**School Strategic Plan 2021-2025**

Bunyip Primary School (2229)



Submitted for review by Jenny Dowsett (School Principal) on 28 February, 2022 at 12:26 PM  
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 06 March, 2022 at 06:50 PM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2021-2025**

Bunyip Primary School (2229)

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| School vision | To empower students to embrace learning opportunities and challenges to achieve their personal best and build their emotional, social and physical well-being. |
| School values | Bunyip Primary School is guided by our 3 core values of Respect, Responsibility and Resilience. |
| Context challenges | The percentage of students who achieved above the expected level is lower in writing and mathematics than in reading. There has been a strong focus on reading in the school with PLC's used to drive changes in practice. The school recognizes that we need to ensure that all students reach their potential in all curriculum areas. Teacher knowledge of utilizing digital technologies to increase student engagement and access to resources has also been recognized as an area for development. The school has started some work in the development if individual learning goals for students, however the work has been inconsistent and is not yet embedded. After 2 years of Remote and Flexible learning, many students have either fallen behind or disengaged from learning, demonstrating low resilience to being challenged in their learning.. The school recognizes that we need a very targeted intervention approach to catch these students up, whilst also providing opportunities for our high ability students to thrive. |
| Intent, rationale and focus | Bunyip Primary School that the improves use and expansion of the school's Reading instructional model will provide consistency in implementation and allow for differentiation in teaching and learning. Increased teacher knowledge in assessing, planning and and teaching Writing and Mathematics will bring about improved student outcomes. Increased opportunities for students to have greater agency, voice and responsibility for their learning, will optimize student engagement in learning. Building teacher knowledge of the Personal and Social capabilities will support students in developing their capabilities to respond positively to future challenges and opportunities. |

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| Goal 1 | Maximise the learning growth for all students in Writing and Numeracy. |
| Target 1.1 | NAPLAN - by 2025, increase the percentage of students achieving in the top two bands in:  Year 3:   * Writing from 36 per cent in 2021 to 45 per cent * Numeracy from 26 per cent in 2021 to 35 per cent   Year 5:   * Writing from 5 per cent in 2021 to 12 per cent   Numeracy from 21 per cent in 2021 to 27 per cent. |
| Target 1.2 | Victorian Curriculum - by 2025, increase the percentage of the combined average for Years 1 – 6 students for making at or above expected growth, as assessed by teachers in Semester 2 for:   * Writing from 73 per cent in 2020 to 80 per cent * Number and Algebra in 2020 from 65 per cent to 80 per cent.   Note: This target was calculated by averaging the percentage of students making at or above expected growth from Years 1 – 6. |
| Target 1.3 | School Staff Survey - by 2025, increase the positive endorsement by all staff for the factors of:   * Instructional leadership from 67 per cent in 2020 to 79 per cent * Collective efficacy from 70 per cent in 2020 to 78 per cent * Guaranteed and viable curriculum from 65 per cent in 2020 to 75 per cent * Moderate assessment tasks together from 73 per cent in 2020 to 80 per cent. |
| Key Improvement Strategy 1.a Building practice excellence | Embed the school’s Instructional Models in literacy and numeracy. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build teacher curriculum and assessment knowledge in Mathematics. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Build teacher curriculum and assessment knowledge in Writing. |
| Key Improvement Strategy 1.d Evaluating impact on learning | Embed the use PLCs to develop consistent teacher practice in curriculum content delivery and the use of data. |
| Goal 2 | Increased student engagement through improved agency. |
| Target 2.1 | Victorian Curriculum - to increase the percentage of Prep – 6 students achieving above expected level as assessed by teachers in Semester 2 for:   * Reading and Viewing from 29 per cent in 2020 to 35 per cent * Writing from 12 per cent in 2020 to 20 per cent * Number and Algebra from 20 per cent in 2020 to 25 per cent. |
| Target 2.2 | Attitudes To Schools Survey - by 2025, increase the percentage of positive endorsement for the factors of:   * Stimulated learning from 71 per cent in 2021 to 77 per cent * Sense of confidence from 62 per cent in 2021 to 70 per cent * Motivation and interest from 63 per cent to 70 per cent * Self-regulation and goal setting from 68 per cent in 2021 to 75 per cent * Student voice and agency from 46 per cent in 2021 to 55 per cent. |
| Target 2.3 | School Staff Survey - by 2025 to increase the percentage of positive endorsement for the factors of:   * Academic emphasis from 57 per cent in 2020 to 70 per cent * Use of student feedback to inform practice from 82 per cent in 2020 to 87 per cent * Understanding formative assessment from 73 per cent in 2020 to 81 per cent. |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build a whole school understanding of student voice and agency. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Build teacher capacity to use technology to enable student agency. |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Build teacher capacity to co-design opportunities for students to exercise authentic agency in their learning. |
| Goal 3 | Develop every student’s capabilities to be able to respond positively to future challenges and opportunities. |
| Target 3.1 | Students’ Attitudes to School’s Survey - by 2025, increase the percentage of positive endorsement for:   * Perseverance from 61 per cent in 2021 to 70 per cent * Attitudes to attendance from 66 per cent in 2021 to 75 per cent * Managing bullying from 70 per cent in 2021 to 78 per cent * Advocate at school from 78 per cent in 2021 to 87 per cent * Sense of connectedness from 70 per cent in 2021 to 77 per cent * Emotional awareness and regulation from 67 per cent in 2021 to 75 per cent. |
| Target 3.2 | Victorian Curriculum - Personal and Social Capabilities: The percentage of students achieving at or above expected level, as assessed by teachers in Semester 2, will have improved each year from 2022 to 2025 for:   * Recognition and Expression of Emotion * Development of resilience * Relationships and diversity * Collaboration. |
| Target 3.3 | Parent Opinion Survey - to increase the percentage of positive endorsement for the factors of:   * Student connectedness from 63 per cent in 2020 to 70 per cent * Confidence and resiliency skills from 60 per cent in 2020 to 70 per cent * Promoting positive behaviour from 70 per cent in 2020 to 80 per cent. |
| Key Improvement Strategy 3.a Health and wellbeing | Embed and develop student wellbeing initiatives. |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Build teacher knowledge to implement the Personal and Social Capabilities. |
| Key Improvement Strategy 3.c Health and wellbeing | Embed and develop the use of the school’s tiered response to intervention. |