

School Strategic Plan 2022-2026

Bayswater South Primary School (4973)



Submitted for review by Bret Mottrom (School Principal) on 28 November, 2022 at 12:29 PM

Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 28 November, 2022 at 12:35 PM

Endorsed by Stephen Couper (School Council President) on 28 November, 2022 at 01:37 PM

School Strategic Plan - 2022-2026

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School vision	<p>Vision : Our exemplary Bilingual School embraces diversity and empowers global citizenship through a vibrant learning community.</p> <p>Mission: Empower each child to:</p> <ul style="list-style-type: none">• Learn through languages• Build upon natural curiosity• Develop resilience• Embrace diversity• Aspire to lead• Strive for excellence
School values	<p>Bilingual Education, IB and Wellbeing</p> <p>Multi cultural Australia has enormous potential to be a leader in international mindedness and cross cultural communications, in which Bayswater South Students have a head start. The goal of the German bilingual education programs shall be to enable German language learners to become competent in listening, speaking, reading, and writing in the German language through the development of literacy and academic skills in the primary language (English) and German.</p> <p>In 2018 BSPS expressed an interest in incorporating an Inquiry approach to learning and investigated the International Baccalaureate program. Through professional development and one to one correspondence with the IB foundation we worked out a way of incorporating the IB with the Bilingual Program in a way that continued to make BSPS a truly unique educational environment. In 2020 after two years of accreditation period BSPS was certified as an IB school. IB world schools share a common philosophy - a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision.</p> <p>The wellbeing program at BSPS has truly been a pillar of the school and helped in the incorporation and delivery of the IB and Bilingual programs. Social, emotional, friendship and relationship skills are specifically taught as part of the curriculum and helps our students to be happy, healthy and caring. The overall wellbeing program has a number of programs and initiatives in its makeup. The Leader In Me, Berry Street, Positive Education (Maroondah Network initiative) PERMA and Friendology have all been taught and used at BSPS and in 2022 we are adopting Respectful Relationships and beginning to look into what the new makeup of the BSPS Wellbeing program will look like under the RR banner.</p>

	<ul style="list-style-type: none"> • Respect • Honesty • Empathy • Teamwork
<p>Context challenges</p>	<p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • English and Mathematics, particularly improving student learning growth and achievement in Mathematics and Writing. • High Impact Teaching Strategies, particularly in the area of differentiation. • Systematic use of assessment strategies and measurement practices to establish the point of learning need for students through Professional Learning Communities. • Student voice, agency and leadership. • Improve the wellbeing of all students. <p>To what extent do teachers plan, use an Instructional Model and consistently deliver a differentiated program that meets the learning needs of students and provides an appropriate level of challenge?</p> <p>To what extent does the school develop learners who understand and manage their learning, engage in co-construction of learning and provide feedback on their learning needs to the teacher?</p>
<p>Intent, rationale and focus</p>	<p>To what extent do teachers plan, use an Instructional Model and consistently deliver a differentiated program that meets the learning needs of students and provides an appropriate level of challenge?</p> <p>Rationale: Data analysis by the Panel showed less students achieving high growth in Writing and Numeracy in comparison to Reading at year 5. The data analysis also highlighted fewer students achieving in the top two bands in Writing and Numeracy in comparison to Reading at year 5. There was also a smaller percentage of students being rated at above age expected level in comparison to high percentage of students in top two bands of NAPLAN. Furthermore, data analysis showed significant achievement discrepancy between the NAPLAN top two bands and teacher judgement.</p> <p>To what extent does the school develop learners who understand and manage their learning, engage in co-construction of learning and provide feedback on their learning needs to the teacher?</p> <p>Rationale: Data analysis by the Panel revealed a significant decrease in the measure of Student voice and agency between 2018 and 2021. The Panel also noted that teacher directed learning was highly prevalent across classrooms during the initial observations on Validation Day. Given the PYP has as its foundation Student Directed Learning, the Panel deemed this is a crucial area to further investigate.</p> <p>Prioritising:</p>

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| | <ol style="list-style-type: none">(1) English and Mathematics, particularly improving student learning growth and achievement in Mathematics and Writing.(2) High Impact Teaching Strategies, particularly in the area of differentiation and feedback through classroom observations(3) Systematic use of assessment strategies and measurement practices to establish the point of learning need for students through Professional Learning Communities.(4) Student voice, agency and leadership.(5) Improve the wellbeing of all students.(6) Implementing Respectful Relationships program within Wellbeing and the PYP model |
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Goal 1	Improve student achievement and maximise learning growth in English and Mathematics.
Target 1.1	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands: <ul style="list-style-type: none">• Writing from 23% (three-year aggregated average) to 31%• Numeracy from 38% (three-year aggregated average) to 43%
Target 1.2	By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands: <ul style="list-style-type: none">• Writing from 63% (three-year aggregated average) to 68%• Numeracy from 54% (three-year aggregated average) to 59%
Target 1.3	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Writing from 20% (three-year aggregated average) to 25%• Numeracy from 22% (three-year aggregated average) to 27%
Target 1.4	By 2026, increase the percentage positive endorsement in the School Staff Survey for the following areas by 10% based on previous three-year aggregated average:

	<ul style="list-style-type: none"> • Teaching and Learning - Practice improvement • Teaching and Learning - Planning • Teaching and Learning - Implementation • Teaching and Learning - Evaluation
Target 1.5	By 2026, increase the percent positive responses score on AtoSS in the area Effective Teaching Practices by 10% based on based on previous three-year aggregated average.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and use common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms with a particular emphasis on Professional Learning Communities.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum for all learners.

<p>Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>
<p>Key Improvement Strategy 1.e 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>Embed leadership practices that support and monitor teaching effectiveness and data informed practice.</p>
<p>Goal 2</p>	<p>Improve student voice, agency, and participation in learning.</p>
<p>Target 2.1</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2022) to 68% • Differentiated learning challenge from 79% (2022) to 84% • Sense of confidence from 73% (2022) to 79%.
<p>Target 2.2</p>	<p>By 2026, increase the percentage positive endorsement on the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student agency and voice from 71% (2021) to 79% • Stimulated learning environment from 73% (2021) to 79% • Confidence and resiliency skills from 78% (2021) to 85% • Teacher communication from 70% (2021) to 74%.

Target 2.3	By 2026, increase the percentage positive endorsement on the School Staff Survey for promote student ownership of learning from 80% (2021) to 87%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to enhance student voice and agency.
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	Develop and document a whole school strategy to empower students and develop self-regulated learners with a particular focus on feedback and goal setting.
Key Improvement Strategy 2.c 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	Embed a consistent and comprehensive approach to communication to enhance the partnership of parents and carers in learning.
Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a shared understanding of an inquiry approach to teaching and learning.
Goal 3	Optimise the wellbeing of all students.
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for the following factors:

	<ul style="list-style-type: none"> • Teacher concern: from 64% (2022) to 73% • Sense of confidence: from 73% (2022) to 79% • Effective classroom behaviour: from 72% (2022) to 81%.
Target 3.2	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student motivation and support: from 74% (2021) to 78% • Stimulating learning environment: from 73% (2021) to 79%.
Target 3.3	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for support growth and learning of the whole child from 75% (2021) to 83%.</p>
Target 3.4	<p>By 2026, reduce the three-year average percentage of students who have a total of 10 to 19.5 days of absence from 15% of the school population to 12%.</p>
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen approaches to community and global citizenship through Inquiry based learning.</p>
<p>Key Improvement Strategy 3.b</p>	<p>Expand opportunities for Student Voice with a particular focus on Student Leadership and Student Feedback on teaching and learning.</p>

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a comprehensive approach to building student resilience and social and emotional health.</p>