

School Strategic Plan for Bayswater North Primary School Eastern Metropolitan Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Berna Buzaglo</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Nicki Mackey</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p><u><i>Vision</i></u></p> <p>Bayswater North Primary School seeks to give every one of its students the ability to learn to their highest potential, capitalising on their personal qualities and unique talents whilst supporting and nurturing them in a stimulating and caring educational environment.</p> <p><i>The six principles of Learning Community Model will provide the basis of pedagogical practice</i></p> <p><u><i>Learning</i></u></p> <p>Purposeful, relevant, real active; focus on constructing understandings, making connections with important ideas and processes; transfer / application to many contexts</p> <p><u><i>Inquiry</i></u></p> <p>Questioning, investigating, researching; risk-taking, learning from error</p> <p><u><i>Collaboration</i></u></p> <p>Commitment to teamwork, shared responsibility and social – ethical values; skills of working effectively with others</p> <p><u><i>Communication</i></u></p> <p>Focus on real dialogue; multiple ways of accessing / demonstrating learning</p> <p><u><i>Self-responsibility</i></u></p> <p>Taking increasing control of learning, thinking and behaviour</p>
---------	---

	<p><i>Human Development</i></p> <p>Developing proactive personal qualities, attitudes, beliefs and ethical values</p>
Values	<p><u>Values</u></p> <p>The following core values reflect the beliefs that we hold about how children learn, how our school will operate and how we relate to one another in order to become effective citizens.</p> <p>LEARNING Developing skills and knowledge that will enable us to achieve our personal best and reach our full potential.</p> <p>RESPECT Caring about ourselves, the community and our environment.</p> <p>RESPONSIBILITY Being honest and accountable for our words and actions.</p> <p>OPTIMISM Having a positive outlook and utilising opportunities and experiences, being resilient.</p> <p>INDIVIDUALITY Accepting diversity, showing appreciation and encouraging creativity and innovation.</p> <p>WELBEING Actively seeking and maintaining social, emotional and physical health.</p>
Environmental Context	<p>Bayswater North Primary school, situated in Melbourne’s outer eastern suburbs, serves the local area with 74% of the children who attend living within 2km of the school or ‘active-travel’ distance. (42% live within 1km of the school.) The School is sited within a residential estate, bordered to the south by the Dandenong Creek nature reserve, Canterbury Road to the north, Colchester Road to the east and Dorset Road to the west.</p> <p>The Student Family Occupation (SFO) Density increased marginally from .45 to .47. This indicates that our school is in the mid-range of socio-economic status; however a growing number of our students are from single parent families. In 2012, 8.8% of students had a language background other than English and 3.5 % of students came from homes where English was not the main language spoken.</p> <p>We currently offer specialist programs in Physical Education, Visual Arts, Music (Prep – 2), Indonesian</p>

(Grade 3 – 6) and Reading Recovery. Information and Communication Technology is integrated into regular classroom programs with banks of computers in each classroom, notebooks in Grade 6, ipads in prep to grade 2 and a computer lab that all classes utilise each week.

The school gym, funded through Building Education Revolution (BER) is used daily by students and is made available in addition to our hall facility to the community after hours.

There are a number of students on the Program for Students with Disabilities (PSD) receiving extra funded support. The disabilities are Intellectual Disability and Autism Spectrum Disorder.

In 2013 Bayswater North Primary School has a total of 20.4 EFT teachers made up of 2 Principal Class, 10.6 Expert Teachers, 5.8 Accomplished Teachers and 2 Graduate Teachers. In addition to the Integration Aides 4.8 EFT staff is employed in the Education Support category comprising office staff, library technical support, first aid and computer technical support.

The school is supported by a Guidance Officer, a Speech Pathologist and a School Chaplain (Funded through the National School Chaplaincy Program). The local church also provides seven Kids Hope Mentors who visit specific children with social needs each week. We utilise a number of specialist support services in the outer eastern suburbs such as Eastern Access Community Health, Maroondah Child and Adolescent Mental Health Service and local doctors, paediatricians, psychologists, physiotherapists and occupational therapists. Access to a social worker has been funded through the Community Renewal program.

Bayswater North Primary School works closely with schools in the Maroondah East cluster of government schools. These are; Ruskin Park, Dorset, Tinternvale, Heathmont East and Croydon Primary Schools as well as Croydon Special Development School. The strong links which we have established continue to benefit every school. Staff shares “best practice’ and P.D. opportunities while the Cluster principals continue to support each other with DEECD initiatives and accountability.

Children come to the school from a number of kindergartens and child-care centres however the majority come from Bayswater North and Arrabri kindergartens. Exiting Year 6 students go to a wide range of Secondary Schools, the greatest number currently choosing Lilydale and Heathmont Secondary Colleges. Over 90% of exiting Year 6 students transition to Government Secondary Schools.

Environmental Education, Sustainability and Community are important features of our curriculum. We have developed a Frog Pond; chook shed and installed water tanks to support the school and vegetable gardens for all year levels in the school. In 2009 we signed an agreement with Eastern Access Community Health to

work towards accreditation as a Health Promoting School. This initiative has continued, assisted by a \$30,000 grant from the NAB. Under this umbrella we have promoted staff wellbeing with various activities, Pilates and health checks, while for students; we are implementing “KidsMatters”, resourced lunch time activities, seeking accreditation for The Victorian Prevention and Health Promotion Achievement Program. With the support of our Health Promotion team consisting of parents, teachers and our student Health Promotion Leaders we source funding for parent programs and provide a “Vegy Tub” co-op. The Health Promotion committee meets regularly to respond to the needs of the school and community as identified through various surveys conducted throughout the year. Our Student Wellbeing committee is also working to address the criteria identified in the Kids’ Matters Framework and training is underway with our Health Promotion Officer as our critical friend.

The School Council has a full complement of members and has subcommittees in place for; Education, Finance, and Buildings and Grounds. There is a small yet committed Parents Teachers and Friends Association who organise a number of projects and services for the benefit of the children and families.

The school has strong links with the Arrabri Community House, Our after school care program is outsourced to OSHC4Kids and operates on the school premises. We maintain links with Maroondah City Council who work in partnership with the school and the Department of Transport to promote active travel. The school hopes to maintain the relationship with the local Council and the Victorian Government’s Community Support Fund as part of the Bayswater North Community Renewal project.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>Improve student learning with a focus on literacy and numeracy.</p>	<p>Each Year 1 to 6 student will make at least 1.0 VELS level progress each two years as measured by teacher judgments.</p> <p>Prep students to make 1.0 VELS level progress in their first year of schooling.</p> <p>Maintain the proportions of P-6 students achieving at or above the expected VELS Levels at >90%</p> <p>An increased proportion of Year 3 and 5 students assessed as being in the top two NAPLAN Bands for their Year Level by 2015 (using 2012 results as the benchmark)</p>	<p>Develop whole school approaches to focused teaching and learning, particularly in English and Mathematics.</p> <p>Build teacher capacity to implement the whole school approaches to English and Mathematics.</p> <p>Continue with a range of interventions designed to support students who might be struggling and to extend those whose learning can be accelerated.</p> <p>Actively engage parents in their children's learning.</p>
Student Engagement and Wellbeing	<p>Each Bayswater North student will be connected to school and engaged and motivated in their learning.</p> <p>To improve student social skills with a focus on year 3 and 4.</p>	<p>Student Attitudes to School Survey 2015 scores for the following measures to be at least:</p> <ul style="list-style-type: none"> • Student motivation; 4.70 • Learning Confidence; 4.40 • School Connectedness; 4.60 • Connectedness to Peers; 4.60 • Classroom Behaviour; 4.40 	<p>Nurture and sustain student cognitive, emotional and social engagement with schooling.</p> <p>Nurture and sustain high quality professional relationships among teachers, students and parents.</p> <p>Effectively engage parents.</p> <p>Develop the school as a centre of the community.</p> <p>Continue with a comprehensive whole school approach to issues of student absence and lateness.</p>
Student Pathways and Transitions	<p>Each Bayswater North student will be prepared socially, emotionally and academically for the next stage if his or her</p>	<p>See student learning outcome targets that are relevant to this outcome.</p> <p>Achieve 90% or more of parents responding</p>	<p>Provide personalised pathways through the school for each student based on individual developmental needs.</p>

	learning.	with agreement to the transition and approachability items in the parent opinion survey through to 2015.	Ensure rich and open communication between the school and families. Send to schoolaccountability@edumail.vic.gov.au Senior advisor must sign
--	-----------	--	--

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Develop whole school approaches to focused teaching and learning, particularly in literature and numeracy.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Explore an explicit teaching model for the whole school. Include learning intentions as the focus for each lesson. • Introduce “Cars and Stars” as a whole school strategy for comprehension. • Investigate CAFÉ and The Daily and implement in levels 1 and 2. • Develop a whole school scope and sequence chart for the three strands of English, so that specific skills and strategies are taught at each level • Develop a prescriptive Mathematics scope and sequence chart with uniform methods of approaching each topic across the school. • Acquisition and implementation of Student Performance Analyser (SPA) Facilitate identification of useful assessment information to be entered in the SPA facilitating the monitoring of student progress. • Clarify role for leading SPA implementation and allocate resources for program. 	<ul style="list-style-type: none"> • Levels 1 and 2 Professional Learning Teams discuss and implement CAFÉ and the daily 5. Evident in planning documents and work programs. • Documentation outlining VELs (National Curriculum) scope and sequence for English and Mathematics. • Each team planning session has a link to student performance data. • Regular report on SPA implementation during staff meetings.
<p>Build teacher capacity to implement the whole school approaches to literacy and numeracy.</p>		<p>Continue to use PLTs as the key vehicle for professional learning:</p> <ul style="list-style-type: none"> • PLT meetings will focus on common 	<ul style="list-style-type: none"> • PLT meeting discussions focus on

		<p>planning and explicit teaching.</p> <ul style="list-style-type: none"> • Develop an agenda template for PLT meetings. • Each PLT to develop goals and targets that identify the PLT's contribution to achieving the whole school SSP goals and targets established at the beginning of the year. • Refine our PLT coaching walks with reciprocal visits once per term. 	<p>pedagogical issues and peer feedback sessions.</p> <ul style="list-style-type: none"> • Teachers PDP and PD plans reflect the School Strategic Plan (SSP) goals. • Coaching reports completed and detailed report evident each term.
<p>Continue with a range of interventions designed to support students who might be struggling and to extend those whose learning can be accelerated.</p>		<ul style="list-style-type: none"> • In-service staff on the use of ABLES • Maintain Reading Recovery and Glue programs with parents support including a targeted reading support program in years 3 and 4 • Differentiation in English will be provided through the use of Cars and Stars, Guided Reading and Literacy Circles. • Explore and develop a whole school maths intervention and extension program. 	<ul style="list-style-type: none"> • List of students involved in support programs maintained and utilise ABLES • Planning documents reflect a differentiated curriculum • Document the whole school program Develop a cluster school program for gifted and talented students.
<p>Actively engage parents in their children's learning.</p>		<ul style="list-style-type: none"> • Focus on improving parent engagement in years 3 to 6 	<ul style="list-style-type: none"> • Increase formal opportunity for parent involvement e.g. Information and parent evenings.
<p>Develop whole school approaches to focused teaching and learning, particularly in literature and numeracy</p>	<p>Year 2</p>	<ul style="list-style-type: none"> • Expand CAFÉ and daily 5 and implement in level 3. • Link the scope and sequence to planning and to assessment and explicit teaching approaches. 	<ul style="list-style-type: none"> • Planning Documents in level 3 to reflect Café and Daily 5.

<p>Build teacher capacity to implement the whole school approaches to literacy and numeracy. PD</p> <p>Continue with a range of interventions designed to support students who might be struggling and to extend those whose learning can be accelerated</p> <p>Actively engage parents in their children's learning.</p>		<ul style="list-style-type: none"> • Refine approaches to assessment and monitoring of individual student's achievements and strengthen the use of Assessment of Learning. • Development of an explicit teaching model for the whole school. • Investigate capacity building for PLT leaders • Investigate employment of a teaching and learning coach and the introduction of peer observation of the whole school model. • Continue with performance and development planning processes linked explicitly to the PLT goals and targets and the whole school approaches. 	<ul style="list-style-type: none"> • All student assessment information to be recorded on SPA. • Teaching model documents developed for future reference and refinement. • PLT leaders to access relevant leadership PD and or Coaching. • Teachers regularly involved in peer coaching.
		<ul style="list-style-type: none"> • Maintain Reading Recovery and Glue programs with parents support and introduce a targeted reading support program in years 5 and 6 • Implement a whole school maths intervention and extension program. 	<ul style="list-style-type: none"> • Evaluate and refine support programs. Document the names of students involved with the support programs. SPA, data base.
		<ul style="list-style-type: none"> • Conduct parents "How students learn" sessions across all grade levels. 	<ul style="list-style-type: none"> • Parent engagement reflected in parent opinion survey.
<p>Develop whole school approaches to focused teaching and learning, particularly in literature and numeracy.</p>	<p>Year 3</p>	<ul style="list-style-type: none"> • Expand CAFÉ and daily 5 and implement in level 4 • Refine approaches to assessment and 	<ul style="list-style-type: none"> • Planning documents for level 4 reflects Café and Daily 5.

<p>Build teacher capacity to implement the whole school approaches to literacy and numeracy. PD and professional reading</p> <p>Continue with a range of interventions designed to support students who might be struggling and to extend those whose learning can be accelerated.</p> <p>Actively engage parents in their children's learning.</p>		<p>monitoring of individual student's achievements and strengthen the use of Assessment for Learning</p> <ul style="list-style-type: none"> • Reflect on the implementation of the explicit teaching model across the whole school 	
		<ul style="list-style-type: none"> • Continue with performance and development planning processes linked explicitly to the PLT goals and targets and the whole school approaches. 	<ul style="list-style-type: none"> • Reflected in PDP documentation.
		<ul style="list-style-type: none"> • Maintain Reading Recovery, Glue and targeted Reading support programs • Maintain the whole school maths intervention and extension program. • Maintain and utilise ABLES 	<ul style="list-style-type: none"> • Students with special needs engaged in their learning with improved results.
		<ul style="list-style-type: none"> • Create and communicate a clear message to parents about school intentions and operations. 	<ul style="list-style-type: none"> • Increased number of parents actively involved in school.
<p>Develop whole school approaches to focused teaching and learning, particularly in literature and numeracy.</p> <p>Build teacher capacity to implement the whole school approaches to literacy and numeracy. PD and professional reading</p> <p>Continue with a range of interventions designed to support students who might be struggling and to extend those whose learning can be accelerated.</p> <p>Actively engage parents in their children's learning</p>	Year 4	<ul style="list-style-type: none"> • Review and evaluate progress. 	<ul style="list-style-type: none"> • All teachers able to use and articulate improved common teaching approaches for English and Mathematics.

<p>Nurture and sustain high quality professional relationships among teachers, students and parents ensuring student cognitive, emotional and social engagement with schooling.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Continue with Tribes and Restorative Practice; <ul style="list-style-type: none"> * Schedule regular sessions and focus times on the programs * Tribes leaders continue to train new staff in the Tribes process and Restorative Practice * Student leadership programs developed to increase efficacy including school leaders and peer support. • Promotion of initiatives such as Health Promotion and Mental Health Support in the school community. <ul style="list-style-type: none"> * Complete training in Kids matters components 3 and 4 * Utilise the Family Support Worker provided by Community Renewal. * Continue with a comprehensive whole school approach to issues of student absence and lateness • Organise and implement collegiate support through staff teams including; <ul style="list-style-type: none"> * Improve communication between staff members regarding students' needs. * Continue the mentor-mentee program to support colleagues including promoting a culture of observing others work, professional dialogue and reading * Provide networking opportunities to raise awareness of other cluster schools, EMR schools, state-wide and national approaches. 	<ul style="list-style-type: none"> • Tribes and Restorative Practice reflected in curriculum units. • Kid's matter Training completed. • Staff Opinion survey reflects improved communication and wellbeing.
<p>Effectively engage parents.</p>		<ul style="list-style-type: none"> • Investigate the potential of social networking technologies to enhance communications with parents, eg, updated Web Page 	<ul style="list-style-type: none"> • Implement some suggested strategies.
<p>Develop the school as a centre of the community.</p>		<ul style="list-style-type: none"> • Continue involvement with programs such as Community Renewal, community use of school facilities, Health Promotion and the vegetable co-operative. 	<ul style="list-style-type: none"> • More effective communication of ways in which the community can be involved with the school.

<p>Nurture and sustain high quality professional relationships among teachers, students and parents ensuring student cognitive, emotional and social engagement with schooling.</p>	Year 2	<ul style="list-style-type: none"> Investigate potential social skills development programs with a view to implementation at Years 3 and 4, including the use of staff mentoring of individual students. Continue with further work on the Kids Matters program. Continue the work of the School Chaplain, Kids Hope program and visiting specialists. Continue with support structures initiated by social worker in 2013 Monitor the whole school approach to issues of student absence and lateness Formalise communication between staff members regarding student's needs. Refine the mentor-mentee program to support colleagues including promoting a culture of supporting others in their work and professional dialogue and reading, acting as a critical friend. Continue to provide networking opportunities to raise awareness of cluster schools, EMR schools, state-wide and national approaches. 	<ul style="list-style-type: none"> Specific teaching of social skills evident in the year 3 and 4 planning documents. Utilise support structures established by Family Support Worker. Reduction in student absent data. Maintain positive results in Student Connectedness data.
		<ul style="list-style-type: none"> Review the potential of social networking technologies to enhance communications with parents, eg, SMS and Web page 	<ul style="list-style-type: none"> Web-page maintained and regularly updated.
		<ul style="list-style-type: none"> Explore new initiatives to further respond to the needs of the community. 	<ul style="list-style-type: none"> Positive feedback from local community agencies.
<p>Effectively engage parents.</p>			
<p>Develop the school as a centre of the community.</p>			
<p>Nurture and sustain high quality professional</p>	Year 3	<ul style="list-style-type: none"> Refine the whole school approach to 	<ul style="list-style-type: none"> Decrease in student lateness and absent

<p>relationships among teachers, students and parents ensuring student cognitive, emotional and social engagement with schooling.</p> <p>Effectively engage parents.</p> <p>Develop the school as a centre of the community.</p>		<p>issues of student absence and lateness</p> <ul style="list-style-type: none"> • Consolidate the mentor-mentee program to support colleagues including promoting a culture of supporting others in their work and professional dialogue and reading acting as a critical friend. • Continue to provide networking opportunities to raise awareness of other cluster schools, EMR schools, state-wide and national approaches. 	<p>data.</p> <ul style="list-style-type: none"> • Maintain positive student, staff and parent opinion data.
		<ul style="list-style-type: none"> • Reassess identified parent goals and needs. 	<ul style="list-style-type: none"> • Respond to identified needs.
		<ul style="list-style-type: none"> • Respond to identified needs. 	<ul style="list-style-type: none"> • Implement initiatives to address community needs.
<p>Nurture and sustain high quality professional relationships among teachers, students and parents ensuring student cognitive, emotional and social engagement with schooling.</p> <p>Effectively engage parents.</p> <p>Develop the school as a centre of the community.</p>	Year 4	<ul style="list-style-type: none"> • Review the mentor-mentee program to support colleagues promoting a culture of supporting others in their work and professional dialogue and reading • Review and reflect upon networking opportunities designed to raise awareness of other cluster schools, EMR schools, state-wide and national approaches. • Review our capacity to address parent needs. • Review the impact our school has on the wider community. 	<ul style="list-style-type: none"> • Establish future goals and direction for the school.

<p>Provide personalised pathways through the school for each student based on individual developmental needs</p> <p>.</p> <p>Ensure rich and open communication between the school and families.</p>	Year 1	<ul style="list-style-type: none"> • Provide a formal opportunity for parents to meet their child's next year's teacher in order to initiate a positive partnership. • Survey parents to assess what information is required to ensure effective transition between year levels within the school. • Work closely with secondary schools to continue the sharing of our beliefs and practices regarding Restorative Practice • Finalise training in Kids Matters Framework. 	<ul style="list-style-type: none"> • Include into School Activities calendar. • Document Transition procedures into, across and out of the school. • Respond to information collected from the Kids Matter surveys.
<p>Provide personalised pathways through the school for each student based on individual developmental needs</p> <p>.</p> <p>Ensure rich and open communication between the school and families.</p>	Year 2	<ul style="list-style-type: none"> • In response to previous survey develop a pack for each grade that communicates to parents things such as the school calendar, (distributed with booklists) • Continue to work closely with secondary schools and share our beliefs and practices regarding Restorative Practice. • Implement and monitor the Kids Matters framework 	<ul style="list-style-type: none"> • Document communication required to assist parents throughout the year.
<p>Provide personalised pathways through the school for each student based on individual developmental needs</p> <p>.</p> <p>Ensure rich and open communication between the school and families.</p> <p>Provide personalised pathways through the school for each student based on individual developmental needs</p> <p>.</p>	Year 3	<ul style="list-style-type: none"> • Maintain effective communication with parents through information included in individual class packs. • Continue to work closely with secondary schools and share our beliefs and practices regarding Restorative Practice. • Continue to implement and monitor the Kids Matters framework 	<ul style="list-style-type: none"> • Implement communication as outlined in documentation.
<p>Ensure rich and open communication between the school and families.</p>	Year 4	<ul style="list-style-type: none"> • Review effectiveness of communication designed to support transition. • Review our relationship and work with secondary schools. 	<ul style="list-style-type: none"> • Make adjustments to Transition program in response to reviews and evaluations.

		<ul style="list-style-type: none">• Monitor and review the Kids Matters framework	
--	--	---	--