

School Strategic Plan 2018-2022

Bundalaguah Primary School (5392)



Submitted for review by Viv West (School Principal) on 23 January, 2020 at 02:50 PM

Endorsed by Craig Felstead (Senior Education Improvement Leader) on 24 January, 2020 at 12:01 PM

Endorsed by Kate McQuillen (School Council President) on 01 May, 2021 at 07:42 PM

School Strategic Plan - 2018-2022

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School vision	Bundalaguah Primary School's vision is 'to empower all students to become life-long learners and to strive always to reach their personal best within a respectful, safe and inclusive environment.'
School values	Our school values are: Respect Resilience Honesty Co-operation
Context challenges	Our school is a small rural school with a current enrolment of 33 students. The Student Family Occupation and Education (SFOE) index is 0.6322 in 2019. We offer small class sizes in a close-knit community which has a 'family feel'. We tend to attract children from the Sale and Maffra communities who find that the larger schools don't meet the needs of the children in terms of the social and emotional support. We have 4 students who are funded under the PSD program, and others who have significant additional needs who are not funded. Given our small total enrolment, this can have quite an impact on the whole school community. We also have 3 children who are Out of Home Care. We have 2 children who identify as Indigenous. We have some very high functioning students who require academic extensions. We run 3 classrooms, all of which are multi-level and given our funded students, our other additional needs students and our high functioning students, this presents an on-going challenge for teachers to order to meet the academic, social and emotional needs of all students. Families tend to choose our school because of the smaller class sizes and overall smaller numbers which often makes the educational experience much more positive for these children. It does, however, provide significant challenges for Staff.
Intent, rationale and focus	<p>Intent:</p> <p>Our aim is to provide an inclusive and respectful environment to ensure all students and their families feel welcome, valued and safe within our school environment. We strongly believe that all students can achieve and will do so to the best of their abilities if in a safe, caring and supportive environment. We also acknowledge that all students have their strengths and these strengths are not always within the academic areas. We endeavour to encourage individual strengths whilst at the same time provide support for those areas that provide more challenge for the students. We are a Respectful Relationships school as well as including the School Wide Positive Behaviours framework. We are very aware of the importance of positive social and emotional development and how it affects the learning abilities of our children and we work hard to support them. Our teaching staff and Integration staff support all children, giving some extra one-on-one support or small group intervention where needed.</p> <p>Rationale:</p>

All our students deserve to feel successful and know they can achieve. Two thirds of the current cohort of children have come from other schools for varying reasons. It is therefore important to make them feel welcome, safe and an important part of our community so they feel they have a place at our school. We also need to offer them an environment where they can feel they are able to achieve to the best of their abilities with support, if required. We have students with physical and intellectual disabilities, gender issues and body image issues as well as children who come from dysfunctional family situations. We want all children to know that when they are at school, they are respected, treated fairly, included in all aspects of our environment, and encouraged to do their best.

Focus:

Our focus continues to be to developing academic skills, in particular Literacy and Numeracy. We intend to ensure that Teacher judgements are based on data and there is a consistent approach collecting and interpreting data throughout the school. It was highlighted during our Review that consideration needs to be given to improving data collection on Numeracy strands, other than number, to ensure teacher judgement reflect student ability more accurately. This will be done through a PLC approach to units that cover all aspects of Numeracy. We also plan to focus on building connectedness, which is an issue with students who don't start their education at our school. We will continue to include Respectful relationships within our weekly curriculum as well as run our Breakfast club 3 times a week. We will review and develop our SWPB framework to ensure it is effective and continuing to support all children in feeling safe and included. We are going to build teacher capacity to include more student voice into our school environment as well as develop systems for giving and receiving feedback between staff and students.

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Goal 1	To improve literacy outcomes for all students.
Target 1.1	Each student to make at least one Victorian Curriculum level of learning progress in each year of the SSP period in all three English language modes (Reading and Viewing, Speaking and Listening, Writing)
Target 1.2	By 2022, the percentage of F-6 students assessed as above the expected level in speaking and listening will be above 25 per cent.
Target 1.3	The percentage of F - 6 students assessed as above the expected level in writing will improve from 10% (2018) to 20% in 2022 and all other students will be at level.
Key Improvement Strategy 1.a Building practice excellence	Develop and consolidate the capacity of all teachers to consistently deliver the school's instructional model, including the high impact teaching strategies.
Key Improvement Strategy 1.b Curriculum planning and assessment	Continue to utilise the school's involvement in the local Professional Learning Community in order to further develop and embed consistency of curriculum planning, delivery and assessment practices.
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity that promotes effective data/assessment literacy practices in order to inform teaching and track the learning growth for all students.
Goal 2	To improve numeracy outcomes for all students.

Target 2.1	Each student to make at least one Victorian Curriculum level of learning progress in each year of the SSP period in all three Mathematics strands (Measurement and Geometry, Number and Algebra, Statistics and Probability)
Target 2.2	Based on NAPLAN relative growth data, the 2020-2022 matched cohort to show at least 90 per cent of students achieving medium to high growth in numeracy.
Target 2.3	By 2022, the percentage of F-6 students assessed as above the expected level in Measurement and Geometry and will be above 25 per cent.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Further develop and consolidate the capacity of all teachers to consistently deliver the school's instructional model for numeracy, including the high impact teaching strategies.
Key Improvement Strategy 2.b Curriculum planning and assessment	Continue to utilize the school's involvement in the local Professional Learning Community in order to further develop and embed consistency of curriculum planning, delivery and assessment practices.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capacity that promotes effective data/assessment numeracy practices in order to inform teaching and track the learning growth for all students.
Goal 3	To improve student engagement in their learning.
Target 3.1	Drafting note: consider adding benchmark data for each Factor, as this would allow you to more easily break down the four year target into your AIP twelve month target.

	By 2022, all factors for the Social Engagement Domain (<i>School Connectedness, Student Voice and Agency, Sense of Inclusion</i>) in the AtoSS Survey will be at or above 85% positive endorsement
Target 3.2	By 2022, the Stimulating Learning factor (AtoSS) will be at or above 85% positive endorsement.
Target 3.3	<p>Drafting note - all targets draw on AToSS. Consider whether there is some data from other sources (e.g. SSS, POS, attendance) that may help triangulate.</p> <p>By 2022, all factors for the Student Safety Domain (<i>Advocate at School, Managing Bullying, Respect for Diversity</i>) in the AtoSS Survey will be at or above 85% positive endorsement.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning - (building teacher capacity, setting individual learning goals; authentic learning partnerships – feedback, conferencing; promotion of student self-regulation)
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide a differentiated learning program that engages and motivates students using existing and new technologies.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Review, develop, implement and monitor consistent whole school student wellbeing approaches.

