

BROADMEADOWS VALLEY PRIMARY SCHOOL



**Broadmeadows
Valley** PRIMARY SCHOOL
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School Strategic Plan 2010 -2013

Endorsement by School Principal	SIGNED..... NAME MR. ANDREW JONES DATE.....
Endorsement by School Council	SIGNED..... NAME MS. CATHARINE HYDON DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	SIGNED..... NAME MR. JOHN NELSON DATE.....

School Profile

<p>Purpose</p>	<p><i>Our purpose is to ensure that all our students will be literate, numerate and curious.</i></p>
<p>Values</p>	<p>At Broadmeadows Valley Primary School, we are committed to rising above the ordinary by providing 21st century education which can transform lives and communities. Academic rigour is valued at all stages with a consistent and high quality learning structure that underpins a curriculum that develops the potential of every student. Our school environment holds teamwork and shared endeavours at its core. A collaborative approach to teaching will continually develop highly skilled professionals with the belief that by working together great things are possible. In a safe and secure environment based on mutual respect, each student is valued as an individual. We are building a spirit of encouragement and support so to develop strong self-esteem and high personal expectation within each student and teacher. We are energized and committed to the partnership which exists between school, parents and community. Together we are fostering confident, prepared students ready to prosper in an ever changing world.</p>
<p>Environmental Context</p>	<p>Broadmeadows Valley Primary School was formed through the merger of Broadmeadows West, Jacana and Meadowfair North Primary Schools. Westmeadows Heights Primary School will merge with BVPS in late 2009. The school was established in July of 2009 and operated across two campuses for the first 6 months of its existence - one at the previously occupied Meadowfair North Primary School site and the other at the Broadmeadows West Primary School site. In term one of 2010 Broadmeadows Valley will come together as one. Broadmeadows Valley Primary School will begin 2010 with a SFO index of 0.81.</p> <p>The new school site, located on Dimboola Road in the heart of the Central Activities District of Broadmeadows is approximately 27 minutes north of Melbourne's CBD. The <i>Melbourne 2030</i> DSE study identified Broadmeadows as the commercial and business capital of Melbourne's north. Consequently, significant state funded infrastructure development has and will continue occur around and through our school site. Broadmeadows Valley Primary School, including our 3.2 million dollar <i>Integrated Early Learning Centre</i> and <i>Community Hub</i>, has been recognised as the predominant educational facility to service the incoming 'transit white collar' workforce. The initial school population of 250 students is expected to grow to 450 within a very short time.</p> <p>The school building costing close to 9 million dollars is one of the most modern and innovative teaching spaces in the world. Three <i>Learning Neighbourhoods</i> allow teams of teachers (Professional Learning Teams) to work closely, delivering targeted teaching within a flexible learning environment. Outdoor learning and the effective use of ICT are also highly valued. The schools close proximity to Hume Central Secondary College has allowed for a close working relationship having a positive effect on the learning outcomes of young people 0-18.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>Literacy Improve student learning in English so that every non-PSD student will be at least proficient at the Victorian Essential Learning Standards in English at their year level</p> <p>To improve all student outcomes in literacy from prep to year 6</p>	<p>By the end of 2012, 100% of non-PSD students to be assessed with an A, B or C grade</p> <p>To increase the proportion of students receiving an A or B grade by 30% by the end of 2012</p>	<p>Develop a 'standard of expectations' for teaching at Broadmeadows Valley Primary School</p> <p>Develop an agreed school-wide approach to the instructional practice of literacy</p> <p>Build teacher capacity for delivery of the agreed school wide approaches in literacy within learning neighbourhoods</p> <p>Develop an agreed school wide approach to the assessment for and of learning</p> <p>Develop intervention strategies (including extension) for improving student learning in literacy</p>
	<p>Numeracy Improve student learning in mathematics so that every non-PSD student will be at least proficient at the Victorian Essential Learning Standards in mathematics at their year level</p> <p>To improve all student outcomes in numeracy from prep to year 6</p>	<p>By the end of 2012, 100% of non-PSD students to be assessed with an A, B or C grade</p> <p>To increase the proportion of students receiving an A or B grade by 30% by the end of 2012</p>	<p>Develop a 'standard of expectations' for teaching at Broadmeadows Valley Primary School</p> <p>Develop an agreed school-wide approach to the instructional practice of numeracy</p> <p>Build teacher capacity for delivery of the agreed school wide approaches in numeracy within learning neighbourhoods</p> <p>Develop an agreed school wide approach to the assessment for and of learning</p> <p>Develop intervention strategies (including extension) for improving student learning in numeracy</p>

<p>Student Engagement and Wellbeing</p>	<p>To improve student attendance patterns across all year levels</p> <p>To improve the teaching and learning environment, student wellbeing and student relationships in all year levels</p>	<p>To increase student attendance at each year level to an average of 6.5% (13 days) absent per year by the end of 2012</p> <p>Student attitude to school survey scores to be over 75% in all measures (4th quartile) by the end of 2012</p> <p>Student attitude to school survey scores for student safety to remain over 90% by the end of 2012</p> <p>Parent opinion survey scores on student safety and student behaviour to be over 75% by the end of 2012</p>	<p>Establish and introduce effective processes to track and reduce student absences</p> <p>Introduce and implement 'Restorative Practice' and Ramon Lewis' classroom behaviour management beliefs, techniques and practices as a whole school focus</p> <p>Develop a student perception survey and student monitoring procedures to specifically identify and address issues relating to student wellbeing</p> <p>Strengthen relationships with school community members focusing on school improvement goals</p>
<p>Student Pathways and Transitions</p>	<p>To improve student transition for incoming prep students, students moving through all levels and exiting year 6 students</p>	<p>To reach high correlation rates between the percentages of students reaching 90-100% accuracy at the end of year 2 (level 20) with year 3 NAPLAN Reading subsequently achieved by the same group of students</p> <p>To attain an average of 90% agreement responses by parents to the four transition items in the parent opinion survey by 2012</p>	<p>Develop a comprehensive transition program from home/kindergarten to prep, across all levels P-2, and years 6 to 7</p> <p>Develop a strategy linking with the Broadmeadows Valley ELC, community hub and community support organisations e.g. Anglicare, Brotherhood of St Laurence, Broadmeadows Uniting Care including parenting programs and adult learning</p>

SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<u>Student Learning – Literacy</u> 1. Develop a ‘standard of expectations’ for teaching at Broadmeadows Valley Primary School	Year 1	-Develop school wide shared beliefs and understandings about effective teaching practice -Develop agreed school planning documentation of the teaching of literacy	-Documented school wide pedagogy -Consistent use of planning documentation across all PLT’s
	Year 2	-Develop a document which outlines the minimum standards for each year level in reading & writing	-Documents completed, and in use to guide teaching
	Year 3	-Develop a document which outlines the minimum standards for each year level in oral language & spelling	-Documents completed, and in use to guide teaching
2. Develop an agreed school wide approach to the instructional practice of literacy	Year 1	-Develop school ‘Literacy Plan’ (AIZ) and begin implementation	-Documented school ‘Literacy Plan’
	Year 2	-Fully implement the school ‘Literacy Plan’	-Use of ‘Literacy Plan’ evident in planning documentation and teaching practice -Implementation of school ‘Literacy Plan’ evidenced in improved student learning outcomes in literacy
	Year 3	-Refine and review the school ‘Literacy Plan’	-Increased number of students working at expected VELs levels across the school in literacy
3. Build teacher capacity for delivery of the agreed school wide approaches in literacy within Learning Neighbourhoods through PLT’s	Year 1	-Implement a timetable to allow PLT’s to work collaboratively on planning and moderation in literacy -Improve teaching and learning through effective use of evidence based data -Whole school professional learning to consolidate the AIZ literacy strategies as outlined in the school ‘Literacy Plan’	-Consistency of teacher practice in use of AIZ literacy teaching strategies demonstrated in all PLT’s -Assessment for learning tasks that are documented within the fortnightly planner -Data is used to monitor student learning and guide future planning -Whole school professional learning in AIZ literacy strategies included in professional learning schedule

	Year 2	-Consolidate professional learning in AIZ literacy strategies within PLT's -Establish protocols for and begin 'Collegiate Observations' and 'Triads' across PLT's	-Measure of expected change to teacher practice included in all team and teacher performance plans -Protocols for 'Collegiate Observations' and 'Triads' are documented and adhered to
	Year 3	-Continue professional learning through 'Collegiate Observations' and 'Triads'	-Evaluation of 'Collegiate Observations' and 'Triads' processes -Feedback from 'Collegiate Observations' and 'Triads' used to guide future professional learning
4. Develop an agreed school wide approach to the assessment for and of literacy learning	Year 1	Develop common understandings and beliefs regarding assessment Develop a literacy assessment schedule Develop agreed school planning documentation of ongoing assessment in literacy	-Pre and post testing to be included in planning documents -School wide, consistent assessment documentation in literacy
	Year 2	-Continue to implement literacy assessment schedule -Continue to implement school planning documentation of ongoing assessment in literacy	-Pre and post testing to be included in planning documents -School wide, consistent assessment documentation in literacy
	Year 3	-To refine and develop the literacy assessment schedule -To refine and develop school planning documentation of ongoing assessment in literacy	-Pre and post testing to be included in planning documents -Refined school wide, consistent assessment documentation in literacy
5. Develop intervention strategies (including extension) for improving student learning in literacy	Year 1	-Establish a process for identification of students at risk based on minimum expectations for each year level	-Learning Neighbourhood team develop and document intervention strategies and provide resources for students at risk
	Year 2	-All students 'at risk' having an Individual Learning Plan	-Individual Learning Plans implemented
	Year 3	-Individual Learning Plans continued to be implemented for students identified at risk	-Students on Individual Learning Plans evidence improved performance against VELS standards -Number of students deemed at risk is reduced
<u>Student Learning – Numeracy</u> 1. Develop a 'standard of expectations' for teaching numeracy at Broadmeadows Valley Primary School	Year 1	-Develop school wide shared beliefs and understandings about effective teaching practice -Develop agreed school planning documentation of the teaching of numeracy -Develop a developmental continuum which outlines the minimum standards for each year level in number and measurement	-Documented school wide pedagogy -Consistent use of planning documentation across all PLT's
	Year 2	-Use a developmental continuum which outlines the minimum standards for each year level in number and measurement (roadmap)	-Documents completed, and in use to guide teaching

	Year 3	-Develop a document which outlines the minimum standards for each year level in working mathematically and strategies	-Documents completed, and in use to guide teaching
2. Develop an agreed school wide approach to the instructional practice of numeracy	Year 1	-Develop school 'Numeracy Plan' (AIZ) and begin implementation	-Documented school 'Numeracy Plan'
	Year 2	-Fully implement the school 'Numeracy Plan'	-Use of 'Numeracy Plan' evident in planning documentation and teaching practice -Implementation of school 'Numeracy Plan' evidenced in improved student learning outcomes in numeracy
	Year 3	-Refine and review the school 'Numeracy Plan'	-Increased number of students working at expected VELS levels across the school in numeracy
3. Build teacher capacity for delivery of the agreed school wide approaches in numeracy within Learning Neighbourhoods	Year 1	-Implement a timetable to allow PLT's to work collaboratively on planning and moderation in numeracy -Improve teaching and learning through the effective use of evidence based data -Whole school professional learning to consolidate the AIZ numeracy strategies as outlined in the school 'Numeracy Plan'	-Consistency of teacher practice in use of AIZ numeracy teaching strategies demonstrated in all PLT's -Assessment for learning tasks are documented within the fortnightly planner -Data is used to monitor student learning and guide future planning -Whole school professional learning in AIZ numeracy with strategies included in professional learning schedule
	Year 2	-Consolidate professional learning in AIZ numeracy strategies within PLT's -Establish protocols for and begin 'Collegiate Observations' and 'Triads'	-Measure of expected change to teacher practice included in all staff performance plans -Protocols for 'Collegiate Observations' and 'Triads' are documented and adhered to
	Year 3	-Continue professional learning through 'Collegiate Observations' and 'Triads'	-Evaluation of 'Collegiate Observations' and 'Triads' -Feedback from 'Collegiate Observations' and 'Triads' used to guide future professional learning
4. Develop an agreed school wide approach to the assessment for and of numeracy learning	Year 1	-Develop common understandings and beliefs regarding assessment -Develop a numeracy assessment schedule -Develop agreed school planning documentation of ongoing assessment in numeracy	-Pre and post testing to be included in planning documents -School wide, consistent assessment documentation in numeracy
	Year 2	-Continue to implement numeracy assessment schedule -Continue to implement school planning documentation of ongoing assessment in numeracy	-Pre and post testing to be included in planning documents -School wide, consistent assessment documentation in numeracy

	Year 3	-To refine and develop the numeracy assessment schedule -To refine and develop school planning documentation of ongoing assessment in numeracy	-Pre and post testing to be included in planning documents -Refined school wide, consistent assessment documentation in numeracy
5. Develop intervention strategies (including extension) for improving student learning in numeracy	Year 1	-Establish a process for identification of students at risk based on minimum expectations for each year level -Establish a process for identification of students working well above expectations -All students working well above or below expectations have Individual Learning Plans (ILP's)	-PLT's develop and document intervention strategies and provide resources for students at risk -ILP's implemented
	Year 2	-ILP's continued to be implemented for students working above or below expectations	-ILP's implemented -Students on ILP's evidence improved performance against VELS standards
	Year 3	-ILP's continued to be implemented for students identified at risk	-Number of students receiving an A or B grade is increased -Number of students deemed at risk is reduced
<u>Student Wellbeing and Engagement</u> 1. Establish and implement processes to track and reduce student absences	Year 1	-Introduce electronic marking across P- 6 -Introduce timetabled daily follow up of absences -Research and implement effective tracking procedures for students deemed 'at risk' (80% or below attendance) -Develop clear statements of attendance expectations and procedures	-Improved student attendance
	Year 2	-Evaluate school based processes and procedures -Implement changes -Expand whole school promotion of positive attendance through use of school website and school publications	-Improved student attendance
	Year 3	-Review school based processes and procedures and implement any recommendations. -Continue whole school promotion of positive attendance	-Improved student attendance
2. Introduce and implement Restorative Practice and Ramon Lewis' classroom behaviour management beliefs, techniques and practices as a whole school focus	Year 1	-PD all staff on the philosophy and principles of restorative practices -Introduce a whole school restorative practices policy and program -Implement Ramon Lewis' behaviour management beliefs and techniques in all learning neighbourhoods	-Reduced number of children on specific behaviour modification programs (BMP's)

	Year 2	-Continue implementation of restorative practices policy and program and Ramon Lewis' behaviour management beliefs and techniques -Review effectiveness of whole school behaviour management strategies through staff satisfaction survey	-Reduced number of children on BMP's
	Year 3	-Implement any changes in behaviour management strategies as determined in review -Evaluate effectiveness through staff satisfaction survey	-Reduced number of children on specific behaviour modification programs
3. Develop student perception surveys and monitoring procedures to specifically identify and address issues relating to student wellbeing	Year 1	-Investigate and develop an appropriate student wellbeing survey P-6 -Administer student wellbeing survey -Identify specific issues of concern	-Improvements in attitudes to school opinion survey
	Year 2	-Address student concerns and identified issues in appropriate staff and student forums -Administer student wellbeing survey P-6 -Evaluate results	-Improvements in attitudes to school opinion survey
	Year 3	-Address concerns or issues in staff and student forums. -Administer student wellbeing survey P-6 -Evaluate results	-Improvements in attitudes to school opinion survey
4. Strengthen relationships with school community members focusing on school improvement goals	Year 1	-Develop impact statements based on preconditions for an effective and supportive teaching and learning environment -Communicate to stakeholders	-Student responsibilities published -Parent responsibilities published -Teacher responsibilities published
	Year 2	-All groups review responsibility statements -Use of school website to publicise review and interact with parents	-All groups meeting stated requirements
	Year 3	-Statements to become school policy	-All groups meeting stated requirements
<u>Student Pathways and Transitions</u> 1. Develop a comprehensive transition program from home/Kindergarten to prep, across all levels P-6, and years 6-7	Year 1	-Establishing a prep transition coordinator -Develop school policy document for P-6 transition -Establish a year 6 transition coordinator	-Transition coordinators minuting schedules meetings; communicate with the principal on the progress of student's incoming and outgoing
	Year 2	-Develop and strengthen communication ties with local ELC's -Develop a supporting information booklet and package for prep parents -Develop and strengthen communication ties with local	-Publish school policy documents, student and parent support materials pertaining to prep and year 6 transition and other students entering during the school year

		government secondary schools -Develop explicit links with Hume Central Secondary College to establish shared understandings and curriculum links to support student transition	
	Year 3	-Continue to foster and strengthen ties with local ELC's -Refine and redevelop the supporting information booklet and package for parents -Continue to foster and strengthen ties with local government secondary schools -Continue to foster and strengthen ties with Hume Central Secondary College to further develop and promote shared understandings and curriculum links to support student transition	-Scheduled meeting between school transition coordinators and local ELC's and local government secondary schools
2. Develop a strategy linking with the Broadmeadows Valley ELC, community hub and community support organisations e.g. Anglicare, Brotherhood of St Laurence and Broadmeadows Uniting Care including the parenting program and adult and multicultural learning	Year 1	-Establish links with Broadmeadows Valley ELC to promote an awareness of the centre and its role -Work with community support organisations to support students and their families -Promote and further develop the parenting, adult and multicultural programs within the school to further support and enhance parent participation in the school and in their children's learning	-Successful development of the Broadmeadows Valley ELC and community hub -Greater family and parent participation in school culture and learning -Increased access to community based programs and services.
	Year 2	-Promote awareness and encourage family participation in the use of the Broadmeadows Valley ELC as a stepping stone to primary education -Continue to work with community support organisations to support students and their families -Continue to promote and further develop the parenting, adult and multicultural programs within the school to further support and enhance parent participation in the school and in their children's learning	-Successful development of the Broadmeadows Valley ELC and community hub -Greater family and parent participation in school culture and learning. -Increased access to community based programs and services
	Year 3	-Promote awareness and encourage family participation in the use of the Broadmeadows Valley ELC as a stepping stone to primary education -Continue to work with community support organisations to support students and their families -Continue to promote and further develop the parenting, adult and multicultural programs within the school to further support and enhance parent participation in the	-Successful development of the Broadmeadows Valley ELC and community hub -Greater family and parent participation in school culture and learning -Increased access to community based programs and services

		school and in their child's learning	
3. Develop ELC preschool programs specifically targeting school readiness	Year 1	-Develop familiarity with pre VELs curriculum documentation -Establish links with 'Broadmeadows Schools Early Years Network'	-Planning and documentation of the program
	Year 2	-Engage and appropriate service provider and negotiate the implementation of a quality early years program	-Implementation of a quality early years program
	Year 3	-Refine and develop the early years program	-50% improved prep entry assessment data