

School Strategic Plan 2018-2022

Bourchier Street Primary School Shepparton (4742)



Submitted for review by Denise Howley (School Principal) on 12 November, 2018 at 05:14 PM

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Endorsed by Max Allen (School Council President) on 27 November, 2018 at 12:46 PM

School Strategic Plan - 2018-2022

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School vision	Our vision is that all students are empowered to become lifelong learners and shape the world around them.
School values	<p>Bourchier Street Primary School has in place a set of core values that underpin the vision of our learning community. The values have been developed by parents, staff and students. These values provide a basis for decision making and action and helps shape the way we work together and remain focused on what is important. We want our learners to be happy, safe and ready to learn.</p> <p>Our School Values are;</p> <p>RESPECT: We honor and value ourselves, others and our environment. Staff and students treat each other respectfully. Kindness, Manners, courtesy and tolerance for differences are very important to us.</p> <p>LEARNING: We are here to learn. Learning needs to be central to every decision and action we take as a school.</p> <p>CONTRIBUTION: It is important that we all strive to make an impact on others and make a positive difference to our community and our world.</p>
Context challenges	<p>School Context Bourchier Street Primary School is located in the City of Shepparton in the North East of Victoria. The school was founded in the 1950's and is located in a residential area to the north of the centre of town.</p> <p>School facilities The school is composed of five distinct building areas, including two long rectangular buildings, a seven-year old Senior Learning Centre, a cluster of four relocatable buildings and a multi-purpose hall/canteen building. In 2017 government funding allowed the development of a four stage Master Plan and the first stage of this master plan, which includes demolition of four existing classrooms and the construction of a modern flexible learning centre is due to commence in the latter half of 2018. The school has two separate playground zones, a junior playground for F-Year 1 students and the main playground area. This is comprised of two ovals and some asphalt surface, which accommodates all children.</p>

Enrollments

Enrollments at the time of the review were 610 students and over the past four years, enrollments have been stable, ranging between 600 and 630.

SFO and SFOE

The Student Family Occupation (SFO) index is 0.5334 in 2018 and the Student Family Occupation Education index (SFOE) is 0.4748.

Staff profile

The staffing profile of Bouchier Street Primary School includes a leadership team, classroom teachers, specialist teachers, interventions support staff (teachers and education support) and several administration support staff.

Curriculum

The school's curriculum is based on the Victorian Curriculum and literacy and numeracy are the core work. Intervention for students who require extra support (Literacy, Numeracy, PSD and EAL) is provided as part of the the school's inclusive education for all policy.

The school uses student-centered learning approaches including inquiry learning across the school. Shared and guided inquiries including Science, Technology, Engineering, Arts and Mathematics (STREAM) are used across the school.

Specialist programs include visual arts, performing arts, and physical education. A Kitchen and Garden program for students in Years 3 and 4 focuses on healthy eating and a sustainable environment. A camps and excursions program operates from Foundation to Year 6.

Additional information

The school's well-being program for students is supported by speech, occupational therapy, social work and psychology services. An Out of School Hours Care program operates.

Parents are encouraged to be actively involved in the school's programs and a range of whole school events are well attended by parents.

Key Challenges

Maintain a focus on literacy and numeracy to ensure all students are at expected level.

Build practice excellence and improved curriculum planning and assessment practices to increased teacher capacity to differentiate teaching.

This would further challenge students in their learning and ensure improved student progress. Building teacher capacity in data analysis would better inform teaching and learning to personalize student learning. A school focus on collaborative teacher practice

	<p>with shared analysis and responsibility for all students' learning would support targeted teaching and improve student outcomes in reading and writing, and in numeracy. Consistent implementation of high impact teaching strategies in literacy and numeracy and develop school-wide processes to ensure improved consistency in the transfer of teacher learning into classrooms.</p> <p>Improve student engagement and motivation to learn. This would include a focus on improved student attendance of all students. Increased student voice and agency in learning be prioritized. Common understandings of ways to empower students in their learning be built through teacher professional learning. Embed greater student voice, agency and leadership to improve student outcomes, health and well-being. Continue to develop the Inquiry Learning approach across all areas and levels of the school. .</p>
<p>Intent, rationale and focus</p>	<p>The school is striving to ensure all students experience high-quality teaching and are empowered to become lifelong learners and shape the world around them.</p> <p>Ensuring all students learn and experience success is essential to our shared vision and moral purpose and will allow us to focus on what is most important.</p> <p>In the school's unwavering efforts to improve student outcomes it will need to focus on</p> <ul style="list-style-type: none"> - Building Practice Excellence through a commitment to a shared instructional model and agreed pedagogical approach that is based on the Victorian Teaching and Learning model. - Working collaboratively to always evaluate the impact of teaching on learning using an Inquiry improvement cycle. - A commitment to a guaranteed and viable curriculum being sustained. - Continuing to explore opportunities to exercise authentic student voice, agency and leadership. - Prioritizing establishing and maintaining strong community partnerships. For student outcomes to continue to improve it is important that parents, cares and the broader community are partners in the learning happening at school. -A culture of continual improvement facilitated by supporting a school improvement team that has coaching, data analysis, feedback, and building teacher capacity at the core of its work. - The school improvement team will include school leaders, learning specialists and teachers to work collaboratively and drive a relentless focus on student outcomes. <p>Over the course of the next four years the school will continue to work on the key priorities listed above and focus its annual work based on the Key Improvement strategies. Professional Learning Communities will focus on the strategies of differentiating instruction, using data and evidence based high impact teaching strategies and this will contribute to the development of a lasting culture of collective efficacy and constant improvement.</p>

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Goal 1	To improve individual student outcomes in literacy
Target 1.1	100% of students to make 12 months growth for each year of the SSP, based on Fountas & Pinnell 2018 End of Year (EOY) testing data.
Target 1.2	By 2022 the percentage of Year 5 students achieving in the top two bands for NAPLAN reading and writing to be 35% or greater.
Target 1.3	By 2022 the percentage of Year 5 students achieving in the bottom two bands for NAPLAN reading and writing to be 15% or less.
Target 1.4	By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN reading and writing to be 75% or greater.
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in reading and writing (BPE).
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to analyse data to inform teaching and learning (CPA).

Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop school-wide processes to ensure consistent implementation of evidence-based literacy teaching strategies (EBHITS).
Key Improvement Strategy 1.d Vision, values and culture	Build a culture of collective efficacy and collaboration to establish and support targeted teaching (VVC).
Goal 2	To improve individual student outcomes in numeracy.
Target 2.1	By 2022 the percentage of Year 3 and 5 students achieving in the top two bands for NAPLAN numeracy to be 30% or greater.
Target 2.2	By 2022 the percentage of students in Years 3 and 5 achieving in the bottom two bands for NAPLAN numeracy to be 12% or less.
Target 2.3	By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be 75% or greater.
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in numeracy (BPE).
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity to analyse data to inform teaching and learning (CPA).
Key Improvement Strategy 2.c Vision, values and culture	Build a culture of collective efficacy and collaboration to establish and support targeted teaching (VVC).

Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Develop school-wide processes to ensure consistent implementation of evidence-based numeracy teaching strategies (EBHITS).
Goal 3	To improve student engagement and motivation to learn.
Target 3.1	The average days absence per student from F-6 to be below the state average days absence, each year of the School Strategic Plan.
Target 3.2	By 2022 improve the percentage of positive responses for the Attitudes to School Survey (ATTS) factors stimulated learning, sense of confidence and student voice and agency to 95% or greater.
Key Improvement Strategy 3.a Empowering students and building school pride	Build a common understanding of ways to empower students in their learning (ES&BSP).
Key Improvement Strategy 3.b Empowering students and building school pride	Embed student voice and agency in student learning (ES&BSP).
Key Improvement Strategy 3.c Empowering students and building school pride	Use an inquiry learning approach to promote student voice and involve students in decision making (ES&BSP).