

School Strategic Plan 2020-2024

Bayles Regional Primary School (5421)



Submitted for review by Alison Andrews (School Principal) on 02 March, 2021 at 10:58 AM
Endorsed by Roma McKinnon (Senior Education Improvement Leader) on 02 March, 2021 at 12:07 PM
Endorsed by Fiona Edwards (School Council President) on 12 March, 2021 at 03:55 PM

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School vision	Bayles Regional Primary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.
School values	<p>Bayles Regional Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Bayles Regional Primary School's values are:</p> <p>Respect - I treat others the way i like to be treated. I care for myself, others and the environment. Acceptance - I understand that people have different ideas, beliefs and cultures. I accept and tolerate others no matter how similar or different we are. Resilience - I bounce back and don't give up. I make the right choice when dealing with difficult situations. Achievement - I always strive to achieve my personal best. I set goals for myself and work hard to achieve them.</p> <p>To celebrate and embed our School Values in our school community, we:</p> <ul style="list-style-type: none">- Display posters that promote our values in our school- Provide awards and recognition for students who actively demonstrate the values- Discuss our values with students in the classroom, meetings and assemblies. <p>As a school community we are committed to our School Expectations:</p> <p>Be Safe Be Responsible Be a Learner Be Respectful</p>
Context challenges	Due to the impact on student learning and mental health from Covid-19, we have increased in the number of students needing both learning support and wellbeing support. We have had an increased uptake in our 'STEP UP' Learning Support Program (including

	<p>additional tutoring) to assist students to catch up in both Literacy and Numeracy. We have also found there is now a larger gap in student abilities within year levels, in which we have extended our STEP-UP program to include extension in both Literacy and Numeracy. To address the mental health of our students we are increasing SEL within classes, adding brain breaks and have our Wellbeing Officer seeing more students.</p>
<p>Intent, rationale and focus</p>	<p>At Bayles we want to empower our students to take responsibility for their learning and to achieve their best possible learning outcomes. We want to have consistent learning programs across the school that enable all students to actively engage in and connect to their learning and to achieve their full potential regardless of their starting point.</p> <p>STUDENT VOICE & AGENCY: Over the next 4 years we intend to build upon Student Voice and Agency within our school by providing opportunities in all aspects of the school experience for students to have their voice heard. Our Student Voice Committee was introduced in 2020 and over the next 4 years will become an established practice at Bayles. Goal setting and reflection on learning will become a natural part of learning at Bayles and will be well established and consistent throughout the school by 2024.</p> <p>LEARNING OUTCOMES IN LITERACY: AT the beginning of 2021, we began our 'Talk For Writing' journey. All staff completed a Two Day PD on the program so we could begin our journey straight away. This program will allow students the opportunity to be engaged through active participation. Writing will be an area of focus over the next 4 years and by the end of 2024, Talk For Writing will be a well established program across the whole school which will result in improved student outcomes.</p> <p>Reading will also be a focus over the 4 years. We will be strengthening our strategies for teaching reading comprehension using multiple text exposures. A suite of reading comprehension strategies will be used within reading sessions to increase student knowledge, understanding and learning outcomes. High achievers will participate in extended readers book clubs, whilst students below level will engage in our STEP UP Learning Support Program. Professional Development via Master Classes will be available for all staff to up-skill and ensure that best practice is in every classroom.</p>

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Goal 1	To improve student outcomes in Literacy
Target 1.1	By 2024 increase the percentage of students in Year 5 performing in the top two bands in NAPLAN reading, based on a four-year rolling average from 29 per cent in 2019 to 35 per cent.
Target 1.2	By 2024 increase the percentage of students in Year 5 making high benchmark growth in NAPLAN reading, based on a four-year rolling average benchmark from 15 per cent in 2019 to 20 per cent.
Target 1.3	By 2024 increase the percentage of students in Year 5 making high benchmark growth in NAPLAN writing, based on a four-year rolling average benchmark from four per cent in 2019 to 20 per cent.
Target 1.4	By 2024 decrease the percentage of students in Year 5 making low benchmark growth in NAPLAN writing, based on a four-year rolling average benchmark from 28 per cent in 2019 to 15 per cent.
Target 1.5	By 2024 increase the percentage of Year 1- 6 students assessed against the Victorian Curriculum (VC) Levels F-10 as being above Level will increase in writing based upon a four-year rolling average from 16 per cent to 20 per cent.

Key Improvement Strategy 1.a Building practice excellence	Consistently embed the Bayles instructional model for reading and writing across the school
Key Improvement Strategy 1.b Building practice excellence	Build and enhance teachers' capacity to effectively implement high impact teaching strategies (HITS)
Key Improvement Strategy 1.c Evaluating impact on learning	Build capacity for data analysis in teachers and an understanding of the use of data in facilitating quality instructional practice.
Goal 2	To create empowered learners who are actively engaged in and connected to their learning
Target 2.1	By 2024 the following components of the learner characteristics and dispositions components of the student attitudes to school survey will show: <ul style="list-style-type: none"> • self-regulation and goal setting will increase from 83 per cent in 2019 to at or above 90 per cent • learning confidence will increase from 69 per cent in 2019 to 85 per cent.
Target 2.2	By 2024 the following component of the social engagement component of the student attitudes to school survey will show <ul style="list-style-type: none"> • student voice and agency will increase from 65 per cent in 2019 to 80 per cent
Target 2.3	By 2024 the percentage of days absent of children from F-6 will based upon a four-year rolling average decrease from 18.4 in 2019 to 14.

<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Build capacity and understanding of student voice and agency within the school environment with a focus on student learning.</p>
<p>Key Improvement Strategy 2.b Evaluating impact on learning</p>	<p>Establish and monitor consistent feedback strategies in classrooms student to teacher and teacher to student.</p>
<p>Key Improvement Strategy 2.c Vision, values and culture</p>	<p>Embed the school values and school expectations as developed in 2020.</p>