Bellmere State School
Strategic Plan 2018 - 2021

School Profile

Bellmere State School is situated in the Moreton Bay Regional Council local government area, west of Caboolture and about 40 minutes drive north of Brisbane. The 2018 enrolment is 536 students from Prep to Year 6, having grown 220 students since our opening in 2016.   We are a coeducational state school offering single-age classes and some multi-age classes. Bellmere State School was established in 2016 as an Independent Public School. Approximately 9% of our students identify as Indigenous, 6% have a language other than English spoken at home and students are frequently proficient in the spoken form of that second language. We focus on a culture of inclusion and valuing diversity.

Vision

At Bellmere State School we are committed to being: **'A Community of Learners'.** This vision encompasses the belief that one never stops learning - we are all life-long learners - students, parents, community members and staff. At Bellmere State School, we plan to support each other in our learning journey by becoming a community learning together.

Values

Our motto is *'Hand in Hand We Learn'* and with a strong commitment to our five core values, we know that every student can achieve this goal. Our five core values are;

HONESTY & RESPECT: For everyone's opportunity to learn; For ourselves and how we treat others; For school and community property and environment

ACHIEVEMENT: To engage in the teaching & learning that is available; To produce work you and the community would be proud to display; To be on time and ready to work

NURTURING: Relationships between community/industry and the school that are positive and mutually beneficial; Relationships between staff and/or students that are courteous and cooperative; Relationships between the school and the community that will prepare students as citizens for life within and beyond Bellmere State School

DETERMINATION: To keep striving to continually improve; To bounce back from disappointments; To learn from our mistakes and strive for excellence

SAFETY: To care for self and others in a safe, supportive manner; To use all equipment safely and respectfully; To learn about protective behaviours

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Improvement Priorities

Develop a formal and strategic whole-school approach to the provision of observation and feedback for all staff members.

Success indicators
1. 100% of staff will positively interact with colleagues and instructional leaders around observation and feedback practices in order to strengthen pedagogical practices and improve student outcomes.
2. 100% of staff will be engaged in fortnightly year level Professional Learning sessions where the problem of practice and appropriate pedagogical approaches will be collaboratively discussed, strategies shared and progress tracked through analysis of work samples and data collection.
3. 100% of staff will independently and collaboratively reflect on their own practice through watching others work, having others watch them, videoing their practice and making changes to improve their pedagogical practice and student outcomes.
4. 85% of students receiving A-C in English through the development of rigorous reading, spelling and writing pedagogical practices.
5. Improvement in School Opinion survey results, ie Staff question S024 "I receive helpful feedback on my work at this school" 2020:100% strongly agree S2040 "My teachers provide me with useful feedback about my school work" 2016:93.8; 2017:93.9; 2020:100%

Strategies	2018	2019	2020	2021
PLT operating guidelines complete with protocols and timelines implemented and embedded. Timetabling flexibility to provide 80 minutes per fortnight for teams to meet.	✓			
Continue to refine the PLT process to further embed the inquiry cycle.	✓			
Allocate time regularly for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes.	✓			
Establish Feedback culture within the school over the next two years focusing on a gradual implementation in four phases.	✓	✓		
Establish focus and protocols around Observation and provide plan for formal observations and feedback sessions	✓	✓		
Instructional leadership team upskilled in coaching and are a presence in classrooms on a regular basis	✓			
Continue to develop and embed the school's pedagogical framework that defines an agreed common understanding of pedagogical practice across the school.	✓	✓	✓	
Continue to support staff through annual Performance Development program where feedback and observations feed into the goals for self improvement.	✓	✓	✓	✓
Targeted professional development around systemic, school and personal priorities identified through analysis of data, PDPs and observations.	✓	✓	✓	✓
Utilise the classroom profiling methodology to provide feedback to teachers regarding their effective use of the Essential Skills for Classroom Management (ESCM).	✓	✓	✓	✓

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Improvement Priorities

Develop a Quality Assurance (QA) process to ensure the planned intended curriculum is being enacted in all classrooms

Success indicators
1. School-wide targets for English and Maths are established and documented in strategic school documents
2. Implementation of consistent whole-school Maths and English frameworks to improve learning outcomes for all students.
3. Processes for systematically measuring, monitoring and celebrating progress towards published school targets and evaluating strategies linked to all aspects of the EIA for effectiveness are developed and implemented.
4. Progress of all students is rigorously monitored and tracked through school-wide data collection processes
5. 90% of students are making 12 months of progress for 12 months of learning in literacy and numeracy
6. NAPLAN data is above 'like' schools and similar to 'Queensland' schools by 2021

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Improvement Priorities

Strategies	2018	2019	2020	2021
Sustain the narrow and sharp focus of the EIA to maintain a school-wide understanding of, and commitment to, identified priorities and targets.	✓	✓	✓	✓
Clearly define the roles, responsibilities and accountabilities for all staff members in delivering the EIA as the school grows	✓	✓	✓	✓
Continue to build staff's capabilities to use the Bellmere CARF to provide a roadmap for all teaching, learning, assessment and reporting.	✓	✓	✓	✓
Continue to develop a bank of resources on Bellmere's OneNote enabling collaborative expertise.	✓	✓	✓	✓
Provide teachers with curriculum release time to collaboratively plan for effective teaching and learning. Continued facilitation by Leadership Team to support teachers in planning the intended curriculum.	✓	✓	✓	✓
Continue to develop and implement a literacy continuum in order to differentiate and track student progress	✓	✓		
Continue to develop and implement a numeracy continuum in order to differentiate and track student progress and set targets			✓	✓
Through observations and self-identified needs, continue to upskill teachers in the teaching of numeracy and literacy.	✓	✓	✓	✓
Commence the implementation phase of introducing Mathematics as Bellmere's EIA		✓		
Continue to engage in regular internal moderation processes within year level, with the focus on the improvement areas of literacy and numeracy	✓	✓	✓	✓
Explore the possibility of extending moderation to include local 'like-minded' schools to further enable consistency of teacher judgements		✓	✓	✓
Monitor the conversations in PLTs and through discussions with team leaders to identify any staff requiring support in enacting the intended curriculum.	✓	✓		
Formal observation and feedback process	✓	✓		
A model for intentional leadership blending instructional and transformational leadership is driving the improvement agenda.	✓	✓	✓	✓

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Improvement Priorities

Continue to build data literacy skills to enable deeper understanding of data and the implications for teaching.

Success indicators				
1. 100% of staff confident in analysing data and manipulating data using Excel and class Dashboard on OneSchool				
2. Parents and students, as well as staff, are engaged in discussing school-wide data and providing input into future school-wide decisions and strategies.				
3. Support mechanisms and resourcing are actioned from a direct result of analysis of data (e.g. attendance/behaviour/academic) and 100% of parents acknowledge support from the intervention.				
Strategies	**2018**	**2019**	**2020**	**2021**
Continue to build and utilise spreadsheet and OneSchool class dashboard to measure student improvement and identify students above, at or below the expected level of improvement and to inform starting points for learning and intervention programs and improve pedagogical practices.	✓	✓	✓	✓
Engage data literacy expert to provide professional development to staff to build capability in understanding, analysing and acting on data	✓			
Leadership Team to view skyscraper data and identify trends to inform future school-wide decision making processes.	✓	✓	✓	✓
'Data Party' is held in staff meeting time every 5 weeks (twice per term) to share school-wide data (behaviour, attendance, NAPLAN, etc.) and inform future school-wide decisions and strategies.	✓	✓	✓	✓
End of term year level data sharing with Leadership Team to celebrate progress and prioritise problem of practice for future cycles.	✓	✓	✓	✓
Continue to monitor and develop attendance strategies to particularly target those families identified in the below 85% attendance range.	✓	✓		
Continue promoting accountability through the tracking of data in an inquiry cycle process at PLTs.	✓	✓	✓	

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Improvement Priorities

Build teacher capacity to plan and deliver differentiated learning experiences for the range of learners in their classrooms

Success indicators				
1. 100% of students – including high-achieving students – are appropriately engaged, supported, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations;				
2. 90% of students are making 12 months of progress for 12 months of learning in literacy and numeracy				
3. 100% of students set own goals and know what they need to do to improve from feedback they are given				
4. Parents and teachers consulting and jointly developing individual learning plans to meet the needs of students with disabilities				
5. Tailored, early & sustained interventions are in place for students identified as requiring extensive additional support, including students returning to school after a period of absence/disengagement.				

Strategies	2018	2019	2020	2021
Implement clear processes for the referral, monitoring, case management and reporting of students with disability and students referred to the school support team.	✓			
Establish a consistent method for teachers to assist students to develop and monitor their own learning through setting individual learning goals and success criteria.	✓	✓	✓	✓
Whole school focus on developing the skills of classroom teachers in differentiating for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.	✓	✓		
ICPs for gifted and talented students to be introduced, as needed. Exploration of ways to identify G&T students. Experts to provide PD for teachers around G&T adaptations.		✓	✓	✓
Continue to employ school behaviour coach to build the capacity of teachers to make reasonable adjustments for those students demonstrating challenging behaviours to access the curriculum.	✓	✓	✓	✓
Continue to employ Occupational Therapist two days per week to provide focused intervention support around identified needs.	✓	✓	✓	✓
Support Teachers work jointly with teachers to assist with planning, model strategies and track progress for those students who require differentiated learning opportunities.	✓	✓	✓	✓
PLTs continue to focus on tracking of all students so that students are making twelve months of progress for twelve months of learning in literacy and numeracy and making adaptations to pedagogy based on needs of the range of students.	✓	✓	✓	✓
Through flexible staffing and TRS, class teachers and support teachers plan together around differentiating the curriculum for the needs of the range of students.	✓	✓	✓	✓

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Improvement Priorities

Continue to plan, teach, assess and report on the Australian Curriculum

Success indicators				
1. By 2021, the Australian Curriculum, including all KLAs, will be implemented with intent				
2. The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school that makes clear what and when teachers should teach and students should learn.				
3. Systemic, school and personal data indicates that students are operating at like school expectations for their year level				
4. SOS of teaching staff indicates 100% agreement with feeling confident in their knowledge of the Australian Curriculum (AC) and 100% agreement with the statement 'I feel confident using curriculum support materials to enhance student learning at this school'.				

Strategies	2018	2019	2020	2021
Continue to review and adapt Bellmere Curriculum, Assessment and Reporting Framework as AC is fully implemented across all KLAs so as to provide a road map for all teaching, learning, assessment and reporting at the school.	✓	✓	✓	✓
Commence the sharp and narrow focus of improving Writing across the school	✓	✓		
Commence the sharp and narrow focus of improving Numeracy across the school		✓	✓	
Commence the sharp and narrow focus of improving Science across the school			✓	✓
Implement Flying Squads as part of the support for rigorous and focused reading group rotations	✓			
Continue to upskill teachers in SSP and review data for longitudinal growth	✓	✓	✓	✓
Strengthen the focus on deep learning through the school-wide implementation of New Pedagogies for Deep Learning (NPDL) strategies and tools including the 6Cs and 4 pillars	✓	✓	✓	✓
Explore the ACARA learning progressions in literacy and numeracy to support teachers in locating where individual students are in terms of their literacy and numeracy development, and help them understand the typical sequence of learning for literacy and numeracy	✓	✓	✓	✓
Improve STEM education by lifting foundational skills in STEM learning areas, developing mathematical, scientific and technological literacy and promoting 21st century skills such as problem-solving, critical analysis and creative thinking.	✓	✓	✓	✓

Endorsement
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

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Principal   P and C / School Council