

# School Strategic Plan 2020-2024

Bell Primary School (4309)



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## School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>School Vision: Bell Primary School is a caring community that fosters a love of learning in young people. At school and beyond, students are confident to think critically and empowered to thrive in a rapidly evolving world. We are grounded by our school values of resilience, creativity, curiosity, collaboration and respect that establish clear expectations around the attitudes and behaviours that support a positive and productive learning community.</p> <p>School Mission: Our essential learning focus is to ensure students are literate, numerate and curious with a philosophy that encourages and supports students to operate independently and collaboratively, to be valued and value others and to take pride and pleasure in participation and achievement.</p> <p>This is a working mission statement to be further developed with all stakeholders, including the roles and responsibilities of each group (students, staff, parents/carers).</p>
<b>School values</b>	<p>Bell Primary School values are:</p> <p>Resilience - As learners we embrace challenge and don't give up. We can overcome obstacles and bounce back from difficult situations.</p> <p>Creativity - We are open to novel ideas and explore new ways to solve problems.</p> <p>Curiosity - We are excited to explore new and challenging ideas.</p> <p>Collaboration - We work together to share ideas and knowledge in order to achieve a common goal.</p> <p>Respect - We foster a culture in which people feel safe to be themselves and are inclusive of others. We take care of our environment and enjoy the wonders it offers.</p>
<b>Context challenges</b>	<p>Bell Primary School is located in the suburb of Preston in the City of Darebin in the northern suburbs of Melbourne approximately nine kilometres from the Melbourne Central Business District. The school was founded in 1928. The Student Family Occupation Education (SFOE) index was 0.082 placing the school in the high range in 2019–20. Enrolments at the time of the review were 466 students, a decrease in 41 students from 2017-2021. The number of Aboriginal students declined from 1% to 0% over the course of the previous strategic plan and the percentage of EAL students enrolled decreased from 3% to 2%.</p> <p>The school provides an accredited Out of School Hours Care Program. Specialist programs provided are Visual Arts, Music, Physical Education and Italian (Language). A junior school council operates with students supported in their roles with leadership training. A</p>

	<p>number of extension programs are offered including the Student Excellence Program, Gateways, rock band, art extension classes within school hours, French language and an afterschool sports program. Instrumental music and dance programs are also offered for a fee throughout the year.</p> <p>The school offers a wide range of extra-curricular activities including interschool sport, senior vocal ensemble and a Year 3- 6 camping program.</p> <p>Bell has a strong focus on Literacy and Numeracy, with the majority of students consistently achieving at or above the expected level. The challenge for Bell is to develop and commit to an agreed pedagogical model where rigorous teaching and learning approaches and consistent language drives student outcomes across the school. This will ensure their growth in learning is maintained as they deepen engagement and develop greater independence and self motivation in daily learning.</p> <p>Bell is committed to continuously improving the mental health and social/emotional wellbeing of all students. A challenge for Bell is to develop a sequential social and emotional learning framework that acknowledges all parties (staff, parents/carers, students) as active contributors to the agreed whole school approach.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Intent: Improve student growth and achievement in Literacy and Numeracy.</p> <p>Rationale: If we focus on consistent instructional practices and strengthen collaborative planning processes to deliver a guaranteed and viable curriculum, students will have differentiated learning opportunities that enable strong individual growth and high achievement levels.</p> <p>Focus: The FISO Dimensions of 'Building Practice Excellence' and 'Evidence Based High Impact Teaching and Learning Strategies' will support the development of the Bell PS instructional model. The FISO Dimensions of 'Curriculum Planning and Assessment' and 'Evaluating Impact on Learning' will support the development of a guaranteed and viable curriculum and embedding the comprehensive assessment schedule.</p> <p>Intent: Empower students to have voice and agency in their learning.</p> <p>Rationale: If we provide students with input and ownership over their learning, then we will foster intellectual engagement, motivation, independence and self-awareness as learners.</p> <p>Focus:</p>

The FISO Dimensions of 'Empowering Students and Building School Pride' will support higher levels of voice and agency in teaching and learning practices.

The FISO Dimensions of 'Intellectual Engagement and Self Awareness' and 'Evaluating Impact on Learning' will support staff and students working together to set personalised learning goals that are challenging yet achievable.

Intent: To enhance the social and emotional wellbeing of students through a whole school wellbeing framework.

Rationale: If we have a collective focus on developing student social and emotional competencies and build meaningful partnerships between all members of the school community, then we will develop a stronger sense of connectedness through a positive school climate.

Focus: The FISO Dimension of 'Health and Wellbeing' will support the development of a mental health, social/emotional curriculum as part of a broader whole school wellbeing framework.

The FISO Dimension of 'Parents and Carers as Partners' supports the collective responsibility for the wellbeing of all students.

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<b>Goal 1</b>	Improve student outcomes in literacy and numeracy.
<b>Target 1.1</b>	<b>Numeracy</b> Benchmark growth: <ul style="list-style-type: none"><li>• Increase levels of benchmark growth at or above benchmark from 77% (2019) to 82% (2023)</li></ul> NAPLAN top 2 bands: <ul style="list-style-type: none"><li>• Increase the percentage of students in the top 2 bands Year 3 from 60% (2019) to 64 % (2023)</li><li>• Increase the percentage of students in the top 2 bands Year 5 from 41% (2019) to 49 % (2023)</li></ul> Teacher judgement <ul style="list-style-type: none"><li>• Increase the percentage of students at or above age expected levels from 93% (2019) to 98% (2023)</li></ul>
<b>Target 1.2</b>	<b>Reading</b> Benchmark growth: <ul style="list-style-type: none"><li>• Increase levels of benchmark growth above benchmark from 25% (2019) to 30% (2023)</li></ul> NAPLAN top 2 bands: <ul style="list-style-type: none"><li>• Increase the percentage of students in the top 2 bands Year 3 from 72% (2019) to 76 % (2023)</li><li>• Increase the percentage of students in the top 2 bands Year 5 from 67% (2019) to 70% (2023)</li></ul> Teacher judgement <ul style="list-style-type: none"><li>• Increase the percentage of students at or above age expected levels from 94% (2019) to 97% (2023)</li></ul>
<b>Target 1.3</b>	<b>Writing</b> Benchmark growth: <ul style="list-style-type: none"><li>• Increase levels of benchmark growth at or above benchmark from 75% (2019) to 80% (2023)</li></ul> NAPLAN top 2 bands: <ul style="list-style-type: none"><li>• Increase the percentage of students in the top 2 bands Year 3 from 68% (2019) to 72% (2023)</li><li>• Increase the percentage of students in the top 2 bands Year 5 from 26% (2019) to 30 % (2023)</li></ul> Teacher judgement <ul style="list-style-type: none"><li>• Increase the percentage of students at or above age expected levels from 89% (2019) to 94% (2023)</li></ul>

<b>Target 1.4</b>	<p>School staff survey</p> <ul style="list-style-type: none"> <li>• Increase the percentage of positive endorsement for the factor instructional leadership from 64% (2019) to 76% (2023)</li> <li>• Increase the percentage of positive endorsement for the factor collective efficacy from 83% (2019) to 88% (2023).</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and implement an effective school instructional model
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Develop the effective use of data to inform and differentiate teaching and learning.
<b>Goal 2</b>	Improve student independence, engagement and motivation in learning.
<b>Target 2.1</b>	<p>Student attitudes to school survey (AtoSS)</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• student voice and agency (SVA) from 53% (2019) to 65% (2023)</li> <li>• self-regulation and goal setting from 73% (2019) to 84% (2023)</li> <li>• stimulating learning from 66% (2019) to 77% (2023)</li> <li>• motivation and interest from 68% (2019) to 78% (2023)</li> </ul>
<b>Target 2.2</b>	<p>School staff survey (SSS)</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• use student feedback to improve practice from 52% (2019) to 72% (2023)</li> <li>• promote student ownership of learning goals from 59% (2019) to 76% (2023)</li> </ul>
<b>Target 2.3</b>	<p>Parent opinion survey (POS)</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 76% (2019) to 86% (2023)</li> <li>• Stimulating learning environment from 79% (2019) to 88% (2023).</li> </ul>

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Strengthen knowledge and practice to activate student voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop student learning opportunities that are targeted, challenging, engaging and promote curiosity
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Develop and implement opportunities for students to set learning goals, be reflective and self-monitoring learners.
<b>Goal 3</b>	Enhance the health and wellbeing of all students.
<b>Target 3.1</b>	<p>Student attitudes to school survey (AtoSS)</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• sense of connectedness from 70% (2019) to 80% (2023)</li> <li>• teacher concern from 57% (2019) to 70% (2023)</li> <li>• resilience from 71% (2019) to 81% (2023)</li> <li>• managing bullying from 68% (2019) to 80% (2023)</li> </ul>
<b>Target 3.2</b>	<p>Parent opinion survey (POS)</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• confidence and resiliency skills from 74% (2019) to 86% (2023)</li> <li>• promoting positive behaviour from 78% (2019) to 88% (2023).</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Build a whole-school approach to the development of the social and emotional wellbeing of students
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.