

School Strategic Plan 2020-2024

Bittern Primary School (3933)



Submitted for review by Margaret Dolan (School Principal) on 08 September, 2021 at 03:45 PM

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Endorsed by Jennifer Barrett (School Council President) on 17 November, 2021 at 08:28 PM

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School vision	<p>The Vision at Bittern Primary School captures the essential learning and understanding that students, teachers, parents and community members identify as important attributes for all learners who attend our school.</p> <p>Bittern PS strives to create a dynamic community partnership fostering lifelong learners enabled by the skills, values and attitudes necessary for success in a changing world. "Enabling success in a changing world"</p>
School values	<p>Respect: At Bittern PS we show respect by looking after our school, our property, ourselves and the rights of others. We demonstrate respect when we speak kindly, listen to others and follow staff instructions. We will keep our hands, feet, objects and unkind words to ourselves.</p> <p>Trust: At Bittern PS, we build trust by being honest, telling the truth, being reliable and believing in others. We will be consistent in our actions and treat others in a respectful manner.</p> <p>High Expectations: At Bittern PS, we have high expectations of ourselves, each other and all members of our school community. We will participate in all learning activities and be responsible for developing a growth mindset.</p> <p>Professional Attitude: At Bittern PS, we show our professional attitude by recognising and following the school rules, policies and procedures. We will wear correct school uniform with pride, participate in all classes, be on time and ready to learn.</p> <p>Teamwork: At Bittern PS, when we work as a team we communicate clearly, contribute equally and collaborate effectively. We will support the learning of others to achieve our common goals.</p> <p>*NOTE: During our school review period in 2021 staff, students and parent community were invited to contribute to re-evaluating our school vision and values. All contributions were collated and will be reviewed by staff during term 4.</p>
Context challenges	<p>Enrolments at the time of the review were approximately 107 students. Over the past four years, enrolments decreased by approximately 45 students.</p> <p>The school 2020 Student Family Occupation Education (SFOE) index was 0.5140.</p> <p>Bittern PS is a small community school with a big heart and a love of learning. We develop strong connections with members of our community to ensure that students, parents and teachers feel a sense of connectedness in an evolving and changing environment.</p> <p>Some of the key components to student success at Bittern Primary School are:</p>

	<ul style="list-style-type: none"> * Student voice – to allow students to give feedback to their teachers on what is working well, what needs to change and what could be done better. This allows students to have a critical voice in their learning to maximise their potential and growth. * Professional Learning Teams – staff work, plan and discuss student learning in professional learning teams to gather their own feedback on the best ways to support student achievement. Teams use evidence (data), to support and drive these discussions to design an instructional approach for the individual learning needs of students. * Specialist Programs – providing students with a variety of learning opportunities fosters lasting connections in learning that students take with them out into the wider community. PE, STEM, AUSLAN, ICT, Music and Art provides students with the ability to feel successful within a diverse range of stimulating and educational situations. * Bittern Buddies – With the help and assistance of our dedicated teachers and parents, Bittern PS is able to be a dynamic and vibrant school. We are continuously looking for opportunities, ideas and grants to support the improvement of our internal and external facilities as well as updating equipment to enhance learning for everyone. <p>Challenges identified throughout the review process include the following : Inconsistency in the implementation of the key improvement strategies; Different assessment tools adopted however the staff who were trained had moved on and remaining staff were not confident in the implementation; Staff confidence in differentiation, data literacy and evaluation of practice through feedback (Peer and Student); A whole school approach to peer observation had not been established; Limited professional learning on data literacy impacting on ‘point of need’ teaching and lacking early interventions for below and above students; Student support in challenges within and across the classrooms.</p> <p>The review panel found that although the data was beginning to show improvement in 2020 there was evidence that the practices not being fully implemented were a barrier to the target being met. During the review it was confirmed that the implementation of the key strategies to enable student voice had not taken place. The panel also identified that the administration of the Students Attitudes to School Survey in the past was inconsistent. This extended to the vocabulary in the survey was not fully unpacked and became a factor that hindered the target from being met.</p>
<p>Intent, rationale and focus</p>	<ul style="list-style-type: none"> • English and mathematics, particularly improving learning outcomes • Developing teacher capacity in data literacy • Developing the curriculum and assessment • High impact teaching strategies • Student Voice and agency • Attendance particularly reducing unexplained absences • Positive behaviours model

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Goal 1	Improve student learning outcomes in Literacy and Numeracy
Target 1.1	<p>NAPLAN Benchmark growth</p> <p>By 2024 the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none">• Reading from 68 per cent in 2019 to 75 per cent• Writing from 68 per cent in 2019 to 75 per cent
Target 1.2	<p>NAPLAN Top Two Bands</p> <p>By 2024, the percentage of:</p> <ul style="list-style-type: none">• Year 3 students in the top two bands to increase in:<ul style="list-style-type: none">○ Writing from 33 per cent in 2019 to 40 per cent○ Numeracy from 11 per cent in 2019 to 25 per cent• Year 5 students in the top two bands to increase in:<ul style="list-style-type: none">○ Reading from 17 per cent in 2019 to 25 per cent○ Writing from 4 per cent in 2019 to 20 per cent○ Numeracy from 9 per cent in 2019 to 20 per cent
Target 1.3	Teacher Judgement

	<p>By 2024, the percentage of F-6 students assessed as being at or above age expected level on the Victorian Curriculum Levels F-10 to increase in:</p> <p>English:</p> <ul style="list-style-type: none"> • Reading from 71 per cent in 2020 to 80 per cent • Writing from 46 per cent in 2020 to 70 per cent <p>Numeracy:</p> <ul style="list-style-type: none"> • Number and Algebra from 64 per cent in 2020 to 75 per cent
<p>Key Improvement Strategy 1.a Evaluating impact on learning</p>	<p>Build teacher capacity through collaboration to effectively use data to target student learning at point of need.</p>
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Develop high quality teaching and learning practice through the implementation of a Guaranteed and Viable curriculum.</p>
<p>Goal 2</p>	<p>Improve student voice and agency in their learning</p>
<p>Target 2.1</p>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Motivation and interest from 69 per cent in in 2020 to 80 per cent. ○ Sense of confidence from 56 per cent in 2020 to 75 per cent. ○ Self-regulation and goal setting from 76 per cent in 2020 to 85 per cent. • In the Social Engagement domain <ul style="list-style-type: none"> ○ Student Voice and Agency from 50 per cent in 2020 to 75 per cent

Target 2.2	<p>By 2024 the percentage of students (P-6) with 20 or more days absent will decrease from 33 per cent in 2020 to 20 per cent.</p>
Target 2.3	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • Promote Student Ownership of Learning (Teaching and Learning - Implementation) from 67 per cent in 2020 to 80 per cent
Key Improvement Strategy 2.a Empowering students and building school pride	<p>Develop and implement an agreed whole school student voice and agency model.</p>
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	<p>Build capacity of teachers to ensure that learning is stimulating and that students are able to direct and take responsibility for their learning</p>
Goal 3	<p>To improve student wellbeing through connectedness to school.</p>
Target 3.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Social Engagement domain <ul style="list-style-type: none"> ○ Sense of connectedness from 75 per cent in 2020 to 85 per cent • In Teacher-student relations domain <ul style="list-style-type: none"> ○ Teacher concern from 71 per cent in 2020 to 80 per cent

<p>Target 3.2</p>	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • School Climate module <ul style="list-style-type: none"> ○ Trust in staff and parents from 62 per cent in 2020 to 80 per cent.
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Embed the school's model of positive behaviour</p>