

Baxter Primary School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Nick Schneider [date]Nick Schneider [date]Nick Schneider [date]
School council: Simon May [date]Simon May..... [date]Simon May [date]
Delegate of the Secretary: Cheryl Chapple [date]Cheryl Chapple [date]Cheryl Chapple [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To provide a safe, supportive and challenging learning environment.</p> <p>To provide an environment that encourages personal growth by assisting students to reach their full potential both academically and socially.</p> <p>Provide support for our students in their endeavours to become valued and productive members of the community.</p> <p>Please note: Vision and values statement to be revisited in 2018.</p>	<p>We endeavour to develop positive values and attitudes of all our students, teachers and parents through:</p> <ul style="list-style-type: none"> • Respect – for the individual, each other and our environment. • Confidence – the development of self-esteem, initiative and the willingness to take risks. • Co-operation – working together to achieve the best possible outcomes for all. • Responsibility – for our behaviours that affect our learning/teaching and parenting. • Excellence – persisting to achieve our personal best. • Honesty and Integrity – in all of our actions. • Optimism – fostering an environment that values individual effort and positive relationships. • Creativity – developing personal skills through visual and performing arts. 	<p>Baxter Primary School (BPS) is located in the township of Baxter on the western port side of the Mornington Peninsula and is a member of the Southern Peninsula Network. The school was established in 1890. The school includes the original school building which is incorporated into the administrative wing. There are four main buildings: an administration wing, BER building and two portables. The grounds include playground areas, basketball courts, a soccer and football oval and several quiet play areas. Current enrolments are 144. In the past three years, enrolments have decreased from 203. There are low numbers of English as an additional language/dialect (EALD) and Indigenous students, and approximately one third of the student population are identified as disadvantaged. The student family occupation of the school is 0.5497.</p> <p>The staffing profile includes 1 principal class officer, 10 teachers, 5 education support staff, 1.4 office administration staff and a part time information technology technician and part time maintenance officer. Baxter Primary School operates seven classrooms and is organised into 7 straight classes. The school covers all domains of the Victorian Curriculum, and provides specialist programs in Indonesian, music, physical education and visual arts. The school offers a before and after school hours activity program, access to specialist programs in swimming, music and sport and a range of parent involvement opportunities. A wellbeing program is offered and access provided to the services of a school chaplain.</p> <p style="text-align: center;">CHALLENGES</p> <p><u>Declining Enrolments:</u> Over the period of our 2014-2017 Strategic Plan, there has been a decline in enrolments. The reasons indicated by parents and staff are varied. Some of these include: Families moving away from the area, rented houses not being occupied with primary aged children, family separations, no new housing developments and the school's small size does give some parents the perception that there is not a wide enough selection for friendship groups. The unavailability of a Before & After School Care Program has been a significant challenge in attracting and maintaining enrolments however this has now been rectified.</p> <p><u>Size of school:</u> As a smaller school in our area it is perceived by some parents that it is more difficult to provide the broad range of programs and facilities that the other big schools close to us offer. Parents now tour many schools and compare all facilities and programs available. The smaller size has also meant teaching and support staff have had to take on more responsibilities and more roles. These extra responsibilities both teaching and non-teaching related, add to the sometimes-overwhelming workload of all.</p>	<p>When the school's mission, vision and values, and desired future achievements are clearly understood and communicated to the community, support for the school's educational goals and improvement strategies will be supported to improve student outcomes.</p> <p>If practice excellence is developed through embedding a whole school instructional model and collaborative data-driven planning, feedback and reflective practices, then learning growth for each student will improve.</p> <p>If students understand themselves as learners, and have agency to set learning goals, make choices in what and how they learn and how they are assessed, co-plan curriculum then skill as self-directed learners will be developed.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)								
To improve student achievement and growth in Literacy and Numeracy.	<p>FISO priorities</p> <p>Excellence in teaching and learning.</p> <p>FISO dimensions</p> <p>Building practice excellence.</p> <p>Curriculum, planning and assessment.</p> <p>Evidence-based high impact teaching strategies.</p> <p>Evaluating impact on learning.</p>	<p>Develop and consistently implement an evidence based instructional model to the teaching of Literacy and Numeracy.</p> <p>Collaboratively use data more effectively to differentiate teaching.</p>	<p>By 2021:</p> <p><u>NAPLAN</u></p> <p>Ensure the percentage of students achieving in the top two bands at year 3 is maintained or increased at Year 5.</p> <p>Ensure medium to high relative growth data in NAPLAN is at or above 75% in Reading, Writing and Numeracy</p> <p>Attain state achievement levels in NAPLAN Reading, Writing and Numeracy.</p> <p>Increase the percentage of assessments achieving more than 1 year's growth against the Victorian Curriculum levels from 2017 bench marks in Reading, Writing and Numeracy.</p> <p><u>School Staff Survey</u> – School Climate Module</p> <p>Improve the percentage responses from the 2016 survey for efficacy, academic emphasis and collaboration as measured in the staff survey.</p> <table border="1" data-bbox="1641 957 2089 1278"> <thead> <tr> <th>Factor</th> <th>2016 Benchmark</th> </tr> </thead> <tbody> <tr> <td>Efficacy</td> <td>74%</td> </tr> <tr> <td>Academic emphasis</td> <td>72%</td> </tr> <tr> <td>Collaboration</td> <td>84%</td> </tr> </tbody> </table>	Factor	2016 Benchmark	Efficacy	74%	Academic emphasis	72%	Collaboration	84%
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<p>To improve student agency and engagement in their learning.</p>	<p>FISO Priorities</p> <p>Positive climate for learning.</p> <p>Excellence in teaching and learning.</p> <p>FISO Initiatives</p> <p>Empowering students and building school pride.</p> <p>Intellectual engagement and self-awareness.</p> <p>Curriculum planning and assessment.</p>	<p>To build teacher capacity to provide opportunities for student voice and agency.</p>	<p>By 2021:</p> <p>To increase student % positive responses as measured in the <u>Student Attitudes to School Survey</u>.</p> <table border="1" data-bbox="1641 247 2089 743"> <thead> <tr> <th>Factor</th> <th>2017 Benchmark</th> </tr> </thead> <tbody> <tr> <td>Student voice and agency</td> <td>78%</td> </tr> <tr> <td>School connectedness</td> <td>86%</td> </tr> <tr> <td>Learning confidence</td> <td>86%</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>89%</td> </tr> </tbody> </table> <p>To increase student percentage of positive responses in boys for the domain of Learning Characteristics and Dispositions over time from Years to 4 to 6.</p> <table border="1" data-bbox="1641 898 2098 1457"> <thead> <tr> <th>Factor</th> <th>2017 Benchmark</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>80%</td> </tr> <tr> <td>Resilience</td> <td>84%</td> </tr> <tr> <td>Motivation and interest</td> <td>88%</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>86%</td> </tr> <tr> <td>Attitudes to attendance</td> <td>78%</td> </tr> </tbody> </table> <p>Close the gender gap in the student voice and agency domain in student attitudes to school survey by 2021.</p> <table border="1" data-bbox="1641 1598 2101 1797"> <thead> <tr> <th>Factor</th> <th>Females</th> <th>Males</th> </tr> </thead> <tbody> <tr> <td>Student voice and agency</td> <td>87%</td> <td>69%</td> </tr> </tbody> </table>	Factor	2017 Benchmark	Student voice and agency	78%	School connectedness	86%	Learning confidence	86%	Self-regulation and goal setting	89%	Factor	2017 Benchmark	Learning confidence	80%	Resilience	84%	Motivation and interest	88%	Self-regulation and goal setting	86%	Attitudes to attendance	78%	Factor	Females	Males	Student voice and agency	87%	69%
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<p>To foster a school community with a future-focussed vision and values to improve student outcomes.</p>	<p>FISO Priorities</p> <p>Professional leadership.</p> <p>Community engagement in learning.</p> <p>FISO Initiatives</p> <p>Vision values and culture.</p> <p>Building communities.</p>	<p>Create and promote a new Baxter Primary School mission, vision and values statement based on the new school strategic plan and with community input.</p> <p>To build student enrolments, particularly at Foundation level.</p>	<p>By 2021:</p> <p><u>Parent Opinion Survey</u></p> <p>To improve parent general satisfaction from 77%</p>
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