

School Strategic Plan for Bullarto Primary School No: 1288 2015 - 2018

Endorsements

| | |
|--|--|
| Endorsement by School Principal | Signed..... Name... Arthur Lane Date..... |
| Endorsement by School Council | Signed..... Name... Ana Witehouse.... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed <i>Matt Dunkley</i> Name... Matt Dunkley..... Date... <i>3/2/15</i> |

School Profile

| | |
|-------------------------------------|--|
| <p>Purpose</p> | <p>Our purpose is to create and sustain a high quality, inclusive and collaborative learning community that provides the highest quality education; where teacher and student potential is maximised and where all students are empowered to become active, inspired and courageous citizens.</p> |
| <p>Values</p> | <p>Respect: Respect for others, personal respect and respect for the environment</p> <p>Learning: Maintaining high expectations of all students and staff.</p> <p>Teamwork: Working collaboratively with students, parents and the wider community.</p> <p>Creativity: Celebrating originality and innovation as important tools for life.</p> |
| <p>Environmental Context</p> | <p>Bullarto Primary School is set in fertile farmland surrounded by the Wombat State Forest, 12 kilometres east of Daylesford. In this unique and beautiful environment it serves the local rural villages in areas such as Blackwood, Newbury, Trentham, Musk, Little Hampton, Lyonville, Korweinguboora, Sailors Falls and Daylesford. Currently the enrolment is 12 children for the school. Staffing consists of a full-time principal, two teachers who work 3 days per week in total and an Education Support staff member one day per week.</p> <p>Bullarto Primary School strives to ensure that the learning environment is safe, supportive and friendly. The children are encouraged to take responsibility for looking after their possessions and the school environment. The school has animals and gardens that are cared for by the school community as a shared commitment. The school promotes student well-being by having achieved accreditation as a 'Kids Matter' school in early 2014.</p> <p>Parents are encouraged to take an active role in the school programs. There is a strong commitment from parents to be part of the School Council and many parents help in various ways across the school. Every year the school has been proud to participate in as well as organise local community events.</p> <p>The school has continued to be an active member of the Seven Hills Cluster of small rural schools that share resources and activities. Staff and Principal have collegiate support through the Moorabool Collegiate Group of Principals. There is also a strong association with Daylesford Secondary College with joint staff PD days.</p> |
| <p>Service Standards</p> | <ul style="list-style-type: none"> • 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

| | Goals | Key Improvement Strategies | Targets |
|---------------------|---|---|--|
| Achievement | To improve Student learning outcomes in literacy and Numeracy | <p>Develop an agreed approach to teaching and learning</p> <p>Use assessment data to inform collaborative planning</p> <p>Teachers document the curriculum they teach following the agreed approach to teaching and learning</p> | <p>Raise the aggregated Teacher Judgment Writing data for Yrs. 2, 4 and 6 to show at least 80% of students at or above VELS level.</p> <p>All children at or above expected level in NAPLAN data.</p> <p>All students show growth of at least 1 VELS level each year in areas of English, Maths and Science as measured by teacher judgement data</p> |
| Engagement | To improve students' engagement in their learning | Inquiry units are designed to include student voice and to enable differentiation | <p>In the Attitudes to School Survey raise the School Mean with regard to:</p> <ul style="list-style-type: none"> ▪ Motivation to 5.25 or above ▪ Stimulating Learning and Learning Confidence to 4.5 or above |
| Wellbeing | To provide a safe, orderly and inclusive learning environment in a naturally stimulating setting. | <p>The school community will be able to identify and respond appropriately if any incidents of bullying are identified.</p> <p>Maintain our 'Kidsmatter' accreditation.</p> <p>Develop a shared school purpose and values and embed them within the community</p> | <p>Parent opinion survey results will remain above the state average over the 4 year period in the student safety and classroom behaviour metrics.</p> <p>In the Attitudes to school survey maintain the school mean with regard to :</p> <ul style="list-style-type: none"> • Student Distress at or above 5.5 • Student Morale at or above 5.5 <p>Purpose and values are written into the SSP and appear on the school's website, AIP and other key documentation.</p> |
| Productivity | To improve the effective and efficient use of school resources. | Develop a four year plan for the on-going resourcing of ICT at Bullarto PS | All students have access to a school-provided 1-1 device which is less than 4 years old. |

School Strategic Plan 2014- 2017: Indicative Planner

| Key Improvement Strategies | | Actions | Achievement Milestone |
|---|--------|--|---|
| Achievement Develop an agreed approach to teaching and learning Use assessment data to inform collaborative planning Teachers document the curriculum they teach following the agreed approach to teaching and learning | Year 1 | <ul style="list-style-type: none"> ▪ Whole staff to receive PD in WA First Steps reading comprehension. ▪ Staff receive PD in the PALL 'Big Six' of reading. ▪ Strong emphasis is placed on gaining of phonemic awareness and phonetic knowledge through use of "Jolly Phonics" resources and MultiLit program. ▪ Begin to use Success criteria and Learning intentions in teaching (WALT / TIB) ▪ Develop a whole school curriculum continuum in Literacy and numeracy. ▪ Establish the SPA data tool to monitor student achievement ▪ Establish whole staff planning meetings (Pupil Free days): at least 2 per year. | <ul style="list-style-type: none"> ▪ All teachers are referring to an agreed document as part of their planning process. ▪ Learning intentions and success criteria incorporated as part of each teachers' weekly routine ▪ PD in reading comprehension has happened. ▪ Jolly Phonics resources are being incorporated into teacher planning. ▪ MultiLit program is being used for at-risk students in reading. ▪ Curriculum documentation is in place. ▪ SPA tool is established for the school. ▪ Planning meetings take place twice during the year with 100% staff attendance |
| | Year 2 | <ul style="list-style-type: none"> ▪ Teachers are using Learning Intentions and Success Criteria as a normal part of their teaching routine. ▪ Teachers consistently use the SPA tool to reflect on student progress ▪ Literacy and numeracy curriculum continuums are embedded in teacher practice. ▪ Whole staff to be introduced to "Teaching Primary Mathematics" (Booker et al.) as ▪ Monitor progress through teacher P&D plans ▪ Planning meeting days continue to take place. | <ul style="list-style-type: none"> ▪ Classroom observations show that a randomly selected child can articulate the learning intention / success criteria for any lesson. ▪ SPA tool is being updated more than twice per year. ▪ Teacher planners show clear evidence of use of the agreed curriculum documentation. ▪ SPA tools are updated throughout the year and referred to by teachers. ▪ Planning meetings take place twice during the year with 100% staff attendance |
| | Year 3 | <ul style="list-style-type: none"> ▪ Continue to monitor teaching and learning approaches. ▪ Continue to monitor use of agreed curriculum. ▪ Continue to implement teacher P&D process. | <ul style="list-style-type: none"> ▪ Teacher planners show clear evidence of use of the agreed curriculum documentation. ▪ SPA tools are updated throughout the year and referred to by teachers. ▪ Planning meetings take place twice during the year with 100% staff attendance |
| | Year 4 | <ul style="list-style-type: none"> ▪ | <ul style="list-style-type: none"> ▪ |
| Engagement Inquiry units are designed to include student voice and to enable differentiation | Year 1 | <ul style="list-style-type: none"> • Develop student feedback surveys across Grade 3-6. • Receive informal feedback from students in P-2 regarding student attitudes to school. • Professional reading/development to the whole staff in providing | <ul style="list-style-type: none"> ▪ Evidence of differentiated teacher judgements. ▪ Students and teachers are providing opportunities for student goal setting, purposeful feedback and students being responsible and accountable for their learning. |

| | | | |
|---|--------|---|---|
| | | <ul style="list-style-type: none"> the appropriate student feedback to all students. Teach children explicitly how to give and receive feedback. Inquiry units are designed to include student voice and to enable differentiation. | <ul style="list-style-type: none"> Each student has a learning goal in at least one aspect of either literacy or maths. |
| <p>Wellbeing</p> <p>The school community will be able to identify and respond appropriately if any incidents of bullying are identified.</p> <p>Maintain our 'Kidsmatter' accreditation.</p> <p>Develop a shared school purpose and values and embed them within the community</p> | Year 2 | <ul style="list-style-type: none"> Implement student feedback surveys across Grade 3-6. Develop recording for P-2 feedback in order to formalise the process Implement student negotiation / choice in content of inquiry units. | <ul style="list-style-type: none"> Evidence of differentiated teacher judgements. Each student has a learning goal in at least two aspects of either literacy or maths. Students and teachers are providing opportunities for student goal setting, purposeful feedback and students being responsible and accountable for their learning. |
| | Year 3 | <ul style="list-style-type: none"> Incorporate student feedback data into SPA tool Review and implement feedback surveys. Monitor curriculum negotiation practices. | <ul style="list-style-type: none"> Data is being monitored during planning meetings. Feedback surveys are being administered. Each student has a learning goal in which covers literacy and maths. |
| | Year 4 | <ul style="list-style-type: none"> Incorporate student feedback data into SPA tool Review and implement feedback surveys. Monitor curriculum negotiation practices. | <ul style="list-style-type: none"> Data is being monitored during planning meetings. Feedback surveys are being administered. |
| | Year 1 | <ul style="list-style-type: none"> Monitor student incident registers for signs of bullying Promote high expectations of our school values through newsletters, circle time meetings, whole school activities eg: concert. Continue to involve student participation in organising whole school events. Review KidsMatter | <ul style="list-style-type: none"> Incidence of bullying remains at current low level. Values are visible to community via multiple methods (newsletter, SSP, Website etc) Student surveys report reduction in conflict between peers. Students are involved in assisting with organising whole school events. |
| <p>Productivity</p> <p>Develop a four year plan for the on-going</p> | Year 2 | <ul style="list-style-type: none"> Monitor student incident registers for signs of bullying Promote high expectations of our school values through newsletters, circle time meetings, whole school activities eg: concert. Continue to involve student participation in organising whole school events. | <ul style="list-style-type: none"> Incidence of bullying remains at current low level. Values are visible to community via multiple methods (newsletter, SSP, Website etc) Student surveys report reduction in conflict between peers. Students are involved in assisting with organising whole school events. |
| | Year 3 | <ul style="list-style-type: none"> Monitor student incident registers for signs of bullying Promote high expectations of our school values through newsletters, circle time meetings, whole school activities eg: concert. Continue to involve student participation in organising whole school events. | <ul style="list-style-type: none"> Incidence of bullying remains at current low level. Values are visible to community via multiple methods (newsletter, SSP, Website etc) Student surveys report reduction in conflict between peers. Students are involved in assisting with organising whole school events. |
| | Year 4 | <ul style="list-style-type: none"> Monitor student incident registers for signs of bullying Promote high expectations of our school values through newsletters, circle time meetings, whole school activities eg: concert. Continue to involve student participation in organising whole school events. | <ul style="list-style-type: none"> Incidence of bullying remains at current low level. Values are visible to community via multiple methods (newsletter, SSP, Website etc) Student surveys report reduction in conflict between peers. Students are involved in assisting with organising whole school events. |
| | Year 1 | <ul style="list-style-type: none"> Develop an ICT funding plan in conjunction with school council. Continue to invest in leadership development and staff PD. Maintain a sustainable workforce plan. Continue to strategically maintain school facilities. | <ul style="list-style-type: none"> Funding plan is written. Staff and Principal continue to undertake ongoing professional learning. Workforce planner is monitored on a regular basis. |

| | | | |
|----------------------------------|--------|--|---|
| resourcing of ICT at Bullarto PS | Year 2 | <ul style="list-style-type: none"> ▪ Monitor the implementation of the ICT funding plan. ▪ Continue to invest in leadership development and staff PD. ▪ Maintain a sustainable workforce plan. ▪ Continue to strategically maintain school facilities. | <ul style="list-style-type: none"> ▪ School facilities are being maintained. ▪ Funding plan is being followed. ▪ Staff and Principal continue to undertake ongoing professional learning. ▪ Workforce planner is monitored on a regular basis. ▪ School facilities are being maintained. |
| | Year 3 | <ul style="list-style-type: none"> ▪ Monitor the implementation of the ICT funding plan. ▪ Continue to invest in leadership development and staff PD. ▪ Maintain a sustainable workforce plan. ▪ Continue to strategically maintain school facilities. | <ul style="list-style-type: none"> ▪ Funding plan is being followed. ▪ Staff and Principal continue to undertake ongoing professional learning. ▪ Workforce planner is monitored on a regular basis. ▪ School facilities are being maintained. |
| | Year 4 | <ul style="list-style-type: none"> ▪ Monitor the implementation of the ICT funding plan. ▪ Continue to invest in leadership development and staff PD. ▪ Maintain a sustainable workforce plan. ▪ Continue to strategically maintain school facilities. | <ul style="list-style-type: none"> ▪ Funding plan is being followed. ▪ Staff and Principal continue to undertake ongoing professional learning. ▪ Workforce planner is monitored on a regular basis. ▪ School facilities are being maintained. |

