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Belle Vue Primary School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Catherine Caminiti  22/3/2017[name][date][name][date]
School council: Kim McCormick  22/3/2017[name][date][name][date]
Delegate of the Secretary: Sharon Saitlik  22/3/2017[name][date][name][date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>Belle Vue Primary School is committed to promoting a highly effective learning community. Energy, enthusiasm, team spirit and effective teamwork between children, parents and all staff members are key features of life at our school. We, as a staff, strongly believe that every child has the ability to succeed and that we are here to help them achieve that success – not just academically but socially and emotionally.</i></p>	<p>At Belle Vue Primary we believe children learn best when:</p> <ul style="list-style-type: none"> • They are actively involved and take pride in their school. • They take responsibility for their learning. • They have respect for themselves and others. • There is a commitment to maintaining positive links between home and school. • Belle Vue Primary School also values integrity from students, staff and parents. 	<p>Located in North Balwyn, Belle Vue Primary School's core purpose is to offer a caring learning environment for 180 students. The core values of pride, responsibility, respect, commitment and integrity are lived throughout a close-knit school community. Students are proud of their environment, they recognise responsibility for their learning and they are actively involved.</p> <p>Enrolments are primarily drawn from Balwyn, Bulleen and Kew. The school's Student Family Occupation Index has remained steady around 0.20 for the last three years. Currently the Index is at 0.17 well below the state median of 0.45.</p> <p>The school has one principal class, eight full-time teachers, three specialist staff and three Education Support staff. A quality curriculum based on Victorian Curriculum is offered which includes the core subjects plus the Arts, Italian and Physical Education. The school's priority is to cater for the individual needs of a diverse cohort. A range of extra-curricula activities are provided and the school offers an after-school program.</p> <p>The school has experienced significant change in leadership over the past strategic plan - three Principals in three years. This has impacted on enrolments and staffing. Despite this, school morale has remained strong. Teachers work collaboratively in curriculum planning and delivery.</p> <p>The location of the school also poses a challenge in terms of enrolments/growth. School promotion and visibility are areas that need to be addressed over the course of the next strategic plan.</p>	<p>EXCELLENCE IN TEACHING AND LEARNING <i>To embed a rich, relevant, challenging and stimulating learning program that meets all students' point of need.</i> Rationale: If visible learning is evident in every classroom then students will experience an enhanced capacity to develop skills, confidence and curiosity and, in turn, every student will demonstrate targeted learning progress. Intent:</p> <ul style="list-style-type: none"> • To develop a pedagogical framework for rigorous and challenging learning with a consistent teaching and learning design across the school. <p>POSITIVE CLIMATE FOR LEARNING <i>To foster a safe, supportive and stimulating learning environment which will help to develop socially and emotionally intelligent students who are empathic and resilient members of society.</i> Rationale: At Belle Vue, there is a whole school approach to wellbeing that supports students to develop their personal and interpersonal skills so they become resilient and empathic. This is evident in the policies, procedures and practices making sense of the nexus between relationship building and wellbeing. The goal is to improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom. Intent:</p> <ul style="list-style-type: none"> • To build a common and consistent framework to enhance positive relationships. <p>BUILDING COMMUNITIES <i>To build social profile and develop stronger learning partnerships with the school and wider communities.</i> Rationale: The school wishes to further engage parents in their child's learning - to build a genuine open learning partnership with parents. Children learn best when the significant adults in their lives - parents, teachers, and other family and community members - work together to encourage and support them. Intent:</p> <ul style="list-style-type: none"> • To engage the school community in school wide practices that further extend their understanding of the learning process, behavioural leadership and positive home learning partnerships. • To foster purposeful engagement with parents and the wider community.

Belle Vue Primary School



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																		
<p>To embed a rich, relevant, challenging and stimulating learning program that meets all students' point of need.</p> <p>Rationale If visible learning is evident in every classroom then students will experience an enhanced capacity to develop skills, confidence and curiosity and, in turn, every student will demonstrate targeted learning progress.</p>	<p>Excellence in Teaching and Learning.</p> <ul style="list-style-type: none"> Building Practice Excellence Curriculum Planning and Assessment Evidence-based High Impact Teaching Strategies Evaluating Impact on Learning <p>Professional Leadership</p> <ul style="list-style-type: none"> Instructional and Shared Leadership 	<p>Develop a pedagogical framework for rigorous and challenging learning with a consistent teaching and learning design across the school.</p> <ul style="list-style-type: none"> Differentiate learning for all students, with a focus on students who are more than twelve months above the expected level. (Short Term) Engage staff and students in reflective practices which impact on their learning including feedback to drive future learning. (Short Term) Use quality assessment practices for planning and evaluating the impact on learning. (Short Term) Further skill staff in interpreting data to inform teaching practice. (Short Term) Develop collaborative teams to challenge each member to continually improve and examine their impact on student learning. (Short Term) Build consistency of operation across PLTs. (Short Term) Explicitly teach students to be metacognitive. (Short – Medium Term) Encourage students to contribute to their own learning using the understandings and language of learning intentions and success criteria. (Medium Term) Embed the principles and practices of Inquiry Based Learning. (Medium – Long Term) Build the capacity of school leaders to strengthen consistent teacher practice in line with an agreed instructional model. (Medium-Long Term) Embed the principles and practices of Visible Learning. (Long Term) 	<p>Teacher Judgements: Increase by 10% the number of students achieving a rating of A or B against Victorian Curriculum F-6. At least 12 months growth for every student for each year of the reporting period in the key areas of writing, reading, speaking and listening and number.</p> <p>NAPLAN: Relative Growth</p> <table border="1" data-bbox="2172 436 2881 667"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">High Growth</th> <th colspan="2">Low Growth</th> </tr> <tr> <th>From 2016</th> <th>To 2020</th> <th>From 2016</th> <th>To 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27.8%</td> <td>50%</td> <td>16.7%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>41.2%</td> <td>60%</td> <td>17.6%</td> <td>8%</td> </tr> <tr> <td>Grammar/Punctuation</td> <td>52.9%</td> <td>60%</td> <td>5.9%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>41.2%</td> <td>50%</td> <td>11.8%</td> <td>8%</td> </tr> <tr> <td>Numeracy</td> <td>33.3%</td> <td>60%</td> <td>5.6%</td> <td>5%</td> </tr> </tbody> </table> <p>Each year for the review period, to see an upward trend in the Year 5 and 6 mean factor score on the Student Attitudes to School Survey in the following areas:</p> <ul style="list-style-type: none"> Stimulating Learning (2016 - 3.97) Teacher Effectiveness (2016 - 4.45) Learning Confidence (2016 - 3.98). 		High Growth		Low Growth		From 2016	To 2020	From 2016	To 2020	Reading	27.8%	50%	16.7%	8%	Writing	41.2%	60%	17.6%	8%	Grammar/Punctuation	52.9%	60%	5.9%	5%	Spelling	41.2%	50%	11.8%	8%	Numeracy	33.3%	60%	5.6%	5%
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<p>To foster a safe, supportive and stimulating learning environment which will help to develop socially and emotionally intelligent students who are empathic and resilient members of society.</p> <p>Rationale Belle Vue Primary School wishes to develop students' capacity to be independent, resilient and responsible citizens. In order to achieve this, leadership recognises the need to embed a culture where wellbeing is integral to learning and connected to student growth. Students with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes.</p>	<p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> Empowering students and building School Pride Setting expectations and promoting Inclusion Health and Wellbeing Intellectual Engagement and Self Awareness <p>Professional Leadership:</p> <ul style="list-style-type: none"> Vision, values and culture 	<p>Develop a shared understanding of wellbeing that makes explicit the importance of relationships and the links to learning, engagement, personal responsibility and high expectations.</p> <p>Possible key actions to support attainment of KIS</p> <ul style="list-style-type: none"> Continue to explicitly teach You Can Do It (YCDI) (P-4) and introduce (YCDI) Habits of Mind (5-6) (Short Term) <ul style="list-style-type: none"> Staff professional learning incorporating a whole school approach to student wellbeing Continue to implement early intervention when students are not making expected progress in learning and behaviour (Short Term) Develop agreed protocols for interacting effectively with students (Short – Medium Term) <ul style="list-style-type: none"> Develop stronger feedback mechanisms enabling students to feel heard and valued Embed the use of Incident Tracking on Sentral (Long Term). 	<p>Consideration is given to including targets such as the following designed to measure progress toward achievement of the suggested goal in the new Strategic Plan: By 2020, to see an upward trend in the Student Attitudes to School Survey in the following areas:</p> <ul style="list-style-type: none"> Student Safety (2016 - 4.53) Student Distress (2016 - 5.95) Student Morale (2016 - 5.43) Classroom Behaviour (2016 - 3.42) Connectedness to peers (2016 - 4.28). <p>Incident tracker data of Sentral, decreasing in incidents for individual children from base year of implementation.</p>																																		
<p>To build social profile and develop stronger learning partnerships with the school and wider communities.</p> <p>Rationale Children learn best when the significant adults in their lives - parents, teachers, and other family and community members - work together to encourage and support them.</p>	<p>Community Engagement in Learning:</p> <ul style="list-style-type: none"> Parents and Carers as Partners Global Citizenship Building Communities Strategic Resource Management <p>Professional Leadership:</p> <ul style="list-style-type: none"> Vision, values and culture 	<p>Foster purposeful engagement with parents and the wider community.</p> <p>Possible Key Actions to support attainment of KIS</p> <ul style="list-style-type: none"> Continue to refine and develop the school's website (Short Term) Continue to provide opportunities for informal interactions between staff and parents (Short Term) Continue to encourage parent involvement in learning areas (Short Term) Promote and enrich the strength of the existing partnerships and explore further opportunities (Short Term) Actively promote Belle Vue PS through marketing its strengths to the wider community (Short Term) Inform the parents about school programs and processes to enhance involvement (Short Term) Target 3-year-old kinder programs for future enrolments (Short Term) Collate and analyse enrolment data (information nights, school tours) (Short Term) Develop strategies to reduce the impact of transition (year to year) (Medium Term) Develop links and partnerships to utilise community expertise (Medium – Long Term) Develop Sentral parent and student portals as an effective means of communication (Medium - Long Term) Improve visibility, appearance, signage and accessibility to the school (Medium – Long Term). 	<p>By 2020, an upward trend on the Parent Opinion Survey in the following areas:</p> <ul style="list-style-type: none"> Approachability Reporting Parent Input Stimulating Learning General Satisfaction <p>To increase student enrolments to 200+ by 2020.</p>																																		

