School Strategic Plan 2019-2023

Beverford District Primary School (5407)

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School vision	"We work together to develop potential."
	We - conveys a sense of unity between students, teachers, support staff, parents and the community.
	Work together - acknowledges that all stakeholders have an investment in and responsibility for having a productive school, and that partnership of teachers with other teachers, with parents and with students will always result in better outcomes for each student when compared to teachers working in isolation.
	To develop potential - recognizes that there is no limit to the achievement possible, recognizes that development occurs academically, socially, physically and emotionally.
School values	Our learning community values encompass all the guiding principles and beliefs of: Respect Responsibility and Resilience
	We believe that students learn best when actively engaged in learning tasks in a happy, safe, positive and supportive environment, with every effort made to provide individual assistance. Within this environment, students are expected to develop decision-making skills, a sense of responsibility, self-discipline, resilience, the ability to work co-cooperatively with others, to take pride in their school and their work, to value achievement, and respect staff and other students.
Context challenges	Beverford District is in northern Victoria on the Murray River, 350 kilometres from Melbourne and 15 kilometres north of Swan Hill. A school bus is used daily to transport students to and from school across an area encompassing Swan Hill to Vinifera including Woorinen, Murraydale, Tyntynder and Speewa. There is no residential township in Beverford. There is a winery, a Tavern, Post Office agency, a motor mechanics and automotive wrecking yard. Beverford District Primary School has a current enrolment of 27 students. The school has 2.8 equivalent full time staff including 1 Principal class. The school has a 0.4 Business Manager. There are three classroom groupings prior to lunch four days a week and 2 classrooms after lunch and all day Friday providing multi-age learning in modern classrooms.
	In 2019, the School Family Occupation (SFO) when scored against all government schools was 0.53. The school is characterised by

	having 7.5% indigenous, 0% English as a second language (ESL), 0% Program for Students with Disabilities (PSD), 0% refugee, 48% female and 52% male enrolments. The school offers a comprehensive education from Prep to Grade 6. After lunch STEM, Art and Humanities are taught. Prior to lunch, there is an emphasis on Numeracy and Literacy. Our School Council supports the Principal and the staff in the implementation of teaching and learning in the school and is administratively responsible for the financial position of the school. The schools key challenges are around catering for all students effectively in multiple grade composite classrooms through differentiation and use of assessment data. In 2019 the Grade 3 cohort was targeted with focused teaching in a straight grade as many students in this cohort have specific learning needs. This cohort will continue to be a focus over the period of the Strategic Plan. The school has many high ability students achieving above their expected level. A challenge for the school will be to extend these students and keep them engaged in their education. The school is also aiming to grow its enrolments to ensure the school is sustainable in the future and an attractive option for families located in the district. After having a very stable and experienced staff for a long period of time, the school now has a whole new teaching staff. This will pose challenges around recruitment of staff and also consistent practices across the school.
Intent, rationale and focus	The School Review Panel recommended the school focus on four key points in the next 4 years. They included: • Literacy and numeracy • Curriculum planning and assessment • Student voice and agency • Instructional model The school will prioritise Literacy and Numeracy in the Strategic Plan, aiming for 90% of all students to achieve at or above their expected levels in all modes of English and Mathematics. This will be achieved through improved curriculum planning and assessment which informs differentiated teaching practice. The Gradual Release Instructional model will continue to be developed and embedded in classroom practice and through professional learning teacher capacity will be built around effective teaching of Literacy and Numeracy and the use of assessment. Student leadership, voice and agency will be further developed and implemented throughout all classrooms during the period of the strategic plan. This will include developing and consolidating the schools inquiry approach to learning and the development and implementation of agreed whole school practices including the School Wide Positive Behaviour Support Program. Community partnerships will be fostered and grown to support student wellbeing, engagement, resilience and learning.

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Goal 1	To improve literacy and numeracy outcomes for all students
Target 1.1	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three English modes
Target 1.2	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning in each year of the SSP period for all three Mathematics strands.
Target 1.3	Based on NAPLAN benchmark growth data, the 2021-2023 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed a consistent approach to curriculum planning, differentiated classroom practice and assessment
Key Improvement Strategy 1.b Building practice excellence	Further develop and embed an instructional model across the school
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop processes and procedures to build teacher capacity to further inform teaching practices and student learning outcomes
Goal 2	To improve student engagement in their learning

Target 2.1	By 2023, the percentage of students responding positively to the survey factor 'Student voice and agency' will be at or above 84 per cent as measured by the Attitudes to School Survey (AtoSS).
Target 2.2	By 2023, the percentage of students responding positively to the survey factor 'Self-regulation and goal setting' will be at or above 90 per cent as measured by AtoSS.
Target 2.3	By 2023, average student absence days will be less than 15 days per student.
Key Improvement Strategy 2.a Empowering students and building school pride	Further develop and implement what student leadership, voice and agency looks like in all classrooms
Key Improvement Strategy 2.b Empowering students and building school pride	Further develop and consolidate the school's approach to inquiry learning
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve all factors relating student attendance
Goal 3	To improve the health and wellbeing of all students
Target 3.1	By 2023, the percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS.

Target 3.2	By 2023, the percentage of parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by the Parent Opinion Survey (POS).
Target 3.3	By 2023, the percentage of students responding positively to the survey factor 'Resilience' factor will be at or above 90 per cent as measured by AtoSS.
Target 3.4	From baseline established in 2020, SWPBS data to improve year on year for the period of the SSP.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement agreed whole school practices to ensure a safe and orderly learning environment including School Wide Positive Behaviour Support Program
Key Improvement Strategy 3.b Parents and carers as partners	Build community partnerships to enhance student wellbeing, resilience and learning