

School Strategic Plan 2024-2028

Barwon Valley School (5368)



Submitted for review by Anne Hume (School Principal) on 04 February, 2025 at 09:24 AM

Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 10 February, 2025 at 11:04 AM

Endorsed by Don Shields (School Council President) on 12 February, 2025 at 01:39 PM

School Strategic Plan - 2024-2028

Barwon Valley School (5368)

School vision	Barwon Valley School Vision - To be an inclusive community centred on student achievement, wellbeing and engagement Barwon Valley School Motto - Be the best you can be
School values	Our school values are Dignity, Respect, Fun, Support and Teamwork We have a staff charter that is reviewed every year We are SWPBS school
Context challenges	Staff shortages and absences impacting on the teaching and learning. New inexperienced staff or staff unfamiliar with special education not having adequate and appropriate training due to time constraints and overload.. New Building delays resulting in overcrowding and increased dysregulation of students. Teachers in acting leadership positions within the school and in other schools. Some complex family situations and lack of expectations or interest of families in their child's learning. Number of different AAC programs used by students across the school and even in one classroom.
Intent, rationale and focus	Embed Literacy Framework and phonics approach across the school. (priority year 1) Review and embed the literacy Framework in line with VC 2.0. Develop a school wide approach to data collection and analysis to evaluate student learning growth. Review report writing techniques and update report formats. (priority year 1) Develop a whole school Wellbeing Model. (staff roles and responsibilities/programs) (priority year 1) Further develop community partnerships to support and promote student wellbeing. (BVAC, Work Experience) To improve parents/carers participation as active partners in their child's wellbeing.

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Goal 1	Improve learning outcomes for all students.
Target 1.1	By 2028, maintain or increase the percentage of students at or above Victorian Curriculum Levels, according to teacher judgements, for: • Reading and viewing from xx% (Semester 2, 2024) to xx% [to be confirmed when further data are available]. • Mathematics 2.0 from xx% (Semester 2, 2025) to xx%. [To be confirmed when further data are available.]
Target 1.2	By 2028, maintain the percentage positive endorsement to the School Staff Survey (SSS), School Climate domain factor ' <i>Collective focus on student learning</i> ' at 84% (2024).
Target 1.3	By 2028, increase the percentage positive endorsements to the Effective teaching practices and cognitive engagement domain factor ' <i>Stimulated Learning</i> ' from 76% (2024) to 80%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a school wide approach to data collection and analysis to evaluate student learning growth.
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	
Goal 2	Improve the wellbeing of all students.
Target 2.1	By 2028, increase the percentage positive endorsements of the Attitudes to School Survey (AtoSS) Wellbeing measure from 78% (2024) to 82%.
Target 2.2	By 2028, maintain the percentage attendance rate for Years P-6 at 82.3% (2023).
Target 2.3	By 2028, maintain the percentage positive endorsements of the School Staff Survey, School Climate domain factor of 'Parent and community involvement' at 82% (2024).
Key Improvement Strategy 2.a 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 whole school approach to the development of the mental and social wellbeing of students.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop community partnerships to support and promote student wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c 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	To improve parents/carers participation as active partners in their child's wellbeing.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	