldwork indicated there was variation in the extent that students were empowered as independent and active participants in their learning across classes. There was some evidence of student leaders influencing change

in the school community however the Panel determined there was scope for building greater student voice and agency.
FISO:
1. Empowering students and building school pride. (ESBSP)
2. Curriculum planning and assessment. (CPA)
Strategies:
1.   Build student engagement through student voice and agency. (ESBSP)
2.   Embed the Victorian Curriculum Capabilities and PYP Learner Profile. (CPA)
Four Year Focus:
By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:
•   Stimulated learning from 85% (average 2017-18) to 90%
•   Student voice & agency from 73% (average 2017-18) to 85%
•   Motivation and interest from 82% (average 2017-18) to 90%
•   Self-regulation and goal setting 89% (average 2017-18) to 94%.
By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors:
•   Academic emphasis from 72% (2017) to 85%
•   Teacher collaboration from 66% (2017) to 85%
•   Collective efficacy from 85% (2017) to 90%
(To be finalised following 2018 survey results)

Goal:
Enhance student wellbeing.

Rationale:
The Panel determined that the college had a number of strategies in place to enhance student wellbeing and to encourage high expectations for learning and behaviour. However social emotional learning and programs for developing resilience and anti-bullying were recently introduced and were still to be embedded. Surveys showed that some relationship factors, such as teacher concern, were rated lower by students. Parents rated communication as one of the lower factors on the POS. The Panel determined that a focus on enhancing wellbeing and strengthened parent partnerships should be an area for focus in the next SSP.
 FISO
1. Empowering students and building school pride. (ESBSP)
2. Building communities (BC)
Strategies:
1.   Build school pride and high expectations for learning and behaviour.
2.   Enhance parent/carers and community partnerships.
Four Year Focus:
By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:

	• Teacher concern from 78% (average 2017-18) to 88% • Respect for diversity from 82% (average 2017-18) to 88% • Effective classroom behaviour from 83% (average 2017-18) to 88%. By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors: • Teacher communication from 68% (2017) to 85% • Managing bullying from 77% (2017) to 85% • Promoting positive behaviour from 85% (2017) to 90%.

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Goal 1	Maximise learning growth and outcomes for all students in literacy and numeracy.
Target 1.1	By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows: |	Benchmark 2018	2022 Target
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Reading	61%	65%
Writing	68%	72%
Numeracy	56%	58%	
Target 1.2	By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows: |	Benchmark 2018	2022 Target
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Reading	35%	40%
Writing	23%	25%
Numeracy	29%	35%	
Target 1.3	By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.

Target 1.4	By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks: • Reading from 65% to 80% or higher • Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%) • Numeracy from 75% to 80% or higher.
Key Improvement Strategy 1.a Building practice excellence	Develop and implement a research-based instructional model. (BPE)
Key Improvement Strategy 1.b Curriculum planning and assessment	Use the PLC structure to collaboratively collect and analyse student data to inform teaching and learning. (CPA)
Key Improvement Strategy 1.c Building practice excellence	Build teacher capability to differentiate teaching to ensure and challenge learning progress for every student. (BPE)
Key Improvement Strategy 1.d Instructional and shared leadership	Build instructional leadership capability to lead whole school improvement. (ISL)
Goal 2	Empower all students to be successful, independent and actively engaged learners.
Target 2.1	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: • Stimulated learning from 85% (average 2017-18) to 90% • Student voice & agency from 73% (average 2017-18) to 85% • Motivation and interest from 82% (average 2017-18) to 90% • Self-regulation and goal setting 89% (average 2017-18) to 94%.

Target 2.2	By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors: - Academic emphasis from 72% (2017) to 85% - Teacher collaboration from 66% (2017) to 85% - Collective efficacy from 85% (2017) to 90% (To be finalised following 2018 survey results)
Key Improvement Strategy 2.a Empowering students and building school pride	Build student engagement through student voice and agency. (ESBSP)
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed the Victorian Curriculum Capabilities and PYP Learner Profile. (CPA)
Goal 3	Enhance student wellbeing.
Target 3.1	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: - Teacher concern from 78% (average 2017-18) to 88% - Respect for diversity from 82% (average 2017-18) to 88% - Effective classroom behaviour from 83% (average 2017-18) to 88%.
Target 3.2	By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors: - Teacher communication from 68% (2017) to 85% - Managing bullying from 77% (2017) to 85% - Promoting positive behaviour from 85% (2017) to 90%.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build school pride and high expectations for learning and behaviour.
Key Improvement Strategy 3.b Building communities	Enhance parent/carers and community partnerships.