

School Strategic Plan 2022-2026

Burwood Heights Primary School (4932)



Submitted for review by Esther Wood (School Principal) on 16 August, 2022 at 11:25 AM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 26 August, 2022 at 03:40 PM

Endorsed by Zoe Mallen (School Council President) on 12 October, 2022 at 01:09 PM

School Strategic Plan - 2022-2026

Burwood Heights Primary School (4932)

School vision	Burwood Heights Primary School is committed to providing high-quality education, care and safety to all students, to prepare them to become active, engaged and responsible citizens of the local and global community. The school aims to prepare students to contend with a world in which creativity, cooperative work, connectedness and adaptability are key features.
School values	<p>At Burwood Heights Primary School we strive to provide a caring and challenging learning and teaching environment that equips students with social, personal and thinking skills to become valued members of the school and the wider community. RESPECT, SENSITIVITY, HONESTY, RESPONSIBILITY AND ACHIEVEMENT are the core values that underpin the vision of the school.</p> <p>Respect means worthy conduct and thoughts Respect each other and the environment by listening to others, using manners, helping look after property and the environment and honouring rules of family and school.</p> <p>Sensitivity means empathetic understanding Show sensitivity by treating others with care, compassion and kindness. Try to understand other people's views and feelings by being supportive and caring towards them. Listen to others and accept and value differences.</p> <p>Honesty means acting ethically and with integrity at all times Know and do what is right. Take responsibility for your actions, present original work and ideas and tell the truth.</p> <p>Responsibility means being accountable Set a good example in all areas of your life. Be punctual, complete tasks and treat others as you would like to be treated.</p> <p>Achievement means accomplishing Set and reach goals to improve your skills and knowledge. Take pride in your work and feel good about yourself.</p> <p>The Learner Profile The Learner Profile represents ten attributes valued by Burwood Heights Primary School. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities helping to create a better and more peaceful world.</p> <p>As learners, we strive to be:</p>

	<ul style="list-style-type: none"> • Inquirers- we nurture our curiosity. We learn with enthusiasm and sustain our love of learning. • Knowledgeable- we develop and explore knowledge across a range of discipline. • Thinkers- we use critical and creative thinking skills to analyse. We use initiative in making reasoned, ethical decisions. • Communicators- we express ourselves confidently and creatively in many ways. • Principled- we act with integrity and honesty, with a strong sense of fairness and justice with respect and dignity. • Open-Minded- we critically appreciate our own cultures as well as the values and traditions of others. • Caring- we show empathy, compassion and respect. • Risk-takers- we approach uncertainty with forethought and determination. • Balanced- we understand the importance of balancing different aspects of our lives- intellectual, physical and emotional, to achieve well-being for ourselves. • Reflective- we thoughtfully consider the world and our own ideas and experience.
<p>Context challenges</p>	<p>As the population of the school community is a diverse one, the challenge is to bring all our students together to create a global community within our school environment, where students respect and value themselves and each other. The school now has more community members with a high profession status and economic circumstances, while still supporting families from the local Ministry of Housing estate nearby. Three hundred and eighty students are expected to be enrolled in 2023, which includes seven international enrolments and nineteen students funded under the Disability and Impairment Support Programme. There is approximately forty per cent of our families who speak a language, other than English, at home.</p> <p>The school has an on-site kindergarten, which provides an Early Childhood Education Programme for approximately fifty-five children (twenty-four three-year-olds and thirty-one four-year-in 2023).</p> <p>Our Literacy (multi-sensory approach) and Numeracy programmes, the provision of high quality specialist programmes, our Life Skills classes (the Homecrafts Centre and the Outdoor Learning Classroom), Real Life Adventures and the Mindful Movement programmes provide the opportunity for every child to experience success.</p> <p>Our goal is to educate the whole child. We are committed to providing high-quality education and care and safety for all students, to prepare them to become active, engaged and responsible citizens of the local and global community. We challenge them to explore and question everything they find with integrity, honesty, moral courage and compassion.</p> <p>The School Council is committed to maintaining the school as a highly effective learning community. Our effective home/school partnership and the support and commitment of volunteers are based on trust, respect and support and both add much to the life of the school and its programmes. We offer students opportunities to participate in an extensive range of extra-curricular activities, which have grown in size over time. We continually strive to achieve a positive school culture, with a particular focus on establishing respectful relationships, between teachers and students, where student belonging and connectedness are promoted and diversity is</p>

	<p>valued.</p> <p>Student Leadership has a high priority in the school, where the opinions and ideas of our students are valued. We want all students to feel safe at school, feel good about themselves, want to come to school and know they are an important part of the school community. There is a strong emphasis placed on student mental health and wellbeing. We work closely with Child First, Department of Human Services, Anglicare, Connections, Kids Hope, Yooralla and other service providers to provide timely, targeted support to vulnerable students or families and those in out-of-home care.</p> <p>The challenge facing our school over the life of the strategic plan is the financing of the kindergarten, the Homecrafts programme, Outdoor Learning classroom, Mindful Movement and Real Life Adventures which provide exceptional opportunities for all our students.</p>
<p>Intent, rationale and focus</p>	<p>To be a forward-thinking, externally focussed, nurturing and ambitious school, driven by a powerful sense of well-being for all the school community. Our aim is to nurture, in our students, the capabilities to lead successful and socially responsible lives. To do this our students will need to be adaptable and resilient with the agility to adapt to, and thrive, in changing circumstances.</p> <p>The breathless changes brought about by technology, the challenges to mental health through the pressures of modern life, the relentless imperative to do better than the last generation but in tougher circumstances all point to the need for us to step up and think deeply and differently about our objectives, our offering, and our capacity to deliver.</p> <p>All learning at Burwood Heights Primary School and Kindergarten will have wellbeing at its core, where each student is known, nurtured, valued and challenged to be successful in their learning journey. We will be focused on developing a learner profile and experience that promotes excellence and equity, builds confidence and creativity, and develops successful lifelong learners who are active and informed members of the community.</p> <p>Innovative learning and entrepreneurial thinking will form part of what we do with a focus on applying knowledge, thinking critically and being resourceful, so that they can make ethical decisions. Our students will harness the experiences developing multiple learning approaches to be ready for the future. Our students will use personal agency to pursue authentic, purposeful learning and make meaningful connections to enact change. Students will have an awareness of their learning and be empowered to develop capacity in what they say and do. Our students will also be encouraged to pursue leadership.</p> <p>The goal of the 2022 to 2026 Strategic Plan period encompasses a Literacy and Numeracy goal to meet all students' point of need.</p> <p>The School will continue to explore innovative modes of English and Mathematics delivery; to create a cohesive and collaborative professional culture, promote continuous professional learning and development and support teachers to focus upon improvement of their professional practice.</p>

School Strategic Plan - 2022-2026

Burwood Heights Primary School (4932)

Goal 1	Maximise learning outcomes for all students.
Target 1.1	Decrease the proportion of students making low NAPLAN growth in numeracy from 29 per cent in 2021 to 10 per cent in 2026.
Target 1.2	Decrease the proportion of students making low NAPLAN growth in reading from 24 per cent in 2021 to 10 per cent in 2026.
Target 1.3	Increase the proportion of Year 5 students achieving in the NAPLAN top two bands in writing from 36 per cent to 40 per cent in 2026.
Target 1.4	By 2026, improve the percentage of students achieving above the expected standard in Number and Algebra based on teacher judgements from 40% in 2021 to 45%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff capacity, knowledge and creativity in mathematics and teaching and learning.

<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Audit and refine assessment items, processes and practices.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop capacity of all staff to analyse and use data to inform effective teaching practice.</p>
<p>Goal 2</p>	<p>Improve student wellbeing and engagement.</p>
<p>Target 2.1</p>	<p>To improve the percentage positive responses from Year 5 and 6 students on the Attitudes to School Survey (AtoSS) for the factor 'student sense of confidence' from 74 per cent in 2021 to 80 per cent in 2026</p>
<p>Target 2.2</p>	<p>To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning' from 77 per cent in 2021 to 80 per cent in 2026</p>
<p>Target 2.3</p>	<p>To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'emotional awareness and regulation' from 74 per cent in 2021 to 80 per cent in 2026</p>

Target 2.4	By 2026, improve the percentage of positive responses on the Parent Opinion Survey for the factor Confidence and resiliency skills from 76% in 2021 to 82%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff knowledge, capability and awareness of current and emerging technologies.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop whole school teaching and learning strategies to empower students to take self-initiated action to progress their learning.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop whole school practices and processes to support emotional awareness, student confidence, self-regulation and mindfulness.