

# School Strategic Plan for Buninyong Primary School 1270 2016- 2019



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Bernie Conlan</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Darren Holland</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: Jenny Malberg</p> <p>Date.....</p>

## School Profile

<p><b>Purpose</b></p>	<p>At Buninyong Primary School we have our students based firmly at the centre of all that we do. We strive to provide a supportive, purposeful learning environment where every student matters.</p> <p>Our school vision focuses on providing a safe, stimulating learning environment where every student can achieve their full potential through programs that provide opportunities for learning, thinking, and reflecting in an ever changing global village.</p> <p>Working in partnership with our community, we foster a culture of connectedness to the school and to each other, where students feel confident and motivated to succeed and are inspired to be resilient, creative learners well prepared for the 21<sup>st</sup> century in which they live.</p>
<p><b>Values</b></p>	<p>All that we do as individuals within our school community is guided by the following five values:</p> <p><b>Honesty</b></p> <ul style="list-style-type: none"> <li>• Being honest with self and with others</li> <li>• Communicating openly, listening and responding to others without judgment</li> <li>• Developing positive and effective relationships, based on trust</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Behaving with integrity towards self, others and the environment</li> <li>• Having high regard for all members of our community</li> <li>• Treating all equitable, justly and courteously</li> </ul> <p><b>Commitment</b></p> <ul style="list-style-type: none"> <li>• Showing willingness to persevere and strive towards continuous improvement, individually and with others</li> <li>• Having passion to attain personal excellence</li> </ul> <p><b>Optimism</b></p> <ul style="list-style-type: none"> <li>• Working with enthusiasm, empowerment and open-mindedness</li> <li>• Demonstrating a sense of hope and positive attitude towards life and learning</li> </ul> <p><b>Compassion</b></p> <ul style="list-style-type: none"> <li>• Creating a caring environment where everyone feels valued, appreciated and cared for</li> <li>• Accepting difference</li> <li>• Embracing and supporting global diversity</li> </ul>

## Environmental Context

Buninyong Primary School is a multi-campus school with sites at Buninyong and Scotsburn. The Buninyong campus is much larger, with enrolment of approximately 620, whilst Scotsburn has around 60 students. Schools opened on both sites in the 1870s. Both campuses have experienced considerable growth in student numbers in recent years.

With the completion of a BER (Building Education Revolution) project in 2010, the Buninyong Campus 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. Buninyong also has a dedicated teaching space for Languages (Japanese), which is shared with the YMCA who run an Outside of School Hours Program. Recent facilities improvements now sees the Scotsburn campus with 3 classrooms, a dedicated art room space, a renovated shed serving as a specialist teaching space and the original building, which serves as a break away space, staff room and meeting room. Our Scotsburn Students travel to the Buninyong Campus fortnightly for whole school assemblies and to spend time in the gym and library.

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.

The Buninyong campus currently runs 27 classes, but soon will have 28, with 4 classes at each year level. An Enrolment Policy should result in student numbers settling for a number of years. Straight grades enables 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 and learning between staff are high as are the levels of consistency between classrooms and year levels. At Scotsburn there is a junior class, middle class & senior class.

The Buninyong campus runs 4 specialist subjects, those being Japanese, Art, PE & Music. Classes spend 45 minutes with each specialist in 2 blocks of 90 minutes on separate days. As of 2016, specialist classes for Scotsburn students will be delivered on site, and cover the areas of PE, Japanese and the Arts (Music, Drama & Visual Art). Our school offers a broad range of extra-curricula activities including camps, chess club, Debating, choir, lunch time live competitions, Wakakirri, school concert 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 4-6 students are invited to participate in a BYOD (Bring Your Own Device) ipad program.

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.

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.

**Service Standards**

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

## Strategic Direction

<b>Achievement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To maximize the learning growth in literacy and numeracy for every student.	Build the instructional practice of every teacher by adopting an instructional model/framework and utilising agreed approaches to the teaching of literacy and numeracy.
<b>Targets</b>	<p>NAPLAN</p> <ul style="list-style-type: none"> <li>• Student mean growth in Yr 5 Reading to increase from 67 to 80.</li> <li>• Yr 5 students achieving in the bottom two bands in Reading to reduce from 29% to 15%</li> <li>• Students mean growth in Yr 5 Writing to increase from 61 to 80.</li> <li>• Yr 5 students achieving in the bottom three bands in Writing to decrease from 71% to 40%.</li> <li>• Yr 5 students achieving in the top two bands in Writing to increase from 11% to 40%</li> <li>• Student's mean growth in Yr 5 Numeracy to increase from 85 to 95</li> <li>• Yr 5 students achieving in the top two bands in Numeracy to increase from 16% to 40%</li> <li>• Yr 5 students achieving in the bottom two bands in Numeracy to decrease from 27% to 5%</li> <li>• Students mean growth in Spelling to remain above 90.</li> <li>• Yr 5 students achieving in the bottom two bands in spelling to decrease from 32% to 12%</li> </ul> <p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>• Increase average student VC student achievements in Reading and Viewing in top two bands to 50%</li> <li>• Increase average student VC student achievements in Writing in top two bands to 40%</li> <li>• Increase average student VC student achievements in Number in top two bands to 40%</li> </ul>	<p>Complete documentation of curriculum/teaching and learning materials and develop processes for their communication and use.</p> <p>Develop high performing professional learning teams with a collective responsibility for the effective implementation of improvement strategies.</p> <p>Extending levels of consistently applied improvement strategies, developing processes for monitoring their effectiveness and allowing time to embed new practices.</p> <p>Refining processes for intervention programs to ensure they are effectively coordinated, monitored and communication channels clearly established.</p> <p>Continue to build the effectiveness of assessment processes, particularly in the areas of assessment 'for' learning, the use of SPA for tracking learning growth and data for planning.</p> <p>Extend the provision of differentiated learning experiences through embedded best teaching practices that cater for student learning needs.</p> <p>Continue implementation of Spelling Mastery program ensuring ongoing measurement processes are in place to assess programs level of effectiveness.</p>

**Rationale, or Theory of Action:**

When a school implements high quality, consistent teaching and learning protocols, then all students will experience an enhanced capacity to learn and levels of achievement will increase.

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Development of an Instructional Model to be implemented by all teachers at our school.</li> <li>• Heighten the role of year level teams as professional Learning Communities with a collective responsibility for their students</li> <li>• Worked commenced on the development of a guaranteed &amp; viable curriculum.</li> <li>• Employ Teaching and learning Assistant Principal</li> <li>• Intervention programs are reviewed and revised</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Model has been developed and being used to guide planning.</li> <li>• All staff to have participated in VCOP professional Learning.</li> <li>• VCOP forms the basis for Writing Implementation Model and is documented.</li> <li>• Year Level Teams have developed Improvement Plans and demonstrated learning and practise that aligns with those plans.</li> <li>• Essential standards for literacy and numeracy have been agreed upon, documented and in use.</li> <li>• Dedicated planning time provided in timetable for each YLT.</li> <li>• YLT's are planning collaboratively and analysing data to interpret and monitor student progress toward learning targets.</li> <li>• Curriculum outline documents are developed and agreed upon.</li> <li>• School Leadership team regularly analyses student achievement data.</li> <li>• T&amp;L AP to is working with each YLT on a regular basis.</li> <li>• Professional Development in effective whole school organisation of intervention has been attended.</li> <li>• Intervention coordinator role defined, documented and appointed.</li> <li>• Teacher judgements, NAPLAN and spelling assessments indicate students are making strong growth</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Instructional models is refined and embedded</li> <li>• Leadership training is provided for new Year Coordinators &amp; Team Leaders and follow up training provided for those who participated in training</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the Instructional Model is evident in every classroom</li> <li>• Leadership training is implemented as intended</li> <li>• Inquiry Cycle professional learning is completed by</li> </ul>

	<p>throughout 2016</p> <ul style="list-style-type: none"> <li>• Embed the Year Level Improvement Plan process</li> <li>• Introduce an Inquiry Cycle process for year level teams</li> <li>• Whole School Intervention program is defined and implemented.</li> <li>• Student data tracking system implemented.</li> <li>• Consolidation of guaranteed &amp; viable curriculum processes.</li> <li>• Investigation into a standards-referenced system of reporting student progress.</li> <li>•</li> </ul>	<p>each year level team.</p> <ul style="list-style-type: none"> <li>• Each YLT has worked through atleast one Inquiry Cycle.</li> <li>• Student learning is consistently at or above state means.</li> <li>• Whole School Intervention program is documented and implemented on whole school, withdrawal and classroom level.</li> <li>• Student data tracking system PD has been provided to all staff and processes documented.</li> <li>• YLT's are independently building upon 2016 practices in order to improve student learning.</li> <li>• Goal setting professional learning is attended by all staff.</li> <li>• Goal tracking agreements are documented and trialled.</li> <li>• YLT's are beginning to plan collaboratively and analyse data to interpret and monitor <b>individual</b> student progress toward learning targets.</li> <li>• School Leadership team regularly analyses individual student achievement data.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Evaluate Year 1 and 2 – refer to data to see what improvements if any are occurring</li> <li>• Consolidation of student data tracking processes.</li> <li>• Consolidation of guaranteed and viable curriculum processes.</li> <li>• Implementation and consolidation of standards-referenced system of reporting processes.</li> <li>• Consolidation of Inquiry Cycle at YLT planning sessions.</li> <li>• Leadership Development team to review and refine processes for leadership training within the school.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to participate in evaluation of past practices with recommendations noted.</li> <li>• All staff actively using data tracking program.</li> <li>• All staff have implemented goal tracking processes into literacy and numeracy lessons.</li> <li>• All YLT's have completed minimum of 2 Inquiry Cycles in year.</li> <li>• Review and recommendations of Leadership Development team are documented.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review Guaranteed and Viable Curriculum processes that have been established in</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in school review by all staff.</li> <li>• 4 year growth data has been analysed with</li> </ul>



	<p>years 1-3.</p> <ul style="list-style-type: none"> <li>• Review standards-referenced system of reporting student progress.</li> <li>• Review core curriculum documents.</li> <li>• Review of intervention process.</li> </ul>	<p>recommendations documented.</p> <ul style="list-style-type: none"> <li>• YLT systems and processes are reviewed with recommendations documented.</li> <li>• School data tracking systems reviewed with recommendations documented.</li> <li>• Curriculum documents are reviewed with recommendations documented.</li> <li>• Intervention systems and processes are reviewed with recommendations documented.</li> </ul>
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<b>Engagement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	Improve student engagement so that there are high levels of learning connectedness, motivation and learning confidence.	Build teacher capacity to differentiate teaching and personalize learning to ensure challenge and progress for every student.
<b>Targets</b>	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> <li>To increase Student Motivation from 4.37 to 4.55.</li> <li>To increase Learning Confidence from 3.96 to 4.5</li> <li>To increase Stimulating Learning from 4.02 to 4.20</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>To increase Student Motivation from 5.63 to 5.85.</li> </ul>	<p>Increase teacher confidence and capacity to utilise ICT to enhance, stimulate and engage students in their learning.</p> <p>Extending the active engagement of students in the learning process -development of an instructional framework incorporating student goal setting, sharing of learning intentions and success criteria and the use of quality student feedback.</p> <p>Extending and embedding the use of differentiated and personalised learning experiences for students.</p> <p>Develop coordination and monitoring process for intervention programs.</p> <p>Extension of BYOD to Year 6 in 2016. Further support for staff in utilizing ICT resources to enhance learning.</p>
<b>Theory of action</b>		
When learning is purposeful, clearly defined, differentiated and challenging, then the level of student engagement in, and connectedness to, their learning increases.		
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Implementation of the new 'Learning to Learn' units.</li> <li>Instruction model to include practices used to promote high levels of student connection to learning.</li> <li>Implementing 'Growth Mindset' strategies across the</li> </ul>	<ul style="list-style-type: none"> <li>New 'Learning to Learn' units have been implemented in every classroom.</li> <li>Agreed practices for connecting students with their learning have been implemented in every classroom</li> </ul>

	<p>school</p> <ul style="list-style-type: none"> <li>• Extending the BYOD ipad Program to include grades 4-6 students.</li> <li>• Introducing a mobile computer lab (laptops on trolleys)</li> <li>• Professional learning for staff in use of technology in the classroom.</li> <li>• Increasing levels of support for the completion of 1:1 testing</li> <li>• Increased monitoring with respect to the delivery and effectiveness of Lit/Num Intervention Programs</li> </ul>	<p>with documented accountability processes.</p> <ul style="list-style-type: none"> <li>• All staff have participated in data analysis sessions at end of every term.</li> <li>• Agreed 'Growth Mindset' actions and language has been documented.</li> <li>• Increased support for 1:1 testing has been implemented</li> <li>• All parents have attended a BYOD support session.</li> <li>• All staff have completed ePotential Survey.</li> <li>• ICT leader has documented and set up coaching protocols for use with staff.</li> <li>• Intervention Programs indicate strong growth for participating students</li> <li>• BYOD Program has been extended to include grade 6 students</li> <li>• Mobile Lab has been established and has documented agreed practices in place.</li> <li>• Application has been submitted to be trial school for 2017 Online NAPLAN testing.</li> <li>• Teaching &amp; Learning AP has worked closely with all staff involved with intervention programs to ensure they are delivered as intended and that their effectiveness is evaluated.</li> <li>• A review of the intervention program has been conducted and documented.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Refine SEL program</li> <li>• Consolidation of Learning to Learn and Ready Set Go units. Instructional</li> <li>• Consolidation of student connection to learning through development through goal setting.</li> <li>• ICT professional learning opportunities are continued in response to need.</li> <li>• Continued development of 1:1 program.</li> <li>• Intervention programs are introduced using a 3 Tier approach.</li> <li>• Continued development of 'Growth Mindset'</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to Learn and Ready, Set, Go programs are reviewed, revised and documented.</li> <li>• All students will have personal goals for reading writing and numeracy.</li> <li>• Goal setting professional learning will be provided for all staff.</li> <li>• Goal setting processes and systems will be agreed upon and documented.</li> <li>• Staff seek and undertake professional learning in response to ePotential survey.</li> <li>• Participation in NAPLAN Online testing.</li> </ul>

	<p>Culture with students, staff and parent community.</p>	<ul style="list-style-type: none"> <li>• 3 Tier Intervention approach has been documented and all staff have participated in professional learning to support implementation.</li> <li>• 'Growth Mindset' sessions have been conducted for parents.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Consolidation of Ready, Set, Go and Learning to Learn programs.</li> <li>• Consolidation of goal setting processes.</li> <li>• Consolidation of ICT teacher and student practices.</li> <li>• Consolidation of 'Growth Mindset' practices for students, staff and parents.</li> <li>• Consolidation of 3 tier intervention program.</li> </ul>	<ul style="list-style-type: none"> <li>• RSG and L2L programs are established in every classroom.</li> <li>• Goal setting is visible in every classroom in literacy and numeracy.</li> <li>• Student Connectedness to Learning feedback has been steadily increasing.</li> <li>• ICT practices are visible in every classroom and extensively used to support learning in yrs 4-6.</li> <li>• 'Growth Mindset' language and actions are evident in every classroom and in the yard by all students and staff.</li> <li>• The 3 tier intervention program is making solid improvement in participants.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review RSG and L2L programs.</li> <li>• Review effectiveness of Instructional Models in literacy and numeracy.</li> <li>• Review ICT 1:1 programs.</li> <li>• Review intervention program</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improved level of responses in SATS surveys</li> <li>• All processes for engagement reviewed, revised and documented</li> </ul>

<b>Wellbeing</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To enhance support for every student to build their social and emotional wellbeing.	Establish consistently implemented school-wide approach to student wellbeing.
<b>Targets</b>	<p>Improved SATS scores for 'classroom behaviour' and 'student safety'. From 3.12 to 4.00 and 4.26 to 5.00 respectively.</p> <p>SATS scores for 'student connectedness' have improved. From 4.24 to 5.00.</p> <p>Improved SATS scores for 'connectedness to peers' from 4.24 to 5.00</p> <p>SATS scores for 'student safety' have improved from 4.26 to 5.00 SATS scores for 'school connectedness' have improved from 4.22 to 5.00</p> <p>POS scores for 'behaviour management' have improved. From 5.47 to 5.80.</p> <p>POS scores for 'classroom behaviour' and 'student safety' have improved from 3.65 to 4.00 and 4.92 to 5.40 respectively.</p>	<p>Build the capacity of students to be resilient, socially responsible and respectful in all their relationships.</p> <p>Consistent implementation of Student Engagement Policy – Code of Conduct. Behaviour management training for staff to include best practice strategies, managing challenging behaviours and catering for boys.</p> <p>Complete development of a social and emotional learning program and support its effective implementation. Incorporate the use of family/multi-age groups for program delivery.</p> <p>Construction of a creative play area in the playground.</p>
<b>Theory of action</b>		
When a safe and orderly environment is established in which respectful relationships are nurtured, then the levels of student wellbeing and the quality of relationships are strengthened.		
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Implementation of the new B+ Program.</li> <li>• Implementation of a Family Groups Program</li> <li>• Growth Mindset language / processes commonly used in and out of class</li> <li>• Staff training in student management &amp; establishing positive learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>• New B+ Program has been implemented across the school.</li> <li>• The Family Groups Program has been implemented</li> <li>• All staff have participated in training related to student management and establishing positive learning environments. (MCB or Inclusion Online)</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve effectiveness of assemblies – student led.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• PDP process includes MCB or Inclusion online focus.</li> <li>• Move student involvement and great parent involvement. (increased engagement / connectedness)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Addition of Growth Mindset, Mindfulness, Gratitude and Empathy theme days in B+ Program.</li> <li>• Ongoing training of staff in student management &amp; the creation of positive learning environments.</li> <li>• Refresh Pos Ed training, growth mindset or resilience project knowledge.</li> <li>• Develop new themes for explicit teaching, family group activities and theme days.</li> <li>• Student led assemblies incorporate themes, family group activities and fun.</li> <li>• Construction of a creative play area in the playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of the B+ Program is completed each term and the program revised accordingly.</li> <li>• Specific theme days are integrated into learning units</li> <li>• Online training completed and strategies implemented in class in a consistent manner.</li> <li>• Updated knowledge through staff PD</li> <li>• Regular updates of themes and celebrated theme days.</li> <li>• Greater involvement in assemblies by students, parents and broader community.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Student Wellbeing Team to spend Term 1 surveying, collecting data and evaluating Family Group effectiveness. Term 2 updating and Terms 3 and 4 implementing updated program</li> <li>• New themes developed, implemented and evaluated.</li> <li>• Student led assemblies incorporate B+ program as part of normal practice.</li> </ul>	<ul style="list-style-type: none"> <li>• In house data collection evaluated and improvements documented.</li> <li>• Revised program stored online</li> <li>• Staff briefed on changes and a consistent approach adopted.</li> <li>• Greater involvement in assemblies by students, parents and broader community.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• All staff have participated in training related to student management and establishing positive learning environments (MCB or Inclusion Online) and strategies form part of their PDP.</li> <li>• Student Wellbeing Team updated B+ program and new program implemented school wide.</li> <li>• Regular 2 year improvement cycle for B+ program. Assemblies incorporate B+ program and completed organised by students.</li> </ul>	<ul style="list-style-type: none"> <li>• PDP process includes MCB or Inclusion online focus.</li> <li>• New, updated B+ program implemented school wide. (includes family groups, multitude of themes, specific theme days, community events, guest speakers and links to Victorian Curriculum)</li> <li>• Greater involvement in assemblies by students, parents and broader community.</li> </ul>

<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	Ensure the human, financial and physical resources are appropriately allocated to achieve the goals of the strategic plan.	Build the capacity of school leaders to develop and effectively implement improvement strategies.
<b>Targets</b>	<p>Improved Staff Opinion Survey results for the elements of:</p> <ul style="list-style-type: none"> <li>○ Climate ....overall mean score for whole school to lift from 76.42 to at least 80.</li> <li>○ Professional learning...Overall percent endorsement for all staff to lift from 65% to at least 70%.</li> </ul> <p>Improved Parent Opinion Survey results for the elements of:</p> <ul style="list-style-type: none"> <li>○ School climate <ul style="list-style-type: none"> <li>○ School Improvement....from 5.61 to at least 5.7</li> <li>○ Teacher Morale...from 5.91 to at least 6.0</li> <li>○ Stimulating Learning...from 5.82 to at least 5.95</li> <li>○ Behaviour Management...from 5.47 to at least 5.6</li> <li>○ Learning Focus...from 5.78 to at least 5.9</li> </ul> </li> <li>○ General satisfaction...from 5.85 to at least 6.0</li> </ul>	<p>Create a school culture of accountability and feedback.</p> <p>Create processes and structures that support quality planning and decision making.</p> <p>Appointment of a second Assistant Principal with responsibility for teaching and learning.</p> <p>Separate Specialist program for Scotsburn Campus.</p> <p>Clarification of key teaching and learning approaches, completed documentation of curriculum materials and targeted professional learning to build competencies and understandings related to designated approaches.</p> <p>Restructure of teams within the school ensuring clear links between teams, with a prime focus on the coordinated implementation of an improvement agenda.</p> <p>Further development of staff capacity to integrate the use of ICT into classroom programs and improved storage and access to digital documents.</p> <p>Clear and rigorous induction processes in place for new and returning staff.</p>
<b>Theory of action</b>		

When resources are strategically utilised and linked to key improvement priorities, then improved student outcomes will result.		
	<b>Actions</b> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	<b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Role descriptions developed for the newly created Assistant Principal positions.</li> <li>• Establish a meeting schedule for PCOs and for PCOs to meet with Leading Teachers.</li> <li>• Whole staff meetings held on Mondays with an increasing focus on 'consistent practise' .</li> <li>• Leading Teacher in charge of eLearning provided with additional release time (2 days out of the classroom).</li> <li>• Organise Bastow leadership training for Year Level Coordinators &amp; other team leaders (Middle Leaders) and facilitate learning and sharing between participants.</li> <li>• Improvements made to the Induction Program for new and returning staff with a focus on T&amp;L.</li> <li>• Introduce training for our teacher mentors.</li> <li>• Improved teacher access to core teaching resources, both electronically (BPS Google Docs) and in hard copy (Folder for all staff containing key administration and T&amp;L documents).</li> <li>• Liaise with Gerard Fitzgerald to deliver a 'High Performing Teams' program with all staff with a series of sessions spread across the year.</li> <li>• Preparation completed for the delivery of specialist programs on site at the Scotsburn Campus (curriculum developed, facility upgraded, resources purchased, support in place from the Buninyong Campus Specialist Team)</li> </ul>	<ul style="list-style-type: none"> <li>• AP role statements developed</li> <li>• New meeting routines implemented as intended</li> <li>• eLearning leader has 2 days out of the classroom to undertake that leadership role</li> <li>• 14 Middle Leaders complete Bastow leadership programs resourced with the use of equity funds.</li> <li>• All new &amp; returning teachers participate in an updated induction program</li> <li>• All mentors provided with training</li> <li>• BPS google docs is established and all staff receive a folder containing key resources</li> <li>• All staff participate in the 'High Performing Teams' training.</li> <li>• Scotsburn specialist program is successfully delivered on site.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning and Student Wellbeing Assistant Principal roles to be refined.</li> <li>• Meeting routine to be adjusted, based on feedback from the previous year.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Principal roles updated and communicated.</li> <li>• Meeting routine implemented as agreed.</li> <li>• All new Middle Leaders to completed a Bastow</li> </ul>



	<ul style="list-style-type: none"> <li>• Leadership Training provided for new Middle Leaders.</li> <li>• Middle Leaders participating in Bastow leadership programs in 2016 to meet at least once each term to share experience and learning. All to complete DET's 360 degree feedback survey again.</li> <li>• Scotsburn specialist program refined to reflect learnings from 2016.</li> <li>• Induction program and training for mentors adjusted based on feedback from the previous year.</li> </ul>	<p>leadership program.</p> <ul style="list-style-type: none"> <li>• Middle leaders trained in 2016 met at least once each term and completed the 360 degree survey.</li> <li>• Scotsburn specialist program implemented in a way that reflects feedback and learning from the previous year.</li> <li>• Updated induction and mentor training is implemented as intended.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Continue strategic allocation of funds and resources to support achievement of key improvement strategies</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Program budgets showing expenditure in priority improvement areas</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review current practices</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• School Review conducted and a New Strategic Plan developed</li> </ul>