

School Strategic Plan 2020-2024

Bentleigh West Primary School (4318)



Submitted for review by Steven Capp (School Principal) on 21 April, 2021 at 03:26 PM

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School Strategic Plan - 2020-2024

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School vision	Bentleigh West Primary School has a deep commitment to: <ul style="list-style-type: none">o fostering knowledgeable, respectful and caring young people who contribute positively and responsibly to their local and global community.o be a high performing school with embedded evidence informed best practice that is visible in each classroom.
School values	Resilience encouraging students to support each other and bounce back when faced with adversity. Responsibility encouraging students to take ownership of their actions, reflecting on them and dealing with the consequences of those actions with integrity. Care encouraging students to care about themselves, others and the environment. Respect encouraging teachers and parents to treat themselves, each other, and their environment with respect. Positivity encouraging students to approach life, and specifically learning, with confidence, optimism and enthusiasm. Persistence encouraging students to strive for their personal best, accept challenges, try hard and not give up.
Context challenges	Bentleigh West Primary School achieved much in the previous strategic plan. The move to create a calm orderly environment and implement a consistent pedagogical model to teach clear viable curriculum has ensured teachers understand what they have to teach and how to teach it. The self evaluation and review found that BWPS has created a very strong platform for students to understand and take more ownership of their learning. To do this effectively, BWPS needs to further develop a strong Professional Learning Community with the FISO improvement cycle as core way of working. The PLC's challenge is to improve literacy and numeracy learning by continuing to imbed a curriculum that ensures low variance between classrooms. To improve reading and writing results the school is developing a knowledge rich curriculum to ensure text variety, robust novel study and sequential knowledge building, via Science and Humanities, to improve ideas, vocabulary and links to concepts when reading and writing.

	<p>Bentleigh West will need to develop a shared model of student voice and agency within its evidence informed framework, as the review identified that students were very engaged and proud of the school, but were not completely sure as to end points of learning and how to monitor their own learning more independently.</p> <p>The PLC challenge is to engage students in exploring feedback driven meta-cognition, and facilitate goal setting and monitoring of to reflect on behaviours that are successful in reaching their targets.</p> <p>Further challenging high performing students is also a challenge. The percentage of students in the top two bands has increased over time and we need to continue to seek growth in these students.</p> <p>BWPS also has the opportunity to increase the role of Student Leadership.</p> <p>The review found that student confidence and behaviour was very good and conducive to leveraging the trust to take on more responsibility within the school.</p>
<p>Intent, rationale and focus</p>	<p>Bentleigh West Primary School is continuing to focus on implementing a PLC structure to help teachers implement: a knowledge rich curriculum, to challenge and inspire our students, formative assessment with student input imbedded via feedback driven metacognition to build student agency and a pathway to independent learning, a formalised extension program to facilitate growth in our high performing students.</p> <p>A BWPS model of student agency and voice to align with the very distinct culture created at BWPS is an area the school is keen to imbed.</p> <p>This is important as it creates the best possible chance of improving our literacy and numeracy outcomes for all students and developing a stimulating curriculum with more student buy in to generate further learning independence, motivation and engagement in all classes at BWPS.</p> <p>The school is prioritising the knowledge rich curriculum design that encompasses the key understandings and assessments to match from the teacher and student perspective. Student input and feedback on the design has been prioritised in this phase (Year 1 to 2) Once this work has been implemented to a level the community understands, we will prioritise capturing what is working and improvements needed to begin forming our shared model of student voice and agency at BWPS. This phase will incorporate an increase in extension units for students identified and on ILPs (Year 2 - 4)</p> <p>With a shared model being formulated we can use this to continue to drive meaningful student leadership that incorporates working on the shared model and imbedding it. Student choice around exhibitions of learning and other community engagements including being involved in decision making with staff will be formalised (Year 2 - 4)</p>

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Goal 1	Improve the literacy and numeracy achievement of every student.
Target 1.1	By 2024 increase NAPLAN benchmark growth in: <ul style="list-style-type: none">• reading from 23% (2019) to 30%• writing from 13% (2019) to 30%• spelling from 54% (2019) to 56%.
Target 1.2	By 2024 increase the percentage of students who achieve in NAPLAN top two bands at year 5 in: <ul style="list-style-type: none">• number from 55% (2019) to 57%.• reading from 50% (2019) to 55%• writing from 14% (2019) to 28%
Target 1.3	By 2024 Increase the percentage of students from Foundation to Year 6 who are assessed above or well above the expected achievement level in: <ul style="list-style-type: none">• reading and viewing from 72% (2019) to 75%.• writing from 63% (2019) to 65%• number and algebra from 80% (2019) to 82%

Key Improvement Strategy 1.a Building practice excellence	Embed the Professional Learning Communities (PLC) structures to ensure a whole school culture of collaboration with a collective focus on student learning.
Key Improvement Strategy 1.b Evaluating impact on learning	Build capacity of all teachers to understand and utilise assessment evidence to inform teacher planning and classroom practice.
Key Improvement Strategy 1.c Building practice excellence	Ensure teacher professional learning is designed to build teacher capacity and curriculum knowledge and enhances instructional practice.
Goal 2	To engage all students through developing an innovative and aspirational curriculum
Target 2.1	By 2024 increase the percentages of positive student responses to AtoSS for the following factors: <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2019) to 85% • Motivation and interest from 78% (2019) to 83% • Sense of confidence from 73% (2019) to 82%.
Target 2.2	By 2024 increase the percentages of positive staff responses in the following School Opinion Survey school climate factors: <ul style="list-style-type: none"> • Academic emphasis from 84% (2020) to 90% • Collective focus on student learning from 90% (2020) to 94% • Guaranteed and viable curriculum from 96% (2020) to 97%.
Target 2.3	By 2024 increase the percentages of positive parent responses to the Parent Opinion Survey in the following factors: <ul style="list-style-type: none"> • Student motivation and support from 82% (2020) to 87%

	<ul style="list-style-type: none"> • Stimulating learning environment from 78% (2020) to 83% • Effective teaching from 76% (2020) to 81%.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher content knowledge and supporting resources for the development of the Knowledge Rich Curriculum.
Key Improvement Strategy 2.b Curriculum planning and assessment	With the development of the Knowledge Rich Curriculum, structure the curriculum to enable students to be provided with regular opportunities to engage in learning experiences that reflect their point of learning need.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Ensure all teachers are supported through instruction coaching and professional learning to utilise the High Impact Teaching Strategies (HITS) consistently and effectively.
Goal 3	Improve student engagement and motivation in learning.
Target 3.1	<p>By 2024 increase the percentages of positive student responses to the following student voice and agency factors in AtoSS:</p> <ul style="list-style-type: none"> • At this school I help decide things like the class activities and rules from 37% (2019) to 57% • I have a say in the things I learn from 39% (2019) to 59% • My teacher likes my ideas from 55% (2019) to 65% • I am encouraged to share my ideas from 62% (2019) to 72%.
Target 3.2	<p>By 2024 increase the percentages of positive parent responses to the following factors in the Parent Opinion Survey</p> <ul style="list-style-type: none"> • Student agency and voice from 73% (2019) to 78% • School connectedness from 88% (2019) to 93%

	<ul style="list-style-type: none"> • General satisfaction from 88% (2019) to 93%.
Target 3.3	<p>By 2024 increase the percentages of positive staff responses in the following school climate factors in the School Staff Survey:</p> <ul style="list-style-type: none"> • Trust in students and parents from 91% (2020) to 93% • Collective efficacy from 91% (2020) to 93% • Teacher collaboration from 63% (2020) to 70%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop staff understanding and document a strategy to activate student agency and voice in learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and embed student goal setting and two-way feedback.
Key Improvement Strategy 3.c Empowering students and building school pride	Increase the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making.