

School Strategic Plan 2023-2027

Bayswater Primary School (2163)



Submitted for review by Brooke Cross (School Principal) on 15 December, 2023 at 11:18 AM

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Awaiting endorsement by School Council President

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School vision	<p>Bayswater Primary School's vision is to empower all students to reach their personal best.</p> <p>At Bayswater Primary School we strive to develop the whole child physically, socially, emotionally, academically and enhance their natural talents and abilities. We get to know our students, build positive relationships and tailor the learning to their individual needs. Our teaching and learning is focused on making our students literate and numerate but also to develop a curiosity to make sense of their world through real life inquiry learning.</p>
School values	<p>Bayswater Primary School's values are Respect, Connection, Resilience and Excellence. Our students, staff and community were involved in the creation of our updated values (2021). Students also created our definitions and Values in Action documentation.</p> <p>Respect is treating others kindly, so they feel cared for and valued.</p> <p>Connection is making friends, including others and knowing that we belong.</p> <p>Resilience is being able to grow and thrive, even when things are difficult.</p> <p>Excellence is not being THE best, it's doing YOUR best!</p>
Context challenges	<p>Bayswater Primary School was founded in 1879 . Enrolments are currently sitting at 132 students. 54.6% are male, 43.9% are female. 5.3% are at risk and 2.3% have a disability. With a projected enrolment for 2024 of 141 . 27% of students speak a language other than English at home, 6.1 % are refugees. The staffing profile of Bayswater PS includes a Principal, 9.1 equivalent full time (EFT) teachers and 2.1 EFT Education Support (ES) staff. Bayswater PS is a happy school with high expectations. At Bayswater we are very aware of the need to treat each student as an individual. Our size enables every child to be well-known to staff and other students. The school has a genuinely bright and positive atmosphere. With more than 143 years of history behind it, Bayswater Primary is large enough to be able to provide comprehensive programs yet small enough to provide more personal care, attention and valuing of the individual. Our school is one of five Bayswater schools involved in the Bayswater Education Plan. The leadership teams from each school began working together in 2021 to establish opportunities and partnerships to begin the work of improving educational outcomes for all students in Bayswater. This project will be a 10 year strategy beginning in 2022. We are very excited at the opportunities that this will bring not only for our school but for the community of Bayswater in general. During 2022, the Bayswater Education plan was further developed with the establishment of the 5 working parties. Each working party has representation from each school and are working on priority projects in line with their focus. Bayswater</p>

Primary School accepts short term (from 4 weeks up to a term) International Student placements. We recognise that for each student's learning to be optimised, a close partnership needs to exist between parents and teachers. Our school actively encourages, welcomes and involves parents in school life. Participation in classroom programs, excursions, Fundraising Committee and the School Council, are some ways in which parents are able to express their talents and interests.

With the support of our Student Wellbeing and Inclusion Coordinator, we have a number of processes in place to best support students with equity funding, to ensure equal opportunity. These include: * Developing community connections with organisations, such as Hope City Mission to provide emergency food support. * State School's Relief - supporting students with uniform costs. * Subsidising the cost of educational based programs, such as camps, excursions, swimming, excursions and resources. * Working with a range of para-professionals (Speech/Psychology/OT) to support students at school. * Working closely with organisations, such as OnPsych, * Employing a school based Counsellor, to ensure all students have access to necessary mental health supports. * Working closely with, and information sharing with, organisations such as ACF (Australian Childhood Foundation, Orange Door, CHYMS, Child First, Child Protection and Foundation House. At Bayswater Primary School we have established processes to ensure ALL students can successfully access an equal education and thrive within our school environment.

At Bayswater Primary School we currently have 3 students who identify as Koorie. To support these students the following supports/processes are in place. * Termly IEP - focusing on developing their capacity in literacy and numeracy. * Termly SSG (Student Support Group meetings) * Communication with our designated KESO - when required * Communication with families around upcoming community events or resources. This year we have appointed a Marrung Leader, to support the work being completed as part of the Marrung Aboriginal Education Plan. To build our Marrung Leader's capacity and knowledge around cultural inclusion, they are participating in the SPPIKE (Strengthening Professional Capacity of Principals in Koorie Education) Leadership program. This program will require our Marrung Leader to implement a project within our school (this year) which promotes cultural inclusion. As part of the Bayswater Education Plan, a group of our students participated in a Leadership program. For their legacy project they have created a Bayswater Primary School Acknowledgment of Country. This will be used at all school events including, assemblies, open-nights and other community events.

We have appointed a Disability Inclusion Coordinator, who works closely with students, families, teachers, ES and paraprofessionals to ensure all students needs are supported. Our Disability Inclusion Coordinator works closely with our teachers to ensure all necessary adjustments and modifications are implemented. To support all students who have a disability or additional needs, under both Tier 2 and Tier 3 DI funding. The following processes are in place: * Termly or short term IEP (Individual Education Plan) - for all students who identify as Koorie, are in out of home care, have significant social/emotional or behavioural needs, any students funded under PSD, Tier 2 or Tier 3 funding and any

	<p>students achieving 12 months above or below the expected level of achievement (reading, writing or maths). * Termly SSG's - Student Support Group meetings * Care Team meetings - as needed * Development and implementation of Attendance Plans, Behaviour Support Plans, Camp Plans and Medical/Health Plans. * Sourcing of resources, such as e-pens to best support our students learning needs. * Preparing and implementing Disability Inclusion student profiles. At Bayswater Primary School we have two Education Support Staff who work closely with our Disability Inclusion Coordinator to support students to thrive within the school environment.</p>
Intent, rationale and focus	<p>Analysis of Bayswater Primary School student achievement data indicated that NAPLAN benchmark growth data in Reading, Writing and Numeracy was an area of interest. English and Mathematics teacher judgements showed some disparity with NAPLAN data. Instructional approaches, data literacy and differentiation were areas that the panel noted opportunities for growth. The panel agreed that a priority should involve reinvigorating and extending high impact teaching strategies that enhance student agency, with consistency across the school. The panel concluded that literacy and numeracy should continue as focus areas.</p> <p>The panel concluded that the school had effective structures in place to utilise resources to provide responsive support to students. Practices were cohesive, documented and leadership provided role clarity to support staff, students and families. The panel concluded that there was an opportunity to activate student input into evaluation of wellbeing practices, using student focus groups and the student leaders. The panel also agreed that there was an opportunity to explore and implement strategies that foster student self-efficacy. In addition, a continued focus on creating awareness of the school's wellbeing strategies in the school community should be seen as a priority. Engagement of the school community on learning and wellbeing practices would be beneficial to students. The panel identified student wellbeing as an area of continued focus.</p>

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Goal 1	Maximise the learning growth of all students.
Target 1.1	NAPLAN growth/achievement target to be confirmed.
Target 1.2	<p>Victorian Curriculum Teacher Judgements</p> <p>To increase the number of students at and above expected growth in one year in:</p> <ul style="list-style-type: none">• Reading & Viewing from 85% in 2022 to 89% in 2027• Writing from 86% in 2022 to 90% in 2027• Number & Algebra from 88% in 2022 to 90% in 2027
Target 1.3	<p>School Staff Survey</p> <p>By 2027, increase the percentage positive responses on the School Staff Survey (SSS) for the following measures:</p> <ul style="list-style-type: none">• Use student feedback to improve practice from 78% to 82%• Professional learning through peer observation from 11% to 60%• Teacher collaboration from 83% to 85%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect	Embed an agreed PLC process that builds staff capability to diagnose and address student learning needs and monitor the impact of interventions.

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher data literacy capacity to inform differentiated teaching practice that supports, challenges and extends every student.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen whole school approach to high quality instructional practice in Literacy and Numeracy.
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen staff capacity to plan and implement opportunities for students that foster authentic voice and learner agency and self-efficacy.
Goal 2	To improve the engagement and wellbeing of all students.
Target 2.1	<p>Attitudes to School Survey</p> <p>By 2027, Increase the percentage positive responses on the AToSS for the following measure:</p> <ul style="list-style-type: none"> • Sense of connectedness from 63% to 70% • Voice and agency from 58% to 63%.

Target 2.2	<p>School staff survey</p> <p>By 2027, increase the percentage positive responses on the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Collective efficacy from 78% to 82% • Parent and community involvement from 60% to 70%.
Target 2.3	<p>Parent and Caregiver Opinion Survey</p> <p>By 2027, increase the percentage positive responses on the PCGOS for the following measures:</p> <ul style="list-style-type: none"> • Teacher communication from 80% to 84%.
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen teacher capacity to implement appropriate and timely interventions and adjustments to meet all students' wellbeing and learning needs.</p>
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen engagement and collaboration between the school and wider community by building awareness of the school's learning and wellbeing practices.</p>

Key Improvement Strategy 2.b

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school