

School Strategic Plan for Beechworth Primary School 1560

2014-2018

Endorsements

Endorsement by School Principal	Signed <i>Ruth Rampling</i> Name Ruth Rampling Date 26 March, 2015
Endorsement by School Council	Signed..... Name Ruth Parker Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... <i>R Stephens</i> Name.....R Stephens (NEVR)..... Date.....26 March 2015.....
<p>Legislative context for endorsementSection 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order." Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Training". This template forms the guidelines.</p>	

School Profile

<p>Regulatory context</p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>	
<p>Purpose</p>	<p>Motto: Believe, Persist and Succeed!</p> <p>Vision: For all members of our community to value and embrace the educational opportunities for every child.</p> <p>Mission: We aim for excellence in all we do, our decisions and choices are guided by our core values; respect, pride, safety, inclusiveness and trust. The celebration and promotion of personal best is at the forefront in all we do. Through this we build productive and positive relationships with all members of our school community.</p>
<p>Values</p>	<p>At Beechworth Primary School we value, Respect, Pride, Safety, Inclusiveness and Trust.</p>
<p>Environmental Context</p>	<p>Beechworth is an historic gold mining town in North-East Victoria. The preservation of heritage buildings, a beautiful natural environment and vibrant arts community has combined to create an environment in which tourism is a major industry. Beechworth Primary School was built in 1875 and consists of a central heritage building classified by the National Trust. In 2012 a new 21st Century learning environment was built. This is the first permanent building built on the site since 1875.</p> <p>Beechworth Primary School is set in five acres of spacious and attractive grounds that feature a stand of sequoias more than 100 years old. The setting offers a stimulating physical environment that enhances formal education.</p> <p>Beechworth Primary School believes that mutually supportive home-school partnerships are essential in order to promote positive student engagement and well-being. We purposefully aim for high expectations from all members of our community and celebrate the display of positive behaviours.</p>

<p>Service Standards</p>	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers in a positive and proactive manner.</i> • <i>Parents will be engaged regularly in relation to all aspects of their child's learning.</i> • <i>Students will play an active part in the development and review of the school's behaviour policies.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>
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Strategic Direction

Purpose:

Motto: Believe, Persist and Succeed!

Vision: For all members of our community to value and embrace the educational opportunities for every child.

Mission: We aim for excellence in all we do, our decisions and choices are guided by our core values; respect, pride, safety, inclusiveness and trust. The celebration and promotion of personal best is at the forefront in all we do. Through this we build productive and positive relationships with all members of our school community.

	Goals	Targets	Key Improvement Strategies
Achievement	To foster the achievement of high quality educational outcomes for all students in all curriculum areas with a focus on Literacy and Numeracy.	<p>In each year of the Strategic Plan, the matched cohort growth in NAPLAN will demonstrate value add of medium to high growth for every student.</p> <p>In each year of the Strategic Plan, all students (Years 1-6) deemed capable, will improve by 1.0 or greater each year in AusVELS.</p> <p>In each year of the Strategic Plan, Student Attitude to School Survey Teaching and Learning variables of Learning Confidence, Stimulating Learning, School Connectedness, Student Motivation, Teacher Effectiveness and Teacher Empathy and will be equal to or exceed the previous year's data.</p>	<p>Build Teacher capacity to deliver a comprehensive curriculum to meet the needs of all children with a focus on differentiation of curriculum.</p> <p>Build Teacher capacity in effective assessment.</p> <p>Build a culture of high expectations of all in relation to teaching and learning.</p> <p>Build Teacher capacity in effective pedagogy with ICT.</p>

Engagement	To nurture an environment in which all the school community feel connected to school.	In each year of the Strategic Plan, Student Attitude to School Survey Student Relationship variables of Classroom Behaviour, Connectedness to Peers and Student Safety, will equal to or exceed the previous year's data.	<p>Promote student voice by empowering students to actively contribute to school decisions and plans.</p> <p>Build teacher capacity to deliver a comprehensive curriculum that develops leadership skills in all students.</p> <p>Promote Community Engagement within the School and the wider community.</p>
Wellbeing	Support the engagement and wellbeing of students to meet their personal and educational potential.	In each year of the Strategic Plan, Student Attitude to School Survey Student Wellbeing variables of Student Distress and Student Morale, will equal or exceed the previous year's data.	Implement a School wide program of Kids Matter to focus on Mental Health and Wellbeing for all students.
Productivity	To align the allocation of staffing expertise to priority learning areas to maximise student learning outcomes at all year levels.	In each year of the Strategic Plan resources are allocated to key learning areas and staffing resources.	Develop high quality leadership model within the school.

School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Build Teacher capacity to deliver a comprehensive curriculum to meet the needs of all children with a focus on differentiation of curriculum.</p> <p>Build Teacher capacity in effective assessment.</p> <p>Build a culture of high expectations of all in relation to teaching and learning.</p> <p>Build Teacher capacity in effective pedagogy with ICT.</p>	<p>Year 1</p>	<p>Maintain PLT focus on Literacy and Numeracy.</p> <ul style="list-style-type: none"> ▪ Michael Ymer Professional Learning both 1 day workshop and 2 day intensive in-school Professional Learning. ▪ Keyy Cobbin (Literacy) PD day and continuing PD workshops. ▪ Whole School approach to Writing developed and implemented. ▪ Whole School focus on “Team” to identify characteristics of working as a effective team both as Units and whole school. ▪ Whole school assessment schedule reviewed. ▪ Moderate against external data sources eg NAPLAN, EOL and OnDemand Testing to ensure triangulation of all data sets. ▪ Continue whole school monitoring of student performance through profiling. ▪ Whole school common understanding of rigour around assessment. ▪ Trial the use of Compass for student assessment and reporting. ▪ Development of processes and protocols around Literacy and Numeracy walks across the school. 	<ul style="list-style-type: none"> ▪ Fortnightly PLTs are conducted throughout the year with an explicit focus on Literacy and Numeracy. ▪ Teacher reflection on PLT’s is evidenced in Performance & Development plans and within review processes. ▪ Michael Ymer (Numeracy)has facilitated whole staff Professional Learning days and teacher reflection is evidenced in Performance and Development Plans and Curriculum planning documents. ▪ Keyy Cobbin (Literacy) has facilitated whole staff Professional Learning days and teacher reflection is evidenced in Performance and Development Plans and Curriculum planning documents. ▪ Whole School plan for Writing is implemented by all staff. ▪ Agreed philosophy on the understanding of “What is a Team” is developed and evident in staff room displays. ▪ Leadership Team have developed processes and protocols around Literacy and Numeracy walks and these walks are implemented Termly. ▪ 3 Staff members, including the

		<ul style="list-style-type: none"> Identify key areas of importance in ICT Plan and focus professional learning around this key area. 3 Teaching staff members, including the Principal to participate in the Bastow Leading Numeracy Course. 	<p>Principal to participate in the Bastow Leading Numeracy Course. Evidence of implementation will be seen in numeracy walks and debriefing sessions.</p> <ul style="list-style-type: none"> Teacher individual goals in the use of ICT are evidenced in Performance and Development plans and curriculum documents.
	Year 2	<ul style="list-style-type: none"> Maintain PLT focus on Literacy and numeracy Continuing workshops and in-school PD with Keay Cobbin (Literacy) 	<ul style="list-style-type: none"> Keay Cobbin (Literacy) has facilitated whole staff Professional Learning days and teacher reflection is evidenced in Performance and Development Plans and Curriculum planning documents.
	Year 3	<ul style="list-style-type: none"> Review of Year 1 and 2 Goals, Actions and Milestones and adapt according to progress achieved. 	<ul style="list-style-type: none"> Leadership Team, School Council, Staff have participated in a consultative review of Year 1 and 2.
	Year 4	<ul style="list-style-type: none"> Review of Year 2 and 3 Goals, Actions and Milestones and adapt according to progress achieved. 	<ul style="list-style-type: none"> Leadership Team, School Council, Staff have participated in a consultative review of Year 2 and 3.
<p>Engagement</p> <p>Promote student voice by empowering students to actively contribute to school decisions and plans.</p> <p>Build teacher capacity to deliver a comprehensive curriculum that develops leadership skills in all students.</p> <p>Promote Community Engagement within the School and the wider community.</p>	Year 1	<ul style="list-style-type: none"> Establish Student Representative Council from students in Years 5 and 6. SRC to play an active role in promoting the School's values. Have all Year 5 and 6 students complete the Attitude to Schools Survey. Year 6 School Captains and Vice Captains to attend the Regional Leadership Camp. Analyse data from survey as a whole 	<ul style="list-style-type: none"> SRC is an active contributor within the school, by holding regular meetings and engaging and promoting whole school activities. SRC members present weekly School Value to whole school assembly. 2015 Attitudes to School survey is completed. School Captains & Vice Captains attend the Leadership camp and report back to whole school assembly on their learning and reflection.

		<ul style="list-style-type: none"> ▪ staff to identify areas for improvement. ▪ School Captains and Vice Captains meet regularly with the Principal and SRC Teacher to provide feedback on plans, policies and programs within the school. ▪ School Council to take an active role in the Community Engagement of the school. ▪ School Council sub-committee to develop Action Plan for Community Engagement within the school. 	<ul style="list-style-type: none"> ▪ PLT allocated to the analyse of survey data and areas for improvement are identified and acted upon. ▪ Regular meetings held with Principal, School Captains and SRC Teacher. ▪ Sub-Committee of School Council established. ▪ Community Engagement Action plan is developed and communicated amongst the school.
	Year 2	<ul style="list-style-type: none"> ▪ Student Representative Council from students in Years 5 and 6 continue to be a key aspect of the Student Voice program within the school ▪ SRC identify School values to be focussed on and play an active role in promoting the School's values. ▪ Have all Year 5 and 6 students complete the Attitude to Schools Survey. ▪ Year 6 School Captains and Vice Captains to attend the Regional Leadership Camp. ▪ Analyse data from survey as a whole staff to identify areas for improvement. 	<ul style="list-style-type: none"> ▪ SRC continues to be an active contributor within the school, by holding regular meetings and engaging and promoting whole school activities. ▪ SRC members present weekly School Value to whole school assembly. ▪ 2015 Attitudes to School survey is completed. ▪ School Captains & Vice Captains attend the Leadership camp and report back to whole school assembly on their learning and reflection. ▪ PLT allocated to the analyse of survey data and areas for improvement are identified and acted upon. ▪ Regular meetings held with Principal, School Captains and SRC Teacher.
	Year 3	<ul style="list-style-type: none"> ▪ Review of Year 1 and 2 Goals, Actions and Milestones and adapt according to progress achieved. 	<ul style="list-style-type: none"> ▪ Leadership Team, School Council, Staff have participated in a consultative review of Year 1 and 2.
	Year 4	<ul style="list-style-type: none"> ▪ Review of Year 2 and 3 Goals, Actions and Milestones and adapt according to 	<ul style="list-style-type: none"> ▪ Leadership Team, School Council, Staff have participated in a

<p>Wellbeing</p> <p>Implement a School wide program of Kids Matter to focus on Mental Health and Wellbeing for all students.</p>	<p>Year 1</p>	<p>progress achieved.</p> <ul style="list-style-type: none"> ▪ Whole staff to participate in Professional Learning focussed on the KidsMatter program. ▪ School community Action team established consisting of Principal, Welfare co-ordinator, Teacher, Representative from Beechworth Health Service and 2 Parent members. ▪ KidsMatter Action Plan developed and communicated to whole school. ▪ KidsMatter Information board highlighting student work is prominently displayed in the school foyer. ▪ Positive relationship developed between the School and Beechworth Health Service. ▪ Purchase and implement Compass Software program. ▪ Review of School's Student Wellbeing and Engagement Policy in line with KidsMatter program. 	<p>consultative review of Year 2 and 3.</p> <ul style="list-style-type: none"> ▪ PLT meetings identified and conducted for KidsMatter training. ▪ Twice a term School Action Team meetings conducted. ▪ KidsMatter Action Plan developed, presented to School Council and promoted within the school community. ▪ Parent members of Action Team to develop information board and prepare it for display. ▪ Beechworth Health Service work with the school to blend the Achievement program goals and outcomes with KidsMatter. ▪ All staff use Compass attendance component to mark class rolls and input Student wellbeing data such as behaviour, first aid incidents. ▪ SEWB Policy is reviewed and communicated to whole school community.
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Inservice any new staff to BPS in the KidsMatter program. ▪ Second year of the Action Plan to be implemented in line with plan goals and outcomes. ▪ Continue positive relationship with Beechworth Health Service. 	<ul style="list-style-type: none"> ▪ PLT meetings identified and conducted for KidsMatter training. ▪ Any new staff to BPS are inserviced in the KidsMatter program ▪ Regular School Action Team meetings conducted. ▪ KidsMatter Action Plan Year 2 goals and outcomes presented to School Council and promoted within the school community. ▪ Parent members of Action Team to maintain regular updating of the information board and prepare it for display.

			<ul style="list-style-type: none"> ▪ Beechworth Heath Service work with the school to blend the Achievement program goals and outcomes with KidsMatter.
	Year 3	<ul style="list-style-type: none"> ▪ Review of Year 1 and 2 Goals, Actions and Milestones and adapt according to progress achieved. ▪ 	<ul style="list-style-type: none"> ▪ Leadership Team, School Council, Staff have participated in a consultative review of Year 1 and 2.
	Year 4	<ul style="list-style-type: none"> ▪ Review of Year 2 and 3 Goals, Actions and Milestones and adapt according to progress achieved. ▪ 	<ul style="list-style-type: none"> ▪ Leadership Team, School Council, Staff have participated in a consultative review of Year 2 and 3.
<p>Productivity</p> <p>Develop high quality leadership model within the school.</p>	Year 1	<ul style="list-style-type: none"> ▪ 3 Teaching staff, including the Principal to attend the Bastow Leading Numeracy course. ▪ The eLearning Leadership element in the eLearning Plan is investigated to establish eLearning Team. ▪ Key Action Teams established within staff in the areas of ICT, KidsMatter and Student Engagement. ▪ School Leadership team to consist of Principal, Literacy & Numeracy Co-ordinators and Wellbeing Co-ordinator. 	<ul style="list-style-type: none"> ▪ Staff participating in the Bastow Leading Numeracy program participate in all workshops and online forums. ▪ Staff participating in the Bastow Leading Numeracy program facilitate PLT's focussed on their learning from the course. ▪ Fortnightly Leadership meetings are conducted and identify actions to take in relation to implementation of Strategic Plan.
	Year 2	<ul style="list-style-type: none"> ▪ If course is available, 3 teaching staff to attend the Bastow Leading Numeracy course. ▪ The eLearning Learning Teaching Assessment and Reporting element in the eLearning Plan is investigated to establish action plan for implementation. ▪ Key Action Teams established within staff in the areas of ICT, KidsMatter and Student Engagement. ▪ School Leadership team to consist of Principal, Literacy & Numeracy Co- 	<ul style="list-style-type: none"> ▪ Staff participating in the Bastow Leading Numeracy program participate in all workshops and online forums. ▪ Staff participating in the Bastow Leading Numeracy program facilitate PLT's focussed on their learning from the course. • Fortnightly Leadership meetings are conducted and identify actions to take in relation to implementation of Strategic Plan.

		ordinators and Wellbeing Co-ordinator.	
	Year 3	<ul style="list-style-type: none"> ▪ Review of Year 1 and 2 Goals, Actions and Milestones and adapt according to progress achieved. ▪ 	<ul style="list-style-type: none"> ▪ Leadership Team, School Council, Staff have participated in a consultative review of Year 1 and 2.
	Year 4	<ul style="list-style-type: none"> ▪ Review of Year 2 and 3 Goals, Actions and Milestones and adapt according to progress achieved. ▪ 	<ul style="list-style-type: none"> ▪ Leadership Team, School Council, Staff have participated in a consultative review of Year 2 and 3.