Bayles Regional Primary School Strategic Plan 2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus
At Bayles Regional Primary School, we believe in educating passionate, committed and persistent learners to develop the skills for life.	Bayles Regional Primary School is one that prides itself on having a culture of learning within a supportive community. The school has core values of respect, integrity, persistence and excellence. It is also recognised that collaboration and collective effort are critical aspects of the culture of our school so that we can improve the practice of teaching and the learning of students. We believe that every teacher can make a positive influence on the lives of our students by having high-expectations that children can and will succeed. We value genuine relationships between students and teachers in order to inspire curiosity, increase confidence and energise students to learn. Students are motivated to learn by becoming actively involved in their learning, having an understanding about their own academic strengths, and developing agreements on how to further their skills and knowledge, in consultation with teachers, based upon their own understanding of where they are now and where they need to go.	Bayles Regional Primary School serves the educational needs of the small townships of Bayles, Catani, Caldermeade, Yannathan, Cora Lynn and Koo Wee Rup. The school is increasingly enrolling students from the south-eastern corner of Pakenham. Aspects of the traditional culture of BRPS are changing as the population and demographics are changing. At present, no students at the school identify as Aboriginal and Torres Strait Islander (ATSI) and no students speak English as their second language.	**INTENT** 1. To build school-wide instructional practices and embed evidence based, high impact strategies into each classroom. 2. To ensure universal implementation of teaching and learning strategies through feedback, mentoring and coaching. 3. To raise the level of student ownership of their learning so that students are motivated, engaged, confident, challenged and in control of their personal growth. **RATIONALE** 1. By consistently using evidence-based, high impact strategies to meet student learning needs, teachers can improve student learning outcomes. 2. By raising the level student agency, a student's sense of self-efficacy and confidence will be enhanced, thus allowing them to take responsibility for, and consequently improve, their learning. **FOCUS** 1. Through research and professional learning, strengthen the instructional model around literacy, numeracy and science F-6. 2. Further improve the skills of staff to use a range of assessment strategies to collect, analyse and reflect on student progress over time, thus improving the knowledge of student learning growth. 3. The school builds strong partnerships amongst students, teachers and parents so that there is a community-wide commitment to develop a learning culture.

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)
To improve student learning outcomes across the school in literacy, numeracy and science.	EXCELLENCE IN TEACHING AND LEARNING Building Practice Excellence; Evidence based high impact strategies.	1. Strengthen the instructional model around the teaching of English, Mathematics and Science to build the capacity of staff to deliver high impact teaching and learning. 2. Strengthen practice around assessment to ensure that a range of tools and strategies are used, that data is triangulated and student progress is tracked over time, thus improving the personalising of learning and the accuracy of assessment grades. 3. Clarify and strengthen the role of the School Improvement Team and Professional Learning Teams to ensure regular reflection on evidence is used to assess the impact of strategies and effectively plan the next level of work. 4. Implement systemic and rigorous accountability processes including coaching, mentoring and feedback to ensure fidelity to the agreed instructional models,	**NAPLAN Relative Growth** The relative growth of each of the student cohorts for each year of the Strategic Plan for English (Reading) and Mathematics (Number) is as follows: • Less than 15% low growth • Greater than 25% high growth **NAPLAN Percentages per Band** Each year of the plan: • The percentage of students in the top 2 bands will increase and will be is 40% or greater by 2020. • The percentage of students in the bottom 2 bands will decrease and will be 5% by 2020. **Victorian Curriculum assessment** In English (Reading), Mathematics (Number and Algebra) and Science, F-6, the percentage of students receiving a progress score that is: • considered greater than 6 months ahead of expected achievement standard will increase each year to be at or above 40% by 2020. • Considered greater than 6 months below the expected achievement standard will be less than 5% each year.

			Jolly Phonics • Each year of the plan, the percentage of Foundation students who score above the 50th for Word Reading (Test 1A) increases so that by 2020, 60% of students are achieving this result. • Each year of the plan, the percentage of Grade 1 students who score above the 50th for Word Reading (Test 2A) increases so that by 2020, 60% of students are achieving this result.
To build a school community which encourages, empowers and enables students to take greater responsibility for their learning.	POSITIVE CLIMATE FOR LEARNING Empowering students and building school pride.	1. Build the understanding and skills of staff in teaching metacognition to enable students to understand themselves as learners. 2. Build the capacity of learners to monitor their own growth and development through goal setting and formative feedback. 3. Strengthen the home/school partnership through three-way conversations (student – teacher – parents) around student progress 4. Strengthen the systems and protocols around communication with families and the wider community around student learning to build a positive learning culture.	**Student Attitude to School Survey** • Learning confidence shows an increase each year of the plan • Student Motivation shows an increase each year of the plan **Staff Opinion Survey** • Teaching and Learning module shows an increase each year of the plan • School climate module shows an increase each year of the plan **Parent Opinion Survey** • Student motivation shows a positive trend across the four years of the plan • School connectedness shows a positive trend across the four years of the plan

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