



**Broadmeadows
Valley** PRIMARY SCHOOL



Department of Education and
Early Childhood Development

School Strategic Plan for Broadmeadows Valley Primary School 2015 - 2018



School Profile

Purpose	We are committed to rising above the ordinary by providing an evidence-informed, rigorous and globally relevant learning program for every learner, transforming lives and communities.
Values	<ol style="list-style-type: none"> 1. Student Centred Learning 2. Creative Learning 3. Achievement Learning 4. Leadership Learning 5. Collaborative Professional Practice and Learning 6. Community Learning
Environmental Context	<p>Broadmeadows Valley Primary School (BVPS) is a medium sized school situated in the culturally diverse suburb of Broadmeadows. The school is part of the Broadmeadows Schools Network (BSN) and shares a spacious site with the Dimboola Early Learning and Care Centre (DELCC), Broadmeadows Special Development School, the Collingwood English Language School (CELS) - Broadmeadows Campus and; the Dimboola Road Campus of Hume Central Secondary College (HCSC) years 7-9.</p> <p>Throughout 2009, Broadmeadows West, Jacana, Meadowfair North and Westmeadows Heights Primary Schools were closed. BVPS opened on July 1 2009 with an inherited workforce and an aggregated student population. The school now has a staffing profile that includes a diverse mix of level 1, level 2 and level 3 teachers. A highly organised school structure and intensive curriculum development schedule is in place. The school improvement journey is further supported by a highly sophisticated professional learning profile and systematised constructs for collaborative professional practice.</p> <p>Enrolment increased significantly from 2009 to 2014 from below 200 to a current enrolment of almost 300 students. The overall socioeconomic profile is low and the Student Family Occupation (SFO) index is 0.88. Sixty-two percent of students have a Language Background Other Than English (LBOTE). BVPS has been a National Partnership - Low SES School. The Community Learning Hub is an adult learning stream that is designed to elevate the profile of learning and education within the homes of our students as well as connecting parents and family members to broader educational and vocational opportunities. The school offers a range of pathways to employment and pathways to training programs for parents including educational support traineeships.</p> <p>The school site is impressive and innovative. Three learning neighbourhoods nestle within an attractive native landscape. Active and passive outdoor play areas are interesting, engaging and meticulously maintained. The learning neighbourhoods are flexible, well-resourced learning spaces that provide for a wide range of activities including strong studio arts (visual arts, performing arts, music and multi-media) and physical education integration. A gym, a multi-purpose hall and a collection of music studios are resources shared with HCSC.</p>

<p>Service Standards</p>	<p>Student Centred Learning</p> <ul style="list-style-type: none"> • A guaranteed and viable curriculum that meets the needs of each and every individual student • An acknowledgment that learning is an adaptive and experiential process • Empowering Learners by developing skills in metacognition, self-regulation, organisation, planning and reflection • Recognition that childhood is a vital and valuable life stage <p>Creative Learning</p> <ul style="list-style-type: none"> • Building a culture of innovation & exploration • Encouragement of flexible and adaptive thinking and problem solving • Emphasis on adventure and challenging experiences in order to provide students with lifelong skills in confidence, self-esteem, risk taking, independence and resilience <p>Achievement Learning</p> <ul style="list-style-type: none"> • Raising the bar and closing the gap of student literacy and numeracy competency • Individual learning goals • Self assessment and responsibility for learning • Striving for academic excellence <p>Leadership Learning</p> <ul style="list-style-type: none"> • Resilience and self-regulation • An ability to systematically reflect, plan and share with a team • Inspiration, influence and the capacity to support others learning • Adaptation, challenge and growth • Integrity, tolerance and ethics <p>Collaborative Professional Practice and Learning</p> <ul style="list-style-type: none"> • Recognition of a highly skilled professional teaching culture which supports the ongoing growth of educators • An emphasis on research-based evidence in the dichotomy of learning and practice • Commitment to ongoing and disciplined professional learning systems • Global professional partnerships and learning projects <p>Community Learning</p> <ul style="list-style-type: none"> • Participation and cooperation amongst all members of the wider school community • Efficient and effective open communication • Supporting families and parents in their learning journey • Opportunities for all stakeholders to be part of the decision making process • Implementing responsible and responsive resource management • A commitment to supporting and promoting the broader Victorian public education system • Making socially, emotionally and responsible choices
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>Continue the focus on lifting the percentage of students in the high relative growth fields for writing, reading and numeracy as measured by <i>NAPLAN</i>.</p> <p>Collaboratively develop and implement a process to monitor and measure student learning and development progress during transition from the <i>Dimboola Early Learning and Care Centre</i> into and through Prep.</p> <p>Develop and implement explicit models of teaching and learning to support improvement in numeracy outcomes; focusing on increased consistency of practice.</p>	<p>To have matched cohort growth, Year 3 to Year 5, above the state <i>NAPLAN</i> mean.</p> <p>To increase the number of students that experience high learning growth to 30%.</p> <p>To have developed and implemented a learning continuum based on <i>AusVELS</i> in English and Mathematics.</p>	<p>Continue to build teacher capacity through the explicit teaching of strategies that scaffold literacy & numeracy learning.</p> <p>Embed accurate & consistent approaches to assessment.</p> <p>Establish more rigorous and accurate assessment & reporting practices to facilitate and monitor accurate data to inform teaching.</p> <p>Continue to build student capacity for personal learning.</p> <p>Develop a whole school literacy & numeracy plan with agreed pedagogies for teaching literacy & numeracy across the curriculum.</p> <p>Further develop our coaching model to include an emphasis on improving teacher capacity of numeracy.</p>

<p>Engagement</p>	<p>Continue a relentless focus on improving student attendance. Working in collaboration with <i>the Broadmeadows Schools Network (BSN)</i> to:</p> <ul style="list-style-type: none"> ▪ improve systems for school accountability and; ▪ improve student learning outcomes. <p>Increase parental engagement, with a focus on improving student learning participation.</p> <p>Continue an emphasis on consistent and highly effective approaches towards student management.</p> <p>More explicitly understand our community engagement profile including early years, adult education, <i>BSN</i> and <i>HWLLEN</i> to capture and refine partnership opportunities.</p>	<p>To have student attendance to be at 93% or greater.</p> <p>To have Student Attitude to School survey results in the top quartile of all primary schools in the state.</p> <p>To have staff, parents and the wider community inducted into the '<i>Sentral</i>' Learning Management System (LMS) e.g. parent information evenings.</p> <p>Managed a comprehensive school-wide review of the current approach to student management.</p> <p>Manage a comprehensive school-wide review of the community engagement services.</p>	<p>Identify and employ school eLearning resources that best support the improvement of student learning outcomes.</p> <p>Establish and integrate the '<i>Sentral</i>' Learning Management System (LMS) for monitoring student attendance and communication with parents.</p> <p>Investigate positive and proven means to improve student developmental management.</p> <p>Develop a refugee database – develop links with <i>Foundation House</i>, <i>CELS</i> and better understand the most effective way to support refugee student learning and emotional needs.</p> <p>Conduct annual school-wide reviews into current practices in student management</p> <p>Conduct annual whole school reviews into current participation and practice in community engagement activity.</p>
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<p>Wellbeing</p>	<p>Continue to embed strategies to manage and support effective learning behaviour; with regular analysis and ensure the continuing trend of '<i>closing the gap</i>'.</p>	<p>To be above the state mean in Student Relationships, Wellbeing, and Teaching & Learning in the student opinion survey.</p>	<p>Review practice in whole school Student Management, e.g. the effectiveness of the dot and tick charts.</p> <p>Develop a comprehensive and documented induction program for new staff into agreed approaches to student wellbeing.</p> <p>Continue to implement programs and activities to further develop positive links between home and school.</p>
<p>Productivity</p>	<p>Further develop the team culture to maximise the whole school expectation to maximise '<i>time on task</i>', as demonstrated by staff and students building on the learning behaviour of '<i>being ready for learning</i>'.</p> <p>Align physical and human resources to achieve the goals and targets of the school.</p>	<p>To have established accurate and measurable means of tracking and recording '<i>time on task</i>' within a lesson and to have this benchmarked in the first year and improve in years 2-4.</p> <p>To have connected the digital studio into everyday teaching and learning practice.</p> <p>To have developed a systematic approach for collaborative educational content <i>creation, management</i> and <i>publication</i>.</p>	<p>Develop an agreed set of protocols for recording '<i>time on task</i>'.</p> <p>Ensure that the specific allocation of eLearning resources meets the needs of the learning community.</p> <p>Use DET '<i>EduStar</i>', SIPS Framework/Dashboard and eLearning Planning Matrix to increase teacher capacity to embed eLearning within both the curriculum and the teaching & learning program.</p> <p>Fully establish and integrate the digital studio and editing suite and connect the use of these technologies to everyday learning.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Continue to build teacher capacity through the explicit teaching of strategies that scaffold literacy & numeracy learning.</p> <p>Embed accurate & consistent approaches to assessment P-6.</p> <p>Establish more rigorous and accurate assessment & reporting practices to facilitate and monitor accurate data to inform teaching.</p> <p>Continue to build student capacity for personal learning.</p> <p>Develop a whole school literacy & numeracy plan with agreed pedagogies for teaching literacy & numeracy across the curriculum.</p> <p>Further develop our coaching model to include an emphasis on improving teacher capacity of numeracy.</p>	Year 1	<ul style="list-style-type: none"> ▪ A continued focus on collaborative instructional practice in order to enhance teacher capacity and student learning outcomes ▪ The effective integration of multiple feedback sources (peer observations, coaching, mentoring, student feedback, learning walks etc.) within team planning and instruction ▪ Literacy and Numeracy Priority Teams to audit and articulate current whole school continuum of learning ▪ Deployment of <i>Primary Numeracy Specialist</i> to further develop professional practice and curriculum in numeracy P-6 at .4 ETF ▪ Continued commitment and development of teacher professional learning approaches ▪ Deployment of a whole-school <i>Assessment for Learning</i> Coordinator P-6 at .6 ETF ▪ The implementation of a whole-school Learning Management System (LMS) 	<ul style="list-style-type: none"> ▪ Increased teacher understanding and effective use of the '<i>Teacher Inquiry and Knowledge Building Cycle</i>' (Timperley 2008) during PLCD sessions ▪ Teachers providing evidence of multiple forms of feedback in their PDP and during PLCD sessions ▪ Common whole staff understanding of the current curriculum frameworks ▪ The staff using the '<i>Senral</i>' Learning Management System (LMS) to improve assessment practice, to facilitate the co-creation of teacher knowledge and to enhance student-centred learning experience
	Year 2	<ul style="list-style-type: none"> ▪ Literacy and Numeracy Priority Teams to investigate and commence development of whole school learning continuum ▪ The refinement of use of the school LMS ▪ Continued commitment to and development of teacher professional learning approaches ▪ A continued focus on effective collaborative practice in order to enhance 	<ul style="list-style-type: none"> ▪ Teaching staff presenting evidence of implementation of the learning continuum in the planning and instructional process ▪ Increased teacher understanding of and participation in, the '<i>Teacher Inquiry and Knowledge Building Cycle</i>' (Timperley 2008) during PLCD sessions

		teacher capacity	
	Year 3	<ul style="list-style-type: none"> ▪ Implement the learning continuum ▪ The refinement of use of the LMS ▪ Continued commitment and development of teacher professional learning approaches ▪ A continued focus on collaborative practice in order to enhance teacher capacity 	<ul style="list-style-type: none"> ▪ Teaching staff to show evidence of use of the whole school learning continuum in the design, delivery and assessment of learning experiences ▪ Development of more sophisticated and explicit collaborative teaching practice
	Year 4	<ul style="list-style-type: none"> ▪ Review of the whole-school learning continuum ▪ Review of the school enrichment program ▪ Review of the PLCD process ▪ Further expansion of the LMS 	<ul style="list-style-type: none"> ▪ Published review of the learning continuum including recommendations for development ▪ Published review of the school enrichment program including recommendations ▪ Published review of the PLCD process
<p>Engagement</p> <p>Identify and employ school eLearning resources that best support the improvement of student learning outcomes.</p> <p>Establish and integrate the 'Sentral' Learning Management System (LMS) for monitoring student attendance and communication with parents.</p> <p>Investigate positive and proven means to improve student developmental management.</p> <p>Develop a refugee database – develop links with <i>Foundation House</i>, <i>CELS</i> and better understand the most effective way to support refugee student learning and emotional needs.</p>	Year 1	<ul style="list-style-type: none"> ▪ Audit eLearning resources ▪ Wellbeing Priority Team to audit current practice for student management and investigate recommendations ▪ Consolidate and expand current profile in community engagement initiatives specifically but not limited to the <i>BVPS Community Learning Hub</i> 	<ul style="list-style-type: none"> ▪ PLT's using eLearning resources to support student learning at greater levels ▪ Wellbeing Priority Team complete student management audit and present findings of inquiry to staff ▪ Increased community participation & engagement in learning activities
	Year 2	<ul style="list-style-type: none"> ▪ Parent training sessions on the use of the LMS ▪ Maintain, audit and purchase eLearning resources with alignment to learning need ▪ Wellbeing Priority Team to develop a refugee database for use by all teaching staff ▪ Whole staff trial of agreed strategies for student management ▪ Community partnerships consolidated and new opportunities investigated 	<ul style="list-style-type: none"> ▪ Parents and students using LMS with greater purpose ▪ Learning Neighbourhoods have continued access to a range of eLearning resources to support their learning ▪ Staff using the refugee database to inform student learning design ▪ All staff actively engaging in the trial of the revised student management strategies ▪ Increased community participation in school-wide initiatives connected to the Learning Neighbourhoods

<p>Conduct annual school wide reviews into current practices in student management</p> <p>Conduct annual whole school reviews into current participation and practice in community engagement activity.</p>	Year 3	<ul style="list-style-type: none"> Implementation of the revised whole school student management strategy Continued enhancement of school community partnerships & sponsorship opportunities 	<ul style="list-style-type: none"> Consistent application of the student management system Increased community participation and commitment to learning initiatives, events and programs
	Year 4	<ul style="list-style-type: none"> Review the use of eLearning resources Review the effectiveness of the Refugee Database Consolidation and review of whole school student management processes Review of community partnerships in conjunction with School Review 	<ul style="list-style-type: none"> Strategic review affirms all practices/ resourcing approaches and informs the future direction for the school
<p>Wellbeing</p> <p>Review practice in whole school Student Management, e.g. the effectiveness of the dot and tick charts.</p> <p>Develop a comprehensive and documented induction program for new staff into agreed approaches to student wellbeing.</p> <p>Continue to implement programs and activities to further develop positive links between home and school.</p>	Year 1	<ul style="list-style-type: none"> Wellbeing Priority Team to audit current practice for student management and investigate recommendations Review and refine current staff induction process Consolidate and expand on current practices to support improved parent-school partnerships 	<ul style="list-style-type: none"> Wellbeing Priority team to complete student management audit and present findings of inquiry to staff New staff will participate in current student wellbeing induction process. Community participation & engagement in hub and learning initiatives
	Year 2	<ul style="list-style-type: none"> Staff trial renewed strategies for student management Update current process of new staff induction Community partnerships consolidated and new initiatives investigated. 	<ul style="list-style-type: none"> Staff complete trial of student management strategies and provide feedback New teachers participate in current student wellbeing induction process Increased community participation in school-wide initiatives
	Year 3	<ul style="list-style-type: none"> Implementation of the revised whole school student management strategy Update process for staff induction Continued enhancement of school-community partnerships & sponsorship opportunities 	<ul style="list-style-type: none"> Consistent and effective implementation of student management across the school New staff participate in student wellbeing training and Professional Learning Increased community participation and community sponsorship in school-wide initiatives
	Year 4	<ul style="list-style-type: none"> Consolidation and commence the review of student management 	<ul style="list-style-type: none"> School Strategic Review affirms all practices/ resourcing approaches and

		<ul style="list-style-type: none"> Review current process for new staff induction Review of community partnerships in conjunction with School Review 	informs the future direction for the school
<p>Productivity</p> <p>Develop an agreed set of protocols for recording ‘<i>time on task</i>’.</p> <p>Ensure that the specific allocation of eLearning resources meets the needs of the learning community.</p> <p>Use DET ‘<i>EduStar</i>’, SIPS Framework/Dashboard and eLearning Planning Matrix to increase teacher capacity to embed eLearning within both the curriculum and the teaching & learning program.</p> <p>Fully establish and integrate the digital studio and editing suite and connect the use of these technologies to everyday learning.</p>	Year 1	<ul style="list-style-type: none"> Investigate methods for effectively recording ‘<i>time on task</i>’ and complete audit of current practice Use of the tools on the eLearning Dashboard to plan and deploy eLearning resources Annual program auditing (Teacher Symposium) 	<ul style="list-style-type: none"> The capture and use of ‘<i>time on task</i>’ data Effective eLearning programming and resourcing to meet the current needs Effective adaptations and development of programs for learning
	Year 2	<ul style="list-style-type: none"> Research and implement effective strategies for maximising ‘<i>time on task</i>’ Use of the tools on the eLearning Dashboard to plan and deploy eLearning resources Annual program auditing (Teacher Symposium) 	<ul style="list-style-type: none"> An agreed set of protocols for recording and understanding ‘<i>time on task</i>’ Improved use of eLearning resources and tools within the curriculum Consultative and evidence-informed curriculum and learning programming
	Year 3	<ul style="list-style-type: none"> Consolidate effective strategies for maximising ‘<i>time on task</i>’ Use of the tools on the eLearning Dashboard to plan and deploy eLearning resources Annual program auditing (Teacher Symposium) 	<ul style="list-style-type: none"> Improvements in learning rigor, relevance and student learning outcomes Student management of the use of eLearning tools and resources with greater independence and effectiveness
	Year 4	<ul style="list-style-type: none"> Review embedded practice for maximising ‘<i>time on task</i>’ Review eLearning strategic programming and resource allocation School Self-Evaluation and Teacher Symposium 	<ul style="list-style-type: none"> School Strategic Review affirms and advises practices and resourcing approaches Students leading eLearning deployment with greater independence and effectiveness