

School Strategic Plan 2022-2026

Bendigo Primary School (0877)



Submitted for review by Carolyn Tavener (School Principal) on 30 May, 2023 at 03:10 PM

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Awaiting endorsement by School Council President

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School vision	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.
School values	Our school Motto is 'My Best' and it applies to everyone at all times. At Bendigo Primary School we value integrity, respect and honesty. Play is the Way's five founding pillars: self- awareness, self-control, self-motivation, being able to manage our relationships and empathy also underpin the way we learn and interact in our school community.
Context challenges	<p>Bendigo Primary School is situated in central Bendigo. Our school community is diverse and includes families that live in our school zone as well as a number of families from neighbouring suburbs. Many of our families have close links to the school forged over many years with multiple members of the family attending school here, including grandparents, parents and now their children. Our school values the support and positive relationship we have with our Parents and Friends Group, a pro-active School Council, local community groups such as Food Share, Long Gully Community garden, and the unique presence of our past students, parents and staff group, known as the 'Violetarians'.</p> <p>Our school buildings reflect our pride in links with the past and commitment to planning engaging learning spaces and experiences for all students. We have a well maintained main building housing the Administration areas and currently our Senior grades. The upper building currently houses our Junior grades, two kitchen areas, undercover outdoor learning area and student toilets close to the classrooms. In 2023 we have an enrolment of 207 students in Grades Foundation- 6 organised in 9 grades- F/1x , 2/3 x3, 4/5 x2 and 5/6. The school presently has 14 Koorie students enrolled and we ensure their culture is recognised throughout the curriculum and school activities. We have seven students supported with funding via the Disability Inclusion program or the Program for Students with Disabilities. Our Student Family Occupation and Education index value is medium. The school has 15.27 equivalent full-time (EFT) teaching staff and 5.46 full-time equivalent (EFT) Education Support staff.</p> <p>Key challenges for our school are:</p> <ol style="list-style-type: none">1. To continue to implement our instructional models effectively and consistently along with creating supporting documentation for each model that becomes part of our induction process for new staff.2. Developing a regular observational feedback process that supports our induction of new staff, our instructional models and the consistent use of high impact teaching strategies.3. Using student learning data when planning, to ensure we are teaching to each student's point of need and providing an appropriate level of challenge.4. Developing our understanding and use of student voice and agency in learning including giving timely feedback and constructing challenging learning goals with our students.

	<p>5. Implementing and documenting an evidence based consistent behaviour framework.</p> <p>6. Developing and implementing an evidence based whole school Inclusion and social emotional framework and documenting whole school understandings and expectations in these areas.</p> <p>7. Improving the way we communicate our expectations and follow up of student absences.</p> <p>8. Clarifying our communication channels with families and being more timely with our communications.</p> <p>9. To create an updated shared school vision and school values.</p>
<p>Intent, rationale and focus</p>	<p>Intent-</p> <p>Our Strategic Plan outlines our school improvement work for the next four years; our intent is to improve student learning growth for every student in literacy and numeracy, and to improve student agency in wellbeing and learning. Our work will be to ensure we have our instructional models embedded with consistency and to a high level across all classrooms and learning spaces.</p> <p>Rationale-</p> <p>As highlighted through the review process, our school needs to continue to focus on the following areas:</p> <p>*Student learning growth in Literacy and Numeracy.</p> <p>It is important for us to document, implement and embed our agreed instructional models across all classrooms and learning spaces, to ensure consistency and to support the effective induction of new staff members. A regular classroom observational feedback process will also support this. Improving our use of student learning data to inform point of need teaching, will better enable us to provide appropriate levels of learning challenge and regular feedback to students.</p> <p>*Student Agency and Wellbeing in Learning.</p> <p>Documenting, implementing and embedding evidence based whole school practices in this area is a high priority. Staff, students and parents all identified this as an area of need over the review. Developing our whole school understandings and expectations about inclusion, student voice and agency, behaviour management and social emotional learning will lessen confusion amongst all members of our school community and provide a safer, more inclusive learning environment.</p> <p>Focus-</p> <p>Our initial work will focus on revisiting our school vision and values, this will create a whole school understanding and commitment to our improvement work and way forward. As a staff, we will develop our collaborative work practices that support us to take responsibility for all students academically and behaviourally. We will improve how we communicate with our students' parents and carers, and work with them to improve our home school partnerships. We will continue to regularly monitor our targets to measure the achievement towards our goals and build our priority areas into our resource allocations, meeting and professional learning schedule.</p>

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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	<p>By 2026, increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10:</p> <p>English</p> <ul style="list-style-type: none">• Reading and Viewing from 81% (2022) to 86%• Writing from 80% (2022) 83% <p>Mathematics</p> <ul style="list-style-type: none">• Number and Algebra from 86% (2022) to 88%
Target 1.2	<p>By 2026, increase the percentage of Year F-6 students assessed as at or above age expected growth on Victorian Curriculum Levels F-10: (Semester 2021 -Semester 2 2022)</p> <p>English</p> <ul style="list-style-type: none">• Reading and Viewing from 64% (2022) to 76%• Writing from 70% (2022) 76% <p>Mathematics</p> <ul style="list-style-type: none">• Number and Algebra from 77% (2022) to 79%

Target 1.3	<i>NAPLAN target for student achievement against proficiency standards by 2026 to be confirmed</i>
Target 1.4	<i>NAPLAN target for student learning growth by 2026 to be confirmed</i>
Target 1.5	<p>By 2026, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:</p> <ul style="list-style-type: none"> • Academic emphasis from 63% (2022) to 70% • Professional learning through peer observations 57% (2022) to 70%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the consistent implementation of the school's instructional model
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance collaborative practices to inform 'point of need' teaching
Goal 2	To improve student agency in wellbeing and learning

Target 2.1	<p>By 2026 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 65% (2022) to 70% • Perseverance from 70% (2022) to 75% • Sense of Confidence from 71% (2022) to 75% • Stimulated learning from 77% (2022) to 80%
Target 2.2	<p>By 2026, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning module for the factor of:</p> <ul style="list-style-type: none"> • Promote student ownership of learning from 71% (2022) to 80%
Target 2.3	<p>By 2026 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factors of:</p> <ul style="list-style-type: none"> • Parent Participation and involvement from 71% (2022) to 76% • School Communication from 74 % (2022) to 81% • Teacher communication from 68 % (2022) to 70%
Target 2.4	<p>Reduce the percentage of Year F–6 students with 20 or more absent days from 48% (2022) to 26%</p>
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	<p>Strengthen and embed student and staff capability to monitor and reflect on learning progress</p>

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a whole school wellbeing, behaviour and inclusion framework