

School Strategic Plan 2022-2026

Beveridge Primary School (1476)



Submitted for review by Christine Cole (School Principal) on 20 June, 2023 at 07:53 PM

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School vision	Beveridge Primary School aims to be a safe, welcoming and engaging community. We value inquiring minds and encourage the best in all. Our school beliefs, 'Everyone has the right to feel safe and comfortable' and 'Everyone has the right to learn as much as possible' articulates the fundamental rights and responsibilities of all members of any successful community. At Beveridge Primary School we aim to provide an excellent education for all our students which develops their talents and capabilities, and enhances their chances of success in life. We seek to ensure that learning takes place in a friendly, happy, safe and positive atmosphere at Beveridge Primary School.
School values	Beveridge Primary School's values are Respect, Togetherness, Excellence and Resilience. * We RESPECT ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. * We model and demonstrate TOGETHERNESS, and take every opportunity to help others that may be in need. We show this by being united, working as a team, and achieving our best together. * We strive for EXCELLENCE, which means trying our hardest and doing our best. * We demonstrate RESILIENCE by our ability to cope and thrive in the face of negative events, challenges or adversity.
Context challenges	<p>Beveridge Primary School is situated in the northern growth corridor alongside the Hume Freeway, approximately 55 kilometres from the Melbourne Central Business District. The school, opened in 1874, was a small school and has experienced recent rapid growth, becoming a multi-campus school in 2020. Foundation to Year 2 classes are situated on the original site, while Years 3 to 6 are situated on the new site on the western side of the freeway. At the time of the Review there were 497 students enrolled at the school. Over the past four years, enrolments have increased by 66 percent, with further rapid growth expected in the coming years.</p> <p>Our schools strives to meet the individual needs of students, catering for those who require special assistance while fostering their special talents or interests as well as building strength and extending students. We provide equality opportunity, regardless of gender, language or cultural background. We have a strong focus on personalised teaching and learning to ensure all students are reaching their maximum potential. We motivate each child to strive to achieve their full potential and take risks in an environment which is safe, supportive and nurturing. We have strong parental and community support and involvement throughout the school which strengthens our rich curriculum program.</p> <p>Throughout the previous School Strategic Plan period, there has been a concentrated focus on developing clear, consistent and evidence-based Wellbeing practices. The school's values of Excellence, Resilience, Respect and Togetherness underpinned these Wellbeing initiatives. There is a strong relationship between staff and students and a strong sense of school pride. The</p>

	<p>implementation of the School Wide Positive Behaviour Support (SWPBS) framework was led with confidence, was welcomed and accepted by the staff, student and family community, and has enhanced student voice and leadership. Students demonstrating the school's values are acknowledged with House Points and achievement awards. In addition, weekly Wellbeing lessons based on the 4Rs, Resilience, Rights and Respectful Relationships are enabling teachers to support students to build healthy relationships, resilience and confidence.</p> <p>The teaching of literacy and numeracy is underpinned by a whole school consistent approach. Our teachers differentiate the curriculum to individualise the learning needs of our students. The schools' planning and assessment practices are a high priority and are used to drive curriculum planning and delivery, and are used to track student progress. Our curriculum also offers Inquiry studies into the Sciences and Humanities, specialist classes of Music, Visual Arts, Health and Physical Education, STEM and Auslan (LOTE). We have a strong commitment to Information and Communication Technologies (ICT) and this is evident through the integration and use of across all levels with access to devices. The school offers a literacy and numeracy intervention and extension program and there is a strong Wellbeing team to support students, their families and teachers to enable all to achieve their full potential.</p> <p>The Compass database has been implemented at the school and is used to record and track students progress against the Victorian Curriculum standards, student absences, communication with families, recording of any behavioural and wellbeing incidents and to generate mid-year and end of year reports.</p> <p>Our broad transition program includes our Foundation orientation program, whereby all Foundation students and their parents have the opportunity to visit our school on a number of occasions before starting school. Due to being a multi-campus school, there is also a strong focus on Year 2 students transitioning into Year 3. All students are also involved in a Step Up day in Term 4, whereby they get to experience the day in their class for the following year. Our Year 6 students transition into Year 7 at a variety of secondary colleges, as there is no secondary college located in Beveridge.</p>
<p>Intent, rationale and focus</p>	<p>Beveridge Primary School is aiming to maximise learning growth for all students (Goal 1) and to strengthen student wellbeing and community engagement (Goal 2). The school will focus on improving school connectedness with all students, providing a stimulating learning environment and improving the amount of feedback that teachers use to improve teacher practice and student outcomes.</p> <p>Much of the school data (Vic Curric, English Online, NAPLAN) over the previous Review period reflects variation in teaching practice and learning gain across year levels and between classes. Through an analysis of the school's NAPLAN and school based data, it was identified that the percentage of students achieving high relative growth in Numeracy is similar and above the state benchmark. In Literacy, student outcomes have improved in Reading, however, Writing outcomes have not made the same progress. There has also been some misalignment between teacher judgements and NAPLAN results in Reading, Writing and Numeracy. Observations and feedback from staff demonstrate evidence of teachers referencing curriculum and using data to plan and measure student growth, however, this will be a particular emphasis for the future. Similarly, it was also noted from the Review, that there was some evidence of the school's Instructional Model being utilised and that there are opportunities for this to be embedded with consistency.</p>

Through the Review period, there was evidence of the school using strategies that were having a positive effect on student wellbeing. Role clarity among Wellbeing leaders was observed, along with trust in leaders. A safe and orderly environment was observed in classrooms, specialist areas and the playground. The implementation of the SWPBS framework was very much welcomed by the school community. The Student Attitudes to School Survey (Atoss) data demonstrated as increase in student goal setting and self-regulation, however there was a decrease in student voice and agency.

The school aims to ensure that each teacher has the necessary skills to plan, develop, differentiate and implement an effective curriculum, especially in the areas of Literacy and Numeracy. A continued priority is to further embed our PLC work that will drive improvement, with teachers continually using the inquiry model to achieve improved student outcomes. The focus in Literacy for the next four years will be to continue to develop an evidence-based whole school approach to the way we are delivering our curriculum program. The focus in Numeracy over the next four years will be to continue to build teacher capacity to develop specific learning goals that meet the needs of our students. The school will embed the Beveridge Primary School Instruction Model and High Impact Teaching Strategies (HITS), and work alongside students to develop student voice and agency and develop opportunities for them to co-design their learning experiences.

To do this, the following are the key directions to be focussed on:

- * Embed effective curriculum and instructional approaches
- * Using assessment and data to differentiate teaching and learning
- * Strengthening student voice and agency in learning
- * Consolidation of student wellbeing practices
- * Improving parent and community engagement

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Goal 1	Maximise learning growth for all students
Target 1.1	NAPLAN [NAPLAN growth target to be confirmed]
Target 1.2	Victorian Curriculum To increase the number of students making <i>above</i> expected growth in one year <ul style="list-style-type: none">• Reading & Viewing from 22% in 2022 to 28% in 2026• Writing from 20% in 2022 to 25% in 2026• Number & Algebra from 21% in 2022 to 26% in 2026
Target 1.3	School Staff Survey (SSS) By 2026, increase the percentage positive responses on the School Staff Survey (SSS) for the following measures: <ul style="list-style-type: none">• Understand how to analyse data from 67% in 2022 to 80% in 2026• Guaranteed and Viable Curriculum from 62% in 2022 to 75% in 2026• Instructional Leadership from 71% in 2022 to 85% in 2026

<p>Target 1.4</p>	<p>Student Attitudes to School Survey</p> <p>By 2026, increase the percentage positive responses on the Student Attitudes to School Survey for the following measure</p> <ul style="list-style-type: none"> • Student voice and agency from 49% in 2022 to 65% in 2026
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff curriculum knowledge and capability to consistently implement each element of the BPS Instructional Model.</p>
<p>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</p>	<p>Implement effective PLCs that build teacher capability to analyse data, differentiate learning and monitor the impact of their teaching.</p>
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build teacher capacity to implement the high impact teaching strategies that enable student voice and learner agency.</p>
<p>Goal 2</p>	<p>Strengthen student wellbeing and community engagement</p>
<p>Target 2.1</p>	<p>Attitudes to School Survey</p>

	<p>By 2026, increase the percentage positive responses on the student Attitudes to School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 67% in 2022 to 73% in 2026 • School stage transitions from 56% in 2022 to 70% in 2026 • School connectedness from 70% in 2022 to 75% in 2026
<p>Target 2.2</p>	<p>Parent Opinion Survey</p> <p>By 2026, increase the percentage positive responses on the Parent Opinion Survey (POS) for the following factors:</p> <ul style="list-style-type: none"> • Positive transitions from 76% in 2022 to 82% in 2026 • Parent participation and involvement from 65% to 77% in 2026
<p>Target 2.3</p>	<p>School Staff Survey</p> <p>By 2026, increase the percentage positive responses on the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 51% to 68% in 2026 • Collective efficacy from 46% in 2022 to 68% in 2026
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a whole school multi-tiered wellbeing approach through appropriate and timely interventions and adjustments.</p>

<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build leader and teacher capacity to embed whole school wellbeing and engagement processes and practices.</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen community engagement through transition and communication processes.</p>