**School Strategic Plan 2022-2026**

Bundoora Primary School (4944)



Submitted for review by Sherrin Strathairn (School Principal) on 04 January, 2023 at 04:44 PM  
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| School vision | Bundoora Primary School Vision  At Bundoora Primary School our vision is that...  1. Our students, staff and community learn and are cared for in an environment that reflects our school values and Quality Principals.   2. Our students are creative and discerning thinkers with the skills, knowledge and personal attributes to contribute as global citizens.   3. Out school promotes and fosters individual and team excellence.   4. Value is added to each child's life though our interdependent partnership between parents, staff, students and the community. |
| School values | Purpose & Values At Bundoora Primary School, our core purpose is to provide students with the best possible learning environment to ensure that they are able to reach their full potential as learners. Our school aims to provide an education that caters for every student’s academic, social, emotional and physical needs. Our teaching staff are highly trained, caring professionals who are focused on delivering a curriculum that is individually tailored to meet the needs of all students. Our students are provided with comprehensive programs in Literacy, Numeracy, Science and Information Technology, as well as other areas of the Victorian curriculum. We have Specialist Programs that include Performing Arts, Visual Arts, Physical Education, Auslan (LOTE), and a High Achievers Group. We have intervention programs that support students in their learning, especially in literacy and numeracy.  Each student’s individuality is recognised and celebrated at Bundoora Primary School, which boasts a caring, community environment where families can share in the attention to learning and happiness. We offer a variety of extracurricular activities, including a well-developed Student Leadership Program, Lunchtime Clubs, individual music lessons, a variety of extracurricular activities including chess, soccer, robotics, and coding. We also have a House System which promotes a sense of belonging and pride in our students.  For our younger students, our Buddy Program is very popular, helping students to become comfortable and offering wonderful connections all around. We have received terrific feedback from parents who have found our Year 5 and 6 students to be very friendly and caring.  We aim to equip our students with the skills and knowledge that will serve as the foundations for life-long learning in an ever-changing world. Our purpose is underpinned by our values of: Respect Excellence Resilience Friendship Cooperation  Our values are promoted and supported throughout our school, in every learning and play situation. Our staff are committed to excellence in education and create a caring atmosphere in each classroom, along with a challenging learning program where all students can maximise their learning potential. We encourage our students to be well organised, independent learners who use the wide variety of tools available to them to reach their learning goals.  Our Out of School Hours Care Program is very popular amongst our students, which operates each morning and afternoon, as well as Pupil Free Days. While in out of school hours care, our students enjoy craft, cooking, sporting activities, homework/reading opportunities, as well as excursions to the local farm, parks and tenpin bowling alley during Pupil Free Days.  There are many ways in which parents can become a part of their child’s education at Bundoora Primary School through classroom assistance/reading, volunteering in the canteen, assisting on excursions, School Council, or becoming part of our Parents & Friends team, to name a few.  We are very proud of what we do here at Bundoora Primary School. |
| Context challenges | CONTEXT Bundoora Primary School is situated in the residential suburb of Bundoora, in the north-east of Melbourne. Bordering Gresswell Forest and Bundoora Secondary College campus, the school is also close to La Trobe University and RMIT University. The school opened on the present site in 1967.  The school grounds include four main buildings one of which houses a library and dedicated STEM and visual arts rooms. The 5/6 building is open plan with central open spaces. There is an administration block as well as a number of portable classrooms. The grounds include two separate playgrounds, a netball court and an oval. At the time of the review the school had commenced stage three of their major works program due to finish by 2024.  Enrolments at the time of the review were approximately 295 students. Over the past four years, enrolments have fluctuated between 290 and 310 students.   The Student Family Occupation Education (SFOE) index was 0.3272 in 2019–20.   The staffing profile of Bundoora Primary School consists of 1 principal, 1 assistant principal, 1 learning specialist, 19 classroom teachers (including two tutors) 15 Education Support staff (including two literacy intervention), a business manager, and one office administrator.  The school provides an approved curriculum framework differentiated to meet student needs on literacy and numeracy. Curriculum initiatives include synthetic phonics, the science of reading research, Explicit Teaching and BounceBack for student wellbeing.   Bundoora Primary School is part of the Victorian Professional Learning Communities (PLC) initiative, provides an accredited Out of School Hours Care Program (OSHC). English as an Additional Language (EAL) program also provides opportunities for students to have further focused instruction in English and services such as a specific wellbeing program supported by a psychologist.  Key challenges:  Discrepancies between NAPLAN and Teacher Judgement data and Essential Assessment data and Fountas and Pinnell and other assessments were noted by the Panel. The absence of a comprehensive assessment schedule for all of the SSP was a barrier and meant that assessments were not always consistent or aligned across years. Essential Assessments was the only maths assessment used and this has highlighted a need to provide additional professional learning for teachers to consolidate understanding of the assessment and the use of a range of additional assessments to triangulate data for informed judgements.  The Fountas and Pinnell Benchmark Reading Benchmark Assessment is a relatively new assessment and variations in the implementation of the assessment were also noted and this has highlighted a need to continue to build staff knowledge and skills to implement and analyse the assessment data more consistently and efficiently.   Whilst professional learning for the introduction of several new teaching practices and programs over the SSP, had a positive impact on teacher practice and student outcomes, the Panel identified through consideration of the staff opinion survey and discussion with curriculum leaders and teachers in focus groups that a barrier was the need for a Guaranteed and Viable Curriculum. The school has begun the process to document scope and sequence overviews and planning documents for Literacy, Numeracy and specialist programs, but this is still in the early stages of development. After reviewing curriculum documentation, the panel considered that lack of curriculum documents hindered a targeted approach for consistent curriculum delivery and in reducing variability across year levels, particularly in numeracy.  The school has approximately 50 equity funded students. Teacher judgement in the English language modes showed a general pattern where non-equity funded students performed better than equity funded students. A similar comparative pattern as observed in the mathematics strands.  There are <10 ATSI students. Analysis of teacher judgement across the SSP period showed that ATSI students were spread across the learning progressions with some performing above age expected levels, some at and some below. The Panorama Report ‘Teacher judgement – Age Expected Level by Aboriginal status’ showed comparative outcomes as:  2021Semester 2  Years F-6 Aboriginal Non-Aboriginal Reading and Viewing 78% 83% Writing 78% 77% Number and Algebra 78% 79%  The school actively monitored student progress and all ATSI students have an IEP and SSGs are held with the families and KESO.  Staff have undertaken Cultural Understanding & Safety Training. Learning about Aboriginal and Torres Strait Islander histories and cultures has been incorporated into the curriculum.   There are <15 students with a disability and additional needs. All students have ES to work with them. Most ES work 8:45 to 3:15 with 2 children in a class where possible to make the most of ES time.  Most PSD students are part of the intervention/tutoring program in 2022. SSGs are held each term and IEPs are reviewed and updated each term.   There are approximately 50 students with English as an Additional Language. Teacher judgement in English and mathematics indicated that EAL student performance was better than that of non-EAL students.  A small number of EAL students are part of the tier three intervention and Tutoring programs and some EAL students have an IEP. |
| Intent, rationale and focus | At Bundoora Primary School our aim is to achieve improved student outcomes in Writing and Mathematics across the school from F-6. We are continuing to embed a Whole School Instructional Model for Reading (Systematic Synthetic Phonics/Science of Reading), consistent assessment and reduce the variability in Teacher Judgement data against the Victorian Curriculum through moderation within our school. The School Review process highlighted that our focus on Differentiation should improve to ensure that students were being taught at their point of need across the school. Our use of data to inform curriculum planning will continue to be a focus of the PLC teams, with the focus shared equally between mathematics and literacy and the use of a developed meeting schedule to enable adequate time and development of the PLC enquiry cycle. PLC leaders will meet monthly with the principal to track data and review the focus on students over the 5-week cycle. The principal will also sit in on each PLC team meeting at least once per term. The use of Learning Intentions and Success Criteria although visible in classrooms, needs to be incorporated more explicitly into lesson planning to ensure students evaluate their own learning against the Success Criteria. The development of a whole school approach to using and reviewing learning goals is an area of further development to support students as self-regulating and independent learners. The school leadership team will continue to develop teacher capacity through professional learning, peer observations and staff PDP.  Throughout the School Strategic Plan, we aim to implement the following Key Improvement Strategies:  1a. Build teacher capacity to use data and a range of assessment strategies, including moderation of assessments.  1b. Enhance teacher practice through the implementation of Professional Learning Communities.  1c. Embed a consistent instructional model for the teaching of literacy across the school.  1d. Build a culture of staff collaboration and inquiry.   2a. Develop, document, and embed a whole school approach to numeracy.  2b. Build teacher confidence and skills in the teaching of numeracy through appropriately targeted professional development.  2c. Implement an assessment schedule for numeracy through appropriately targeted professional development. |

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| Goal 1 | To improve student learning growth in literacy |
| Target 1.1 | By 2026 increase the average percentage of students achieving high benchmark growth in NAPLAN reading in Years 3 to 5 from 8% (2019 -2021) to 25% (2022-26) |
| Target 1.2 | By 2026, increase the percentage of students achieving at or above their age expected scale score in PAT reading testing in:   * Year 1 from 44% in 2021 to 75% in 2026 * Year 2 from 44% in 2021 to 75% in 2026 |
| Target 1.3 | By 2026 increase the percentage of students achieving at or above age expected level in the English domain of the Victorian Curriculum in:   * Reading and viewing from 82% (2021) to 86% (2026) * Speaking and Listening from 93% (2021) to 96% (2026) * Writing from 77% (2021) to 81% (2026) |
| Target 1.4 | Improve the percentage endorsement of the following factors in the staff survey:   * Teacher collaboration from 49% (2021) to 85% (2026) * Collective efficacy from 65% (2021) to 80% (2026) |
| Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build teacher capacity to use data and a range of assessment strategies, including moderation of assessments |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance teacher practice through the implementation of Professional Learning Communities |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed a consistent instructional model for the teaching of literacy across the school |
| Key Improvement Strategy 1.d 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 a culture of staff collaboration and inquiry |
| Goal 2 | To improve achievement in numeracy for all students |
| Target 2.1 | By 2026 increase the average percentage of students achieving high benchmark growth in NAPLAN numeracy in Years 3 to 5 from 14% (2019 -2021) to 20% (2022-26) |
| Target 2.2 | By 2026 increase the percentage of students achieving at or above their age expected scale score in PAT mathematics testing in:   * Year 2 from 69% in 2021 to 75% in 2026 * Year 2 from 72% in 2021 to 75% in 2026 |
| Target 2.3 | By 2026 increase the percentage of students achieving at or above the expected level in the Numeracy domain of the Victorian Curriculum in:   * Number and Algebra from 79% in 2021 to 85% in 2026 * Measurement and Geometry from 83% in 2021 to 85% in 2026 * Statistics and Probability from 76% in 2021 to 85% in 2026 |
| Target 2.4 | By 2026 improve the endorsement of the following factor in the staff survey:   * Guaranteed and viable curriculum from 53% (2021) to 75% (2026) |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop, document and embed a whole school approach to numeracy |
| Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher confidence and skills in the teaching of numeracy through appropriately targeted professional development |
| Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Implement an assessment schedule for numeracy and use assessment to identify student needs for intervention, extension and differentiation |