

School Strategic Plan 2018-2022

Beeac Primary School (0482)



Submitted for review by Andrew Rogers (School Principal) on 10 December, 2018 at 10:37 AM

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Endorsed by Mark Bayne (School Council President) on 10 December, 2018 at 03:17 PM

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| School vision | <p>Beeac Primary School aims to provide every student with a wide range of educational opportunities from Prep to Grade six with diverse learning experiences from a broad curriculum offering We aim to develop each child by building on their existing learning; by empowering each child to take greater ownership for their learning and by aiming to engage each child in interesting, interactive and imaginative learning. We recognise that learning is best fostered in a caring, nurturing and challenging environment in which students feel valued, enjoy their learning and are given guidance, choice and ownership. The following values underpin the school's educational purpose.</p> <ul style="list-style-type: none">• Striving for our personal best• Developing lifelong learning skills• Nurturing a spirit of enquiry• Fostering confidence, persistence, independence <p>Additionally as educators, we touch hearts as well as minds. Beeac Primary School strives to be a school where co-operation, respect, kindness and a sense of fairness underpin teaching and learning.</p> |
| School values | <p>Respect I respect myself and others. I listen to others with an open mind I respect other peoples' opinions. I am tolerant. I respect school property and the property of others</p> <p>Learning I maintain a positive and curious mind I seek out new knowledge and ideas with enthusiasm I seek to continuously improve my skills</p> <p>Teamwork I willingly share ideas, resources and skills I am helpful and approachable I contribute positively to class and group activities</p> |

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| <p>Context challenges</p> | <p>Beeac Primary School is a school community focussed on the academic, social and emotional wellbeing of each of our students. To do this we work closely in teams, generate ideas, and continually develop and renew our programs to achieve our purpose. As a community, we work in our interdependent partnerships with enthusiasm, a strong sense of commitment and a love of learning. Together we provide an excellent range of high quality curriculum and extra curricula programs which put the focus firmly on our value of learning.</p> <p>We are a well-resourced school that invests time and money on its staff. Our excellent facilities ensure the safety of all students and create an environment which caters for a range of learning opportunities.</p> <p>The school community come from the surrounding townships of Beeac and Cressy. The parents of our children are employed in farming or a secondary industry related to farming. We have many families that have recently arrived in the area, but there is little ethnic diversity in our enrolment.</p> <p>A mix of strong interdependent relationships amongst our staff and clearly documented processes are keys to the smooth operation of our small school. We have a consistency of approach in programs and welfare and strong accountability to our community and the Department of Education and Training.</p> <p>SWPBS and MultiLit are examples of programs which show how we use dedicated, trained staff to interact in a caring way with our children.</p> <p>Our Brolga Pathways project which won the 2018 Victorian Premier's Sustainability Award (Education) is an example of how our teachers have worked together and with the local community to produce excellent educational outcomes for our students.</p> |
| <p>Intent, rationale and focus</p> | <p>We intend to continue identifying successes and gaps in strategy (FISO) implementation. We expect that this will result in a staged approach to introducing and embedding "established" practices and procedures in three broad areas as defined by this plan's three goals. These practices will be embedded into the culture and practice of our school.</p> <p>Firstly we will focus on student wellbeing. The rationale for this is that further work in this area will enhance student wellbeing.</p> <p>Our second intention is to focus our next strategic plan to embed student involvement in their learning. The rationale for this is that the research of people like John Hattie shows that students learn better if they own what they are producing. At an early stage we will need to familiarise students with the concepts of voice and agency. Finally we need to look more closely at how we better address our numeracy and especially our literacy goal. Work in establishing a PLC with robust goals will be an early priority for this goal. These questions will guide how the Strategic Plan unfolds in the next four years.</p> <p>We will further work on and embed student involvement in their learning.</p> <p>Our staff will collaborate formally around their practice with the formal establishment of PLCs using our present assessment structure in the early years, but being open to further developments.</p> <p>Embed established practices and procedures focused on student wellbeing into the culture and practice of our school.</p> <p>Continue using the current assessment structure to inform staff about the differentiation for point of need student learning</p> |

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| Goal 1 | To develop healthy, happy and resilient students. |
| Target 1.1 | <p>Student Attitudes to School Survey</p> <p>Over the life of the strategic plan, that the average percentage of positive responses is over 80% for the following survey factors:</p> <ul style="list-style-type: none">• Managing Bullying• Resilience |
| Target 1.2 | <p>Parent Opinion Survey</p> <p>Over the life of the strategic plan, that the average percentage of positive responses is over 80% for the following survey factors:</p> <ul style="list-style-type: none">• Managing Bullying• Confidence and Resiliency Skills |
| Key Improvement Strategy 1.a Empowering students and building school pride | To empower students by embedding the School Wide Positive Behaviour Support (SWPBS) framework. |
| Key Improvement Strategy 1.b Health and wellbeing | To enhance student resilience by embedding the Respectful Relationships curriculum. |

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| Goal 2 | To continue to build students' agency in their learning. |
| Target 2.1 | <ul style="list-style-type: none"> • Student absence days to be at or below the State mean over the life of the strategic plan. |
| Target 2.2 | <p>Student Attitudes to School Survey</p> <p>By 2022, the average percentage of positive responses to be over 80% for the following survey factors:</p> <ul style="list-style-type: none"> • Sense of Connectedness • Student Voice and Agency |
| Key Improvement Strategy 2.a Intellectual engagement and self-awareness | To work with staff to embed practice principles 3 (Practice principles for excellence in teaching and learning Action 3.1) |
| Key Improvement Strategy 2.b Empowering students and building school pride | To activate student voice, agency and leadership in student learning. |
| Goal 3 | To improve individual student achievement in literacy with a focus on writing and spelling, and to continue the school's strength in the area of numeracy. |
| Target 3.1 | <p>NAPLAN</p> <ul style="list-style-type: none"> • By 2022, the relative growth from Years 3 to 5 has 90% of students being at medium and high growth in Writing, Reading and Numeracy. |

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| Target 3.2 | <p>TEACHER JUDGEMENTS</p> <ul style="list-style-type: none"> • By 2022, teacher assessments against benchmarks demonstrate learning growth in Spelling for all students. • By 2022, 85% of students demonstrate at least 12 months growth against the Victorian Curriculum in English and Mathematics. |
| Key Improvement Strategy 3.a Curriculum planning and assessment | Develop an agreed Beeac PS Instructional Model. |
| Key Improvement Strategy 3.b Building practice excellence | Through high quality professional learning, teachers will build their pedagogical repertoire. |