

School Strategic Plan 2021-2025

Beechworth Primary School (1560)



Submitted for review by Susan McDonald (School Principal) on 07 February, 2022 at 02:20 PM
Endorsed by John Pryor (Senior Education Improvement Leader) on 07 February, 2022 at 03:59 PM
Endorsed by Rani Macaulay (School Council President) on 18 March, 2022 at 12:42 PM

School Strategic Plan - 2021-2025

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| School vision | <p>At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, safety, persistence and caring at every opportunity.</p> <p>VISION Beechworth Primary School's vision is to empower all students to be respectful, persistent and caring learners in a safe and connected community.</p> <p>PHILOSOPHY At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and are the foundation of our school community. Students, staff and members of our school community are encouraged to demonstrate our core values of Respect, Safety, Persistence and Caring at every opportunity.</p> <p>School Philosophy: Beechworth Primary School is a student-centred school. We respect the voices and views of our students, staff and the wider school community. Our students are encouraged to make sense of the world around them by being adventurous when acquiring knowledge, joyful in their pursuit of learning and excited to be a part of our school community.</p> <p>School Motto: Respect, Safety, Persistence and Caring ... Always!</p> |
| School values | <p>Beechworth Primary School's values are: Respect: At Beechworth Primary School, we demonstrate respect to ourselves, our peers, our teachers and visitors to the school. We demonstrate respect by:</p> <ul style="list-style-type: none">* Following staff instructions respectfully* Listening attentively to our teachers, classmates and visitors to our school* Valuing the opinions of others* Speaking kindly and thoughtfully to each other |

- * Looking after school equipment, classrooms, the school grounds and our personal belongings

Safety:

At Beechworth Primary School we seek to make our school community a safe place for students, staff, families and all visitors. We share in the responsibility of keeping ourselves and others safe by:

- * Moving around the school grounds and buildings safely
- * Entering and exiting the school grounds in the correct manner
- * Using school and individual equipment appropriately
- * Being Cyber Safe when using technology
- * Playing and learning in spaces where we are supervised
- * Using all school facilities the way they are intended to be used
- * Looking out for the safety of others

Persistence:

At Beechworth Primary School we seek challenges in our education and we work hard towards achieving our goals. We continually grow as individuals and as learners by giving/trying our best in the classroom, in the playground and at home.

We demonstrate persistence by:

- * Listening to feedback and taking on suggestions for improvement
- * Persevering in academic, social and extracurricular activities and by knowing when to seek help
- * Having a growth mindset and understanding that mistakes and challenges are a part of learning
- * Never giving up and seeing something through to the end

Caring:

At Beechworth Primary School we strive towards caring for ourselves, others and our environment. We are a caring school community that displays kindness and understanding to others through our words and actions.

We demonstrate caring through:

- * Speaking to others how we would like to be spoken to
- * Considering others' needs by showing generosity, patience and understanding
- * Making others feel special by making them feel a part of a community and including them in our games
- * 'Friending' someone on the buddy bench
- * Using encouraging words
- * Being honest
- * Looking after ourselves (exercise, good nutrition, plenty of sleep, effective hygiene practices)
- * Picking up rubbish in the yard and tidying up after ourselves in all settings

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| <p>Context challenges</p> | <p>Beechworth Primary School functions within a very limited operating budget. This is due to the number of students (188 students) and the SFOE of 0.268, in comparison to the extensive school grounds and a large main building (built 1875), classified by Heritage Victoria, with significant challenges and costs to maintain in operating order, meeting VSBA requirements for Facilities and grounds maintenance. This together with a SRP credit budget that only covers the minimum staffing across the school with no financial capacity for Wellbeing staff, Assistant Principal or extra support staff in classrooms.</p> <p>Despite the school being situated in a shifting, transient, but seemingly affluent community, the school has a large range of students who present with unsupported additional needs. Many families with children who have challenging needs choose to move to a quieter country town to provide a 'quieter' school for their children. However, can prove to be difficult for both the families and the school due to limited access to professionals who work with children and those that are here have long waiting lists. The students with complex needs include:</p> <ul style="list-style-type: none"> * PSD funded students, [REDACTED]. These students are all situated in the upper years of the school. * OoHC students, [REDACTED]. * Koorie students. <p>* A high and increasing number of students [REDACTED] identified as having additional needs who are not eligible for PSD funding. This presents considerable difficulties for the school as we work to support these students with complex needs who require additional learning support to achieve the desired outcomes in the classroom and who often present as dysregulated or anxious.</p> <p>Student forums reveal strong support for inquiry learning from students, with more choice in the topics of inquiry being studied endorsed by students. The further development of inquiry learning to increase student engagement is also a future direction. The inclusion of Indigenous perspectives into the curriculum will form part of the development of inquiry learning approaches.</p> <p>There is strong community support for the school and willingness to contribute to the school, however most families are time poor and have had an extremely difficult two years financially due to loss of income in a community highly dependent on tourism (Fires and COVID). The school has links to local community groups that will be expanded through inquiry learning and further strengthen school and home communication.</p> |
| <p>Intent, rationale and focus</p> | <p>Our intent is to improve students' wellbeing and engagement in learning. While the school has worked hard to develop school-wide positive behaviour supports (SWPBS), there had been marked decreases in students' levels of endorsement in all areas of the Attitudes to School Survey, including those related to social engagement and connectedness. Through the review process it was identified that there had been inconsistent implementation of the school's approaches. Moving forward the school needs to ensure a calm and orderly learning environment to support all students, but most particularly those with additional learning needs. we aim to build all staff capability to identify and respond to individual students' wellbeing, engagement and learning needs, and to empower students as active and responsible agents in their learning.</p> <p>Further to this, our intent is to improve student achievement data sets in literacy and numeracy. It is noted that the proportion of students' achieving above age-expected levels had remained static or decreased. It is also noted that the proportion of students</p> |

making the expected or above-expected learning growth across the school, according to teacher judgements and NAPLAN, had decreased in all areas. There is also a discrepancy between NAPLAN achievement data and the teacher judgements. The school will focus further work to improve the learning growth and achievement levels of all children in Literacy and Numeracy. The leadership group, together with teachers will develop an organisational climate of high expectations, with consistent practices, that results in improved student learning. we will work to build all staff capability to effectively collect, analyse and use timely assessment data in planning and teaching. Further to this we aim to build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model.

The school will commence with building teacher capacity to manage students' dysregulated and disruptive behaviours, and the consistent implementation of the SWPBS, thus creating a calmer climate for learning. This will also encompass holding high expectations our learners and developing growth mindsets with students. Once the calmer climate for learning is implemented and students understand what it means to be 'ready to learn', then focus will shift to the continuation of the work in building teacher capacity in use of data to deliver learning differentiated to meet the needs of the students. Leadership will also focus on accountability of teachers in implementation of the expectations of the SSP.

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| <p>Goal 1</p> | <p>Improve all students' achievement and learning growth, with a particular focus on developing their Literacy and Numeracy.</p> | | | | | | | | | | | | | | | | |
|--------------------------|--|----------------------|-------------|------|-------------|---------|-----|-----|-----|---------|----|----|-----|----------|-----|-----|-----|
| <p>Target 1.1</p> | <p>NAPLAN TARGET:</p> <p>Increase the proportion of students maintaining the Top Two Bands in NAPLAN from Year 3 to Year 5 as shown:</p> <table data-bbox="663 608 1480 756"> <thead> <tr> <th>NAPLAN Area – Year 5</th> <th>2019</th> <th>2021</th> <th>Target 2025</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55%</td> <td>42%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>80%</td> <td>90%</td> </tr> </tbody> </table> | NAPLAN Area – Year 5 | 2019 | 2021 | Target 2025 | Reading | 55% | 42% | 75% | Writing | 9% | 0% | 75% | Numeracy | 17% | 80% | 90% |
| NAPLAN Area – Year 5 | 2019 | 2021 | Target 2025 | | | | | | | | | | | | | | |
| Reading | 55% | 42% | 75% | | | | | | | | | | | | | | |
| Writing | 9% | 0% | 75% | | | | | | | | | | | | | | |
| Numeracy | 17% | 80% | 90% | | | | | | | | | | | | | | |
| <p>Target 1.2</p> | <p>TEACHER JUDGEMENT (GROWTH) TARGET:</p> <p>By 2025, increase the proportion of students achieving expected and above--expected learning growth over a twelve month period (Semester 2 to Semester 2), assessed against the Victorian Curriculum in Teacher Judgements, from xx% (20xx) to 90 percent in Reading, Writing, Number and Algebra.</p> | | | | | | | | | | | | | | | | |
| <p>Target 1.3</p> | <p>SCHOOL STAFF SURVEY</p> <p>Increase the percentage of positive endorsement in the following variables, as shown:</p> | | | | | | | | | | | | | | | | |

| | <p>MODULE: School Climate</p> <table> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>Target 2025</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis</td> <td>63%</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Collective efficacy</td> <td>72%</td> <td>73%</td> <td>85%</td> </tr> <tr> <td>Teacher collaboration</td> <td>69%</td> <td>73%</td> <td>85%</td> </tr> </tbody> </table> | | 2019 | 2020 | Target 2025 | Academic emphasis | 63% | 50% | 70% | Collective efficacy | 72% | 73% | 85% | Teacher collaboration | 69% | 73% | 85% | | | | |
|---|---|------------------|--------------------|-------------|--------------------|-----------------------------------|-----|-----|-----|---------------------|-----|-----|-----|-------------------------|-----|-----|-----|--------|-----|-----|-----|
| | 2019 | 2020 | Target 2025 | | | | | | | | | | | | | | | | | | |
| Academic emphasis | 63% | 50% | 70% | | | | | | | | | | | | | | | | | | |
| Collective efficacy | 72% | 73% | 85% | | | | | | | | | | | | | | | | | | |
| Teacher collaboration | 69% | 73% | 85% | | | | | | | | | | | | | | | | | | |
| Target 1.4 | <p>ATTITUDES TO SCHOOL SURVEY TARGET</p> <p>Increase the percentage of positive endorsement in the following variables, as shown:</p> <table> <thead> <tr> <th>VARIABLES</th> <th>2020</th> <th>2021</th> <th>Target 2025</th> </tr> </thead> <tbody> <tr> <td>Differentiated learning challenge</td> <td>63%</td> <td>59%</td> <td>85%</td> </tr> <tr> <td>Stimulated learning</td> <td>57%</td> <td>55%</td> <td>75%</td> </tr> <tr> <td>Motivation and Interest</td> <td>64%</td> <td>57%</td> <td>80%</td> </tr> <tr> <td>Effort</td> <td>69%</td> <td>67%</td> <td>80%</td> </tr> </tbody> </table> | VARIABLES | 2020 | 2021 | Target 2025 | Differentiated learning challenge | 63% | 59% | 85% | Stimulated learning | 57% | 55% | 75% | Motivation and Interest | 64% | 57% | 80% | Effort | 69% | 67% | 80% |
| VARIABLES | 2020 | 2021 | Target 2025 | | | | | | | | | | | | | | | | | | |
| Differentiated learning challenge | 63% | 59% | 85% | | | | | | | | | | | | | | | | | | |
| Stimulated learning | 57% | 55% | 75% | | | | | | | | | | | | | | | | | | |
| Motivation and Interest | 64% | 57% | 80% | | | | | | | | | | | | | | | | | | |
| Effort | 69% | 67% | 80% | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.a Instructional and shared leadership | Develop an organisational climate of high expectations, with consistent practices, that results in improved student learning. | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build all staff capability to effectively collect, analyse and use timely assessment data in planning and teaching. | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model. | | | | | | | | | | | | | | | | | | | | |
| Goal 2 | Improve all students' wellbeing and engagement in learning. | | | | | | | | | | | | | | | | | | | | |

| Target 2.1 | <p>ATTITUDES TO SCHOOL SURVEY TARGET</p> <p>Increase the percentage of positive endorsement in the following variables, as shown:</p> <table border="1"> <thead> <tr> <th>VARIABLES</th> <th>2019</th> <th>2021</th> <th>Target 2025</th> </tr> </thead> <tbody> <tr> <td>Teacher concern</td> <td>64%</td> <td>66%</td> <td>75%</td> </tr> <tr> <td>Self-regulation and goal-setting</td> <td>70%</td> <td>74%</td> <td>80%</td> </tr> <tr> <td>Student voice and agency</td> <td>56%</td> <td>49%</td> <td>80%</td> </tr> <tr> <td>Sense of connectedness</td> <td>58%</td> <td>66%</td> <td>80%</td> </tr> </tbody> </table> | VARIABLES | 2019 | 2021 | Target 2025 | Teacher concern | 64% | 66% | 75% | Self-regulation and goal-setting | 70% | 74% | 80% | Student voice and agency | 56% | 49% | 80% | Sense of connectedness | 58% | 66% | 80% |
|---|---|-------------|-------------|-------------|-------------------------------|-----------------|-----|--------------------------|-----|----------------------------------|------------------------------|-----|-----|--------------------------|-----|-----|-----|------------------------|-----|-----|-----|
| VARIABLES | 2019 | 2021 | Target 2025 | | | | | | | | | | | | | | | | | | |
| Teacher concern | 64% | 66% | 75% | | | | | | | | | | | | | | | | | | |
| Self-regulation and goal-setting | 70% | 74% | 80% | | | | | | | | | | | | | | | | | | |
| Student voice and agency | 56% | 49% | 80% | | | | | | | | | | | | | | | | | | |
| Sense of connectedness | 58% | 66% | 80% | | | | | | | | | | | | | | | | | | |
| Target 2.2 | <p>SCHOOL STAFF SURVEY</p> <p>By 2025, increase the percentage of positive endorsement in the overall School Leadership module from xx% (20xx) to 80 percent.</p> | | | | | | | | | | | | | | | | | | | | |
| Target 2.3 | <p>PARENT OPINION SURVEY TARGET</p> <p>Increase the percentage of positive endorsement in the following variables, as shown:</p> <table border="1"> <thead> <tr> <th>VARIABLES</th> <th>2020</th> <th>Target 2025</th> </tr> </thead> <tbody> <tr> <td>High expectations for success</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>Student agency and voice</td> <td>74%</td> <td>85%</td> </tr> <tr> <td>Promoting positive behaviour</td> <td>81%</td> <td>90%</td> </tr> </tbody> </table> | VARIABLES | 2020 | Target 2025 | High expectations for success | 77% | 85% | Student agency and voice | 74% | 85% | Promoting positive behaviour | 81% | 90% | | | | | | | | |
| VARIABLES | 2020 | Target 2025 | | | | | | | | | | | | | | | | | | | |
| High expectations for success | 77% | 85% | | | | | | | | | | | | | | | | | | | |
| Student agency and voice | 74% | 85% | | | | | | | | | | | | | | | | | | | |
| Promoting positive behaviour | 81% | 90% | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 2.a Health and wellbeing | Build all staff capability to identify and respond to individual students' wellbeing, engagement and learning needs. | | | | | | | | | | | | | | | | | | | | |

Key Improvement Strategy 2.b
Empowering students and building school pride

Empower students as active and responsible agents in their learning.