School Strategic Plan 2021-2025

Bass Valley Primary School (5195)

Submitted for review by Sharon King (School Principal) on 26 July, 2022 at 05:48 PM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 26 July, 2022 at 06:03 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	Bass Valley 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, enabling individuals to develop their potential as lifelong learners and active members of the community in a changing world. Our school is a place to be proud of because: Quality teaching and learning with dedicated, enthusiastic teachers provides opportunities that enable students to achieve their full potential in a supportive and engaging environment. We value the active involvement and support of parents and community members in delivering a broad range of learning experiences. We deliver a strong social skills program which promotes resilience, tolerance, respect, empathy towards others and where students feel safe. We develop an understanding and appreciation of environmental and sustainable living through interaction with the local environment.
School values	The school's expectations are: Be a Learner – We strive for excellence, which means trying our hardest and doing our best. Be Respectful – We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. Be a Friend– We model and demonstrate kindness, and take every opportunity to help others that may be in need. Be Safe – We follow instructions and make decisions that will not affect the safety of ourselves or others.
Context challenges	- Students with additional needs including generational poverty and trauma, requiring trauma informed practices and counselling / social work additional support systems and structures.
Intent, rationale and focus	Intent: To identify and implement a range of school wide strategies to enable consistency of practice and collaboration between staff in order to improve student learning.

	Focus elements: - An Agreed Instructional Model in Literacy and Numeracy and planning documentation to reflect the expectations and elements of the model. - A school wide approach to collection, analysis and use of student data. - Opportunities for student reflection built into their learning program. - Clear goals and processes for PLC's to assist with the differentiation of learning tasks. - Student voice and agency to assist students influence curriculum design and take ownership of their learning. - Working with the KESO and families to identify and allow for opportunities for Koorie Students to come together as a group and participate in cultural activities and engagement across the school. Intent: Student Wellbeing Focus elements: - Student voice and agency to assist students influence leadership opportunities across the school. - Processes and structures for teachers to refer students for additional support. - Whole school practices in School Wide Positive Behaviour Intent School Leadership Focus elements: - Clear roles and responsibilities for all school leaders. - Allocated time for PLC leaders to meet. - Clarity of SIT team purpose and impact / outcomes.

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Goal 1	Improve student outcomes in Literacy with a focus on high achieving students.
Target 1.1	NAPLAN • Increase the percentage of students in the top two bands for Year 5 Reading from 20 per cent in 2021 to 40 per cent in 2025 • Increase the percentage of students in the top two bands for Year 3 Writing from 21 per cent in 2021 to 40 per cent in 2025
Target 1.2	NAPLAN: • Increase the percentage of students achieving above benchmark growth in Reading from 4 per cent in 2021 to 25 per cent in 2025 • Increase the percentage of students achieving above benchmark growth in Writing from 7 per cent in 2021 to 20 per cent in 2025.
Target 1.3	Teacher judgments • Increase the percentage of students achieving above the expected level in Writing in Prep to Year 6 from 8 per cent in 2021 to 30 per cent in 2025.
Target 1.4	Attitude to School Survey Increase the positive endorsement for:

	• motivation and interest from 58 per cent in 2021 to 80 per cent in 2025 • self-regulation and goal setting from 77 per cent in 2021 to 85 per cent in 2025 • student voice and agency from 49 per cent in 2021 to 70 per cent in 2025.
Key Improvement Strategy 1.a Intellectual engagement and self-awareness	Build student agency through setting, tracking and monitoring of their own learning goals.
Key Improvement Strategy 1.b Evaluating impact on learning	Enhance PLCs ability to use data to reflect on and improve the quality of teaching practices within the team.
Key Improvement Strategy 1.c Instructional and shared leadership	Develop a coaching program to support the implementation of quality teaching practices.
Goal 2	Improve student outcomes in Numeracy.
Target 2.1	NAPLAN • Reduce the percentage of students in the bottom two bands in Numeracy in Year 5 from 30 per cent in 2021 to 15 per cent in 2025.
Target 2.2	School Staff Survey Increase positive endorsement for: • instructional leadership from 63 per cent in 2021 to 80 per cent in 2025 • academic emphasis from 49 per cent in 2021 to 70 per cent in 2025 • collective efficacy from 48 per cent in 2021 to 70 per cent in 2025.

Target 2.3	NAPLAN • increase the percentage of students in the top two bands in Numeracy in Year 3 from 19 per cent in 2021 to 30 per cent in 2025 • increase the percentage of students in the top two bands in Numeracy in Year 5 from 13 per cent in 2021 to 30 per cent in 2025.
Target 2.4	Teacher judgment: • increase the percentage of students achieving above expected level in Prep to Year 6 in Number and Algebra from 13 per cent in 2021 to 30 per cent in 2025.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capacity in effective use of data to support planning for targeted teaching.
Key Improvement Strategy 2.b Curriculum planning and assessment	Establish a process for monitoring the quality of planning and assessment and giving feedback for improvement.
Key Improvement Strategy 2.c Building practice excellence	Develop and embed an agreed instructional model.
Goal 3	Improve student wellbeing and engagement.
Target 3.1	Attendance • reduce the percentage of students with 20 or more days absent from 51 per cent in 2021 to 25 per cent in 2025.
Target 3.2	Attitude to School Survey

	Increase positive endorsement for: • stimulated learning from 53 per cent in 2021 to 80 per cent in 2025 • sense of confidence from 59 per cent in 2021 to 80 per cent in 2025 • managing bullying from 65 per cent in 2021 to 80 per cent in 2025 • effort from 66 per cent in 2021 to 80 per cent in 2025.
Target 3.3	School Staff Survey Increase positive endorsement for: • believe student engagement is key to learning from 78 per cent in 2021 to 90 per cent in 2025 • support growth and learning of whole student 67 per cent in 2021 to 80 per cent in 2025.
Key Improvement Strategy 3.a Health and wellbeing	Revisit and reinvigorate the school's current approach to student wellbeing.
Key Improvement Strategy 3.b Empowering students and building school pride	Build student and teacher knowledge and understanding of student voice and agency.
Key Improvement Strategy 3.c Health and wellbeing	Develop a tiered approach to respond to student wellbeing needs.