

School Strategic Plan 2021-2025

Bimbadeen Heights Primary School (5011)



Submitted for review by Adele Gregson (School Principal) on 24 October, 2022 at 03:39 PM
Endorsed by Megan Ganter (Senior Education Improvement Leader) on 24 October, 2022 at 03:41 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	<p>Vision To provide quality education that establishes the foundation for successful life-long learning.</p> <p>Mission To provide each child with the opportunity to develop their full potential for intellectual, social, and emotional growth within an inclusive environment.</p>
School values	<p>The Bimbadeen Heights Primary School values represent the guiding principles and beliefs of our school community. Our core values reflect the belief that an effective school is one that embeds student safety and wellbeing throughout all school practices. The focus on developing positive, supportive relationships between all members of the school community is a key component in our teaching of these values.</p> <p>Our school values are:</p> <ul style="list-style-type: none">• Respect - Respect for self, others, property and the environment is shown when people speak and act towards each other with courtesy, consideration, care and appreciation.• Resilience - Resilience is demonstrated when there is the capacity to recover confidently from difficulties with persistence and optimistic thinking, actions and attitude.• Integrity - Integrity is shown through an attitude of fairness and honesty that requires a sincere, truthful relationship between members of the school community.• Compassion - Compassion is shown when all members of the school community embrace diversity through demonstrating a kind, caring and understanding attitude and a willingness to help others.
Context challenges	<p>Bimbadeen Heights Primary School was involved in the Differentiated School Support Initiative (DSSI) from 2020 to 2021 (2 years) with a focus on improvement in Reading. Our 2021 Supplementary Report showed improved outcomes, moving the school from 'Transform' to 'Influence' in the area of Reading. A key challenge for this School Strategic Plan (SSP) is to embed the work from our school improvement initiative and ensure continued growth in student learning outcomes.</p> <p>The School Improvement Team (SIT) and identified Middle Leaders completed the 'Professional Learning Communities' (PLC) training in 2021. A key challenge for this School Strategic Plan (SSP) is to embed PLC processes across the school, with the aim of improving student learning outcomes in Literacy and Numeracy. This work will include continued professional learning, coaching and mentoring, and privileged time to ensure sustained success in using an inquiry cycle approach to planning, and inform teaching and learning programs that cater to the needs of our students.</p> <p>Bimbadeen Heights Primary School has a strong focus on inclusion and supporting students with additional needs. We have a</p>

	<p>Disability Inclusion program and an appointed Inclusion Leader to foster, promote and continue to build an inclusive environment for all. A key challenge for this School Strategic Plan (SSP) is to continue to support the development of staff capabilities to meet the needs of our students, provide targeted adjustments, and ensure all students are supported to engage in the curriculum and achieve their potential.</p> <p>A further challenge for this School Strategic Plan (SSP) is to maintain the school's high-level programs to support and extend students who receive Equity Funding, are from an Aboriginal and Torres Strait Islander background, those with a disability and students working above and below the expected levels. This includes a continued focus on Individual Education Plans (IEPs), targeted implementation of intervention and extension support, catch-up and student excellence programs, to achieve improved student learning outcomes for all students.</p> <p>An additional challenge is to continue to strengthen relationships with our Aboriginal and Torres Strait Islander families, and maintain existing high-levels or support the improvement of student engagement, attendance and student learning outcomes for our First Nations students. One element of this work is to complete our project with the Yarra Ranges Council and School Focused Youth Service to plan and install a Yarning Circle at the front entrance of the school. Another is to continue the school's focus on developing knowledge and understanding and supporting Indigenous perspectives across the school through our Indigenous Champions (designated role and responsibility) in each Year Level and whole school celebrations/commemorations of significant Indigenous events including NAIDOC Week, Aboriginal and Torres Strait Islander Children's Day and Sorry Day.</p>
<p>Intent, rationale and focus</p>	<p>Our School Strategic Plan aims to achieve our school vision and continue to build an inclusive environment where all children are supported to achieve their full potential for intellectual, social and emotional growth.</p> <p>The intent of this SSP is to:</p> <ul style="list-style-type: none"> • achieve learning growth for all students • build students' capabilities as learners • increase student ownership in learning • strengthen student engagement and wellbeing. <p>In consideration of our school context and the findings from our self-evaluation and review, it is important to ensure the continued improvement of learning growth for all students, and create opportunities for students to understand and manage their learning in order to positively impact and enrich student achievement and engagement. It is also important to continue to develop the whole school approach to health, wellbeing and inclusion and to extend the involvement of parents and care-givers in developing the school's future directions, to enhance the positive climate for all members of the school community.</p> <p>Throughout the next four years, each Annual Implementation Plan (AIP) will be designed to build upon the outcomes achieved each year, in order to meet our stated goals and intent by the end of the School Strategic Plan period. Each AIP will have specific 1-year goals and targets that will support incremental progress towards, and support embedding improvement efforts to ensure sustained change and improved outcomes for our students. Actions will be aligned to targeted outcomes for Leaders, Teachers and Students,</p>

	<p>and Parents and Carers, where appropriate. Success indicators will be aligned to specified outcomes, and activities and milestones will be connected to targeted actions to support the achievement of 12-month targets set for each year. We will carefully assign responsibilities, design, and implement professional learning, and align funding to support activities and milestones, and will ensure these are reflective of DET policy and priorities. Careful monitoring of progress, highlighting achievements, progress towards our goals, and identifying next steps in our work, will be performed by staff, students, the School Improvement Team, and School Council on a regular basis throughout the life of the School Strategic Plan. Adjustments will be made, where needed, to support the continued school improvement journey and increase student learning outcomes for all students.</p>
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Goal 1	Maximise the learning growth of every student and build the capability of students as learners.
Target 1.1	<p>NAPLAN Benchmark Growth</p> <p>By 2025 increase the percentage of Year 5 students who achieve above benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 23% (2021) to 28% • writing from 15% (2021) to 20% • numeracy from 26% (2021) to 28%. <p>By 2025 decrease the percentage of Year 5 students who achieve below benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 21% (2021) to 18% • writing from 27% (2021) to 20% • numeracy from 28% (2021) to 20%.
Target 1.2	<p>NAPLAN</p> <p>Top two bands Year 7 transition</p> <p>By 2025, increase the percentage of students in Year 7 who achieve in the top 2 bands:</p> <ul style="list-style-type: none"> • reading from 21% (2021) to 28% • writing from 10% (2021) to 18% • spelling (from Language Conventions) from 19% (2021) to 28%.
Target 1.3	<p>Teacher Judgements</p> <p>By 2025 increase the percentage of students in Years 1-6 achieving at or above expected growth in:</p> <ul style="list-style-type: none"> • reading and viewing from 76% (2020 to 2021) to 80% (2024 to 2025) • writing from 72% (2020 to 2021) to 80% (2024 to 2025) • number and algebra from 71% (2020 to 2021) to 80% (2024 to 2025).
Target 1.4	<p>AtoSS</p> <p>By 2025, increase the percentage of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2021) to 90% • Stimulated learning from 72% (2021) to 80% • Sense of confidence from 72% (2021) to 80%.

<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embed a whole-school approach to assessment of learning.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capability to evaluate and plan for differentiated, adaptive, student-centred learning.</p>
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.</p>
<p>Goal 2</p>	<p>Empower students to be active agents in their learning.</p>
<p>Target 2.1</p>	<p>AtoSS By 2025, increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2021) to 67% • Motivation and interest from 73% (2021) to 82% • Perseverance from 73% (2021) to 78%.
<p>Target 2.2</p>	<p>School Staff Survey (SOS) Modules <i>Teaching and Learning Evaluation:</i> By 2025, increase the percentages of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 55% (2021) to 70%. <p><i>Teaching and Learning Implementation:</i> By 2025, increase the percentages of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 86% (2021) to 87% • Support growth and learning of whole student from 90% (2021) to 92%.

Target 2.3	Parent Survey (POS) By 2025, increase the percentages of positive parent responses to the following factors: <ul style="list-style-type: none"> • Student agency and voice from 88% (2021) to 90% • Student motivation and support from 88% (2021) to 90% • Stimulating learning environment from 88% (2021) to 90% • Effective teaching from 87% (2021) to 90%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning journey, through self-assessment and reflection.
Goal 3	Strengthen the engagement and wellbeing of all students.
Target 3.1	AtoSS By 2025, increase the percentages of positive student responses to the following factors: <ul style="list-style-type: none"> • Sense of confidence from 72% (2021) to 78% • Sense of inclusion from 87% (2021) to 90% • Managing bullying from 80% (2021) to 82% • Teacher concern from 68% (2021) to 75% • Respect for diversity from 78% (2021) to 82%.
Target 3.2	POS By 2025, increase the percentages of positive parent responses to the following factors: <ul style="list-style-type: none"> • Non-experiencing bullying from 73% (2021) to 75% • School connectedness from 94% (2021) to 95% • General satisfaction from 89% (2021) to 91%.

<p>Target 3.3</p>	<p>SSS Modules <i>School Climate</i> By 2025, increase the percentages of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Parent and community involvement from 81% (2021) to 85% <p><i>Teaching and Learning Implementation</i> By 2025, increase the percentages of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Support growth and learning of the whole student from 90% (2021) to 93%.
<p>Key Improvement Strategy 3.a Responsive, tiered, and contextualised approaches and strong relationships to support student learning, wellbeing, and inclusion</p>	<p>Embed a whole school approach to health, wellbeing and inclusion that supports and responds to student need.</p>