

# School Strategic Plan 2018-2022

Bendigo Primary School (0877)



Submitted for review by Amanda Costello (School Principal) on 13 June, 2019 at 09:46 PM

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# School Strategic Plan - 2018-2022

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<p><b>School vision</b></p>	<p>At Bendigo Violet Street Primary School we provide for all students a challenging learning environment and the educational, technological and social skills that enable them to become valued members of the community.</p>
<p><b>School values</b></p>	<p>Our school Motto is 'My Best' and it applies to everyone at all times.            At Bendigo Primary School we value:</p> <ul style="list-style-type: none"> <li>• self- awareness</li> <li>• self- control</li> <li>• self- motivation</li> <li>• empathy</li> <li>• managing relationships</li> </ul>
<p><b>Context challenges</b></p>	<p>Bendigo Violet Street Primary School is situated in central Bendigo. Our school community is diverse and includes families that live very near school, as well as a number of families from neighboring suburbs. Our school buildings reflect our pride in links with the past. We have a well maintained main building that has celebrated its 150th anniversary, housing the Administration and Senior area of the school. The upper building, in contrast with open spaces, has allowed the Early Years team to provide current flexible teaching and learning programs.</p> <p>Bendigo Violet Street Primary School in 2018 has a student enrolment of 185 students in Grades Foundation- 6. We operated 10 grades organised into 4 levels. The school had 12 Koorie students enrolled and ensures their culture is recognised throughout the curriculum and school activities. We had 14 students enrolled in the Program for students with disabilities.</p> <p>Our profile is in the low to mid socio- economic range. This places us on the higher end of the SFO continuum, with a changing socio economic profile of our families.</p> <p>The school had 10.8 equivalent full-time (EFT) teaching staff and 6.16 full-time equivalent (EFT) Education Support staff. Our teaching staff consists of 5 experts, 2 accomplished, 2 Graduates, 1 Acting Learning Specialist and 1 Principal. In addition we have 6 Integration Aides of various time fractions, 1 After School Care Co-ordinator, 1 Garden Program Co-ordinator and 1 Business Manager.</p> <p>We are committed to providing personalised learning in a supportive community environment.</p> <p>Our Kitchen/Garden program has continued to engage students and families and extend links to local community groups such as St Matthew's Hope It Grows Garden Club and Friends of Ironbark Gully group.</p> <p>The implementation of the Developmental Curriculum in Foundation to Grade Two allows students to transition to school, direct their own learning and lay the foundations for Inquiry Learning in the senior grades.</p> <p>The school has a strong focus in Literacy and Numeracy. Vic curriculum is delivered in English, Mathematics, Science and the</p>

	<p>Humanities across the school. An inquiry/investigation method of learning is used to engage students with their learning, investigation time in years F-2 and Educational research Projects in Years 3-6. Specialist Art, Music and Sport programs are also provided. In LOTE, Chinese Mandarin is taught from Foundation to Grade 6.</p> <p>Under the umbrella of our school values of integrity, respect and honesty, sits the conviction that our school is built on the five founding pillars: self- awareness, self- control, self-motivation, being able to manage our relationships and empathy. [Wilson McCaskill]</p> <p>Our school community values relationships with: a supportive Parents and Friends Group, a pro-active School Council and the unique presence of our past students, parents and staff group, known as the Violetarians.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Goal 1: Improve student outcomes in Literacy. The panel considered the data presented and noted that there was evidence of the positive impact of the key improvement strategies for literacy particularly for the proportion of Year 3 and Year 5 students in the NAPLAN top two bands for both Reading and Writing. The panel then agreed that the school could consider a focus on decreasing the percentage of students in the NAPLAN bottom two bands for both Reading and Writing. The other area identified was to build the capacity of staff to ensure that the percentage of variability between Teacher judgements and NAPLAN data was decreased.</p> <p>Goal 2: Improve student outcomes in Numeracy. The panel considered the data presented and noted that there was evidence of the positive impact of the key improvement strategies for numeracy particularly for the proportion of Year 3 and Year 5 students in the NAPLAN top two bands. The panel agreed that the school could consider a focus on decreasing the percentage of students in the NAPLAN bottom two bands. The other area identified was to build the capacity of staff to ensure that the percentage of variability between Teacher judgement and NAPLAN data was decreased.</p> <p>Goal 2: Improve student engagement and attendance. The panel considered the data presented and agreed that there was a need to review the attendance policy for all students due to the high percentage of students with 20+ days absences. The panel agreed that the evidence from the fieldwork confirmed that the students would benefit from the implementation of a whole school approach to student voice and agency especially in the area of feedback.</p>

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<b>Goal 1</b>	To improve literacy outcomes for all students
<b>Target 1.1</b>	Decrease percentage of students in Year 5 achieving low growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 20% (2018) to 10% (2022)</li><li>• Writing from 26% (2018) to 15% (2022)</li></ul>
<b>Target 1.2</b>	Decrease the percentage of students in the NAPLAN bottom two bands: <ul style="list-style-type: none"><li>• Year 3 Reading from 27% (2018) to 10% (2022)</li><li>• Year 5 Reading from 21% (2018) to 10% (2022)</li><li>• Year 3 Writing from 19% (2018) to 10% (2022)</li><li>• Year 5 Writing from 16.7 % (2018) to 10% (2022)</li></ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and embed the whole school instructional model for writing.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Further develop and embed the whole school instructional model for reading.
<b>Key Improvement Strategy 1.c</b>	Develop a whole school approach to planning and collaboration across teams.

Building practice excellence	
<b>Goal 2</b>	To improve numeracy outcomes for all students
<b>Target 2.1</b>	Increase percentage of students in Year 5 achieving high growth in NAPLAN: <ul style="list-style-type: none"> <li>• Numeracy from 45% (2018) to 55% (2022)</li> </ul>
<b>Target 2.2</b>	Decrease the percentage of students in the NAPLAN bottom two bands: <ul style="list-style-type: none"> <li>• Year 3 Numeracy from 24% (2018) to 10% (2022)</li> <li>• Year 5 Numeracy from 17% (2018) to 10% (2022)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Further embed the whole school instructional model for numeracy
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Develop a school wide approach to data collection, analysis and application.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Develop a whole school approach to planning and collaboration across teams
<b>Goal 3</b>	To improve engagement in learning for all students.
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>• Decrease the percentage of students with 20+ days absence from 32% (2018) to 16% (2022)</li> </ul>

<b>Target 3.2</b>	<p>Improve the following factors on the AtoSS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 62% (2018) to 80% positive endorsement (2022)</li> <li>• Self regulation and goal setting from 82% (2018) to 85% positive endorsement (2022)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Develop and consistently implement an attendance policy and plan for all students.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Develop and implement a whole school framework for student voice and agency.