

School Strategic Plan 2020-2024

Beulah Primary School (3109)



Submitted for review by Stuart Robinson (School Principal) on 10 September, 2020 at 03:04 PM

Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 28 September, 2020 at 11:50 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	Beulah Primary School's vision is to prepare young people to become active, ambitious, engaged and responsible citizens of our local and wider communities.
School values	<p>Beulah Primary School's values are: Organisation, Resilience, Persistence, Getting Along and Confidence. We are organised and always ready to learn. We model getting along at all times - we respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. We model resilience and persistence when things get difficult and embrace challenging learning tasks. We are confident learners who give our personal best to learning tasks and are willing to try new things!</p>
Context challenges	<p>Beulah Primary School is a small, rural school situated in the Southern Mallee, approximately 1 hour north of Horsham. It provides a strong, inclusive learning environment, which focuses on assessment and differentiated learning and teaching. The student population (20 in 2020) is mostly made up from rural bus travellers, having strong generational farming family ties to the district. Most families participate as School Councillors, Parent Club members and volunteers in and around the school. The Principal has teaching responsibility for Years 4-6 and a second full-time teacher has responsibility for Foundation-Grade 3 students. Specialist areas are undertaken in Music, Drama, P.E., Art and Library across F-6. The culmination of a year's work is demonstrated at the end of year school concert, which highlights the school's values and goals that had been set at the start of the year. The Business Manager is responsible for finance and administration, works 0.2 and a MARC Library specialist visits 0.5 days per fortnight.</p> <p>Currently, there are no EAL, Koorie or refugee students attending the school.</p> <p>From the self-evaluation and review we found: - Moving forward, key challenges for the school are providing opportunities for student voice and agency, continuing to build a safe and respectful school environment for all and ensuring there is a whole school instructional model in place that supports students to set and achieve learning goals in order to achieve the best literacy and numeracy outcomes possible.</p>
Intent, rationale and focus	<p>Intent</p> <p>Beulah Primary School is trying to achieve the best possible outcomes in all areas for our students, particularly literacy and numeracy (Goal 1). It is our intent that students understand student voice, and agency and are empowered to use feedback to reflect, set and monitor goals (Goal 2). Finally, Beulah Primary School will continue to strive to enhance the wellbeing of all students whilst providing opportunities for academic, social and emotional development (Goal 3).</p>

Rationale

An analysis of student learning data, including growth in NAPLAN, identified that students were not making the medium-high growth that we hope for.

When looking at student AToSS and the POS data in conjunction it is clear that students and families feel the need for a focus on enhancing the safety and wellbeing of all students.

Observations in classrooms, focus groups with students and interviews with teachers confirmed that student voice and agency, as well as student goal setting still need to become embedded in school practice.

Focus

Beulah Primary School will further focus on the current work undertaken in Literacy, Numeracy and Student Voice and Agency. This will include further work to develop a Whole School Instructional Model, incorporating the High Impact Teaching Strategies (HITS).

Further work developing the Junior School Council and maximising opportunities for student voice and agency will also be a focus along with strategies to empower students to reflect on their learning, create and monitor goals.

The Resilience Rights and Respectful Relationships program needs to continue to be embedded across the entire school community to ensure a safe and respectful environment for all.

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Goal 1	Improve literacy and numeracy for all students.
Target 1.1	<p>By 2024 the four-year rolling average percentage of students in the Top 2 Bands in NAPLAN will increase for:</p> <ul style="list-style-type: none">• Reading in Year 5 from 41.75 in 2019 to 50 per cent• Reading in Year 3 from 79.25 in 2019 to 85 per cent• Numeracy in Year 5 from 79.25 in 2019 to 85 per cent• Numeracy in Year 3 from 45.75 in 2019 to 50 per cent
Target 1.2	<p>By 2024 the four-year rolling average percentage of students showing above benchmark growth as measured by NAPLAN from Year 3 to Year 5 will increase for:</p> <ul style="list-style-type: none">• Reading from 8.25 in 2019 to 25 per cent• Numeracy from 37.5 in 2019 to 40 per cent
Target 1.3	<p>By 2024 all students will make one year's learning growth in one year's learning as measured by teacher assessments against the Victorian Curriculum in Semester 2 of consecutive years, compared with 2019 assessments of:</p> <ul style="list-style-type: none">• 81 per cent for Reading and Viewing• 94 per cent for Speaking and Listening

	<ul style="list-style-type: none"> • 75 per cent for Writing • 100 per cent for Measurement and Geometry • 94 per cent for Number and Algebra • 100 per cent for Statistics and Probability
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build the instructional practice of every teacher by adopting a whole school instructional model
Key Improvement Strategy 1.b Building practice excellence	Strengthen the capacity of teachers to analyse and use assessment data to plan a differentiated teaching and learning program.
Key Improvement Strategy 1.c Building communities	Strengthen educational partnerships that support improved student learning.
Goal 2	Enhance student voice and agency.
Target 2.1	<p>drafting notes: consider using one more data set, in addition to student attitudes and parent opinions, to triangulate targets (e.g.attendance, staff survey)</p> <p>By 2024 increase the three year rolling average endorsement on the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Differentiated learning from 80 per cent in 2019 to 85 per cent • Stimulated learning from 73 per cent in 2019 to 80 per cent

Target 2.2	By 2024 the positive endorsement of the Parent Opinion Survey for the Student Cognitive Engagement cluster will continue to be 100 per cent.
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Build students' capacity to develop and monitor their own learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Empower students to set learning goals, develop reflection skills and improve their confidence as learners.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop students' ability to utilise assessments and feedback to become active partners in their own learning.
Goal 3	Enhance the wellbeing of all students.
Target 3.1	<p>drafting notes: consider using one more data set, in addition to student attitudes and parent opinions, to triangulate targets (e.g. attendance, staff survey)</p> <p>By 2024 the three year rolling average endorsement on the Student Attitudes to School Survey will increase for:</p> <ul style="list-style-type: none"> • Advocate at school from 78 per cent in 2019 to 88 per cent • Teacher concern from 64 per cent in 2019 to 77 per cent • Sense of confidence from 81 per cent in 2019 to 85 per cent • Managing bullying from 85 per cent in 2019 to 90 per cent
Target 3.2	By 2024 the three year rolling average endorsement of <i>Not experiencing bullying</i> on the Parent Opinion Survey will increase from 73 per cent in 2019 to 80 per cent.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Further develop a safe and respectful environment for all students.
Key Improvement Strategy 3.b Health and wellbeing	Further develop and implement strategies to enhance resilience, confidence and self-efficacy
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Imbed a consistent well being model across the school that supports the needs of all students