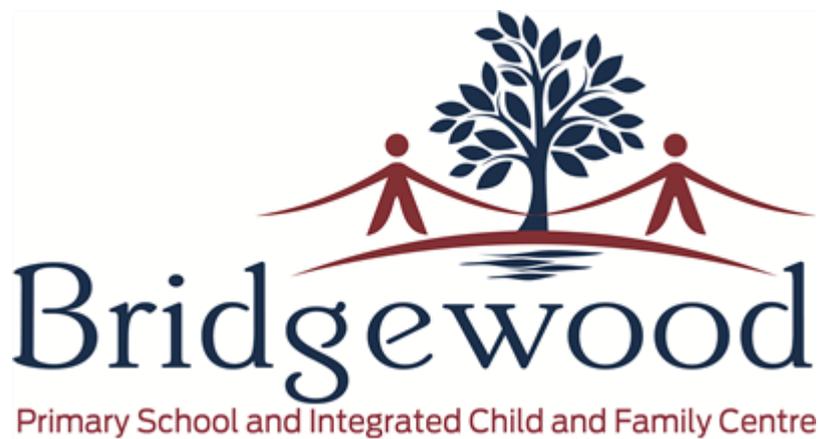


School Strategic Plan 2024-2028

Bridgewood Primary School (5563)



Submitted for review by Kerry Coffey (School Principal) on 18 July, 2024 at 03:29 PM
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Endorsed by Peter Woolsey (School Council President) on 22 July, 2024 at 09:21 AM

School Strategic Plan - 2024-2028

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School vision	Improving the outcomes of every child, every day.
School values	<p>Our Bridgewood core values are respect, courage and honesty: Respect - for self, learning, family, community, property and environment Courage - in accepting challenges, 'having a go', taking measured risks in learning and social interactions and seeking and taking advantage of opportunities Honesty - to oneself in reflection and to others in the telling of truths Leader in Me seven Habits are modelled and taught at Bridgewood across foundation to year 6. 'Leader In Me' (Franklin Covey) is a flagship program within the school supporting a positive and inclusive community culture which supports the development of our core values and more specifically, the 7 Habits:</p> <p>Habit 1: Be Proactive - You're in Charge I am responsible, take initiative and choose my own actions. I do not blame others for my actions. I do the right thing without being asked, even when no-one is looking.</p> <p>Habit 2: Begin with the End in Mind - Have a Plan I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my learning community and school and look for ways to be a good community member.</p> <p>Habit 3: Put First Things First - Work First, Then Play I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organised.</p> <p>Habit 4: Think Win-Win - Everyone Can Win I balance courage for getting what I want with consideration for what others want. I am appreciative and look for things for which to be grateful. When conflicts arise, I look for third alternatives.</p> <p>Habit 5: Seek First to Understand Then to Be Understood - Listen Before You Talk I listen to other people's ideas and feelings. I try to see things from their points of view. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.</p> <p>Habit 6: Synergise - Together is Better I value other people's strengths and learn from them. I get along well with others, including people who are different from me. I work</p>

well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

Habit 7: Sharpen the Saw - Balance Feels Best

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and in lots of places, not just at school. I find meaningful ways to help others.

Teaching the 7 Habits to the children at Bridgewood sets them up to lead successful happy lives in which they can make positive choices, set goals and achieve them and maintain a healthy work/life balance. It can positively impact academic and emotional outcomes and is aligned with our vision of improving outcomes for every child every day.

All mentors at Bridgewood have undertaken 7 Habits training workshop and ongoing professional learning is provided. All students are supported to develop their capacity to experience private victory (through effective use of Habits 1, 2 and 3) and work towards experiencing public victories (through effectively applying Habits 4, 5 and 6). Teaching Habit 7 supports children to remember to take care of themselves for example through eating nutritious foods, exercising and getting enough sleep.

Developing leadership skills and identity are important elements of Leader In Me at Bridgewood. Every individual is a leader of their own learning and of their lives. There are numerous specific leadership roles within each learning community and also captaincy roles within the school to enable children to practise the responsibilities and skills associated with designated leadership. Our Student Lighthouse Team provides another opportunity for leadership within the school community.

Bridge to Learning is our first eight days of every school year when the whole school community learns or re-visits one habit per day, to establish the importance of the Habits at Bridgewood. The Vision, Values and Expectations are also explored within the Learning Communities. The habits are taught explicitly in targeted lessons and the language is embedded within all aspects of the school. This includes conversation in staff meetings, professional learning community conversations, learning community and yard interactions.

Values and Habits at Bridgewood - Roles and Responsibilities for Stakeholders:

Staff

Staff are expected to display the core values of the school and to utilise the Habits themselves as well as teach them. For example, within a Professional Learning Community (Team) Meeting they are expected to show Courage, balanced with consideration of their team-members, whilst having challenging conversations. They should maintain a win-win attitude and keep student outcomes as the focus or purpose of conversation. They set goals and prioritise to proactively work towards them. A high level of synergy is required to operate in our Learning Communities.

Staff not only teach the Habits within specific lessons, but also use them in conversation with students about their learning and personal goals, their behaviour and social interactions.

	<p>Students Students are supported to learn the 7 Habits and grow in their understanding of how to apply them in their lives for their learning and social benefit. They are encouraged to reflect upon the values of the school, and to demonstrate associated behaviours such as positive risk-taking. They are encouraged to develop their leadership skills and have a voice within their learning community and the school.</p> <p>Community Staff and families are partners in the education of the children at Bridgewood. At Bridgewood we teach the values of respect, honesty and courage and the 7 Habits. It is strongly encouraged that in order to further support the children to grow in their understanding of these core values and the 7 Habits, that families also explore how they might be able to use the Habits at home. This helps the children to understand that we are partners and that we are all working together, and it helps them make sense of the habits in a variety of ways. Communication about the Habits are often circulated from the school, and demonstration of the Habits are rewarded through certification within our student-led assemblies. Parents are encouraged to use 'habit-talk' at home, for example "Can we think win-win and find another solution where we can both be happy?", "Well done on showing initiative - that was very proactive" or "let's sharpen the saw and go for a bike-ride."</p> <p>BRIDGEWOOD PARTNERS: At Bridgewood we have well established and collaborative partnerships with local government and community organisations, some of whom are based on site to assist us in supporting the students and the community in various forms.</p>
<p>Context challenges</p>	<p>Key challenges for Bridgewood are:</p> <ol style="list-style-type: none"> 1. Catering for EAL students in the mainstream - The panel concluded that the school needed to continue to build capabilities to consistently implement high level evidence and data-based teaching practice. The panel observed and discussed the variation in knowledge and understanding of Victorian Curriculum content particularly at levels more than one above the teaching level assigned. The panel noted that the school has 43% of students assessed against the English as an Additional Language (EAL) Continuum and these student results were not factored into the Victorian Curriculum teacher judgements. 2. Catering for the academic differences of students in reading and number - The panel noted that the school needed to revisit the frequency and effectiveness of assessment and the correlation of NAPLAN and teacher judgement data. A greater analysis and triangulation of data would contribute to greater differentiation at point of need. The significant amount of data collected by the school as a contributor to instructional strategies was noted by the panel. It was also suggested the focus on high impact teaching strategies particularly the area of reflection could be strengthened. Sub-school leaders are used in a coaching and mentoring role which will continue to strengthen teacher practice. <p>It was also noted that there remains some mathematics anxiety among staff in terms of content knowledge and learning continuums specifically regarding children excelling above level. The panel noted that this remains an ongoing area of focus for the school.</p>

	<p>3. Improving the teaching and assessment of speaking and listening - The panel found that there were less understandings within the speaking and listening domain and variance in the assessment of speaking and listening tasks. Bridgewood has 43% of the student population who reside in homes where English is an Additional Language (EAL) and our challenge is to plan for the needs of these students in the Learning Communities whilst ensuring that the other 57% of students are also catered for. A core focus will be on implementing strategies that support students from an EAL background in reading and number acquisition.</p> <p>4. Improving the engagement levels of students with their learning - The panel found the school desired to further develop and implement a range of adjustments to the curriculum and well-being approaches to further enhance the opportunities for success in a socially and culturally diverse demographic to enhance inclusiveness across the school. This included further development of student agency in learning and wellbeing. It was also felt that with an increased focus on self-regulation in learning there should also be a focus on self-regulation regarding well-being in terms of resilience, absences, emotional awareness and well-being and student agency. Building capabilities to enhance student agency in goal setting, and building staff capabilities in tracking adjustments for individual students were seen by the panel as important strategies to achieving the goal and its targets..</p>
<p>Intent, rationale and focus</p>	<p>A school focus moving forward will be to ensure that the curriculum caters to the demographics of the school community with EAL being a significant factor at the moment. Catering for individual differences in learning and wellbeing will be a key driver for this work. There is a need to ensure that personal and social learning, speaking and listening and student engagement levels are further developed within the curriculum areas of Literacy and Numeracy. Ensuring students are engaged in and with the learning process will set the parameters for greater success. Key priorities for the next four years will be the continued development of the Literacy and Numeracy programs with a view to building teacher capacity to implement the programs, ensuring that student wellbeing and engagement remain areas of focus.</p>

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Goal 1	To improve student outcomes in reading.
Target 1.1	By 2028 increase the percentage of Year 3 students, based on a 4-year rolling average in NAPLAN reading: <ul style="list-style-type: none">● from 45% in the strong proficiency level in 2023 to 49%● from 11% in the exceeding proficiency level in 2023 to 15%
Target 1.2	By 2028 increase the percentage of Year 5 students, based on a 4-year rolling average in NAPLAN reading: <ul style="list-style-type: none">● from 53% in the strong proficiency level in 2023 to 57%● from 15% in the exceeding proficiency level in 2023 to 19%
Target 1.3	By 2028, increase the percentage, based upon a 4-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 in reading, as being at or above level will increase in reading from 78 % in 2023 to 84 %.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the effectiveness of quality practices in planning, instruction, and assessment in reading.

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Consistently embed the Bridgewood Primary School instructional model across the school.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance teachers' capabilities to effectively implement high impact teaching strategies (HITS).</p>
<p>Goal 2</p>	<p>To improve student outcomes in number.</p>
<p>Target 2.1</p>	<p>By 2028 increase the percentage of students, based on a 4-year rolling average in Year 3 NAPLAN number:</p> <ul style="list-style-type: none"> ● from 43% in strong in 2023 to 47% ● from 13% in exceeding in 2023 to 19%
<p>Target 2.2</p>	<p>By 2028 increase the percentage of students, based on a 4-year rolling average in Year 5 NAPLAN number:</p> <ul style="list-style-type: none"> ● from 46% in strong in 2023 to 50% ● from 10% in exceeding in 2023 to 14%
<p>Target 2.3</p>	<p>By 2028 increase the percentage, based upon a 4-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 number as being at, or above level will increase in number from 84% in 2023 to 86%.</p>

<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Increase the effectiveness of quality practices in planning, instruction and assessment in number.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teachers capabilities to provide challenging learning opportunities for all students.</p>
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher confidence and knowledge in content and levels.</p>
<p>Goal 3</p>	<p>For all students to engage in and connect to their learning.</p>
<p>Target 3.1</p>	<p>By 2028, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be above the VC Personal and Social Capability expected achievement standards will increase from 2% in 2024 to 10%.</p>
<p>Target 3.2</p>	<p>By 2028 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures.</p> <ul style="list-style-type: none"> ● Perseverance will increase from 67% in 2023 to above 71%. ● Motivation and Interest from 74% in 2023 to 78% ● Stimulated learning from 71% in 2023 to 75%.

<p>Target 3.3</p>	<p>By 2028 the percentage of parents reporting positive endorsement in the Parent, Guardian, Carers Opinion Survey (PGCOS) measures:</p> <ul style="list-style-type: none"> ● Stimulating learning environment from 65 % in 2023 to 69% ● Student motivation and support from 58% in 2023 to 62% ● Effective teaching 57% in 2023 to 61%
<p>Key Improvement Strategy 3.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen staff knowledge in the effectiveness of tracking the reasonable adjustments made for individual students.</p>
<p>Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement High Impact Wellbeing Strategies to engage students.</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 3.b</p>	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build the capabilities of all staff and students in giving and receiving feedback to drive learning</p>