

# School Strategic Plan 2024-2028

Bell Park North Primary School (4962)



Submitted for review by Anthea Lagadinos (School Principal) on 16 October, 2024 at 11:00 AM

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# School Strategic Plan - 2024-2028

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<b>School vision</b>	<p>“Together We Achieve”</p> <p>At Bell Park North Primary School, our staff, children and parents work together to support the social, emotional and academic learning of all students in our care.</p>
<b>School values</b>	<p>Bell Park North Primary School’s values are:</p> <ul style="list-style-type: none"><li>Friendship</li><li>Respect</li><li>Integrity</li><li>Equality</li><li>Never Give Up</li><li>Do Your Best</li><li>Safety</li></ul> <p>We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We model and demonstrate kindness, and take every opportunity to help others that may be in need.</p> <p>We strive for excellence, which means trying our hardest and doing our best.</p>
<b>Context challenges</b>	<p>Bell Park North is a well-established, standalone school servicing the Geelong suburb of Bell Park and surrounds with year levels from Foundation through to Year 6. We profile a significant multi-cultural component, and our families represent a vast array of different nationalities. Our school’s continued success is a result of best practice in teaching and learning enabling the ongoing development of all children, both academically and socially, in preparing them for their future and ensuring the best possible learning outcomes and strong sense of well-being are achieved. The teaching and learning philosophy of all staff is aligned to the individual needs of each student using multi-disciplinary approaches and preferred learning styles which reflect current educational and technological trends.</p> <p>Our team of enthusiastic and dedicated teachers and support staff are committed to implementing a whole school developed and consistent instructional model which aligns with the Victorian Teaching and Learning Model and strongly emphasises high expectations, delivering all learning experiences at a high standard. Students are encouraged and guided to be active participants in their learning by working with their teachers to set personal learning goals and</p>

strategies to achieve these. This helps students develop into self-disciplined, self-regulated, knowledgeable and independent learners.

We have continuously stayed abreast of technological trends to maintain a whole school focus on integrating Digital Technologies across the whole school to support children's learning. This has included the continuation of:

- A one-to-one iPad program
- The Robotics program and participation in the Geelong Schools' Robo Cup competition
- Developing students as safe and responsible digital citizens
- Progressive reporting through the COMPASS platform.

A strong focus on student voice and agency and rich educational programs provides children with a vast array of learning and leadership opportunities which assist students in becoming resilient, engaged and effective team members who are confident to integrate and deal with all situations. These include programs such as:

- The ARTS (Performing and Visual)
- Physical Education
- LOTE- Japanese
- STEM Program (Incorporating activities within the curriculum areas of Science, Technology, Engineering, Maths)
- Swimming

Further supporting programs include:

- Intervention
- High Abilities Program
- A Year 5/6 6Camping Program
- A rich Transition program
- School Choir
- Puberty in Primary Schools Program
- Bike Education.

We are proud aim to support and enhance the mental and physical health and wellbeing of every member of our school community through programs / frameworks such as:

- Respectful Relationships
- Peer Support
- Buddies
- Resilience Project
- Social Emotional Awareness Learning (SEAL)

	<p>Our students at Bell Park North Primary School are highly engaged in their learning and feel safe and valued within their learning environment.</p> <p>A Community Hub runs in our school which has been made possible with the support of Community Hubs Victoria and the Smith Family. The Hub provides many opportunities to our immediate school families and local community members such as Play Group, English Lessons and Parent Support Sessions.</p>
<b>Intent, rationale and focus</b>	<p>Our intent throughout the 2024-2028 Strategic plan period is to continue embedding effective school wide approaches to student achievement, engagement and wellbeing.</p> <p>Experienced leadership, sound relationships combined with consistent implementation of high impact teaching and learning strategies will be foundations underpinning a whole school approach so that each student can reach their full potential academically, socially and emotionally.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> <li>- Reviewing the implementation and monitoring of the Victorian Curriculum across each year level and across the school.</li> <li>- Providing professional learning for teachers around the Victorian Teaching and Learning Model (VTLM) 2.0 to support the adaption of the current instructional models and learning environments to further support student engagement in learning.</li> <li>- Further developing mid-level leadership to enhance team planning and PLC implementation.</li> <li>- Auditing and monitoring Vic Curriculum 2.0, focusing on Reading, Spelling and Mathematics, to ensure all students are being taught at their point of need.</li> <li>- Refining staff roles and designating roles which align with the DoE tiered approach for wellbeing.</li> <li>- Engaging with DoE supports and external agencies to proactively support children requiring Tier 3 interventions.</li> <li>- Maximising disability and inclusion supports and a strengthening approaches to improving students' attendance.</li> <li>- Developing processes to monitor all students' learning growth, particularly students from priority cohorts, to ensure targeted support is provided.</li> </ul>



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<b>Goal 1</b>	Improved learning growth of every student.
<b>Target 1.1</b>	<p>By 2028, increase the percentage of Year 5 students achieving NAPLAN benchmark growth* in:</p> <ul style="list-style-type: none"><li>• Reading, from XX% in 2024, to XX%</li><li>• Numeracy, from XX% in 2024, to XX%.</li></ul> <p><i>*Targets to be finalised in negotiation with SEIL once NAPLAN Benchmark Growth data is available.</i></p>
<b>Target 1.2</b>	<p>By 2028, increase the percentage of students making at or above expected growth over one year against the Victorian Curriculum, as assessed by teacher judgement in Semester 2, for Years 1 to 6 for:</p> <ul style="list-style-type: none"><li>• Reading and viewing from 56% (Semester 2, 2023) to 75%</li><li>• Writing from 48% (Semester 2, 2023) to 75%</li><li>• Number and Algebra from 54% (Semester 2, 2023) to 75% for Mathematics*</li></ul> <p><i>*Target to be aligned with the Victorian Curriculum 2.0 Mathematics data</i></p>
<b>Target 1.3</b>	<p>By 2028, maintain or increase the proportion of the positive endorsement by staff in the School Staff Survey for the factors of:</p> <ul style="list-style-type: none"><li>• Instructional Leadership to be maintained at 85% (2023)</li><li>• Academic emphasis from 61% (2023) to 70%</li><li>• Monitoring effectiveness of using data to be maintained at 85% (2023)</li></ul>
<b>Target 1.4</b>	<p>By 2028, increase the proportion of positive endorsement by Years 4 – 6 students in the Attitudes to Schools Survey, for the factors of:</p> <ul style="list-style-type: none"><li>• Motivation and interest from 75% (2024) to 80%</li></ul>

	<ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 82% (2024) to 87%</li> <li>• Student voice and agency from 72% (2024) to 79%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthened leadership capacity to support improved learning outcomes, with a focus on mid-level leadership.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance teacher professional knowledge, assessment and implementation of the Vic Curriculum 2.0, with a focus on reading, writing and mathematics.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b>	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build responsive teacher pedagogical practices aligned with the VTLM 2.0.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.d</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build teacher data efficacy though strengthened implementation of the PLC process.
<b>Key Improvement Strategy 1.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	



<b>Goal 2</b>	Enhanced wellbeing of every student.
<b>Target 2.1</b>	<p>By 2028, maintain or increase proportion of the positive endorsement by Years 4 - 6 students in the Attitude to School Survey, for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 73% (2024) to 78%</li> <li>• Attitudes to attendance to be maintained at 89% (2024)</li> <li>• Perseverance from 65% (2024) to 75% .</li> </ul>
<b>Target 2.2</b>	By 2028, increase the proportion of positive endorsement by all staff in the School Staff Survey, for the factor of Trust in students and parents from 66% (2023) to 71%.
<b>Target 2.3</b>	<p>By 2028, decrease the percentage of:</p> <ul style="list-style-type: none"> <li>• Prep to Year 6 students having 20 or more absent days from 49% (2023) to 43%</li> <li>• Equity funded students having 30 or more days absent days from 38% (2023) to 20%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthened staff capacity to support improved student wellbeing outcomes.
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b>	Review and refine the whole-school tiered approach for wellbeing.

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Refine and strengthen a whole school approach to monitoring priority cohorts, including students achieving low growth.</p>
<p><b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.d</b></p>	<p>Review and strengthen implementation and promotion of student attendance protocols and processes.</p>

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	