

School Strategic Plan 2023-2027

Bacchus Marsh Primary School (0028)



Submitted for review by Melinda Williams (School Principal) on 19 October, 2023 at 09:46 PM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 20 October, 2023 at 09:12 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

Bacchus Marsh Primary School (0028)

School vision	Bacchus Marsh Primary School vision is to develop self-sustaining, lifelong learners in a recognised centre of educational excellence. Bacchus Marsh Primary School's mission is to provide in a nurturing environment, a quality education that challenges all students to attain their highest potential academically, socially, creatively and physically.
School values	RESPECT FOR SELF, OTHERS and PROPERTY is: Caring about people and treating them well (OTHERS) Valuing ourselves and others (SELF & OTHERS) Speaking and acting with courtesy (SELF & OTHER) Taking care of people's belongings (OTHERS & PROPERTY) Standing up for what you believe in (SELF, OTHERS & PROPERTY) Doing the right thing when it's hard (SELF & OTHERS) Being willing to clean up your mistakes (SELF, OTHERS & PROPERTY) Living by your values (SELF, OTHERS & PROPERTY) Being honest and sincere (SELF & OTHERS) Following the school rules (SELF, OTHERS & PROPERTY) LEARNING is: Gaining knowledge and skills Showing inspiration and creativity Doing the best job you can possibly do Having goals and a clear focus Working with a purpose and reflecting on your practice TEAMWORK is: Working together Keeping a safe and happy environment Co-operating and helping others Being a team player and sharing the load Respecting others KINDNESS is: Showing that you care Making life better for others by doing good

	<p>Giving help to someone Accepting others who are different Thinking about people's needs</p>
Context challenges	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs), particularly embedding practice and ensuring protected time • Middle level leadership development particularly opportunities for new and aspiring leaders • Literacy and numeracy particularly consistency of the school's common expectations and classroom environments • Curriculum understanding particularly understanding the continuum of learning • Instructional model particularly refinement of practice and consistency of implementation • Assessment and data literacy, particularly refinement of the assessment schedule, confidence and accuracy of teacher judgements, moderation and formative assessment • Collegiate visits and peer observations • Personalised student learning, particularly understanding the continuum of learning to teach to each students' point of need and ensuring challenge for all students • Student agency, particularly feedback and reflection strategies, and construction of challenging learning goals • Continued support for students' mental health and wellbeing, particularly clarifying wellbeing approaches • Learning partnerships with parents and wider community • Student Leadership • Student attendance
Intent, rationale and focus	<p>Intent: Within the framework of a consistent Instructional Model have all teachers work collaboratively, using High Impact Teaching strategies and Responsive Teaching Techniques.</p> <p>Rationale: We believe the enactment of our intent will maximise learning growth for all students across all curriculum areas.</p> <p>What are we prioritising? We are prioritising clarity of approach and consistency of implementation through common guidelines and expectations, supported by a tiered approach to intervention.</p> <p>Year 1 - Instructional guidelines and expectations across Literacy, Numeracy and Well-being clarified with the support of documentation for staff and students.</p> <p>Year 2 - Collegiate visits and peer observation</p> <p>Year 3 - Personalised student learning within the BMPS continuum of learning</p> <p>Year 4 - Review of curriculum guidelines and expectations</p>

School Strategic Plan - 2023-2027

Bacchus Marsh Primary School (0028)

Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	Increase the percentage of students in the exceeding and strong proficiency levels of NAPLAN: <ul style="list-style-type: none">• Year 3 Reading from 67% (2023) to 75% (2027)• Year 3 Writing from 76% (2023) to 85% (2027)• Year 3 Numeracy from 68% (2023) to 75% (2027)• Year 5 Reading from 69% (2023) to 80% (2027)• Year 5 Writing from 73% (2023) to 75% (2027)• Year 5 Numeracy from 66% (2023) to 70% (2027)
Target 1.2	Increase the percentage of students in the exceeding proficiency levels of NAPLAN: <ul style="list-style-type: none">• Year 3 Reading from 23% (2023) to 25% (2027)• Year 3 Writing from 8% (2023) to 12% (2027)• Year 3 Numeracy from 12% (2023) to 15% (2027)• Year 5 Reading from 19% (2023) to 25% (2027)• Year 5 Writing from 13% (2023) to 15% (2027)• Year 5 Numeracy from 8% (2023) to 15% (2027)
Target 1.3	By 2027, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 in English for:

	<ul style="list-style-type: none"> • Reading from 36% (2022) to 45% • Writing from 17% (2022) 25% • Speaking and listening from 14% (2022) 30% <p>By 2027, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 in Mathematics for:</p> <ul style="list-style-type: none"> • Number and Algebra from 26% per cent (2022) to 35% • Measurement and Geometry 16% per cent (2022) to 25% • Statistics and Probability 14% (2022) to 25%
<p>Target 1.4</p>	<p>By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 55% (2022) to 65% • Collective Efficacy from 68% (2022) to 80% • Believe Peer feedback improves practice from 50% (2022) to 65% • Professional learning through peer observations 31% (2022) to 50%
<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>Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning</p>	<p>Deepen and embed the capacity of staff to use data to inform teaching and learning, planning and assessment at the student's point of need</p>

growth, attainment and wellbeing capabilities	
Goal 2	To improve student agency in wellbeing and learning
Target 2.1	<p>By 2027 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 60% (2022) to 75% • Perseverance from 67% (2022) to 75% • Stimulated learning from 76% (2022) to 85% • Motivation and interest from 72% (2022) to 80%
Target 2.2	<p>By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 61% (2022) to 75% • Collaborate to scaffold student learning from 81% (2022) to 85%
Target 2.3	<p>By 2027 increase the percentage of positive endorsement on Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student motivation and support from 76% (2022) to 85% • Effective teaching from 74% (2022) to 85% • Student agency and voice from 84% (2022) to 85% • Teacher communication from 63% (2022) to 73%

Target 2.4	<p>By 2027, decrease the percentage of Year F–6 students with 20 or more absent days from 45% (2022) to 30%</p> <p>By 2027, decrease the average number of unapproved absences from 8 (2022) to <4.</p>
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen and demonstrate a whole school understanding of student agency
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to strengthen the school's processes for supporting inclusion
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Support students to develop the skills and capabilities to positively impact wellbeing