

Bell Park North Primary

School Strategic Plan

2006–2009

Part 1– School Profile

Purpose:

This journey is about improving student outcomes. As a result of our review process the whole school community has agreed to focus on developing a new curriculum that improves teaching performance, goal congruence, professional interaction and community involvement over the 4 years of the school improvement strategy.

Values:

Doing Your Best

Strive to accomplish your personal best by trying your hardest and aiming to reach your full potential

Care and Compassion

To be aware concerned and interested in the physical and emotional wellbeing of yourself and those around us

Integrity

Is speaking /acting in the correct way; as though the whole world is watching you.

Multiculturalism

Celebrate the Multiculturalism and diversity within our community

Honesty and trustworthiness

Gain trust by being honest to yourself and others

Responsibility

Being accountable for one's words and actions in a peaceful constructive and innovative learning environment. Show a willingness to resolve differences peacefully and contribute positively to one's community and environment.

Freedom

Enjoying rights and freedoms in a safe environment and standing up for the rights of others

[responsibilities associated with this]

Environmental Context:

Bell Park North Primary School is a well established P-6 primary school servicing the Geelong suburb of Bell Park, 5kms north of the central business district.

- ❖ The school has always had a significant multi-cultural component and in the past the majority came from the former Eastern European Bloc countries, Croatia in particular. Non English Speaking Background (NESB) statistics show students come from 8 different countries and represents 14% of students.
- ❖ The school hosts the Geelong English Language Program (GELP). Staffing consists of 3.7 teachers and 1.0 multicultural aides and supports all schools in the wider Geelong area. The GELP unit provides one-on one assistance for new arrivals at Bell Park North Primary School and works in conjunction with classroom teachers to provide valuable education support.
- ❖ Co-curricular and wider programs include:
Perceptual Motor Program, Buddies, Peer Support, Bike Education, Life Education, Home Reading, Police In Schools, Intervention, Junior School Council, Swimming, Sport, Camps and Excursions, Basketball & Netball teams, Drug Education, Bright Futures, Year 6 Leadership Program and Parent Support.
- ❖ The school enrolment in 2003 was 269, a slight increase over the period 2001-2 (252-261), approximately 53% are girls.
- ❖ The number of students in the Program for Students with Disabilities (PSD) has grown from 8 in 1998 to 16 in 2003. This program is coordinated by the Assistant Principal. Currently, nine school services officers are employed to support the educational program of those eligible students.
- ❖ A core teaching staff of 20.2 teachers (this includes 3.7 teachers in the Geelong English Language Program Unit) and an administrative office staff of 1.5 staff (excluding PSD support staff) services the school's educational program and administrative requirements.
The main feeder kindergarten is the Bell Park Kindergarten (adjacent) whilst parents in the district have, in addition to Bell Park North PS, access to Rollins PS, Norlane West PS and Holy Family PS for primary education provision.
- ❖ The secondary destinations of year 6 students are Western Heights SC, North Geelong SC, Sacred Heart College, St Joseph's College, Mathew Finders Secondary College, Clonard College, Kardinia International College, Belmont High School and Catholic Regional College.

Part 2 – Strategic Intent

Student Learning Outcomes

Goal: To improve results in Literacy and Numeracy across the school.

Targets: 100% of students below the state benchmarks in Literacy and Numeracy will be identified and have Individual Learning Plans developed.

Student Engagement and Wellbeing

Goal: To develop a learning environment and culture that maximizes student engagement.

Targets:

- Improve student attitude survey results
- Lower student absence data
- Decreased number of referrals to SSSO's for behavioural issues

Student Pathways and Transitions

Goal: To develop a curriculum that recognizes the developmental needs and stages of learning for all students.

Targets: Improvement in goal congruence and professional interaction survey results.

Key Improvement Strategies

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the practice measures or lead indicators that describe success
To work with staff / community to create a vision for Bell Park North on our agreed values and education.	Create own values	Use Planning for People Program to work with Staff	Consultative Group (teacher component)	September 2005 – June 2006	Set of values and a vision that is owned by the Bell Park North education community.
Develop a curriculum using the vision journey, including VELs, to maximize student engagement and ownership of their learning.	Understanding and knowledge of VELs and implications to our curriculum.	Weekly Professional Learning	In conjunction with key personnel (teacher focus. SSO's invited where appropriate)	Weekly Tuesday	More participation in "Bring n Brag" session. Agenda reflects the development of the depth and range of discussion taking place.
		Team meetings changed. Meeting structure accommodating fortnightly team meetings.	Consultative Group	Start Term 4 2005 – trail. Fully implemented 2006	Staff feedback reflects a positive response to the trial leading to full implementation during 2006.
		Linking of SSO's and specialists to a team	Consultative Group	Start term 4 2005 – trial. Fully implemented 2006	Feedback from SSO's and specialists reflects a positive response leading to full implementation during 2006.
		Taking part in trial programs when opportunities arise to enhance teacher's knowledge.	Curriculum co-ordinator supported by teaching teams.	When opportunities arise	Percentage of staff support to take part in these trials.

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		Planning day each term	Teaching Teams and Principal.	Beginning and end of each term	Planning documents reflect use of VELS including POLT strategies
		Allocation of Curriculum Days	Consultative group / School Council	Dates allocated at the beginning and of 2006	Evaluation by staff of those days.
		Build into the School Council and the School Development Group an agenda item "The Journey"	School Development Officer/ Principal / Curriculum Co-ordinator	Monthly	Parent survey reflects they have a better understanding of the school.
Develop a school-wide Professional Performance and Development Culture	Change the Performance Review process	Consultative process – staff input into changes needed to make current PRP more meaningful	Whole Staff	4 th term – 2005 Completed document – end 2006	Develop a valid document that facilitates teacher reflection that leads to genuine change in their teaching practises.
Implementation of POLT	Inclusion of POLT as a springboard for teacher in focus the development of their PRP	Using survey results to identify a personal and a school development goal	All Staff and 3-6 Children	Beginning 2006 End 2006 2007	Successful Performance Review of all staff A change in the student and staff POLT data

Part 3 – Signatures

SIGNED by the Principal

Name Cherie Titman

Date .../.../.....

SIGNED by the School Council President

Name Steve Gray

Date .../.../.....

SIGNED by the Regional Director (or nominee)

Name [INSERT NAME]

Date .../.../.....