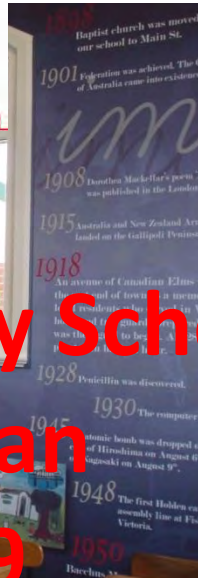


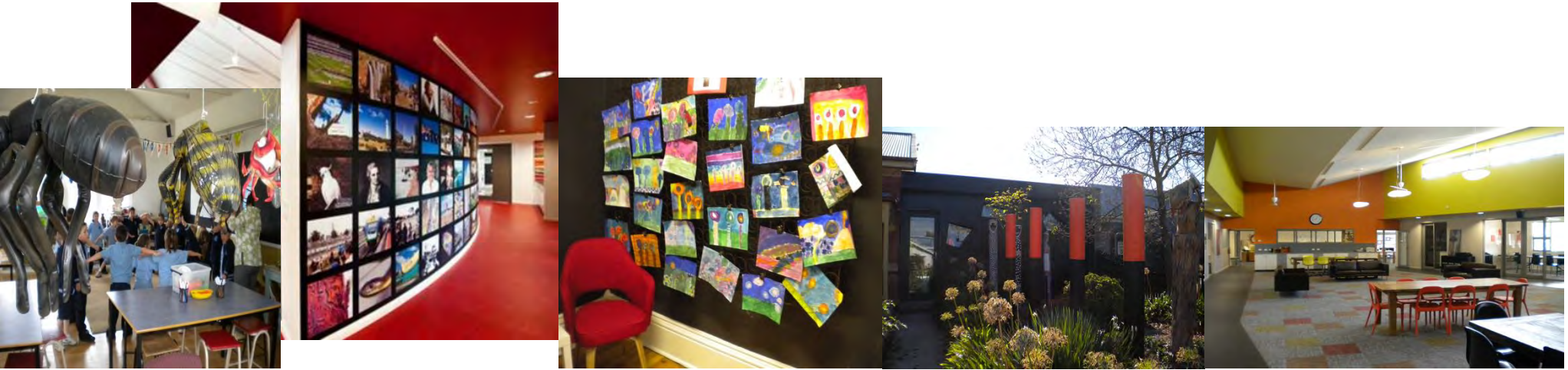


BACCHUS MARSH PRIMARY SCHOOL

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Bacchus Marsh Primary School 0028 Strategic Plan 2016-2019





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| <p>Endorsement by School Principal</p> | <p>Signed:</p> <p>Name:</p> <p>Date:</p> |
| <p>Endorsement by School Council</p> | <p>Signed.....</p> <p>Name:</p> <p>Date:</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> |
| <p>Endorsement by the delegate of the Secretary</p> | <p>Signed.....</p> <p>Name:</p> <p>Date:</p> |

School Profile

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|-----------------------|--|---|---|--|---|
| Purpose | <p>Vision Our vision is to develop self sustaining, lifelong learners in a recognised centre of educational excellence.</p> <p>Mission Statement: To provide in a nurturing environment, a quality education that challenges all students to attain their highest potential academically, socially, creatively and physically</p> | | | | |
| Values | We are committed to the following values | | | | |
| | <p>Respect Caring about people and treating them well Valuing ourselves and others Speaking and acting with courtesy Taking care of people's belongings Following the school rules</p> | <p>Kindness Showing that you care Making life better for others by doing good Giving help to someone who is sad Accepting others who are different Thinking about people's needs</p> | <p>Learning Gaining knowledge and skills Showing inspiration and creativity Doing the best job you can possibly do Having goals and a clear focus Listening, Purpose and Practice!</p> | <p>Teamwork Working together Keeping a safe and happy environment Cooperating and helping others Being a team player and sharing the load Respecting others</p> | <p>Integrity Standing up for what you believe in Doing the right thing when it's hard Willing to clean up your mistakes Living by your values Being honest and sincere</p> |
| Environmental Context | <p>Bacchus Marsh Primary School is Victoria's first operating State School with a very proud history. The original school was situated in the Avenue of Honour in 1850 and has been on its present site since 1865. In 2015 Bacchus Marsh Primary School celebrated 165 years of state education. The school is situated in a semi-rural but rapidly growing community within commuting distance from the nearest major city, Melbourne. The Primary School, as we are known, is the largest primary school in the Moorabool Shire.</p> <p>Bacchus Marsh Primary School is committed to providing high quality, relevant and rigorous education for all of our students so that they become empowered members of an enterprising and cohesive society. We operate within a strong framework of values and behaviours based on respect, kindness, learning, teamwork and integrity.</p> <p>We are very proud of our young learners. They are developing the skills required to be reflective thinkers and caring citizens. They are respectful and have a high regard for our school. They are able to articulate their learning needs and involve themselves in all aspects of their schooling. Our school has a strong and very well developed student, staff and community culture. We are proud of our strong learning culture and the atmosphere is collegiate, supportive, friendly and respectful. Education for our adult and young learners is seen as a balance between the right amount of challenge and support, leading to an engaging, enjoyable experience that builds self-efficacy.</p> <p>Our broad curriculum aims to develop in students an ability to maximise their potential in all areas of development.</p> <p>Our emphasis on Thinking Skills and Problem Solving driven by an Inquiry pedagogy encourages our students to function independently and cooperatively within the community.</p> | | | | |

We have caring and committed staff, bringing a variety of skills, interests and experience to enhance the programs at Bacchus Marsh Primary School. There is strong commitment to the development of the whole child. We are sensitive to individual student abilities and circumstances and our inclusive environment encourages students to be enthusiastic learners.

Much work has gone into supporting Teaching and Learning throughout the previous Strategic Plan, including the appointment of Literacy and Numeracy Coaches and an Assistant Principal responsible for Teaching and Learning leadership. Professional Learning Teams are now an embedded way of working and PLT Leaders are supported with regular Professional learning to enable them be leaders of learning. Our staff has grown to over 90, but we continue to ensure we maintain our happy, inclusive, supportive school environment as we induct new staff into our school.

We are extremely proud of our stimulating, high quality facilities. Our learning environment is child centred and maintained to a high standard. We are constantly making improvements to ensure our children have the best facilities we can provide. In 2014 the school built and funded an art space and gallery. We recently spent \$80000 on new playground equipment.

Students have the opportunity to participate in a broad range of programs that allow them to have an enriched experience throughout their years at our school. Our students have access to an extensive range of high quality specialist subjects. These include Visual and Performing Arts, Science, Physical Education, Sport, Kitchen, Garden and a Language other than English. All specialists have purpose built facilities.

Children from Prep to Year 6 learn Mandarin Chinese and we have three sister school relationships with schools in Nanjing, China. We have a rich Internationalising program at BMPS. Our students and families have opportunities to host Chinese students each year and every second year student family trips are offered to students in Year 5 and 6 as a culture and language tour. In 2015 we began a teacher exchange program.

This year we have a full time Chinese Assistant adding valuing to our program.

We also have sister school relationships with Morocco, Bali and Mildura.

Learning Technologies are an integral part of the classroom program. We use netbooks, Personal Computers and ipads are in all classrooms along with **interactive whiteboards or TV's**.

The school provides Reading Recovery, Multi Lit and small group Numeracy intervention for students requiring additional assistance. Our key curriculum emphasis is on the development of competence and confidence in literacy and numeracy.

Building the capacity of our staff to value and understand the power of **formative assessment, along with the development of 'Growth Mindset'** will continue to inform our strategy.

A quality Inclusive Education program operates at the school with **23 students** on the program. The school is supported through positive relationships with Student Services personnel.

Before and after School Care is based at our school in a purpose designed room. We also operate a holiday program.

Our school community are highly supportive in every way. They work together to either volunteer, fundraise or provide advice to ensure our students, staff are families are safe and well supported cognitively, socially and physically in order to achieve their best.

The SFO has increased over the last few years from 0.4708 in 2012 to 0.5517 in 2015

Strategic Direction

| Achievement rationale | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---|-----------------------|-----|-----|----------|-----|------|---------|-----|-----|----------|-----|-----|---------|-----|------|---|
| Achievement Rationale- If BMPS planned whole school differentiated teaching and learning models are embedded in every classroom then consistently high quality teaching will occur and every student will demonstrate desired learning progress. There is evidence that existing strategies have been effective in improving student learning outcomes and should be a continues focus of the next strategic plan. | | | | | | | | | | | | | | | | | | | | |
| Goal | Targets | Key Improvement Strategies | | | | | | | | | | | | | | | | | | |
| <p>Our goal is to improve the literacy and numeracy outcomes in the school by maximising the learning growth of every individual student.</p> <p>OR</p> <p>Every child in every classroom will make at least expected learning progress by maximising their learning growth in literacy and numeracy.</p> | <ul style="list-style-type: none"> All Prep to year 6 deemed capable students to make at least 1.0 Victorian Curriculum Level progress every year in reading, writing, speaking and listening and number as measured by teacher judgements School means for each grade level in reading, writing, speaking and listening and number for teacher judgement against the Victorian Curriculum will be at or above state means The Naplan Year 3 to 5 Relative Gain measures to show a maximum of 25% of students making low relative gain and a minimum of 25% of students making high relative gain No deemed capable Year 3 or 5 student to be performing at or below the National Minimum Standard <p>Education State Targets: To increase the percentage of Year 5 students performing in NAPLAN bands 7 and 8 by at least 25% by 2019, using 2013-2015 BMPS data as a base.</p> <table border="1"> <thead> <tr> <th>NAPLAN dimension</th> <th>Baseline – Average % of Year 5 students in top two NAP Bands 2013-2015</th> <th>Targeted % by 2019 (an increase of 25% on baseline %)</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>26%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>24%*</td> </tr> <tr> <td>Reading</td> <td>31%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>14%*</td> </tr> </tbody> </table> | NAPLAN dimension | Baseline – Average % of Year 5 students in top two NAP Bands 2013-2015 | Targeted % by 2019 (an increase of 25% on baseline %) | Grammar & Punctuation | 26% | 33% | Numeracy | 19% | 24%* | Reading | 31% | 39% | Spelling | 23% | 28% | Writing | 11% | 14%* | <p>PRIORITY- Excellence in Teaching and Learning</p> <p>Continue to develop the whole school approaches to differentiated teaching and learning in each of the learning dimensions.</p> <p>Continue building teacher capacity to implement the whole school differentiated approaches to teaching and learning</p> <p>Continue to provide supportive and instructional leadership to developing the models and building teacher capacity to embed them in classroom practice</p> |
| NAPLAN dimension | Baseline – Average % of Year 5 students in top two NAP Bands 2013-2015 | Targeted % by 2019 (an increase of 25% on baseline %) | | | | | | | | | | | | | | | | | | |
| Grammar & Punctuation | 26% | 33% | | | | | | | | | | | | | | | | | | |
| Numeracy | 19% | 24%* | | | | | | | | | | | | | | | | | | |
| Reading | 31% | 39% | | | | | | | | | | | | | | | | | | |
| Spelling | 23% | 28% | | | | | | | | | | | | | | | | | | |
| Writing | 11% | 14%* | | | | | | | | | | | | | | | | | | |

| | Actions | Success criteria |
|--------|---|--|
| Year 1 | <ul style="list-style-type: none"> -Continue whole school professional learning focus on Literacy and Numeracy -Develop and implement a plan to build leadership capacity in Literacy -Continue refining PLT operations / structures to ensure a strong focus on teaching and learning -Continue implementation of PLT Inquiry Cycles based on data -Begin to develop priority standards consistent with Victorian Curriculum (speaking & listening, number) -Develop consistency in student portfolios across the school -Continue whole school focus on formative assessment (feedback, strategic questioning, goal setting, self-assessment) -Improve collation and use of data to support differentiation -Increase moderation within and between PLTs and schools in BM to enhance consistency and accuracy of teacher judgements | <ul style="list-style-type: none"> -All teachers implementing agreed strategies from whole school professional learning -Numeracy leadership plan developed -PLT minutes showing a strong focus on teaching and learning -One Inquiry Cycle completed by all PLTs -Priority standards developed for speaking and listening and number consistent with Victorian Curriculum -Consistent portfolio rubrics developed from Prep-6 -Enhanced formative assessment practices evident in classrooms and specialist programs -All teachers collating and using data to inform teaching -Improved accuracy in teacher judgements evident within and across PLTs |
| Year 2 | <ul style="list-style-type: none"> -Continue whole school professional learning focus on Literacy and Numeracy -Further implement formative assessment practices in classrooms and specialist programs -Continue development of priority standards (reading and writing) -Further improve collation and use of data to support differentiation -Embed moderation practices within and between PLTs to ensure consistency and accuracy of teacher judgements | <ul style="list-style-type: none"> -All teachers implementing agreed strategies from whole school professional learning -All teachers using agreed formative assessment practices -Priority standards developed for reading and writing consistent with Victorian Curriculum -All teachers using data to differentiate teaching and learning -Greater accuracy and consistency in teacher judgements evident within and across PLTs |
| Year 3 | <ul style="list-style-type: none"> -Continue whole school professional learning focus on Literacy and Numeracy -Embed formative assessment practices -Embed collation and use of data to differentiate teaching and learning | <ul style="list-style-type: none"> -All teachers implementing agreed strategies from whole school professional learning -Formative assessment practices embedded in all classroom and specialist programs -Use of data embedded in teacher practices |

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| Year 4 | -Review current practices | -New Strategic Plan developed |
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| Engagement rationale If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--------|-------|-------|------|------|----------------------------|------|------|------|------|------|---------------------------|------|------|------|------|------|-----------------------|------|------|------|------|------|-----------------|-----------------|----|-------|-------|-------|--|
| Goals | Targets | Key improvement strategies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To develop student curiosity, creativity, critical thinking, problem solving and engagement in learning | <ul style="list-style-type: none"> To maintain student Attitudes to School Survey measure mean scores at levels at least the same or better than those recorded in 2015 <table border="1"> <thead> <tr> <th></th> <th>TARGET</th> <th>2015</th> <th>2014</th> <th>2013</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>>4.2</td> <td>3.22</td> <td>3.53</td> <td>2.91</td> <td>3.65</td> </tr> <tr> <td>Student Motivation</td> <td>>4.7</td> <td>4.59</td> <td>4.76</td> <td>4.63</td> <td>4.74</td> </tr> <tr> <td>Student Safety</td> <td>>4.6</td> <td>4.16</td> <td>4.52</td> <td>4.09</td> <td>4.51</td> </tr> <tr> <td>Absences</td> <td>13 days or less</td> <td>NA</td> <td>14.84</td> <td>14.79</td> <td>16.31</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Decrease absence rate by at least 12% to 13 days per student by 2019 | | TARGET | 2015 | 2014 | 2013 | 2012 | Classroom Behaviour | >4.2 | 3.22 | 3.53 | 2.91 | 3.65 | Student Motivation | >4.7 | 4.59 | 4.76 | 4.63 | 4.74 | Student Safety | >4.6 | 4.16 | 4.52 | 4.09 | 4.51 | Absences | 13 days or less | NA | 14.84 | 14.79 | 16.31 | <p>Create opportunities for students to develop a growth mindset and be actively involved in their learning.</p> <p>Continue with an integrated approach to inquiry learning that promotes, curiosity, creativity, problem solving and critical thinking ultimately enabling students to collaborate, create and connect.</p> <p>Ensure students are prepared academically, emotionally and socially for their next stage of learning.</p> <p>Further build parent and community engagement to support improvement in student learning.</p> <p>Continue to focus on improving student attendance</p> |
| | TARGET | 2015 | 2014 | 2013 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classroom Behaviour | >4.2 | 3.22 | 3.53 | 2.91 | 3.65 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Motivation | >4.7 | 4.59 | 4.76 | 4.63 | 4.74 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Safety | >4.6 | 4.16 | 4.52 | 4.09 | 4.51 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Absences | 13 days or less | NA | 14.84 | 14.79 | 16.31 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actions | Success criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | <ul style="list-style-type: none"> -Investigate new content in the Victorian Curriculum for opportunities to promote deep learning -Provide whole school professional learning in the effective use of ICT to enhance learning -Explore use of ICT in other schools to promote collaboration and creativity -Develop whole school Learning Behaviours -Continue whole school focus on formative assessment (feedback, strategic questioning, goal setting, self-assessment) | <ul style="list-style-type: none"> -Investigation of Victorian Curriculum new content completed -Increased teacher confidence and knowledge in using ICT in the classroom -Whole school Learning Behaviours developed -Enhanced formative assessment practices evident in classrooms and specialist programs -Increased staff knowledge and understanding of growth mindset | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | -Provide whole school professional learning related to growth mindset | |
| Year 2 | <ul style="list-style-type: none"> -Investigate teaching and learning approaches that further promote connectedness and deep learning across the curriculum -Implement improved ICT teaching and learning practices that enhance creativity and collaboration -Embed use of BNPS Learning Behaviours in class and specialist programs -Further implement formative assessment practices -Explore additional growth mindset practices to enhance self-efficacy | <ul style="list-style-type: none"> -Improved teaching and learning approaches trialled and evaluated -All teachers explicitly teaching BNPS Learning Behaviours -All teachers using agreed formative assessment practices -All teachers implementing growth mindset practices |
| Year 3 | <ul style="list-style-type: none"> -Implement and embed practices that promote connectedness and deep learning across the curriculum -Embed ICT practices -Embed formative assessment practices -Implement additional growth mindset practices | <ul style="list-style-type: none"> -All teachers using agreed teaching and learning approaches to promote connectedness and deep learning -Formative assessment practices embedded in all classroom and specialist programs -Growth mindset practices used in all classroom and specialist programs |
| Year 4 | -Review current practices | -New Strategic Plan developed |

| Wellbeing rationale Positive and authentic relationships, high levels of relational trust, and high levels of resilience are correlated to high levels of student outcomes. | | |
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| Goal | Targets | Key improvement strategies |
| To develop student resilience and behaviours that reflect the school values. | To maintain the Student Attitudes to School mean scores for classroom behaviour, connectedness to peers, student morale and student safety at levels similar to or better than the median of all school scores Education State Target <ul style="list-style-type: none"> • A 20% increase in the proportion of students reporting high resilience by 2025 • A 20% increase in the proportion of students doing physical activity five times a week by 2025 | Continue with and reinvigorate the implementation of PATHS - Promoting Alternative Thinking Strategies Explicitly teach the behaviours required to enact the school values across all relationships |
| | Actions | Success criteria |
| Year 1 | -T&L Wellbeing Team Review the guidelines for behaviour management and update the behaviour management plan. Formalise and document practices to enhance consistency in teaching the school values -Explore the Victorian Curriculum capabilities in relation to the teaching of social skills -Revisit restorative practices and circle time | -Staff have process clearly posted in classrooms and implement the guidelines Wide range of programs available to meet needs of students -Audit of Victorian Curriculum completed in relation to teaching of social skills -All teachers consistently using restorative practices in classrooms and the playground |
| Year 2 | -Investigate and trial approaches to the teaching of social skills and the building of resilience consistent with the Victorian Curriculum -Review whole school values document -Investigate opportunities to further strengthen student connections to the school and local and global communities | -Improved approaches to the teaching of social skills trialled and evaluated -All teachers implementing agreed practices for teaching the school values -Opportunities provided to further strengthen student connections |
| Year 3 | -Implement and document improved approaches to the teaching of social skills and building of resilience | -All teachers explicitly teaching social skills consistent with Victorian Curriculum capabilities |
| Year 4 | -Review current practices | -New Strategic Plan developed |

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| <p>Productivity rationale If we use our resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities, to the best possible effect and in the best possible combination then we will support improved student outcomes and achieve our goals and targets.</p> | | |
| Goals | Targets | Key improvement strategies |
| To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing | <p>Maintain high levels of staff opinion as measured through the Staff Opinion Survey.</p> <ul style="list-style-type: none"> • 82% endorsement of a positive school climate • School mean above state mean | <p>Continue to be flexible and adaptive in decision making processes that ensure resources are allocated equitably in response to student performance evidence and developmental needs.</p> <p>Allocate adequate resources to Achievement, Engagement and Wellbeing key improvement strategies</p> |
| | Actions | Success criteria |
| Year 1 | <ul style="list-style-type: none"> -Refocus the expectations of PLT's to ensure an ongoing focus on improving student learning -Investigate and develop a plan for the purposeful use of ICT to enhance teaching and learning -Target funds to professional learning, coaching, literacy, numeracy and ICT to support implementation of key improvement strategies -Plan, document and facilitate an induction program for new and returning teachers | <ul style="list-style-type: none"> -Minutes of all team meetings will show a strong focus on improving student learning -ICT plan developed -Program budgets showing expenditure in priority improvement areas -Coaching provided for all staff throughout the year -All new and returning staff will have participated in a comprehensive induction program |
| Year 2 | <ul style="list-style-type: none"> -Implement ICT plan to enhance teaching and learning -Continue to target funds and resources to support implementation of key improvement strategies | <ul style="list-style-type: none"> -ICT plan implemented -Program budgets showing expenditure in priority improvement areas |
| Year 3 | <ul style="list-style-type: none"> -Continue strategic allocation of funds and resources to support achievement of key improvement strategies | <ul style="list-style-type: none"> -Program budgets showing expenditure in priority improvement areas |

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|--------|---------------------------|-------------------------------|
| Year 4 | -Review current practices | -New Strategic Plan developed |
|--------|---------------------------|-------------------------------|