

School Strategic Plan for Buninyong School Grampians region 2012-2015

Reviewer - Martin Winfield

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| <p>Endorsement by School Principal</p> | <p>Signed..... Name Bernie Conlan Date.....</p> |
| <p>Endorsement by School Council</p> | <p>Signed..... Name Garry Trotter Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p> |
| <p>Endorsement by Regional Network Leader</p> | <p>Signed..... Name Wendy Baker Date.....</p> |

School Profile

| Purpose | Values | Environmental Context |
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| <p>We believe all students can and will learn effectively and grow in confidence and self-esteem as they:</p> <ul style="list-style-type: none"> • achieve success in curriculum areas, • acquire decision making and problem solving skills • learn to operate effectively as members of a team. <p>Students are encouraged in the pursuit of excellence and each individual's talents and contributions are recognised and valued equally.</p> <p>Our school provides a supportive, flexible, caring and positive environment in which all children are treated with respect.</p> <p>Our high expectations of students, both academically and behaviourally, encourage them to strive for their personal best, developing skills which will enable them to adapt in a changing world and function as happy, well adjusted and productive members of society.</p> | <p>All that we do as individuals within our school community is guided by the following five values:</p> <p>Honesty</p> <ul style="list-style-type: none"> • Being honest with self and with others • Communicating openly, listening and responding to others without judgement • Developing positive and effective relationships, based on trust <p>Respect</p> <ul style="list-style-type: none"> • Behaving with integrity towards self, others and the environment • Having high regard for all members of our community • Treating all equitable, justly and courteously <p>Commitment</p> <ul style="list-style-type: none"> • Showing willingness to persevere and strive towards continuous improvement, individually and with others • Having passion to attain personal excellence <p>Optimism</p> <ul style="list-style-type: none"> • Working with enthusiasm, empowerment and open-mindedness • Demonstrating a sense of hope and positive attitude towards life and learning <p>Compassion</p> <ul style="list-style-type: none"> • Creating a caring environment where everyone feels valued, appreciated and cared for • Accepting difference • Embracing and supporting global diversity | <p>Buninyong Primary School is a multi campus school with sites at Buninyong and Scotsburn. The Buninyong campus is much larger, with enrolments over 500, whilst Scotsburn has between 30 and 40 students. Schools opened on both sites in the 1870s.</p> <p>With the completion of a BER (Building Education Revolution) project in 2010, the Buninyong Campus now is in the fortunate position of having just the 1 relocatable and the rest permanent buildings. Its facilities include a full sized gym, music room, art room and library. We also have dedicated teaching spaces for LOTE (Japanese) and a computer lab. The Scotsburn campus has 2 classes operating in a modern double relocatable building, but has the original school building and a new administration relocatable building (arrived in 2010) as meeting and break away spaces.</p> <p>The Buninyong campus has large grounds, which have undergone major works in recent years and provide students with a variety of play options in scenic surrounds. The same can be said for the Scotsburn campus, which also houses a chicken coop. Both have large vegetable patches.</p> <p>The Buninyong campus generally has around 22-23 classes, which equates to 3 or 4 classes for each year level. Currently we endeavour to make those straight grades, enabling us to structure the timetable to release teachers in year level teams, thus facilitating shared planning. The shared planning in year level teams is a critical strategy as we strive to create an environment where levels of collaboration between staff are high as are the levels of consistency between classrooms and year levels. At Scotsburn there is a junior class (P-2) and a senior class (3-6).</p> <p>Our school runs 4 specialist subjects, those being LOTE (Japanese), Art, PE & Music. Classes spend 45 minutes with each specialist in 2 blocks of 90 minutes on separate days. Children at the Scotsburn campus spend each Friday at the Buninyong campus, mixing with the Buninyong students and attending specialist classes. Our school offers a broad range of extra-curricula activities including camps, chess club, Active After Schools Program, choir, lunch time live competitions and instrumental music lessons (guitar, brass, keyboard & drums). The school seeks to promote learning through high level use of Learning Technologies and is very well equipped. Our grade 6s are participating in a trial 1 to 1 netbook project.</p> <p>We draw children from a community that values and supports the education of the children at our school. We are also fortunate to have a staff profile that has a mixture of youth and experience. In recent years we have been working hard to build a clear sense of direction for our school, based on a common set of beliefs and understandings.</p> <p>Our school has a close relationship with the University of Ballarat, which is located close by. We have large numbers of student teachers spend time in our school, either on rounds, doing special projects or just volunteering.</p> |

Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
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| Student Learning | To raise student achievement in Literacy and Numeracy especially for more able students and those requiring additional support. | <ul style="list-style-type: none"> The percentage of students assessed at "A" and "B" in English and Mathematics to increase each year. By 2015, 15% of students P-6 to be assessed at "A", and 40% rated "A" and "B" against VELs in English and Mathematics. NAPLAN mean scale scores at Years 3/5 in Reading to improve to 460/515 by 2015 with at least 80 points growth from Year 3 to Grade 5. Reduce the percentage of students assessed at Bands 1, 2 & 3 (Grade 3) and 3, 4 & 5 (Grade 5) in Reading, Writing and Numeracy to 15% by 2015. Increase the percentage of students assessed at Bands 5 & 6 (Grade 3) and 7 & 8 (Grade 5) in Reading, Writing and Numeracy to 65% (Year 3) and 55% (Year 5) by 2015. | <ul style="list-style-type: none"> Raise the profile and promotion of the school's vision and core beliefs and link to all aspects of the school's learning environment. Further strengthen professional learning teams by building teacher capacity in English and Mathematics instruction and assessment, with a focus on high expectations catering for the learning needs of all students. Increased levels of responsibility for implementation of whole school approaches to curriculum and teaching practice and better sharing of practice (modelling/ observation/feedback). |
| Student Engagement and Wellbeing | To improve student engagement through greater personalisation of learning. | <p>By 2015 the ATS Survey results (Buninyong Campus) for the elements of Teacher Effectiveness, Teacher Empathy & Stimulating Learning will improve with the aim of reaching the following means:</p> <ul style="list-style-type: none"> Teacher Effectiveness 4.6. Teacher Empathy 4.6. Stimulating Learning 4.3. | <ul style="list-style-type: none"> Plan for more personalised learning with higher levels of responsibility for learning and student decision making. |
| Student Pathways and Transitions | To provide a seamless and sequential learning journey for all students by improving transition through the school. | Learning growth P-6 for English and Mathematics is assessed by teachers to be at least one VELs level for each two years P-6. | <ul style="list-style-type: none"> Ensure our practices relating to gathering and passing on student information make for smooth transition through the school. Ensure that whole-school approaches to teaching and learning and assessment are consistent P-6 and sequential between classes. |

School Strategic Planner 2012- 2015: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
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| <p>STUDENT LEARNING</p> <ul style="list-style-type: none"> • Raise the profile and promotion of the school's vision and core beliefs and link to all aspects of the school's learning environment. • Further strengthen professional learning teams with a focus on building teacher capacity in English and Mathematics instruction and assessment, increased levels of responsibility for implementation of whole school approaches to curriculum and teaching practice and better sharing of practice (modelling/ observation/feedback). • Further develop high expectations of student achievement. | <p>Year 1</p> | <p>Revisit and clarify our shared vision, values, core beliefs (teaching & learning) and principles of practice (professional responsibilities).</p> <p>Developing an agreed statement on what our assessment practices are, (as, of & for).</p> <p>Further strengthen team planning to facilitate improved use of learning intentions and success criteria.</p> <p>Develop a process to regularly discuss and evaluate the implementation of the SSP at staff and council meetings.</p> | <p>Statement of what quality teaching and learning looks like at BPS has been published and shared.</p> <p>Core documents which support planning in literacy and numeracy have been updated and are being used by all staff.</p> <p>A statement of agreed assessment practices for B.P.S. has been developed and communicated.</p> <p>Learning intentions are made explicit in the weekly planners of all staff. (samples provided)</p> <p>SSP will feature regularly as an agenda item at both Whole Staff and School Council Meetings.</p> |
| | <p>Year 2</p> | <p>Continue with a focus on our shared vision, values, core beliefs (teaching & learning) and principles of practice (professional responsibilities).</p> <p>Refine and embed our agreed assessment practices and build teacher capacity.</p> <p>Continue to build teacher capacity to record, interpret and moderate assessment results with the aim of accurately reflecting actual achievement levels of students, especially high achieving students.</p> <p>Further strengthen team planning to embed use of learning intentions and success criteria.</p> <p>Develop and document a professional learning model focussed on classroom practice & coaching practices (modelling, observation & feedback) to build teacher capacity.</p> | <p>BPS core beliefs and SSP feature in the performance plans of all staff.</p> <p>Professional learning relating to assessment features regularly at PLTs and agreed assessment practices being used by all teachers</p> <p>Discussion of data and moderation of results occurs with teacher judgements identifying more students as performing at A and B standards.</p> <p>Learning intentions and success criteria is being used in all classrooms, featuring in all weekly planners.</p> <p>A professional learning model has been developed and professional learning undertaken ready for implementation of the model in 2014.</p> |
| | <p>Year 3</p> | <p>Continue improving systems and practices to record, track and regularly discuss student results and progress.</p> <p>Further strengthen team planning to facilitate the use of data to inform differentiated curriculum and explicit teaching practices.</p> <p>Implementation of the professional learning model.</p> <p>Focus on using success criteria to lift student expectations. Students across the school are developing their own success criteria.</p> | <p>Consistent method of recording student assessments across the school are evident and discussion of results features regularly at PLT meetings.</p> <p>All staff develop weekly planners which clearly indicate how they are catering for different abilities in their class.</p> <p>All staff participating in the professional learning approach developed by the school.</p> <p>Evidence of students using their own success criteria and teachers using success criteria to lift expectations.</p> |

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| | Year 4 | Evaluate and Refine: <ul style="list-style-type: none"> Professional Learning Model Agreed Assessment Practices & Systems Teacher Planning Requirements Core Documents (literacy & numeracy) Core Beliefs (teaching & learning) Principles of Practice (professional responsibilities) | Relevant evaluations completed and documents updated. |
| STUDENT ENGAGEMENT & WELLBEING Plan for more personalised learning with higher levels of responsibility for learning and student decision making. | Year 1 | Build staff understanding of quality practice with respect to personalising learning as a means of engaging students. Expand teacher understanding of the aim and value of individual learning plans, particularly with respect to our more able students and those needing support. Further develop the VOTS (Voice of the Students) initiative. Explore methods for gathering a broader range of information from students about their attitudes to school. | An agreed statement of what Personalised Learning looks like at our school is developed and understood by all staff. A series of staff discussions relating to E ⁵ with a focus on engagement. Policy statement on the use of ILPs is established, along with an agreed format. A statement of what Quality Teaching and Learning looks like at BPS with an emphasis on student engagement is developed. VOTS representatives are elected for every class and meet regularly to provide feedback from a student perspective. Method for gaining additional information from students established and documented. |
| | Year 2 | Increase student capacity to negotiate learning and monitor acquisition of skills, competencies and knowledge. Implement the use of ILPs so they become powerful personalised learning plans, particularly for our more able students and for those needing support. Continue to enhance the use of Learning Technologies in classrooms. Method for gathering additional information regarding student attitudes is implemented. Develop a strategy to further enhance connections between teacher and student in all aspects of the school environment. | All teachers: <ul style="list-style-type: none"> Require students to set goals and monitor progress against those goals. Are making learning intentions explicit. Use success criteria with students and provide regular opportunities for student self-assessment. ILPs are being used in all classrooms according to the policy established. ICT Strategic Team meet regularly with a focus on using ICT to promote student engagement and learning. Agreed method for gathering additional information regarding student attitudes used in all classrooms. Strategy is documented and implemented by all staff. |
| | Year 3 | Increase student capacity to negotiate learning and monitor acquisition of skills, competencies and knowledge. Enhance the role of students at 3 Way Conversations. Develop teacher capacity to plan more open ended learning experiences which cater for the personal needs of all students, especially more able students and those at risk. | Students supported to build skills in the development of personal success criteria. All students lead and are well prepared for 3 Way Conversations. Professional learning on planning open ended learning experiences features regularly at PLTs. Teacher planners reflect regular use of open ended learning experiences. |
| | Year 4 | Evaluate and Refine: Our statement of what Personalised Learning looks like at our school. <ul style="list-style-type: none"> The format and use of ILPs in our school. | Relevant evaluations completed and documents updated. |

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| | | <ul style="list-style-type: none"> • Our VOTs Program. • The use of Learning Technologies in our school. • Methods for gathering information regarding student attitudes. • Our Strategy for enhancing connections between students and teachers. | |
| <p>PATHWAYS AND TRANSITIONS</p> <p>Ensure our practices relating to gathering and passing on student information make for smooth transition through the school.</p> <p>Ensure that whole-school approaches to teaching and learning and assessment are consistent P-6 and sequential between classes.</p> | Year 1 | <p>Research best practise in managing transition in schools by:</p> <ul style="list-style-type: none"> • Visiting similar sized primary schools to view transition processes. • Auditing our practise against DEECD guidelines and related evidence based research. <p>Professional Learning Teams (PLTs) to regularly focus on the moderation of student work and student transitions.</p> <p>Establish and document an agreed process for the gathering and passing on of student information from teacher to teacher.</p> <p>Develop a survey for the parents of prep children to gather feedback on the processes used to transition children from kinder into prep.</p> <p>Review the effectiveness of the survey of prep parents and update in preparation for the following year.</p> | <p>All staff have engaged in regular discussions regarding student transitions.</p> <p>An agreed process for gathering and passing on student information is developed and documented in semester 1 and relevant elements put into practice for second semester.</p> <p>Implement the survey of prep parents mid-term 1 and use the feedback to devise improvements to the pre-school to prep transition process for later in the year.</p> <p>Improvements made to the survey in preparation for the following year.</p> |
| | Year 2 | <p>Agreed process for gathering and passing on student information from teacher to teacher is implemented fully.</p> <p>Continue the focus on transitions at PLT meetings.</p> <p>Survey of prep parents is reviewed, updated and implemented with the new cohort of prep parents in term 1.</p> <p>Explore methods of gathering opinions on transitions through our school from all students and parents with the view of establishing an approach to be adopted in 2014.</p> | <p>All teachers follow the agreed process for gathering and passing on student information.</p> <p>The focus on student transitions at PLTs continues across the school year.</p> <p>Survey for prep parents is reviewed, updated and implemented as planned.</p> <p>A strategy for gathering student opinions on transitions is developed.</p> |
| | Year 3 | <p>Review and update our agreed process for gathering and passing on student information.</p> <p>During term 1, implement strategy to seek the views of students on transitions in our school. Results to be considered in PLTs and by the whole staff and plans developed to bring about improvements.</p> | <p>Review and update of the process for gathering and passing on student information is completed during term 1.</p> <p>The strategy for gathering student opinions on transitions is implemented and followed up with an action plan to bring about improvements.</p> |
| | Year 4 | <p>Review all aspects of student transitions in our school.</p> | <p>Review of student transitions is undertaken and plans developed to bring about further improvements.</p> |