

Barwon Valley School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Anne Hume  16/05/2017[name].....[date][name].....[date]
School council: Meg Noorderbroek  16/05/2017[name].....[date][name].....[date]
Delegate of the Secretary: Alan Davis  16/05/2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The school Community has developed a new vision which is: Our school is an inclusive connected community centred on student achievement, wellbeing and engagement.</p> <p>During this process we also, for the first time, developed a motto: Be the Best you can Be (Be safe, Be responsible, Be a learner)</p>	<p>Barwon Valley School values are Teamwork, Respect, Fun, Support and Dignity. These values all underpin expectations for the whole school community. To support our students in demonstrating these values and what they represent are detailed student voice</p> <p>We are also a School Wide Positive Behaviour Support (PBS) School and use a number of strategies to promote student engagement and self-confidence. We have 3 school rules which are: Be responsible, Be Safe and Be a learner. We have 'Good Ones' that recognise individual students following of the school rules, postcards that are sent to families highlighting some of the great work their child has done at school, Principal's morning tea and Stars of the Week.</p>	<p>From our school self-evaluation and review the key considerations identified were:</p> <p>Excellence in teaching and learning - that the school would be best placed to support the maximisation of student learning outcomes by focusing on the expansion of teaching practice. This would include a more consistent use of Hattie's Big 4 of Teaching and Learning at BVS, and teaching staff developing a deeper and more thorough understanding of the Victorian Curriculum areas of English and Mathematics. This improved knowledge would be utilised as more consistent and focused individual student data can be used to identify the point of need teaching.</p> <p>Positive climate for learning – that the school continues to embed differentiated strategies to effectively support the wellbeing of students. All students will have access to evidence based, contemporary, high impact wellbeing support strategies to build resilience and engagement e.g. the Berry Street model and Zones of Regulation; and have access to welcoming learning environments e.g. a wellbeing room and Teamworx activity centres</p>	<p>The priorities for this strategic plan are in the FISO area of Excellence in teaching and learning and Positive climate for learning. We are increasing curriculum knowledge, using data more effectively and building teacher capacity to collaborate. We are increasing student engagement for identified cohorts of students and ensuring students have the tools and skills to develop positive and self-regulating behaviours.</p> <p>We have identified specific evidence based approaches to support student achievement, engagement and wellbeing that will be effective for our cohort of students with disabilities who require support to self-regulate and may have suffered significant trauma.</p> <p>The timeline investigation, implementation and evaluation of key strategies in identified areas in a yearly cycle of review.</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 build practice excellence to maximise learning outcomes in English and Mathematics for all students in a culture of high expectations.	<p>FISO: Excellence in teaching and learning Curriculum planning and assessment Building practice excellence</p>	<p>Implement improvement cycle for documented curriculum plan, assessment and shared pedagogical approaches</p> <ul style="list-style-type: none"> Develop deeper and more thorough understanding of the Victorian Curriculum (VC) areas of English and Mathematics in teachers and ES staff Effectively monitor and report student progress based on evidence of learning growth of individuals, sub sets and whole school and build staff expertise in the use and manipulation of the school's preferred reporting system Triangulate data to provide evidence of student growth <p>Explicitly use evidence based school improvement strategies and teacher professional practice activities</p> <ul style="list-style-type: none"> Continue to refine student Individual Learning Plan goals in English and Mathematics aligned to VC Implement an evidence based English and Mathematics program school wide <p>Professional Learning Communities (PLC) Build the skill development of high performing teams:</p> <ul style="list-style-type: none"> Embed the culture of peer observation to build capacity in classroom practice and the effective giving and receiving of feedback Include the Big 4 of Teaching and Learning at BVS in unit planning and work program documentation Provide targeted professional learning to support leadership development for both senior and middle level leaders Embed skills of teams collaboratively analysing data including the use of administrative / software tools 	<p>By 2020 95% of students will have demonstrated relative learning growth in English and Mathematics against the 2017 baseline – VC students achievement standards</p> <p>By 2020 increase the School Climate (academic evidence) as measured by the Staff Opinion Survey from 64.49 to 68.38 (the all special school state mean 2016)</p> <p>By 2020 increase the School Climate (teacher collaboration) as measured by the Staff Opinion Survey from 68.86 to 73.49 (the all special school state mean 2016)</p>
To continue to develop a strong and resilient community to enhance the health, wellbeing, inclusion and engagement of all students.	<p>FISO: Positive Climate for learning Setting expectations and promoting inclusion</p>	<p>Activate student voice, leadership and agency in own learning so that students have positive school experiences</p> <ul style="list-style-type: none"> Identify, document and implement targeted strategies to support those students identified as being at risk of disengagement (Out of Home Care/Koorie/Refugee) <p>Implement improvement cycle for a whole school approach to health, wellbeing, inclusion and engagement</p>	<p>By 2020 increase the Staff Safety and Wellbeing in Consultation and Participation score from the 2016 score of 70.18 to 71.28 (the all special school state mean 2016)</p> <p>By 2020 increase the Staff Safety and Wellbeing in Build Resilience and a Resilient, Supportive Environment score from the 2016 score of 66.77 to 72.26 (the all special school state mean 2016)</p>



		<ul style="list-style-type: none">Align and embed the 'Berry Street Educational model' and 'The Zones of Regulation' in to further supporting the capacity of students to self-regulate	
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