

# School Strategic Plan for Bolwarra Primary School 1324 Semester 2, 2015 - 2019

## Endorsements

|   |  |
|---|--|
| <p>Endorsement by School Principal</p>              | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>   |
| <p>Endorsement by School Council</p>                | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> |
| <p>Endorsement by the delegate of the Secretary</p> | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>   |







## School Profile

|                       |   |
|-----------------------|---|
| Purpose               | To provide a supportive school community which engages and challenges the students to strive for their personal best in order to become valued members of the local and global community.   |
| Values                | <p>The values which form the basis of the actions of the whole school community are:</p> <ul style="list-style-type: none"> <li>➤ Respect for each other and our environment</li> <li>➤ Integrity in all our actions</li> <li>➤ Care, commitment and responsibility</li> <li>➤ Confidence to approach the new and the familiar</li> <li>➤ Excellence in teaching and learning</li> <li>➤ Individual success</li> <li>➤ Persistence and Resilience</li> <li>➤ Academic Excellence</li> <li>➤ Working restoratively</li> </ul>  |
| Environmental Context | <p>The school is located in a rural setting 10 kilometres from the township of Portland (population approximately 10,000) Sixty percent of students travel to and from school on buses from the surrounding rural properties. The labour market in the surrounding area is unstable. Current enrolment is 95 and future projections are difficult to predict in the current economic environment. The school has interactive whiteboards or Apple TV's in every classroom with computers at a ratio of better than 1:2. Grade 4, 5 and 6 students have access to their own ipads. Currently we have 6 excellent classroom spaces as well as a separate Library and Art room.</p> <p>The school has an extensive range of play spaces for children including one oval (incorporating soccer, football and cricket), netball court, basketball court, access to tennis courts, 2 sand pits and 3 adventure playgrounds. The school has a well-established vegetable garden.</p> |
| Service Standards     | <ul style="list-style-type: none"> <li>➤ The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>➤ The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>➤ The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>➤ The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>➤ All students will receive instruction that is adapted to their individual needs.</li> </ul>   |

## Key findings from the Priority Review

### Learning and teaching

- The correlation between NAPLAN and AusVELS outcomes varies due to inconsistencies around teacher planning and moderation
- NAPLAN has had a limited profile in the school which means some students are not as appropriately prepared for or are familiar with the tests as they might be. The limited profile manifests in inconsistency in how teachers:
  - approach and use NAPLAN to inform their teaching: and
  - use assessment to identify and plan for the learning needs of all students
- There is no agreed and consistent approach to the collection and use of data to inform teaching and learning

- The influence of Peer Observation and related feedback to support improved teaching practice, at Bolwarra and from the experience of Bolwarra staff in other schools, is underdeveloped to the detriment of developing teacher capacity, and to improving student learning
- The potential for enhancing student learning and engagement from innovation in ICT (digital teaching and learning) is limited in the absence of a higher level of thinking and planning such as is usually associated with a quality eLearning plan which is not currently available at Bolwarra

#### Instructional Model

- A considered and agreed instructional model is not evident at BPS resulting in significant levels of variation between classes.

#### Leadership and capacity building

- The current leadership model structure is unlikely to deliver on the level of improvement needed
- The alignment of leadership roles and accountabilities with key elements of the SSP will determine the success of the implementation of a substantial improvement agenda

#### Engagement and wellbeing

- The school has a strong focus on wellbeing
- The school's mantra in relation to having a strong focus on maintaining an orderly learning environment in classrooms cannot be assumed in implementation
- There are assumptions made about the quality of teaching (engaging all students) that are not tested, and especially so in terms of follow through on AtSS data and other student and parent feedback

#### Parents and community

- The school enjoys strong, deserved parent and community support as evidenced by interviews with the reviewer
- School Council, and parents more generally, are less likely to have an understanding of the school's beliefs and practice around teaching and learning than they are of wellbeing and engagement
- The continued comparatively low level perceptions of a good number of parents about aspects of BPS as expressed in the POS is generally, but not always, inconsistent with comments from face to face made to the reviewer and suggests that there is a wider audience requiring different types communication to respond to their concerns in order to further build support for the school.

| Achievement  | Key improvement strategies  |         |         |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|--|---|---------|---------|----------|--------|------------|---------|--------|------|----------|--------|------|------|--------|------|------|------|--------|------|-------|-------|--------|-------|-------|-------|--------|-------|-------|-------|--------|-----|-----|-----|--------|---------|--|--|----------|--|--|---------|--|--|----------|--|--|-----|--|--|-----|--------|------|-----|--------|------|-----|--------|------|-----|--------|------|-----|--------|------|------|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|----|-----|-----|----|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| <p><b>Goals</b></p>  | <p>1.1 Develop an agreed and consistent approach to the collection and use of data to inform teaching and learning</p>  |         |         |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <p><b>Targets</b></p>  | <p>1.2 Develop an agreed instructional model, which is delivered consistently in all classrooms.</p> <p>1.3 Build teacher capacity to identify, assess, teach and report on each student’s point of learning (POL).</p> <p>1.4 Build leadership capacity to enhance instructional leadership.</p> |         |         |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <p><b>1.</b> By the end of this plan we will ensure the personalised learning needs of all students are met so that there will be clear evidence of all students achieving expected or greater than expected learning growth.</p> <p><b>Learning Growth</b><br/> <b>AUSVELS</b><br/>                     All students without assessed learning difficulties will achieve a minimum of the expected AUSVELS learning growth (one level) annually across all domains and capabilities based on 2014 data used for the self-evaluation.</p> <table border="1" data-bbox="635 653 1311 909"> <thead> <tr> <th>2014</th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>83.4%</td> <td>83.4%</td> <td>100%</td> </tr> <tr> <td>Year 1</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 3</td> <td>100%</td> <td>85.3%</td> <td>92.9%</td> </tr> <tr> <td>Year 4</td> <td>92.9%</td> <td>71.4%</td> <td>92.9%</td> </tr> <tr> <td>Year 5</td> <td>93.7%</td> <td>87.5%</td> <td>93.7%</td> </tr> <tr> <td>Year 6</td> <td>95%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table> <p>Judgement for AUSVELS will be informed by:</p> <ul style="list-style-type: none"> <li>• PAT V, PAT SPG and PAT M</li> <li>• Numeracy Online (prep, 1,2)</li> <li>• Moderation on writing using NAPLAN guides and Rubrics</li> <li>• English Online (beginning of prep and grade 1)</li> <li>• On Demand (reading, maths grades 3,4,5,6)</li> <li>• Fountas and Pinnell Reading levels and analysis</li> <li>• Word Their Way Spelling Assessment</li> <li>• Teacher moderation</li> </ul> <p><b>NAPLAN</b><br/>                     Improve <b>NAPLAN</b> learning growth in the following areas:</p> <table border="1" data-bbox="635 1339 1994 1455"> <thead> <tr> <th rowspan="2">Growth</th> <th colspan="3">Reading</th> <th colspan="3">Numeracy</th> <th colspan="3">Writing</th> <th colspan="3">Spelling</th> <th colspan="3">G&amp;P</th> </tr> <tr> <th>Low</th> <th>Medium</th> <th>High</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>38%</td> <td>46%</td> <td>15%</td> <td>46%</td> <td>46%</td> <td>8%</td> <td>46%</td> <td>31%</td> <td>23%</td> <td>33%</td> <td>58%</td> <td>8%</td> <td>33%</td> <td>58%</td> <td>8%</td> </tr> <tr> <td>Target</td> <td>25%</td> <td>50%</td> <td>25%</td> <td>25%</td> <td>50%</td> <td>25%</td> <td>25%</td> <td>40%</td> <td>35%</td> <td>25%</td> <td>50%</td> <td>25%</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table> <p><b>Student attitudes to school to show improvement in the following elements:</b><br/>                     Teaching &amp; learning - Stimulating learning from 3.77 to 4.20<br/>                     Teaching &amp; learning - Student motivation from 4.34 to 4.60<br/>                     Teaching &amp; learning - School connectedness from 3.93 to 4.40</p> <p><b>Parent Opinion to show improvement in the following elements:</b><br/>                     School climate - Stimulating learning from 5.95 to 6.10<br/>                     School climate – Learning focus from 5.85 to 6.00</p> <p><b>Staff opinion percentage endorsement to be maintained or improved in the following elements:</b><br/>                     School Climate - Collective efficacy (92%)<br/>                     School Climate - Collective responsibility (100%)<br/>                     School Climate - Teacher collaboration (100%)</p> |   | 2014    | Reading | Writing  | Number | Foundation | 83.4%   | 83.4%  | 100% | Year 1   | 100%   | 100% | 100% | Year 2 | 100% | 100% | 100% | Year 3 | 100% | 85.3% | 92.9% | Year 4 | 92.9% | 71.4% | 92.9% | Year 5 | 93.7% | 87.5% | 93.7% | Year 6 | 95% | 90% | 90% | Growth | Reading |  |  | Numeracy |  |  | Writing |  |  | Spelling |  |  | G&P |  |  | Low | Medium | High | Low | Medium | High | Low | Medium | High | Low | Medium | High | Low | Medium | High | 2014 | 38% | 46% | 15% | 46% | 46% | 8% | 46% | 31% | 23% | 33% | 58% | 8% | 33% | 58% | 8% | Target | 25% | 50% | 25% | 25% | 50% | 25% | 25% | 40% | 35% | 25% | 50% | 25% | 25% | 50% | 25% |
| 2014   | Reading   | Writing | Number  |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Foundation   | 83.4%   | 83.4%   | 100%    |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Year 1   | 100%  | 100%    | 100%    |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Year 2   | 100%  | 100%    | 100%    |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Year 3   | 100%  | 85.3%   | 92.9%   |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Year 4   | 92.9%   | 71.4%   | 92.9%   |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Year 5   | 93.7%   | 87.5%   | 93.7%   |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Year 6   | 95%   | 90%     | 90%     |          |        |            |         |        |      |          |        |      |      |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Growth   | Reading   |         |         | Numeracy |        |            | Writing |        |      | Spelling |        |      | G&P  |        |      |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|  | Low   | Medium  | High    | Low      | Medium | High       | Low     | Medium | High | Low      | Medium | High | Low  | Medium | High |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2014   | 38%   | 46%     | 15%     | 46%      | 46%    | 8%         | 46%     | 31%    | 23%  | 33%      | 58%    | 8%   | 33%  | 58%    | 8%   |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Target   | 25%   | 50%     | 25%     | 25%      | 50%    | 25%        | 25%     | 40%    | 35%  | 25%      | 50%    | 25%  | 25%  | 50%    | 25%  |      |      |        |      |       |       |        |       |       |       |        |       |       |       |        |     |     |     |        |         |  |  |          |  |  |         |  |  |          |  |  |     |  |  |     |        |      |     |        |      |     |        |      |     |        |      |     |        |      |      |     |     |     |     |     |    |     |     |     |     |     |    |     |     |    |        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

| Year 1  | Actions  | Success criteria  |
|---|--|---|
| 1.1 Develop an agreed and consistent approach to the collection and use of data to inform teaching and learning | <ul style="list-style-type: none"> <li>Establish baseline data in numeracy &amp; literacy</li> <li>Establish an agreed assessment schedule</li> <li>Introduce PLT Framework               <ul style="list-style-type: none"> <li>* PLT Guiding Questions                   <ol style="list-style-type: none"> <li>1. What skills and knowledge do we want the students to learn?</li> <li>2. How will we know they have acquired the skills and knowledge?</li> <li>3. What action will we take when they don't acquire the skills and knowledge?</li> <li>4. What action will we take to extend their learning?</li> </ol> </li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Baseline data collected, analysed and presented to staff and school council</li> <li>An agreed assessment schedule document created and shared</li> <li>PLT meeting schedule developed and shared</li> <li>Meeting agenda &amp; minutes reflect the 4 PLT guiding questions</li> </ul>   |
| 1.2 Develop an agreed instructional model which is delivered consistently in all classrooms.                    | <ul style="list-style-type: none"> <li>Learning Improvement Team (see 1.4) to collaboratively lead the research, development, and implementation of an Instructional Model</li> <li>Develop and document an agreed instructional model including a communication strategy to ensure all stakeholders are aware of the model and its significance in strengthening teaching &amp; learning</li> <li>Develop a professional learning plan that incorporates the various aspects of the instructional model over the life of the Strategic Plan</li> <li>Introduce peer observations using agreed protocols with a focus on specific aspects of the Instructional Model and develop and document a peer observation program for the following year</li> </ul> | <ul style="list-style-type: none"> <li>The LIT participate in extensive research that is shared and discussed.</li> <li>An appropriate Instructional Model is documented, agreed and implemented</li> <li>Communication strategy is agreed, documented and implemented.</li> <li>All staff participated in peer observation</li> <li>PL plan documented</li> <li>Peer observation plan developed, agreed and documented</li> </ul>  |
| 1.3 Build teacher capacity to identify, assess, teach and report on each student's point of learning (POL).     | <ul style="list-style-type: none"> <li>Develop an agreed, guaranteed and viable curriculum that is fully documented at the whole year, term and weekly/unit level</li> <li>Investigate collaborative practices including Assessment for Teaching (Patrick Griffin)</li> <li>Provide professional learning for all staff for Assessment for Teaching (A4T) (Patrick Griffin)</li> <li>Provide opportunities and professional learning with respect to moderation</li> </ul>   | <ul style="list-style-type: none"> <li>Meeting schedule and minutes reflect collaborative planning to ensure a G&amp;V curriculum</li> <li>G&amp;V curriculum documentation on school server and also reflected in communication to parents each week, term and semester.</li> <li>Participation in A4T introductory session and feedback to staff. Discussion and decision about future of using the construct across the whole school.</li> </ul>   |
| 1.4 Build leadership capacity to enhance instructional leadership.  | <ul style="list-style-type: none"> <li>Form a Learning Improvement Team (guiding coalition)</li> <li>Develop a positions of responsibility (POR) for Data Management &amp; 21<sup>st</sup> Century Learning</li> <li>Participate in Coaching for Leadership Teams to work with the LIT building individual &amp; team capacity</li> <li>Develop and document an Implementation Plan indicating how this work will be done.</li> </ul>  | <ul style="list-style-type: none"> <li>The Learning Improvement Team (LIT) is formed and associated roles, responsibilities, processes and protocols are established and agreed upon.</li> <li>An Implementation Plan is developed, agreed and documented</li> <li>Role descriptions developed and regular meeting time allocated to ensure role clarity &amp; accountability</li> <li>Regular meetings are held between the principal and the holders of PORs, and minutes reflect discussion show efforts to ensure role clarity, accountability and support</li> <li>LIT participating in Coaching for Leadership Teams</li> </ul> |
| Year 2  | Actions  | Success criteria  |
| 1.1 Develop an agreed and consistent approach to the collection an use of data to inform teaching and learning  | <ul style="list-style-type: none"> <li>Investigate, purchase and implement a data management system (DMS) such as SPA</li> <li>Develop a professional learning program to support the introduction of the data management package</li> <li>Embed the PLT Framework</li> <li>Review and refine the assessment schedule</li> <li>Analyse and present school performance data using Effect Size where appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>DMS purchased and being used by all staff</li> <li>All staff participating in PL</li> <li>Meeting agenda &amp; minutes reflect the 4 PLT guiding questions</li> <li>Assessment schedule developed</li> <li>Internal school performance report developed and shared.</li> </ul>   |
| 1.2 Develop an agreed instructional model which is delivered consistently in all classrooms.                    | <ul style="list-style-type: none"> <li>Provide PL with respect to the Instructional Model</li> <li>Include aspects of the Instructional Model in staff PDPs</li> <li>Extend the use peer observations using agreed protocols</li> <li>Revise and document a peer observation program for the following year</li> <li>Leaders conduct regular learning walks and provide feedback to staff</li> </ul>   | <ul style="list-style-type: none"> <li>All staff participating in PL</li> <li>PDP goals reflect the use of the Instructional Model</li> <li>All staff participating in the peer observation program</li> <li>Peer observation program for the following year</li> </ul>   |



|   |   |  |
|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>documented and agreed.</li> <li>Schedule of learning walks documented and meeting minutes reflect the presentation of findings and subsequent actions</li> </ul>  |
| 1.3 Build teacher capacity to identify, assess, teach and report on each student's point of learning (POL).     | <ul style="list-style-type: none"> <li>Implement Assessment for Teaching (Patrick Griffin) practices across the school</li> <li>Develop agreed strategy for the use of ICT to support T&amp;L (formative assessment)</li> <li>Review the agreed, guaranteed and viable curriculum to ensure it is fully documented at the whole year, term and weekly/<b>unit</b> level</li> <li>Provide time for teachers to meet and collaborate to complete planning</li> </ul>  | <ul style="list-style-type: none"> <li>Staff using assessment rubrics as an active document in the learning process</li> <li>All staff using ICT to assist identification of student's POL</li> <li>G&amp;V curriculum agreed and documented. Meeting minutes reflect process of development and agreement.</li> </ul>   |
| 1.4 Build leadership capacity to enhance instructional leadership.  | <ul style="list-style-type: none"> <li>Review the allocation of staff to specific positions of responsibility</li> <li>Further develop role descriptions and allocate regular meeting time to ensure role clarity &amp; accountability</li> <li>Review participation in Coaching for Leadership Teams</li> <li>Identify &amp; enrol staff in relevant Bastow courses</li> <li>Develop processes and protocols for staff to implement the key knowledge &amp; skills gained from professional learning activities</li> </ul>   | <ul style="list-style-type: none"> <li>PORs discussed in end cycle meetings</li> <li>Feedback gained and revised role descriptions developed to strengthen roles</li> <li>Discussions help at a range of levels to assess the impact of Coaching for Leadership Teams</li> <li>Staff enrolled in Bastow courses</li> <li>Staff reporting back to colleagues after PL and evidence of how the new knowledge and skills has been utilised</li> </ul> |
| <b>Year 3</b>   | <b>Actions</b>  | <b>Success criteria</b>  |
| 1.1 Develop an agreed and consistent approach to the collection and use of data to inform teaching and learning | <ul style="list-style-type: none"> <li>Review and refine the assessment schedule</li> <li>Fully document all processes in relation to this area and include in any induction material and processes.</li> <li>Further develop staff skills in the use of the data management package through a professional learning program</li> <li>Strengthen the analysis and presentation of school performance data using Effect Size where appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>Assessment schedule documented</li> <li>Induction booklet produced containing all relevant information</li> <li>School performance presented as an official document for staff, school council and the broader community</li> </ul>   |
| 1.2 Develop an agreed instructional model which is delivered consistently in all classrooms.                    | <ul style="list-style-type: none"> <li>Review the progress of all staff in the use of the instructional model and refine the professional learning program to meet these needs</li> <li>Invite peers from other schools to conduct learning walks and provide feedback in relation to the instructional model</li> <li>Embed the peer observations program using agreed protocols and include in PDPs</li> <li>Review IM and peer observation schedule with aim of strengthening</li> </ul>   | <ul style="list-style-type: none"> <li>All staff participating in PL</li> <li>PDP goals reflect the use of the Instructional Model</li> <li>All staff participating in the peer observation program</li> <li>Peer observation program for the following year documented and agreed.</li> <li>Schedule of learning walks documented and meeting minutes reflect the presentation of findings and subsequent actions</li> </ul>                      |
| 1.3 Build teacher capacity to identify, assess, teach and report on each student's point of learning (POL).     | <ul style="list-style-type: none"> <li>Extend Assessment for Teaching (Patrick Griffin) practices across the school by extending professional learning for all staff</li> <li>Provide time for teachers to meet and collaborate to complete planning for the year, term and on a weekly basis</li> </ul>  | <ul style="list-style-type: none"> <li>Staff using assessment rubrics as an active document in the learning process</li> <li>All staff using ICT to assist identification of student's POL</li> <li>G&amp;V curriculum agreed and documented. Meeting minutes reflect process of development and agreement.</li> </ul>   |
| 1.4 Build leadership capacity to enhance instructional leadership.  | <ul style="list-style-type: none"> <li>Review the allocation of staff to specific positions of responsibility</li> <li>Review and further develop role descriptions and allocate regular meeting time to ensure role clarity &amp; accountability</li> <li>Review the role of the leadership coach to work with the leadership team building individual &amp; team capacity</li> <li>Identify &amp; enrol staff in relevant Bastow courses</li> <li>Implement processes and protocols for staff to implement the key knowledge &amp; skills gained from professional learning activities</li> </ul> | <ul style="list-style-type: none"> <li>PORs discussed in end cycle meetings</li> <li>Feedback gained and revised role descriptions developed to strengthen roles</li> <li>Discussions help at a range of levels to assess the impact of Coaching for Leadership Teams</li> <li>Staff enrolled in Bastow courses</li> <li>Staff reporting back to colleagues after PL and evidence of how the new knowledge and skills has been utilised</li> </ul> |
| <b>Year 4</b>   | <b>Actions</b>  | <b>Success criteria</b>  |
| 1.1 Develop an agreed and consistent approach to the collection and use of data to                              | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul>   | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul>   |

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| inform teaching and learning  |   |  |
| 1.2 Develop an agreed instructional model which is delivered consistently in all classrooms.                | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul> | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul> |
| 1.3 Build teacher capacity to identify, assess, teach and report on each student's point of learning (POL). | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul> | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul> |
| 1.4 Build leadership capacity to enhance instructional leadership.  | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul> | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul> |

| Engagement   |  | Key improvement strategies  |
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| <b>Goals</b>   | 2. By the end of this plan we will develop a student-centred learning environment based on high expectations across the community so that all students are engaged, stimulated, and active participants in their personal learning.  | 2.1 Develop student voice   |
| <b>Targets</b>   | <p><b>Parent Opinion to show improvement in the following elements:</b><br/> Student engagement - Student motivation from 5.57 to 5.85<br/> School climate - Approachability from 5.57 to 5.80</p> <p><b>Student attitudes to school to show improvement in the following elements:</b><br/> Teaching &amp; learning - Learning confidence from 4.05 to 4.2<br/> Teaching &amp; learning – Teacher effectiveness from 4.17 4.5</p> <p><b>Staff opinion percentage endorsement to show improvement in the following elements:</b><br/> School Climate – Academic emphasis from 89% to 95%</p>   | 2.2 Embed the use of ICT across and between all levels using both existing and new technologies.<br><br>2.3 Raise the focus on academic achievement and high expectations   |
| <b>Year 1</b>  | <b>Actions</b>   | <b>Success criteria</b>   |
| 2.1 Develop student voice  | <ul style="list-style-type: none"> <li>Develop an agreed understanding of Student Voice (SV)</li> <li>Provide opportunities for staff to visit others schools and access professional learning related to the development of student voice</li> <li>Develop a Student Voice Action Plan thus creating opportunities within the school for student voice. <i>For example, develop surveys and conduct group interviews with students to provide student feedback to teachers.</i></li> </ul>  | <ul style="list-style-type: none"> <li>PD on Student Voice through PLT's, Parent Forums, newsletters, classrooms, student forums completed.</li> <li>Conversations with parents, teachers and students indicate an agreed understanding of student voice</li> <li>Outcomes of student voice presented in school communication with the community</li> <li>Student Voice Action Plan agreed and documented</li> </ul>  |
| 2.2 Embed the use of ICT across and between all levels using both existing and new technologies. | <ul style="list-style-type: none"> <li>Investigate the use of ICT for to inform &amp; support teaching &amp; learning</li> <li>Engage with all stakeholders and develop an eLearning Plan that connects with the School Strategic Plan and communicate it to all staff.</li> <li>Provide quality Professional Learning for staff to further develop knowledge around what makes effective learning and teaching practise in line with eLearning Plan</li> <li>All teachers planning includes teacher directed use of ICT tools to support specific student learning</li> <li>Teachers access a range of digital resources and tools to support integrating ICT routinely into their curriculum planning</li> </ul> | <ul style="list-style-type: none"> <li>A whole school agreed eLearning Plan completed.</li> <li>PD provided to all staff on a regular basis targeting areas of need from the eLearning plan</li> <li>Completed school visits with evidence of actions from visits</li> <li>That all teachers planning include ICT tools to support specific student learning outcomes.</li> <li>All teacher P&amp;D plans to include 1 digital tool for Term 3 and 4 targeting a specific learning area.</li> </ul> |
| 2.3 Raise the focus on academic achievement and high expectations                                | <ul style="list-style-type: none"> <li>Allocate PLT time to be used to evaluate student growth and subsequently acknowledge students who achieve at or above expected levels of growth</li> <li>Investigate strategies to raise the focus on academic achievement</li> <li>Review awards and recognition processes, in particular, develop an agreed and documented understanding of what constitutes academic excellence.</li> <li>Investigate student led interviews</li> </ul>  | <ul style="list-style-type: none"> <li>PLT minutes to reflect the identification and acknowledgement of students achieving at or above expected growth</li> <li>Conduct focus groups with staff, parents and students</li> <li>Completed school visits with evidence of actions from visits</li> <li>Revised awards and recognition program to reflect a focus on academic excellence</li> </ul>  |
| <b>Year 2</b>  | <b>Actions</b>   | <b>Success criteria</b>   |
| 2.1 Develop student voice  | <ul style="list-style-type: none"> <li>Implement the Student Voice Action Plan</li> <li>Review the Student Voice Action Plan</li> </ul>  | <ul style="list-style-type: none"> <li>More students participating in a greater variety of opportunities for Student Voice</li> <li>More students can articulate what they are learning, why they are learning it, and how they will demonstrate they learned it.</li> <li>Teachers using feedback from students to improve their practice</li> <li>Outcomes of student voice presented in school communication with the community</li> </ul>   |
| 2.2 Embed the use of ICT across and  | <ul style="list-style-type: none"> <li>Implement the e-Learning Plan</li> </ul>  | <ul style="list-style-type: none"> <li>All teachers planning include ICT tools to support</li> </ul>  |

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| between all levels using both existing and new technologies.                                     |  | <p>specific student learning outcomes.</p> <ul style="list-style-type: none"> <li>All teacher P&amp;D plans to include digital tools for all learning areas.</li> </ul>  |
| 2.3 Raise the focus on academic achievement and high expectations                                | <ul style="list-style-type: none"> <li>Continue to provide time and professional learning so that PLT time is used to evaluate student growth, and this information is used to identify and acknowledge students who achieve at or above expected levels of growth</li> <li>Implement the strategy to raise the focus on academic achievement</li> <li>Introduce student led interviews</li> </ul> | <ul style="list-style-type: none"> <li>PLT minutes to reflect the identification and acknowledgement of students achieving at or above expected growth</li> <li>Embed the revised awards and recognition program to reflect a focus on academic excellence</li> <li>Student led interviews trialled</li> </ul>   |
| <b>Year 3</b>  | <b>Actions</b>   | <b>Success criteria</b>  |
| 2.1 Develop student voice  | <ul style="list-style-type: none"> <li>Implement the Student Voice Action Plan</li> <li>Review the Student Voice Action Plan</li> </ul>  | <ul style="list-style-type: none"> <li>More students participating in a greater variety of opportunities for Student Voice</li> <li>All students can articulate what they are learning, why they are learning it, and how they will demonstrate they learned it.</li> <li>Teachers using feedback from students to improve their practice</li> <li>Outcomes of student voice presented in school communication with the community</li> </ul> |
| 2.2 Embed the use of ICT across and between all levels using both existing and new technologies. | <ul style="list-style-type: none"> <li>Review &amp; further implement the e-Learning Plan</li> </ul>   | <ul style="list-style-type: none"> <li>All teachers planning include ICT tools to support specific student learning outcomes.</li> <li>All teacher P&amp;D plans to include digital tools for all learning areas.</li> </ul>   |
| 2.3 Raise the focus on academic achievement and high expectations                                | <ul style="list-style-type: none"> <li>Continue to provide time and professional learning so that PLT time is used to evaluate student growth, and this information is used to identify and acknowledge students who achieve at or above expected levels of growth</li> <li>Embed practices to raise the focus on academic achievement</li> <li>Embed student led interviews</li> </ul>            | <ul style="list-style-type: none"> <li>PLT minutes to reflect the identification and acknowledgement of students achieving at or above expected growth</li> <li>Embed the revised awards and recognition program to reflect a focus on academic excellence</li> <li>Student led interviews conducted</li> </ul>  |
| <b>Year 4</b>  | <b>Actions</b>   | <b>Success criteria</b>  |
| 2.1 Develop student voice  | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul>  | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul>   |
| 2.2 Embed the use of ICT across and between all levels using both existing and new technologies. | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul>  | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul>   |
| 2.3 Raise the focus on academic achievement and high expectations                                | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul>  | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul>   |

| Wellbeing  |  | Key improvement strategies  |
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| <b>Goals</b>   | <b>3.</b> By the end of this plan we will ensure the home-school learning partnership is both meaningful and effective <b>so that</b> all students are more connected to the school and their peers.   | 3.1 Implement 21 <sup>st</sup> Century communication tools that enhance communication between the school and home.  |
| <b>Targets</b>   | <p><b>Parent Opinion to show improvement in the following elements:</b><br/> School climate – Behaviour management from 5.23 to 5.80<br/> Student behaviour – Student safety from 5.15 to 5.80</p> <p><b>Student attitudes to school to show improvement in the following elements:</b><br/> Student relationships – Classroom behaviour from 2.51 to 3.5<br/> Student relationships – Student safety from 4.25 to 4.4<br/> Teaching &amp; learning – Teacher empathy from 4.15 to 4.5</p> |   |
| <b>Year 1</b>  | <b>Actions</b>   | <b>Success criteria</b>   |
| 3.1 Implement 21 <sup>st</sup> Century communication tools that enhance communication between the school and home. | <ul style="list-style-type: none"> <li>Investigate digital communication platforms that support personalised learning and improved communication between the home and school</li> <li>Develop an digital communication plan</li> <li>Develop a school webpage</li> <li>Investigate and plan for the whole school use of digital portfolios</li> </ul>  | <ul style="list-style-type: none"> <li>Completed investigation of digital communication tools and evidence of actions arising from the investigation</li> <li>Digital communication plan developed, agreed and documented.</li> <li>Completed investigation of digital portfolios and evidence of actions arising from the investigation</li> <li>School webpage developed in consultation with key stakeholders</li> </ul> |
| <b>Year 2</b>  | <b>Actions</b>   | <b>Success criteria</b>   |
| 3.1 Implement 21 <sup>st</sup> Century communication tools that enhance communication between the school and home. | <ul style="list-style-type: none"> <li>Implement the digital communication plan</li> <li>Implement agreed and documented protocols and processes for the safe and effective use of the platform</li> <li>Conduct parent focus groups and survey to assess the impact of the strategy and refine as required</li> <li>Review and further develop a school webpage</li> <li>Implement of digital portfolios across the school</li> </ul>   | <ul style="list-style-type: none"> <li>Digital communication plan implemented</li> <li>Protocols and processes for the safe and effective use of the platform known and understood by staff, students and parents (survey)</li> <li>School webpage refined using feedback from key stakeholders</li> </ul>  |
| <b>Year 3</b>  | <b>Actions</b>   | <b>Success criteria</b>   |
| 3.1 Implement 21 <sup>st</sup> Century communication tools that enhance communication between the school and home. | <ul style="list-style-type: none"> <li>Review and refine the digital communication plan</li> </ul>   | <ul style="list-style-type: none"> <li>Digital communication plan further implemented</li> <li>Protocols and processes for the safe and effective use of the platform known and understood by staff, students and parents (survey)</li> <li>School webpage refined using feedback from key stakeholders</li> </ul>  |
| <b>Year 4</b>  | <b>Actions</b>   | <b>Success criteria</b>   |
| 3.1 Implement 21 <sup>st</sup> Century communication tools that enhance communication between the school and home. | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul>  | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul>  |

| Productivity   |  | Key improvement strategies   |
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| <b>Goals</b>   | <b>4. By the end of this plan we will</b> develop and implement a resourcing strategy that supports the physical, human and social resourcing requirements associated with this SPP <b>so that</b> all targets associated with the plan are achieved.  | 4.1 Target school resources to achieve the goals of the School Strategic Plan  |
| <b>Targets</b>   | <b>Staff opinion percentage endorsement to show improvement in the following elements:</b><br>Professional Learning – Feedback from 75% to 90%<br>Professional Learning – Active participation from 88% to 95%   |  |
| <b>Theory of action</b>  | If we devote resources and time to building the capacity of leaders and teachers to facilitate ongoing instructional improvement, then the focus of our teachers' work together will be grounded in improving learning experiences for students.   |  |
| <b>Year 1</b>  | <b>Actions</b>   | <b>Success criteria</b>  |
| 4.1 Target school resources to achieve the goals of the School Strategic Plan                    | <ul style="list-style-type: none"> <li>Develop a team approach to the monitoring, evaluation and allocation of resources towards the goals of the strategic plan</li> <li>Develop a data wall in the staff room that shows regular and ongoing progress towards meeting strategic plan goals and targets</li> <li>Develop protocols and processes for the use and presentation of school level performance data</li> <li>Develop a role description handbook that contains agreed role descriptions for any position of responsibility in the school</li> <li>Allocate resources as described in the various sections above</li> </ul> | <ul style="list-style-type: none"> <li>LIT formed and working collaboratively to develop and implement a range of improvement strategies</li> <li>Data is collected and used to identify student learning needs by all staff</li> <li>Data is presented regularly and forms the basis of robust discussion using the PLT Framework</li> <li>All of the success criteria mentioned in the other domains.</li> </ul>   |
| <b>Year 2</b>  | <b>Actions</b>   | <b>Success criteria</b>  |
| 4.1 Target school resources to achieve the goals of the School Strategic Plan                    | <ul style="list-style-type: none"> <li>Review resource allocation to ensure it continues to target our improvement strategies</li> <li>Develop a staff handbook that describes all agreed protocols, processes and information relevant to staff at BPS</li> </ul>   | <ul style="list-style-type: none"> <li>LIT formed and working collaboratively to develop and implement a range of improvement strategies</li> <li>Data is collected and used to identify student learning needs by all staff</li> <li>Data is presented regularly and forms the basis of robust discussion using the PLT Framework</li> <li>All of the success criteria mentioned in the other domains.</li> <li>Staff handbook developed and referred to regularly</li> </ul> |
| <b>Year 3</b>  | <b>Actions</b>   | <b>Success criteria</b>  |
| 4.1 Build the capacity of school leaders to develop and implement strategies for transformation. | <ul style="list-style-type: none"> <li>Review resource allocation to ensure it continues to target our improvement strategies</li> </ul>   | <ul style="list-style-type: none"> <li>LIT formed and working collaboratively to develop and implement a range of improvement strategies</li> <li>Data is collected and used to identify student learning needs by all staff</li> <li>Data is presented regularly and forms the basis of robust discussion using the PLT Framework</li> <li>All of the success criteria mentioned in the other domains.</li> <li>Staff handbook developed and referred to regularly</li> </ul> |
| <b>Year 4</b>  | <b>Actions</b>   | <b>Success criteria</b>  |
| 4.1 Build the capacity of school leaders to develop and implement strategies for transformation. | <ul style="list-style-type: none"> <li>Review the impact of this strategy as part of school review cycle</li> </ul>  | <ul style="list-style-type: none"> <li>Strategic plan targets met</li> </ul>   |