School Strategic Plan for Bendigo Violet St PS

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## **School Profile**

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| **Purpose:**  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.  **Values**  Our school Motto is *‘My Best’* and it applies to everyone at all times.  At Bendigo Primary School we value:   * self- awareness * self- control * self- motivation * empathy * managing relationships |
| **Environmental Context**  Bendigo Violet Street Primary School is situated in central Bendigo. Our school community is diverse and includes families that live very near school in well-established environs as well as a number of families from neighbouring suburbs. Our school buildings reflect our pride in links with the past. We have a well maintained main building that is almost 150 years old, housing the Administration and Senior area of the school. In addition, the refurbishment of the upper building allows the Junior school to provide current flexible teaching and learning programmes in open spaces.  Bendigo Violet Street Primary School in 2015 has a student enrolment of 158 students in Grades Foundation- 6. We operate 8 grades organised into 4 levels. The school presently has 14 Koori students enrolled and the school ensures their culture is recognised throughout the curriculum and school activities. We have 12 students enrolled in the Program for students with disabilities. Our profile is in the low to mid socio- economic range, with approximately 75% of families on EMA. This places us on the higher end of the SFO continuum. Our SFO (Student Family Occupation) rating in 2014 was0.7363. In 2015 our SFO has increased to 0.7596 compared to a State Mean of 0.5189 demonstrating an increasing low socio economic profile of our families.  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 Leading Teacher and 1 Principal. In addition we have 6 Integration Aides of various time fractions, 1 After School Care Co-ordinator, 1 Garden Programme Co-ordinator and 1 Business Manager.  We are committed to providing personalised learning in a supportive community environment. Our Kitchen/Garden programme has gathered momentum, engaging families and extending links to local community groups such as St Matthew’s *Hope It Grows* Garden Club and *Friends of Ironbark Gully* group. The recent development of our Outdoor Learning Centre will link hands-on learning opportunities also.  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.  The school has a strong focus in Literacy and Numeracy. AusVELs is delivered in English, Mathematics, Science and the Humanities across the school. An inquiry/investigation method of learning is used to engage students with their learning. Specialist Art, Music and Sport programs are also provided. In LOTE Chinese Mandarin is taught from Foundation – Grade 6.  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]  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. |
| **Service Standards**   * The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. * The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. * All students will receive instruction that is adapted to their individual needs. * The school fosters close links with parents and the broader school community through its commitment to open and regular communications. * The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.   **Specific**   * The school will communication to parents and caregivers either personally, phone, email, using Tiqbiz or the school website * The school will follow up home/ school communication as a priority as soon as possible. * Parents will be engaged regularly when their child does not behave in a socially acceptable manner to they are considered to be ‘at risk ‘ learners. * Students will play an active part in the development and review of the school’s behaviour policies and setting personal goals for learning. * All teachers will provide timely and targeted feedback to students on their work. |

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| **Strategic Direction** | | | |
|  | **Goals** | **Targets** | **Key Improvement Strategies** |
| **Achievement** | To improve student outcomes in Literacy and Numeracy | For each student to achieve a minimum of one year’s growth in learning (as measured by AusVELs) each school year  By the end of the 4 year period, 90% of students are assessed at or above expected levels in English and Mathematics.  English On Line data to reflect 90% of all students achieving 1.0 growth in one year.  Numeracy On Line data to reflect 90% of all students achieving 1.0 growth in one year  Naplan data to reflect 80% of students achieving at or above expected levels in English and Mathematics  Naplan data to reflect 80% of Matched cohort growth students in Years 3 and 5 achieving at or above expected levels in English and Mathematics.  On Demand data to reflect 90% of students achieving at or above expected levels in Reading and Number. | Develop a whole school approach to the teaching and learning of Numeracy.  Develop a whole school approach to the teaching and learning of Spelling.  Develop a whole school data tracking tool in numeracy and literacy with a focus on spelling.  Develop a whole school approach to supporting high outcomes for transient students. |
| **Engagement** | To improve student engagement and motivation | Student attendance data at all grade levels to reflect State means.  Students Attitudes to School Survey data to reflect State mean for Stimulated Learning and Engagement  Parent Opinion Survey data to reflect State mean for Quality Teaching  Staff Opinion Survey data to reflect State mean for Student Engagement. | To develop an approach across all levels to increase and enhance student voice with a particular focus on leadership both within and outside the school    To develop a process for students to provide feedback about their learning through the use of feedback data.  To develop protocols to monitor all attendance data  Embed greater consistency of teaching and learning practice across the school.  Develop the Outdoor learning Centre and monitor to links with student engagement levels. |
| **Wellbeing** | For all students to have a high level of connectedness to peers, school, teachers and community. | Staff Opinion Survey data to reflect State mean for Student Behaviour.  Students Attitudes to School Survey data to reflect State mean for Student Safety and Behaviour.    Parent Opinion Survey data to reflect State means for Student Safety and Classroom Behavior | Implement and enhance the Wilson McCaskill Social Competencies Program across all levels of the school.  To develop strategies that will improve learning confidence and student motivation.  To develop a process to increase understanding by parents about the Wilson Mc Caskill program.  To develop a whole school approach to promote parent participation in the school and use of Outdoor Learning Centre. |
| **Productivity** | To establish structures and processes that enable the school to maximize the use of available resources to improve student learning | Parent Opinion Survey data to reflect State Means above the 75 percentile for General Satisfaction  By 2018 the School Staff Survey overall score for Professional Learning will be above the State mean. | Align school resources with school priorities including professional learning opportunities.  To develop an Outdoor Learning Centre.  To develop effective quality intervention and support programs within available resources.  To develop a whole school maintenance and furniture plan  To ensure that there is a workforce plan, which includes the provision of teaching, support and specialist staff, within available budget. |

## **School Strategic Plan 2014- 2017: Indicative Planner**

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| **Key Improvement Strategies** | | **Actions** | **Achievement Milestone** |
| **Achievement**  Develop a whole school approach to the teaching and learning of Numeracy.  Develop a whole school approach to the teaching and learning of Spelling.  Develop a whole school data tracking tool in numeracy and literacy with a focus on spelling.  Develop a whole school approach to supporting high outcomes for transient students. | Year 1 | Review our whole school numeracy and literacy/spelling plans.  Build a whole school approach to teaching and learning in numeracy and spelling.  Develop a professional learning plan to build teacher capacity in numeracy.  Investigate assessment tools for numeracy.  Investigate strategies to build a whole school approach in differentiated learning.  Review current assessment schedule and the data being used to inform teaching and learning.  Implement the practice of moderation across all levels both within and outside the school  Implement a strategy to build teacher capacity through peer observations.  Review current Individual Learning Plans with a focus on students with complex learning needs.  Develop an effective Homework policy to support parent participation in their child’s learning. | Review completed  Draft approach developed.  PD plan developed  Investigation completed.  Investigation completed.  Review completed.  Moderation program in place.  Strategy in place.  Review completed  Draft homework policy developed. |
| Year 2 | Implement our whole school approach to numeracy and literacy.  All staff participate in Professional Learning in numeracy and differentiated learning.  Program of moderation and peer observation in place for all staff.  Develop and document a whole school assessment schedule.  Develop revised Individual Learning Plans.  Homework policy extended to include a more explicit role for parents. | Whole school approach in place.  Performance and Development Plans document participation.  P&D Plans evidence participation.  Assessment schedule developed.  ILP’s documented.  Homework policy documented. |
| Year 3 | Embed whole school approach to numeracy and literacy.  All staff continue to participate in professional learning activities in numeracy and differentiated learning.  All staff continue to use moderation and peer observation activities.  Embed assessment schedule.  Continue to revise and refine ILP’s.  Embed Homework policy across the whole school. | All staff using numeracy and literacy approach.  P&D plans evidence.  P&D plans evidence.  All staff using assessment schedule.  Updated ILP’s evident.  All staff using Homework policy. |
| Year 4 | Review whole school approach to numeracy and literacy.  Survey staff in relation to P&D plans. Develop recommendations for future focus.  Review assessment schedule.  Review ILP’s.  Review homework policy. | Review completed  Survey developed and implemented.  Review completed.  Review completed.  Review completed. |
| **Engagement**  To develop an approach across all levels to increase and enhance student voice with a particular focus on leadership both within and outside the school    To develop a process for students to provide feedback about their learning through the use of feedback data.  To develop protocols to monitor all attendance data  Embed greater consistency of teaching and learning practice across the school.  Develop the Outdoor learning Centre and monitor to links with student engagement levels. | Year 1 | Establish a Student Leadership Council.  Teacher SRC Co-ordinator role linked to PDP  Student leaders to represent school at annual community events and attend Leadership development PD  Provide opportunities for student voice through leadership opportunities inside and outside the  classroom.  Provide opportunities for students to provide feedback about their learning and other school matters  Develop student feedback surveys  Develop stage 1 of an Outdoor Learning Centre.  School wide agreements developed around weekly use of Outdoor Learning Centre  Revise use of case management approach for students with high absenteeism. | Student Leadership Council established.  PDP link developed.  Documented in newsletters  Documented in newsletters  Documented in staff meeting minutes and or school council minutes.  Survey developed and implemented.  Plans implemented.  Agreement in place.  Revision complete. |
| Year 2 | Review and enhance Student Leadership Council  Review and extend opportunities to develop student voice. This may include extending across other levels of the school.  Student Feedback practices enhanced. ????  Continue to develop our Outdoor Learning Centre.  Continue to develop programs and school protocols that promote school attendance and punctuality. | Review completed.  Review completed.  Practices enhanced ?????  Stage 2 of Outdoor Learning Centre developed.  Attendance and punctuality program in place. |
| Year 3 | Review and enhance Student Leadership Council  Review and extend opportunities to develop student voice. This may include extending across other levels of the school.  Student Feedback practices enhanced.  Continue to develop our Outdoor Learning Centre.  Continue to develop programs and school protocols that promote school attendance and punctuality. | Enhancements developed.  Opportunities extended.  Stage 3 developed.  Attendance and punctuality program in place. |
| Year 4 | Review and enhance Student Leadership Council  Review and extend opportunities to develop student voice. This may include extending across other levels of the school.  Student Feedback practices enhanced. ????  Continue to develop our Outdoor Learning Centre.  Continue to develop programs and school protocols that promote school attendance and punctuality. | Enhancements developed.  Opportunities extended.  Stage 4 developed.  Attendance and punctuality program in place. |
| **Wellbeing**  Implement and enhance the Wilson McCaskill Social Competencies Program across all levels of the school.  To develop strategies that will improve learning confidence and student motivation.  To develop a process to increase understanding by parents about the Wilson Mc Caskill program.  To develop a whole school approach to promote parent participation in the school and use of Outdoor Learning Centre. | Year 1 | Continue to implement the Wilson McCaskill Social Competencies program.  Yearly review of Wilson Programme using feedback from stakeholders  Ensure that new staff are fully inducted in regard to social competency program and that all staff are given opportunities to refresh their knowledge.  Develop a strategy to better communicate to parents about the social competencies program at and how this supports the values of the school. | Program implemented.  Review completed.  Induction completed for all staff.  Strategy developed. |
| Year 2 | Explore strategies that will improve learning confidence and student motivation.  Continue to implement the Wilson McCaskill social competencies program.  Continue to complete yearly review of Wilson Programme using feedback from stakeholders  Continue to ensure that new staff are fully inducted in regard to social competency program and that all staff are given opportunities to refresh their knowledge.  Review and revise our strategy to better communicate to parents about the social competencies program at and how this supports the values of the school. | Draft strategies developed.  Program implemented.  Review completed.  Induction completed.  Communication strategy in place. |
| Year 3 | Implement strategies that will improve learning confidence and student motivation.  Develop a strategy to enlist parents as champions of our learning environment. (Parents as Partners)  Develop a strategy to increase parent participation in the school including the use of the Outdoor Learning Centre. |  |
| Year 4 | Review our social competencies program.  Review our parent communication strategy.  Review our parent participation strategy.  Review our Parents as Partners strategy. | All reviews completed and recommendations documented. |
| **Productivity**  Align school resources with school priorities including professional learning opportunities.  To develop an Outdoor Learning Centre.  To develop effective quality intervention and support programs within available resources.  To develop a whole school maintenance and furniture plan  To ensure that there is a workforce plan, which includes the provision of teaching, support and specialist staff, within available budget. | Year 1 | Develop a plan of school resources aligned with current goals including professional learning opportunities.  Develop a four year plan to establish an Outdoor Learning Centre including program implementation.  Review existing intervention and support programs in light of available resources.  Establish a working party to review school maintenance and furniture needs. The focus will be on both now and future.  Review current workforce plan in relation to available SRP (School Resource Package) | Draft plan developed.  Plan developed.  Year 1 implemented.  Review completed.  Working party in place.  Review completed. |
| Year 2 | Implement plan of school resources aligned to current goals including professional learning.  Implement year 2 of plan for Outdoor Learning Centre.  Develop cost neutral plan to support existing intervention and support programs.  Document and implement a cyclic maintenance and furniture program.  Develop a workforce plan that allows a surplus budget. | Plan implemented.  Year 2 implemented.  Plan developed.  Documentation and implementation completed.  Workforce plan within budget. |
| Year 3 | Review plan of school resources aligned to current goals including professional learning.  Implement year 3 of plan for Outdoor Learning Centre.  Review existing intervention and support programs.  Continue to implement a cyclic maintenance and furniture program.  Review workforce plan. | Review complete  Year 3 implemented.  Review complete  Implementation continued.  Review completed. |
| Year 4 | Continue to review and document plan of school resources.  Implement year 4 for Outdoor Learning Centre.  Continue to refine the delivery of intervention and support programs across the whole school.  Review workforce plan. | Review and documentation in place.  Year 4 implemented.  Whole school intervention and support program in place.  Review completed. |