

BEECHWORTH PRIMARY SCHOOL - 1560

Strategic Plan 2016-2020

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

| Endorsement | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
|--|--|--|
| Principal: Susan McDonald..... 19/12/2017 |[name] [date] |[name] [date] |
| School council: Ian Ellett..... 19/12/2017 |[name] [date] |[name] [date] |
| Delegate of the Secretary: John Pryor..... 1/12/2018 |[name] [date] |[name] [date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
|---|---|--|---|
| <p><i>For all members of our community to value and embrace the educational opportunities for every child.</i></p> <p>MOTTO: Believe, Persist, Succeed.</p> | <p>Our school values are:</p> <p>Respect We are: Not using abusive or inappropriate language at school. Telling the Truth Following teacher instructions Taking care of our belongings Not touching other people’s belongings without their permission Using school equipment with care</p> <p>Inclusion We are: Wearing our school uniform whilst at school Where possible including others in our play and activities. Using kind words and kind actions</p> <p>Safety We are: Staying in the school grounds at all times. Asking the teacher if we wish to leave the classroom. Not throwing sticks, pinecones or stones when playing in the yard. Not acting aggressively or harming others.</p> <p>Learning We are: Following classroom rules, which we as a class agreed to at the beginning of the year. Attempting to complete all activities the teacher has given us. By not continually causing disruptions during our learning time.</p> <p>Trust We are: Telling the truth Not touching others property without asking first</p> | <p>Beechworth is a small, historic town in North East Victoria, close to the large regional towns of Wangaratta and Wodonga. The preservation of heritage buildings, the natural environment and a large arts community has created a community in which tourism is the town’s major industry.</p> <p>Beechworth Primary School was built in 1875 and consists of a central heritage building classified by the National Trust and a 2012 Building Education Revolution (BER) building. Beechworth Primary School values our place in the community. The school is set on five acres of grounds and includes covered playgrounds, basketball courts, an oval and manicured gardens. The buildings and grounds are regularly used outside school hours by the community for a variety of activities. The Beechworth Community Playgroup uses the school’s multipurpose room and junior playground every Wednesday morning.</p> <p>The school has recently experienced an increase in enrolments with the current school enrolment at 206 students. This includes a small group of Koorie students, students with diagnosed learning needs who do not qualify for funding and students with significant welfare issues. Our parent group presents a wide range of socio-economic statuses; our SFO is 0.419 and the SFOE 0.356.</p> <p>The school’s staffing profile consists of a Principal, 12 teachers and equivalent to 3 education support staff.</p> <p>The school is transitioning to the Victorian curriculum. All students are offered weekly specialist lessons in Visual Arts, Physical Education, and Indonesian. Literacy Intervention through the Reading Recovery program is available for Year 1 students who require additional assistance. A variety of different music lessons provided on a user pays basis.</p> | <p>All members of the school community are aware of the agreed vision and values upon which the school operates and these are consistently reinforced. Students will feel safe, secure, valued, and able to develop socially and emotionally.</p> <p>Over the term of the Strategic Plan, Beechworth Primary School aims build our capacity to operate as a strategic organisation and to enhance learning outcomes for all students, through;</p> <ul style="list-style-type: none"> • Building a school culture of transparency and coherence; • Building student agency in their learning, the school environment and the school community; • Consistent use of data to drive learning and to track student growth; • Development, documentation and implementation of an agreed and viable whole school instructional model across all areas of the curriculum; • Embedding visible learning tools and feedback to students as classroom practice; |

| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p><i>Provide a consistent and collaborative approach to teaching and learning to improve student outcomes.</i></p> | <p>Excellence in Teaching and learning.</p> | <p>1. Build an agreed and viable Whole School Curriculum linked to the Victorian Curriculum F-10 for all Learning Areas to enhance and support student learning.</p> <p>2. Build the capacity of every teacher to collaborate and implement a whole school approach to instructional practice within an agreed instructional model.</p> | <p>For each year of the Strategic Plan increase in the positive endorsement of the School Staff Opinion Survey:</p> <ul style="list-style-type: none"> Teaching and Learning in using High Impact Teaching Strategies. Teaching and Learning in use of Pedagogical Model. Teaching and Learning in Moderation of assessment tasks together. School Climate Overall Score from 80.85% to 85%, with increases in specific areas as outlined in the table below: <table border="1" data-bbox="1685 529 2576 751"> <thead> <tr> <th colspan="3">School Staff Opinion Survey: School Climate 2017.</th> </tr> <tr> <th></th> <th colspan="2">Component Mean Score – Whole School</th> </tr> <tr> <th>Component</th> <th>2017</th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>78.09%</td> <td>85%</td> </tr> <tr> <td>Collective Responsibility</td> <td>87.33%</td> <td>90%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>79.71%</td> <td>85%</td> </tr> </tbody> </table> | School Staff Opinion Survey: School Climate 2017. | | | | Component Mean Score – Whole School | | Component | 2017 | Targets | Collective Efficacy | 78.09% | 85% | Collective Responsibility | 87.33% | 90% | Teacher Collaboration | 79.71% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | School Staff Opinion Survey: School Climate 2017. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Component Mean Score – Whole School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component | 2017 | Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Efficacy | 78.09% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Responsibility | 87.33% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Collaboration | 79.71% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3. Build teacher capacity to analyses and use data to inform differentiated teaching, assessment and reporting.</p> | <ul style="list-style-type: none"> An improvement in NAPLAN data in Years 3 and 5 of students achieving the top 2 bands, and a reduction of students in the bottom 2 bands for Number and Writing. <table border="1" data-bbox="1576 926 2113 1247"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year 3 writing</th> <th colspan="2">Year 3 number</th> </tr> <tr> <th>Top two bands</th> <th>Bottom two bands</th> <th>Top two bands</th> <th>Bottom two bands</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>52%</td> <td>10%</td> <td>32%</td> <td>18%</td> </tr> <tr> <td>2016</td> <td>32%</td> <td>21%</td> <td>24%</td> <td>28%</td> </tr> <tr> <td>2017</td> <td>38.3%</td> <td>0%</td> <td>23.5%</td> <td>20%</td> </tr> </tbody> </table> <table border="1" data-bbox="2267 974 2804 1295"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year 5 writing</th> <th colspan="2">Year 5 number</th> </tr> <tr> <th>Top two bands</th> <th>Bottom two bands</th> <th>Top two bands</th> <th>Bottom two bands</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>0%</td> <td>35%</td> <td>0%</td> <td>45%</td> </tr> <tr> <td>2016</td> <td>30%</td> <td>0%</td> <td>21%</td> <td>14%</td> </tr> <tr> <td>2017</td> <td>12%</td> <td>4.0%</td> <td>29.6%</td> <td>11%</td> </tr> </tbody> </table> <p>To increase high growth and decrease low growth in Numeracy and Writing</p> <table border="1" data-bbox="1534 1411 2347 1562"> <thead> <tr> <th></th> <th>Writing Relative Growth 2016</th> <th>Numeracy Relative Growth 2016</th> </tr> </thead> <tbody> <tr> <td>Low growth</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>High growth</td> <td>14%</td> <td>21%</td> </tr> </tbody> </table> <p>Teacher Judgements:</p> <ul style="list-style-type: none"> Students achieving 12 months growth or greater in Writing and all 3 areas of Mathematics against the VIC curriculum, based on agreed triangulated data as set out in the Assessment Schedule, across all year levels. Increase the number of students receiving A's and B's in Writing and all 3 areas of Mathematics under the VIC curriculum. Decrease the number of students achieving D's and E's in Writing and all 3 areas of Mathematics under the VIC curriculum. | NAPLAN | Year 3 writing | | Year 3 number | | Top two bands | Bottom two bands | Top two bands | Bottom two bands | 2015 | 52% | 10% | 32% | 18% | 2016 | 32% | 21% | 24% | 28% | 2017 | 38.3% | 0% | 23.5% | 20% | NAPLAN | Year 5 writing | | Year 5 number | | Top two bands | Bottom two bands | Top two bands | Bottom two bands | 2015 | 0% | 35% | 0% | 45% | 2016 | 30% | 0% | 21% | 14% | 2017 | 12% | 4.0% | 29.6% | 11% | | Writing Relative Growth 2016 | Numeracy Relative Growth 2016 | Low growth | 31% | 31% | High growth | 14% | 21% |
| NAPLAN | Year 3 writing | | Year 3 number | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Top two bands | Bottom two bands | Top two bands | Bottom two bands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 52% | 10% | 32% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 32% | 21% | 24% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 38.3% | 0% | 23.5% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAPLAN | Year 5 writing | | Year 5 number | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Top two bands | Bottom two bands | Top two bands | Bottom two bands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 0% | 35% | 0% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 30% | 0% | 21% | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 12% | 4.0% | 29.6% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Writing Relative Growth 2016 | Numeracy Relative Growth 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low growth | 31% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High growth | 14% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <i>Provide increased opportunities for 'authentic' student voice and influence on their own learning.</i> | Positive Climate for Learning | <p>1. Develop and implement a whole school approach to Student Voice, to build the capacity of students in decision making and empower them in their own learning.</p> <p>2. Strengthen partnerships between staff, students and parents to share in the responsibility for student wellbeing, where connectedness to school is monitored, developed and enhanced.</p> | <p>For each year of the Strategic Plan, improve and maintain Parent Opinion Survey data in relation to:</p> <ul style="list-style-type: none"> • Student Voice and agency up from 77% to 90% • Parent participation and involvement equal to or greater than 88% • Student Motivation and support up from 80% to 90% <p>An upward trend in attendance F-6 data from 92% in 2016 for each year of the SSP.</p> <p>For each year of the Strategic Plan, an improved Attitudes to School Survey data in relation to Social Engagement:</p> <ul style="list-style-type: none"> • Connectedness to school with an increase from 70% positive • Student voice and agency, with an increase from 55% positive <p>For each year of the Strategic Plan an improved Attitudes to School Survey data in relation to Learner Characteristics and Disposition:</p> <ul style="list-style-type: none"> • Learning confidence with an increase from 71% • Motivation and interest with an increase from 78% <p>For each year of the Strategic Plan, an increase in data from School Staff Survey in relation to:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals. |
| <i>Further develop leadership that is shared and distributed through building team leaders capability to lead and implement change.</i> | Professional leadership | <p>1. Build professional learning teams that collaborate and have collective responsibility for the learning of all students.</p> | <p>For each year of the Strategic Plan improved data from the Staff Opinion Survey in the overall score in the School Leadership module from 2018.</p> |