

School Strategic Plan 2019-2023

Bellbridge Primary School (5254)



Submitted for review by Tania Hunt (School Principal) on 17 October, 2019 at 11:45 AM

Endorsed by Brent Richards (Senior Education Improvement Leader) on 11 November, 2019 at 01:06 PM

Endorsed by Sian Smith (School Council President) on 18 December, 2019 at 10:00 AM

School Strategic Plan - 2019-2023

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School vision	To provide a high quality education for all students which maximises outcomes in academic, social and emotional growth.
School values	We value team work. We aim and we achieve. We are all individuals. We are responsible citizens.
Context challenges	<p>The Panel identified that the school had rigorous assessment, moderation and reporting practices, particularly in writing and numeracy. The Panel heard from school leaders that in 2017 leaders identified that the process of writing moderation was not as effective in developing the professional understanding of teachers. This process was refined in 2018. The Panel also found that the school had strong leadership in the collection, analysis and use of data, however there was not the same level of expertise and sophistication at the teacher level in making teacher judgements. This led to a discrepancy between teacher judgments and NAPLAN percentages of students at or above the expected level.</p> <p>The Panel heard that there had been an established approach to writing, and the improvement focus within the SSP period had been on reading and numeracy, rather than on writing until 2018. There was a reported lower level of teacher efficacy in writing assessment than in other learning domains. The Panel also identified that teacher knowledge of the continuum was not as strong in writing as in reading and numeracy. This had resulted in a lack of clarity among teachers as to how to ensure that all students were progressing from their point of need and therefore their achievement and growth were not at the same level as similar schools.</p> <p>The Panel heard that the school had not been able to adequately improve the reading comprehension levels of students, particularly as they progressed through the school. The Panel noted that the school did not exclude any student from their testing regime, and so those students with English as an additional language and a diagnosed disability were included in their data. This resulted in lower levels of reading comprehension across the cohort than intended in the previous strategic plan.</p>

Intent, rationale and focus

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- Improving student learning in literacy and numeracy
- Improving students voice, agency and leadership
- Improving student wellbeing and engagement

GOAL 1: Improve the literacy and numeracy outcomes of all students

Rationale for this goal: The Panel identified an opportunity to strengthen teachers' capacity to plan for the individual learning needs of all students through a refinement of the professional learning team model, ensuring that all teachers were able to effectively monitor student learning growth with a deep understanding of the learning continuum, and to plan responsively.

GOAL 2: Strengthen the health and wellbeing of all students

Rationale for this goal: The Panel agreed that the school had an opportunity to further develop all students' wellbeing through programs to develop resilience, inclusion and personal skills.

GOAL 3: Improve student voice, agency and leadership

Rationale for this goal: The Panel agreed with the school that this was the next step in fostering a community of learners where the students were active contributors to their own learning, and that this would foster higher levels of student engagement, motivation and achievement.

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Goal 1	Improve the literacy and numeracy outcomes of all students
Target 1.1	By 2023, increase the percentage of Year 5 students in the top two bands in Reading from 25.5% (2018 data) to >33% , Writing from 6.6% to >33% and Numeracy from 23.8% to >33% .
Target 1.2	By 2023, decrease the percentage of Year 5 students in the bottom two bands in Reading from 22.4% (2018 data) to <15% , Writing from 12.1% to <10% and Numeracy from 10.2% to <10% .
Target 1.3	By 2023, increase the percentage of students with medium to high benchmark growth in Reading from Years 3>5 from 75.6% (2018 data) to >80% , in Writing from 79.2% to >80% and Numeracy from 90% to >92% .
Target 1.4	By 2023, improve staff positive endorsement in the domains of <i>collective efficacy</i> from 79.9% (2018) to >85% and <i>academic emphasis</i> from 75% to >85% .
Key Improvement Strategy 1.a Building practice excellence <i>(Excellence in teaching and learning)</i>	Embed the culture of a professional learning community
Key Improvement Strategy 1.b Curriculum planning and assessment <i>(Excellence in teaching and learning)</i>	Develop the capacity of leaders and teachers to ensure challenge and progress for every student

Goal 2	Strengthen the health and wellbeing of all students
Target 2.1	By 2023, improve student positive endorsement in the domain <i>Managing Bullying</i> from 84% (2018) to >90%
Target 2.2	By 2023, improve student positive endorsement in the domain of <i>Sense of inclusion</i> from 93% (2018) to >95%
Target 2.3	By 2023, improve student positive endorsement in the domain of <i>Resilience</i> from 83% (2018) to >90%
Key Improvement Strategy 2.a Building communities <i>(Community engagement in learning)</i>	Foster strategies and programs that build partnerships, inclusive of a diverse community.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion <i>(Positive Climate for Learning)</i>	Implement strategies that support positive thinking and behaviours.

Goal 3	Improve student voice, agency and leadership
Target 3.1	By 2023, improve student positive endorsement in the domain of <i>student voice and agency</i> from 73% (2018) to >85% .
Target 3.2	By 2023, improve student positive endorsement in the domain of <i>stimulated learning</i> from 82% (2018) to >90% .
Target 3.3	By 2023, improve student positive endorsement in the domain of <i>sense of confidence</i> from 78% (2018) to >85% .
Key Improvement Strategy 3.a Intellectual engagement and self-awareness <i>(Positive Climate for Learning)</i>	Develop student capacity to identify learning progress against a continuum of learning
Key Improvement Strategy 3.b Empowering students and building school pride <i>(Positive Climate for Learning)</i>	Strengthen the capacity of teachers and leaders to foster student agency in learning
Key Improvement Strategy 3.c Intellectual engagement and self-awareness <i>(Positive Climate for Learning)</i>	Develop feedback pathways across the school