

# School Strategic Plan for Briagolong Primary School 1117 2016-2019

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....Joel Fraser.....</p> <p>Date.....21/3/16.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....Greg Corbell (President).....</p> <p>Date.....21/3/16.....</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

<b>Purpose</b>	<p>To engage students and their families in the learning process by creating an inclusive and supportive learning environment. We aim to do this by partnering with families to develop the social, emotional, physical and academic needs of each child.</p>
<b>Values</b>	<p>Respect Resilience Co-operation Excellence Responsibility</p>
<b>Environmental Context</b>	<p>Briagolong Primary (BPS) is situated in a small rural township at the foot of the Great Dividing Range, 30 kilometres from Sale in Gippsland. Students come from the township, surrounding areas and a number of students travel from Stratford a larger town, on a school-funded bus. The current enrolment is 94 with five classes Prep/1, 2/3, 3/4 and two 5/6. Staffing consists of 6.8 teaching staff including the Principal and 2.4 Education Support (ES) staff. There is a level of student transience with new enrolments from year to year, as families move into and out of the area. The Student Family Occupation and Education (SFOE) is 0.42. Very few students have a Language Background Other Than English (LBOTE). Given the profile of students, the means for student achievement could be expected to be at or above state means.</p> <p>Schooling takes in a mixture of modern and historical building facilities. The school is set on picturesque and spacious grounds. Distinctive physical features of BPS are the locally funded and built mudbrick art room / kitchen and its extensive and well-maintained vegetable garden. Specialist programs include art, music, physical education, cooking, gardening and LOTE is Mandarin. The school offers a varied and comprehensive curriculum that includes a sound arts focus, a student leadership program through year 6 and junior school council. Parent involvement is actively encouraged and a number of parents and community members assist in classes, sporting programs, cooking and gardening programs.</p> <p>The school provides intervention programs including Multi Lit, morphological awareness and small groupings. These approaches provide individualized support for students with additional learning needs. The school also provides extension</p>

	<p>activities that allow students capable of achieving above expected levels to be challenged and extended. The school has an agreed set of school values that students can recite readily. Awards are presented to students at weekly assemblies focusing on positive behaviours and attitudes linked to each value.</p> <p>At Prep and year one, an investigative learning program is implemented based on the Kath Walker model. This play-based program encourages students to pursue their own interests in the core areas of numeracy and literacy. A Kitchen Garden program is implemented in all classes from years 2 to 6 and is closely linked to the core curriculum. Other programs such as the Earn and Learn, Human Powered Vehicle (Biannually), Clubs and participation in the Anzac Day and Remembrance Day ceremonies encourage student engagement. Students regularly contribute their work to the publication of "Redgum Review", the community magazine. Transition into school is very effective. The school has close links with the Briagolong Kindergarten and regular activities are organized to ensure current and future students have regular contact. The majority of students transition to Maffra Secondary College whose transition programs are very comprehensive.</p> <p>BPS has established a local Indigenous Trust to support students in their educational outcomes. The trust has been set up to support one child to participate in this program every two to three years.</p> <p>The school has developed successful ongoing partnerships with the following organizations: the Briagolong Kindergarten, Red Cross, Briagolong Community House, the Briagolong Indigenous Trust, Gippsland Grammar, the Wellington Network School Support Officers (SSSO), ChildFirst, Briagolong Lions Club, the 5 Star Project and the Briagolong Community Representative Group.</p>
<p><b>Service Standards (optional)</b></p>	<ul style="list-style-type: none"> <li>• We maintain close communications with the local kindergarten and begin our transition to school early in the year.</li> <li>• Students will be supported in their learning by developing a safe and secure environment, encouraging students to try their best at all times and not be fearful of failing.</li> <li>• The school will be involved in the broader school network and clusters of schools to share expertise and professional learning.</li> <li>• Teachers will work in a professional learning team (PLT) to formalize collaborative processes, develop consistency of teacher judgment and differentiate learning tasks in the classroom.</li> <li>• Parents will be contacted when their child does not behave in an acceptable manner.</li> <li>• Students and parents will be consulted on school wide positive behavior policies.</li> </ul>

## Strategic Direction

Achievement		Key improvement strategies
<b>Goals</b>	To improve student learning outcomes in all learning areas across the school.	Develop and document an agreed teaching and learning approach that articulates a comprehensive instructional model.
<b>Targets</b>	<p>Increase the percentage of students achieving above the expected achievement levels in AusVELS Teacher Judgements for literacy and numeracy.</p> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth assessments from Year 3 to Year 5.</p>	Build high impact assessment and differentiation practices through collaborative teams and professional learning.
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Develop a whole of school curriculum document for a sequential and logical implementation of AUSvels.</li> <li>• Develop agreement amongst staff regarding the particular programs to be implemented in the literacy curriculum and identify how it looks for each year level.</li> <li>• Review assessment tools included in the assessment schedule.</li> <li>• Identify effective strategies that will directly link assessment data with planning of lesson sequences.</li> <li>• Investigate formative assessment strategies through professional reading</li> </ul>	<ul style="list-style-type: none"> <li>• Documented whole of school teaching and learning plan</li> <li>• Common "Big Write" time across classes and student work samples to identify implementation of program</li> <li>• Increased Staff Opinion data in: Teacher collaboration, Guaranteed and viable curriculum, Instructional Leadership, to improve on 2015 results and also match or exceed state results</li> <li>• Evidence of staff agreement contained in PLT logs</li> <li>• Differentiated tasks provided in classroom work programs</li> <li>• Anecdotal evidence of individual student goals and progress towards their achievement</li> <li>• Use of formative assessment strategies observable in the classroom and in work programs</li> </ul>

<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Review current Literacy and Numeracy scope and sequence to connect planning with Victorian Curriculum F – 10</li> <li>• Develop consistent implementation of literacy and numeracy curriculum through Professional learning teams, by establishing a preferred lesson structure to be taught across each year level.</li> <li>• Develop clear and strong links between assessments of student learning with planned learning tasks.</li> <li>• Develop formative assessment strategies to use in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Documented minutes of PLT meetings identifying data analysis and links to planning</li> <li>• Staff continue to use and document learning intentions and success criteria which show differentiation of the learning task.</li> <li>• Increased Staff Opinion data in: Teacher collaboration, Guaranteed and viable curriculum, Instructional Leadership, to improve on 2015 results and also match or exceed state results</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Review and refine Literacy and Numeracy scope and sequence</li> <li>• Review preferred lesson structure ensuring formative assessment methods are evident</li> <li>• Continue to develop consistent implementation of literacy and numeracy curriculum. Evaluate programs/approach used</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment between teacher work programs and Scope and Sequence</li> <li>• All teachers to use preferred lesson structure in the classroom.</li> <li>• All teachers will gain a deeper understanding of how and what to teach.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Continue to develop consistent implementation of literacy and numeracy curriculum. Evaluate programs/approach used</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain teacher understanding of how and what to teach.</li> </ul>

<b>Engagement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To have students operating in a stimulating learning environment that connects them to the school and community.	Develop a student engagement strategy that is focused on building positive teaching and learning relationships and continually reinforces the BPS school values.

<b>Targets</b>		
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Review and refine the SWPBS Tier 1 behaviours and expectations across the school. Identify staff roles in the implementation and modelling of expected behaviours.</li> <li>• Include student and parent representatives on SWPBS team to gain different viewpoints.</li> <li>• Engage with the school community to identify agreed approaches and expectations of learning and behaviour.</li> <li>• Make behaviour expectations highly visible throughout the school.</li> <li>• Reinforce routines and expectations through explicit teaching and weekly values lessons.</li> <li>• Formalise a process of student reflection through the development of goals, monitoring progress and evaluation of achievement each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of actions around SWPBS behaviours and expectations in meeting minutes</li> <li>• Evidence of behaviour matrix posted around the school.</li> <li>• Increased score in the Tiered Fidelity Inventory for SWBPS</li> <li>• Whole school record of student behaviour issues</li> <li>• Improvement in AtSS data in: Connectedness to peers, School Connectedness, Student distress, Student morale</li> <li>• Student goals will be evident in the classroom</li> <li>• Teachers will have a deeper understanding of formative assessment strategies which they employ in the classroom</li> <li>• AtSS data in student relationships and teaching and learning variables to match or exceed the state mean.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Develop school wide consistency of approaches</li> <li>• Monthly meetings of SWPBS team</li> <li>• Establish whole school learning routines and behaviour expectations in the first two weeks and monitor throughout the year.</li> <li>• Make behaviour expectations highly visible throughout the school.</li> <li>• Monitor and evaluate school wide consistency of</li> </ul>	<ul style="list-style-type: none"> <li>• School wide consistency of approaches</li> <li>• Students adhering to expectations and routines</li> <li>• Less students and less instances of students being placed in timeout</li> <li>• Improvement in AtSS data in: Connectedness to peers, School Connectedness, Student distress, Student morale</li> </ul>

	approaches	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Monitor consistency of approaches across the school</li> <li>• Monthly meetings of SWPBS team</li> <li>• Monitor and revise learning routines and expectations of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in AtSS data in: Connectedness to peers, School Connectedness, Student distress, Student morale</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review the school's SWPBS approach</li> <li>• Review behaviour matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Improved school environment where students report they feel safe and secure</li> <li>• Improved POS data in the Student Engagement and Student Behaviour elements.</li> </ul>

<b>Wellbeing</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To enhance wellbeing by promoting positive and respectful student attitudes towards each other and their learning that are consistent with the schools' values.	Develop and document an agreed whole school wellbeing plan to build student resilience, develop social skills and include high expectations for classroom and school behaviour.
<b>Targets</b>	<p>Improve the AtSS variables of classroom behaviour, connectedness to peers, student safety and student distress.</p> <p>Improve the POS variables of parent input, stimulating learning, behaviour management, student safety and classroom behaviour.</p>	<p>Develop procedures that strengthen communication and partnerships with parents and the wider community.</p> <p>Develop a strategy for the transition of new families into the school including those that enrol during the school year.</p>
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Provide explicit teaching of Values across all year levels, with direct links to SWPBS behaviours.</li> <li>• Teachers to provide consistent implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of behaviour tracking processes</li> <li>• Consistent application of behaviour management procedures</li> <li>• Improved AtSS data in: classroom behaviour, connectedness to peers, student safety and student distress</li> </ul>



	<p>and expectations of students.</p> <ul style="list-style-type: none"> <li>Identify students who require additional support. Ensure all staff understand and implement individual student management plans to provide consistency.</li> <li>Review processes used to communicate with parents, both formally and informally.</li> <li>Consult parents on a range of school based issues to inform decision making. Provide explanations to parents about how decisions have been made.</li> <li>Develop induction processes to familiarise students and their families around the school.</li> <li>Create a parent group to connect with new families upon enrolment.</li> </ul>	<ul style="list-style-type: none"> <li>Improved POS data in: parent input, behaviour management, student safety, classroom behaviour, approachability, school connectedness</li> <li>Anecdotal evidence of the number of parent helpers assisting in classrooms or during school activities.</li> <li>Membership numbers for Parents and Friends Committee will increase</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Whole school wellbeing survey/s undertaken and action taken to identify improvement areas</li> <li>Teachers to continue to provide consistent implementation and expectations of students</li> <li>Identify students who require additional support. Continue to review individual management plans to provide consistency</li> <li>Expand the role of Parents and Friends Committee to develop processes for welcoming new families to our school</li> </ul>	<ul style="list-style-type: none"> <li>Action plans developed to improve areas for development identified in wellbeing survey</li> <li>New members will be involved in the Parents and Friends Committee</li> <li>Improved POS data in: Approachability and School Connectedness</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Whole school wellbeing survey/s undertaken and action taken to identify improvement areas</li> <li>Teachers to continue to provide consistent implementation and expectations of students</li> <li>Refine Parents and Friends Committee process of welcoming new families to our school</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in results from wellbeing survey, less areas of development</li> <li>Events/activities will be held to encourage families to connect with the school.</li> </ul>

<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Whole school wellbeing survey/s undertaken and action taken to identify improvement areas</li> <li>• Refine Parents and Friends Committee process of welcoming new families to our school</li> <li>• Teachers to continue to provide consistent implementation and expectations of students</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in results from wellbeing survey, less areas of development</li> <li>• Events/activities will be held to encourage families to connect with the school.</li> </ul>
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<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.	Develop and annually review a 4-year plan for resourcing that includes priorities identified in the School Strategic Plan, workforce planning and staff and classroom materials.
<b>Targets</b>	Improvement in DET staff and parent surveys as well as school developed feedback mechanisms could be used. For example, staff satisfaction with professional growth, parent opinion of school improvement, facilities and curriculum.	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Allocate resources to areas of priority identified in the School Strategic Plan and monitor the expenditure of each budget area.</li> <li>• Ensure school facilities are maintained to support a safe and secure learning environment for our students.</li> <li>• Review the effectiveness of programs and budget areas</li> <li>• Align staff performance plans with school goals</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal reflection of improvements/changes to school facilities and daily operations.</li> <li>• Improved Staff Survey data in: Collective Efficacy, Collective Responsibility, Teacher Collaboration</li> <li>• Improved POS: Instructional Leadership, Intellectual Stimulation, Approachability, Parent Input</li> <li>• Documented performance plans will make clear links to school goals</li> </ul>

	<p>and priorities</p> <ul style="list-style-type: none"> <li>• Improve communication processes between the school and parents</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Monitor progress of programs and budget areas. Assess the impact of resourcing particular programs</li> <li>• Monitor financial management process to ensure they align with department policy</li> <li>• Implement changes to financial management practices as directed by DET</li> <li>• Develop a professional learning schedule based on individual staff needs</li> <li>• Review communication processes between the school and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Audit reports will identify few areas to improve financial processes</li> <li>• Professional learning budget will align with professional learning schedule</li> <li>• Improved POS: Approachability, Parent Input</li> <li>• Improved Staff survey in: Collective Efficacy, Academic emphasis</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Revise professional learning schedule based on individual staff needs as required</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Staff survey in: Collective Efficacy, Academic emphasis</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review and consider needs and future goals</li> </ul>	<ul style="list-style-type: none"> <li>• School Self evaluation document</li> </ul>