

Bethal Primary School
5186
School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Teresa De Mercurio11/12/17[name].....[name].....[date]
School council: Peta Asaad11/12/17	[date][name].....[date]
Delegate of the Secretary: Vivienne Tellefson.....[date][name].....[name].....[date]
	[date]	
[name].....	
	[date]	

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Vision: We aim to be an outstanding, connected and curious community of learners who are engaged in purposeful learning across all curriculum areas.</p>	<p>Values: - Respect - Collaboration - Perseverance</p>	<p>Context: Bethal Primary School is located in Meadow Heights, in the City of Hume. The school is part of the Hume-Moreland Network of schools in the North Western Victoria Region.</p> <p>Bethal primary has extensive grounds with a large playground area and spaces for active and passive play. The school community reflects cultural and socio economic diversity with a relatively steady Student Family Occupation (SFO) density - .8701 and an SFOE of .7297 in 2017, indicating that the socio-economic status of families is in the high-range. School enrolment increased from 250 in 2016 to 260 in 2017.</p> <p>All staff work collaboratively to deliver a sequential and inclusive curriculum, based on the Victorian Curriculum framework. This includes English, Mathematics, the Humanities, Science, Visual Arts, Performing Arts/Music Health and Physical Education, Languages (Spanish), and Personal and Social capabilities. Our core focus is on the teaching of English and Mathematics. Extra-curricular programs including camp, interschool sport, sports clinics, swimming, excursions and incursions complement the core curriculum.</p> <p>Challenges: The number of children starting school 12 months or more behind expected school entry level. The majority of students are EAL learners and this has been a challenge for mainstream classroom teachers. Transiency – Students move in and out of the school for various reasons. Very few students are at the school for seven years. We have students moving into classrooms throughout the year, making consistency to their learning difficult. It is challenging to get parental involvement in their child’s education. Not being fluent in English is a barrier for many parents.</p>	<p>Intent – what our school is trying to achieve Our intent is that all students reach their individual potential in all areas of the curriculum, with a particular focus on Mathematics, Writing and the Personal and Social Capabilities. This will be achieved through the implementation of effective teaching practices and through strong partnerships, in a positive learning climate that is student centred, locally connected and globally aware.</p> <p>Rationale – why this is important to us The implementation of our four year goals will ensure that:</p> <ul style="list-style-type: none"> • Teachers are clear about what students know, what to teach next and how to recognise success - particularly in the area of Mathematics and Reading • Teacher judgments and learning data are more closely aligned in Professional Learning Team meetings, to inform planning and support personalised learning. • Student motivation and learner confidence continues to grow in all areas of the curriculum • A greater emphasis is placed on the setting of expectations and the promotion of inclusive practices • The contribution of authentic student voice is elevated and is a key element in personalised learning and positive school climate. • Collaborative parent and community partnerships continue to be fostered <p>Focus – how our Strategic Plan will unfold over 4 years The development of a positive learning climate; increased community engagement and the elevation of practice associated with the teaching of Reading will be a major focus during the initial implementation of our Strategic Plan. The subsequent years will include the provision of intensive professional development for all staff in the teaching and assessment of Reading and Mathematics. This will lead to improved teacher practice in these areas and to the development of more effective personalised learning strategies.</p>

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)

<p>Improve the literacy and numeracy learning growth of individual students, with a particular focus on the English as an Additional Language (EAL) cohort.</p> <p><u>Theory of action/Rationale</u></p> <p>If teachers' knowledge of the curriculum, their capacity to assess and track student progress and implement explicit high impact teaching strategies and to plan differentiated instruction for the range of student learning needs is strengthened then student learning growth will improve</p>	<p><i>FISO priority: Excellence in teaching and learning.</i></p> <p><i>FISO initiative(s): Curriculum planning and assessment, Evidence-based high impact teaching strategies.</i></p>	<p><u>Key improvement strategies (KIS)</u></p> <ul style="list-style-type: none"> • Leverage existing and identify new instructional practices that will support the provision of a high quality, evidence-based literacy teaching and learning program • Develop and consistently implement an instructional model that is informed by evidence-based high impact teaching strategies • Strengthen the capacity of individual teachers and teams to analyse and use literacy and numeracy data to plan for the learning needs of all students, with a focus on the EAL cohort • Document and implement literacy curriculum continuums, including an EAL curriculum continuum • Build instructional leadership capacity that supports a collaborative approach to improving student outcomes in literacy and numeracy 	<p><u>Targets</u></p> <p>Improve the percentage of Year 3 and Year 5 students achieving in the top two NAPLAN bands for literacy and numeracy.</p> <p>The percentage of students achieving high relative growth in NAPLAN Reading, Writing and numeracy to be above 25 per cent.</p> <p>All students to achieve at least one year's growth annually in literacy and numeracy on a norm-referenced assessment.</p> <p>Improve the percentage of positive endorsement on the staff survey for:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum • Collective efficacy • Collective focus on student learning <p>NAPLAN test</p> <p>Year 3 2017</p> <table border="1"> <thead> <tr> <th colspan="2">% of students in top 2 bands</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28.5</td> <td>45</td> </tr> <tr> <td>Writing</td> <td>60</td> <td>60</td> </tr> <tr> <td>Spelling</td> <td>34.3</td> <td>40</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40</td> <td>40</td> </tr> <tr> <td>Numeracy</td> <td>22.8</td> <td>40</td> </tr> </tbody> </table> <p>NAPLAN test</p> <p>Year 5 2017</p> <table border="1"> <thead> <tr> <th colspan="2">% of students in top 2 bands</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19.2</td> <td>45</td> </tr> <tr> <td>Writing</td> <td>7.7</td> <td>40</td> </tr> <tr> <td>Spelling</td> <td>0</td> <td>40</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7.7</td> <td>40</td> </tr> <tr> <td>Numeracy</td> <td>15.4</td> <td>40</td> </tr> </tbody> </table> <p>Teacher Survey Component (POSITIVE)</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2017 Outcome</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and viable curriculum</td> <td>53.4</td> <td>80</td> </tr> <tr> <td>Collective efficacy</td> <td>60.6</td> <td>90</td> </tr> <tr> <td>Collective focus on student learning</td> <td>78</td> <td>90</td> </tr> </tbody> </table>	% of students in top 2 bands		2021 Target	Reading	28.5	45	Writing	60	60	Spelling	34.3	40	Grammar and Punctuation	40	40	Numeracy	22.8	40	% of students in top 2 bands		2021 Target	Reading	19.2	45	Writing	7.7	40	Spelling	0	40	Grammar and Punctuation	7.7	40	Numeracy	15.4	40	Component	2017 Outcome	2021 Target	Guaranteed and viable curriculum	53.4	80	Collective efficacy	60.6	90	Collective focus on student learning	78	90
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<p>Provide a stimulating learning environment to improve student engagement.</p> <p><u>Theory of action/Rationale</u></p> <p>If the learning environment actively engages students in learning experiences that are challenging, stimulating and relevant, then students will be engaged and empowered to achieve to their full potential</p>	<p><i>FISO priority:</i> <i>Positive climate for learning.</i></p> <p><i>FISO initiative:</i> <i>Intellectual engagement and self-awareness</i></p>	<p><u>Key improvement strategies (KIS)</u></p> <ul style="list-style-type: none"> • Strengthen opportunities for student voice and agency • Develop and implement school-wide expectations for student goal setting and the provision of consistent, high quality teacher feedback • Develop and implement strategies to increase the use of digital technologies as a learning tool. 	<p><u>Targets</u></p> <p>Improve the percentage of positive endorsement on the student ATS Survey for:</p> <ul style="list-style-type: none"> • Learning confidence • Differentiated learning • Motivation and interest • Student voice and agency • Stimulated learning. <p>ATS Component 2017 Outcome (POSITIVE) 2021 Target (POSITIVE)</p> <table border="1"> <tr> <td>Learning confidence</td> <td>87</td> <td>90</td> </tr> <tr> <td>Differentiated learning</td> <td>91</td> <td>95</td> </tr> <tr> <td>Motivation and interest</td> <td>89</td> <td>95</td> </tr> <tr> <td>Student voice and agency</td> <td>79</td> <td>90</td> </tr> <tr> <td>Stimulated learning</td> <td>80</td> <td>90</td> </tr> </table> <p>Reduce the percentage of students in Prep–Year 6 with 20 or more days absence per year.</p> <p>Year Level 2017 % of students with 20 or more days absence 2021 Target</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>2017 % of students with 20 or more days absence</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>29%</td> <td>24%</td> </tr> <tr> <td>1</td> <td>44%</td> <td>38%</td> </tr> <tr> <td>2</td> <td>32%</td> <td>27%</td> </tr> <tr> <td>3</td> <td>21%</td> <td>15%</td> </tr> <tr> <td>4</td> <td>30%</td> <td>24%</td> </tr> <tr> <td>5</td> <td>23%</td> <td>17%</td> </tr> <tr> <td>6</td> <td>24%</td> <td>18%</td> </tr> </tbody> </table>	Learning confidence	87	90	Differentiated learning	91	95	Motivation and interest	89	95	Student voice and agency	79	90	Stimulated learning	80	90	Year Level	2017 % of students with 20 or more days absence	2021 Target	Prep	29%	24%	1	44%	38%	2	32%	27%	3	21%	15%	4	30%	24%	5	23%	17%	6	24%	18%
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<p>Strengthen partnerships with the community to support positive learning and development outcomes for students.</p> <p><u>Theory of action/Rationale</u></p> <p>If the school community is engaged in building an environment that supports students' learning and development then a learning environment that is inclusive and supports students academically, socially and emotionally will be created.</p>	<p><i>FISO priority:</i> <i>Community engagement in learning.</i></p> <p><i>FISO initiative:</i> <i>Building communities.</i></p>	<p><u>Key improvement strategies (KIS)</u></p> <ul style="list-style-type: none"> Investigate and implement a whole school approach to social and emotional learning that supports positive student behaviours and relationships Strengthen partnerships with the kindergarten and community hub. 	<p><u>Targets</u></p> <p>Improve the percentage of positive endorsement on the student ATS Survey for:</p> <ul style="list-style-type: none"> Classroom behaviour Resilience School connectedness Teacher concern. <table border="1"> <thead> <tr> <th>ATS Component (POSITIVE)</th> <th>2017 Outcome (POSITIVE)</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Classroom behaviour</td> <td>86</td> <td>95</td> </tr> <tr> <td>Resilience</td> <td>80</td> <td>90</td> </tr> <tr> <td>School connectedness</td> <td>90</td> <td>95</td> </tr> <tr> <td>Teacher concern.</td> <td>81</td> <td>90</td> </tr> </tbody> </table> <p>Improve the mean factor scores on the PO Survey for:</p> <ul style="list-style-type: none"> Homework Classroom behaviour Student safety. <table border="1"> <thead> <tr> <th>POS Component</th> <th>2017 Mean Factor Score</th> <th>2021 Mean Factor Target</th> </tr> </thead> <tbody> <tr> <td>Homework</td> <td>88</td> <td>95</td> </tr> <tr> <td>Classroom behaviour</td> <td>100</td> <td>100</td> </tr> <tr> <td>Experience of bullying (non)</td> <td>62</td> <td>90</td> </tr> </tbody> </table> <p>Improve the percentage of positive endorsement on the teacher survey for:</p> <ul style="list-style-type: none"> Trust in students and parents Parent and community involvement. <table border="1"> <thead> <tr> <th>Teacher Survey Component (POSITIVE)</th> <th>2017 Outcome (POSITIVE)</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Trust in students and parents</td> <td>58.5</td> <td>70</td> </tr> <tr> <td>Parent and community involvement</td> <td>55.6</td> <td>70</td> </tr> </tbody> </table>	ATS Component (POSITIVE)	2017 Outcome (POSITIVE)	2021 Target	Classroom behaviour	86	95	Resilience	80	90	School connectedness	90	95	Teacher concern.	81	90	POS Component	2017 Mean Factor Score	2021 Mean Factor Target	Homework	88	95	Classroom behaviour	100	100	Experience of bullying (non)	62	90	Teacher Survey Component (POSITIVE)	2017 Outcome (POSITIVE)	2021 Target	Trust in students and parents	58.5	70	Parent and community involvement	55.6	70
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