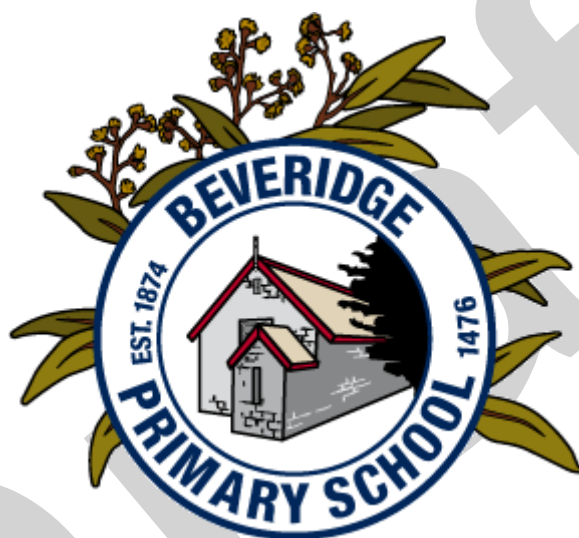


School Strategic Plan 2018-2022

Beveridge Primary School (1476)



Submitted for review by Steven Fernando (School Principal) on 10 October, 2019 at 07:19 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

Beveridge Primary School (1476)

<p>School vision</p>	<p>Beveridge Primary School aims to be a safe welcoming and engaging community. We value inquiring minds and encourage the best in all.</p>
<p>School values</p>	<p>Excellence Behaviour that demonstrates honesty and consideration for one another and develops mutual trust, reinforced by our teachers who are exemplary role models for our students.</p> <p>Respect (including honesty) All members of our school community show an understanding of, and respect for, one another as equally valued and valuable members of society.</p> <p>Togetherness (including caring) The importance of understanding and valuing the beliefs and experiences of all others in our community shall be promoted through the on-going development of intercultural understanding and respect.</p> <p>Resilience The importance of co-operation shall be promoted through the on-going development of teamwork between teachers, students and parents, and the resulting friendships and sense of belonging will underpin all our activities.</p>
<p>Context challenges</p>	<p>Beveridge Primary School was established in 1874 and is located in the northern suburbs of Melbourne within the City of Mitchell. Our mission statement is, “Beveridge Primary School aims to be a safe welcoming and engaging community. We value inquiring minds and encourage the best in all.” This is reflected in the partnership between students, staff and parents. We have recently renewed our focus on our school values of Respect, Togetherness, Resilience and Excellence.</p> <p>In 2020, the school will cater for up to 450 students over two campuses. The school provides all students with a broad curriculum, supporting an extensive classroom model with 4 specialist teaching areas; Auslan, Performing Arts, Visual Arts and PE.</p> <p>Our students come from diverse socio-economic and cultural backgrounds. Our school SFO of 0.5442 as opposed to the SFOE of 0.4743 indicating a degree of underemployment of our student’s families.</p> <p>All members of staff are required to be life-long learners. The development of whole school pedagogy is a priority for the teaching team, and staff are supported by Learning Specialists and leaders on the ground and right in their teaching spaces.</p> <p>Our school 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 of 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. Teachers actively embrace professional learning and strategies that build metacognitive rigor for students as informed agents of their own learning and development.</p>

	<p>The challenges that we face are aggravated by a high rate of growth over a short period of time, new students coming in at all year levels and new staff entering our school community each year. Consequently, inducting new families and staff into the Beveridge Way throughout the year and identifying and responding to the learning needs of students and staff strains budgets and existing community motivation. Our Koorie and OoHC students are, as a group underperforming against other students in each level, we have a growing EAL population enrolling in our school and a larger cohort of students with behavioural and social deficits operating in our classrooms, this calls for a greater range of expertise from teachers and greater levels of support and direction for staff from leadership.</p>
<p>Intent, rationale and focus</p>	<p>At Beveridge Primary School we want to develop a strong learning culture of self-directed students, able to demonstrate high levels of resilience and risk taking, students who want to be challenged. We believe that this will result in high levels of student autonomy and confident self-directed learners resulting in high growth in all areas of learning.</p> <p>We want to inspire a passion for learning by contextualising learning tasks around student interests and experiences, to make learning relevant and exciting.</p> <p>Our priority in this strategic plan will be on our second goal, "To improve student voice, agency and leadership" as this is central to achieving real change in curriculum delivery and making learning relevant and personalised for every student.</p>

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Goal 1	Improve student learning outcomes for every student.
Target 1.1	<p>NAPLAN</p> <ul style="list-style-type: none">• improve high relative growth in number from 18 per cent in 2018 to 25 per cent• reduce low relative growth in reading from 24 per cent in 2018 to 18 per cent• improve high relative growth in writing from 25 per cent in 2018 to 28 per cent.
Target 1.2	<p>Staff Opinion Survey</p> <ul style="list-style-type: none">• improve positive endorsement for academic emphasis from 60 per cent in 2018 to 75% or greater• improve positive endorsement for teacher collaboration from 64 per cent in 2018 75% or greater• improve positive endorsement for guaranteed and viable curriculum from 68 per cent in 2018 75% or greater.
Target 1.3	<p>Teacher Judgements, based on 2018 results:</p> <ul style="list-style-type: none">• increase the percentage of students achieving above expected level in all areas of English and Mathematics – reading and viewing at 20 per cent, speaking and listening at nine per cent, writing at 15 per cent, measurement and geometry at 8 per cent, number and algebra at 12 per cent, statistics and probability at 8 per cent.
Key Improvement Strategy 1.a	Further develop and embed collaborative processes and practices across the curriculum.

Curriculum planning and assessment	
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a high quality agreed instructional model.
Key Improvement Strategy 1.c Evaluating impact on learning	Further develop teacher capacity to effectively use data to inform teaching and learning.
Goal 2	To improve student voice, agency and leadership.
Target 2.1	<p>Attitude to School Survey</p> <p>- Improve the positive endorsement for:</p> <ul style="list-style-type: none"> ● student voice and agency from 49 per cent in 2018 to 70% or greater ● self-regulating and goal setting from 72 per cent in 2018 75% or greater ● a sense of connectedness from 63 per cent in 2018 75% or greater ● differentiated learning challenge from 57 per cent in 2018 75% or greater.
Target 2.2	<p>Staff Opinion Survey</p> <p>-Improve the positive endorsement for:</p> <ul style="list-style-type: none"> ● using student feedback to improve practice from 82 per cent in 2018 to 85% or greater ● promote student ownership of goals from 83 per cent in 2018 to 85% or greater.

Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher and student knowledge and understanding of student voice and agency.
Key Improvement Strategy 2.b Empowering students and building school pride	Implement authentic student voice and agency in teaching and learning.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed the High Impact Teaching Strategies that support student voice and agency.
Goal 3	To increase community engagement in learning to improve student outcomes.
Target 3.1	Staff Opinion Survey <ul style="list-style-type: none"> • Improve the positive endorsement for parent and community involvement from 66 per cent in 2018 to 75% or greater.
Target 3.2	Attitude to School Survey <ul style="list-style-type: none"> • Improve the positive endorsement for school stage transition (new students only) from 73 per cent in 2018 to 80% or greater.
Target 3.3	<ul style="list-style-type: none"> • Improve the percentage of parents completing the Parent Opinion Survey from 23 out of 110 in 2018 to more than half.
Key Improvement Strategy 3.a	Enhance opportunities for networking

Networks with schools, services and agencies	
Key Improvement Strategy 3.b Parents and carers as partners	Engage parents and carers as partners in learning

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