School Strategic Plan 2023-2027

Bellbridge Primary School (5254)

Submitted for review by Christopher Pugh (School Principal) on 13 March, 2024 at 12:39 PM
Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 15 March, 2024 at 08:44 AM
Endorsed by Sian Smith (School Council President) on 19 March, 2024 at 08:19 AM

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School vision	Bellbridge Primary School Community shares a vision and commitment to the holistic development of every student by providing a high-quality inclusive learning environment with an equal focus on learning and wellbeing. Our Motto: Individual Pathways, United Journey
School values	At Bellbridge Primary School, our school values of Be Respectful, Be Safe, Be Responsible, Be Kind and Be Your Best underpin our school vision. Our school values provide the foundation for building social responsibility and a sense of belonging through collaboration between students, teachers, families and the wider community.
Context challenges	The panel concluded that teachers consistently used the school's instructional models to teach English and mathematics. Evidence of teachers differentiating the learning for individual students, within the instructional models, included small focus group teaching and enabler or extender tasks. The panel agreed that additional use of assessment data to inform differentiated learning for individual students could be strengthened. The panel found there had been initial work in developing a mathematics instructional model and that teachers used digital mathematics assessment tools to assess and track students' progress. The panel agreed that literacy teaching practices at the school were more advanced than in mathematics, due to the literacy focus over the previous strategic plan period. The panel agreed that the school had implemented teaching strategies that enabled students to have some choice in their learning. Feedback in focus groups provided evidence of increased student leadership opportunities over the past few years. The panel concluded there was limited evidence of teaching strategies that enabled students to have further agency in their learning, including opportunities to apply their learning or engage in guided inquiry around topics of interest. After observing PLC meetings and talking with PLC leaders and teachers in focus groups, the panel concluded that teachers were unsure of how to use student learning data, guided through a PLC cycle of inquiry, to then inform their planning for teaching. Both PLC leaders and teachers said they would like further support and professional learning to strengthen data literacy to inform their teaching.
Intent, rationale and focus	The School Review Panel recommends the following key directions for the next School Strategic Plan: 1. Optimise learning growth for all students. 2. Empower all students to be active agents in their learning. 3. Improve the wellbeing of all students.

Goal 1. Over the course of the school review, the panel agreed that the school had implemented a range of strategies to strengthen literacy instruction, including the formation of instructional models. The panel findings were that the mathematics curriculum and pedagogy was not as advanced as English, due to the literacy focus at the school. It was agreed that the school needed to focus on building teacher professional knowledge to assess, plan and teach mathematics. The panel agreed that the school needed to focus on improved use of the PLCs to further develop teachers' use of summative and formative assessment to inform their teaching.

Goal 2. The panel understood that the school had set a goal to increase student agency in the previous SSP and that the impact of COVID-19 had resulted in a changed focus to student wellbeing. Throughout fieldwork, the panel concluded that there was evidence of improved student leadership but limited evidence of students having agency in their learning. Feedback from students and staff led the panel to conclude that the school had not yet developed a whole school understanding or approach for enabling student agency. The panel agreed that the school needed to focus on developing teachers' pedagogical knowledge to implement teaching strategies that would empower students as learners and enhance student engagement.

Goal 3 It was evident to the panel that the school had implemented a range of student wellbeing practices that needed to continue over the next strategic plan period to become embedded. The panel agreed that a focus on strengthening inclusion practices at the school was warranted for prioritised cohorts of students. This was concluded based on whole school data which showed that in comparison to all students, Aboriginal and Equity funded students were more likely to be absent from school and less likely to meet Year 5 NAPLAN benchmark growth. The panel agreed that student wellbeing should remain a school priority, so the school could strengthen their current support and inclusion practices while being responsive to implementing the upcoming Department of Education wellbeing initiatives.

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Goal 1	Optimise learning growth for all students.
Target 1.1	Victorian Curriculum: By 2027, increase the percentage of Years 1 to 6 students making at or above expected growth over one year, as assessed by teachers in Semester 2 for: • Reading and Viewing, from 73 per cent in 2022 to 79 per cent • Writing, from 68 per cent in 2022 to 76 per cent • Number and Algebra, from 77 per cent in 2022 to 82 per cent.
Target 1.2	NAPLAN: By 2027, the percentage of students making medium and high relative growth from Year 3 to Year 5: • Reading, to increase from 69 per cent in 2023 to be above 74 per cent • Numeracy, to increase from 77 per cent in 2023 to be above 82 per cent. • Writing, to increase from 75 per cent in 2023 to be above 80 per cent.
Target 1.3	School Staff Survey: By 2027, increase the positive endorsement by staff for the factors of: • Instructional leadership from 78 per cent in 2022 to 83 per cent • Collective efficacy from 65 per cent in 2022 to 70 per cent • Academic emphasis from 68 per cent in 2022 to 73 per cent • Understand how to analyse data from 77 per cent in 2022 to 82 per cent.
Key Improvement Strategy 1.a 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	Build teacher's curriculum knowledge and pedagogical practices to teach Mathematics.

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teacher data efficacy through the implementation of PLC cycles of inquiry.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.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	Build teacher capacity to utilise a range of assessment practices to inform differentiation.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and	

provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Empower all students to be active agents in their learning.
Target 2.1	Attitudes To Schools Survey: By 2027, the percentage of positive endorsement by Years 4 to 6 students for the factors of: • Stimulated learning, to increase from 74 per cent in 2022 to 79 per cent • Motivation and interest, to increase from 76 per cent in 2022 to 81 per cent • Student voice and agency, to increase from 68 per cent in 2022 to 73 per cent • Self-regulation and goal setting, maintain or increase from 87 per cent in 2022.
Target 2.2	Victorian Curriculum: By 2027, increase the percentage of students from Prep to Year 6 to be achieving at or above the age expected level in Semester 2: • Reading and Viewing from 73 per cent in 2022 to 81 per cent • Writing from 67 per cent in 2022 to 75 per cent • Number and Algebra from 76 per cent in 2022 to 81 per cent.
Target 2.3	School Staff Survey: By 2027, increase the percentage of positive endorsement by staff for the factor of Trust in students and parents from 64 per cent in 2022 to 69 per cent.
Key Improvement Strategy 2.a 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	Build a whole staff understanding of student agency.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop teacher's pedagogical practices to enable student agency.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review and develop the inquiry units to enable students as active agents in their learning.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Goal 3	Improve the wellbeing of all students.
Target 3.1	Attitudes To Schools Survey: By 2027, increase the percentage of positive endorsement by Years 4 to 6 students for the factors of: • Sense of connectedness from 77 per cent in 2022 to 82 per cent • Perseverance from 75 per cent in 2022 to 80 per cent.
Target 3.2	Parent Opinion Survey: By 2027, increase the percentage of positive endorsement by parents for Not experiencing bullying 68 per cent to 73 per cent.
Target 3.3	Attendance: By 2026, decrease the percentage of students having 20 or more days absence for: • Equity Funded students from 49 per cent to 39 per cent • Aboriginal students from 63 per cent 58 per cent.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and strengthen wellbeing practices across the school.
Key Improvement Strategy 3.a 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	
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff capacity to implement the tiered support for inclusion.
Key Improvement Strategy 3.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	
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Monitor and action supports for students identified at risk.
Key Improvement Strategy 3.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	
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	