

Buangor Primary School Strategic Plan 2018-2021

Endorsement	Principal:	School council:	Delegate of the Secretary:	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
 Marcus Murrell 28/11/2017 Alison Tonkin 28/11/2017 Paul Nolan [date] [name] [date] [name] [date]
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>Buangor Primary School’s Motto is “Fostering Learning For Life.”</p> <p>The school’s core purpose is to assist our community to develop its children academically, socially, emotionally and physically so as to reveal each individual’s true form.</p>	<p>The school promotes an atmosphere of learning and friendship and provides a safe, inclusive and engaging environment where all are respected and valued.</p> <p>We concentrate on English, Mathematics and have a special emphasis on living in a healthy and sustainable way. Resources are provided to allow all children to develop. We have high expectations of our students and the teachers, parents and community are strongly committed to them.</p>	<p>Buangor Primary School (BPS) is located between Beaufort and Ararat along the Western Highway. It was established in 1872 in extensive school grounds surrounded by natural bushland. The school’s buildings are divided into three main areas: a specialist building, a portable with two classrooms and the main administration building which houses the office, staffroom and a resource room. The grounds include an oval, a basketball court, a vegetable garden and several mud brick cubby houses. A camp kitchen and outdoor learning area has recently been constructed.</p> <p>The school’s enrolment has ranged from 29 to 35 students over the past four years and currently has 32 students, who travel to the school from nearby farming communities. Some children travel to the school from Beaufort and Raglan.</p> <p>The school’s student family occupation index (SFO) is 0.45 compared to state median index of 0.51; the school is in the low-medium range of overall socio-economic profile.</p> <p>In 2016, the school experienced change in leadership with the appointment of a new principal and a business manager. Currently the school has six staff consisting of a Principal, 3.2 Teaching staff, a 0.4 Business Manager and a 0.4 Education Support (ES) staff member. Students are grouped into two classes: Prep–Year 2 and Year 4–6.</p> <p>The school’s curriculum program covers all domains of the Victorian curriculum with a focus in English and Mathematics. Specialist programs are provided in Science, Cultural Studies with a Language Other Than English (LOTE), Art, Physical Education and Health and Wellbeing. An inquiry learning program is provided using a team teaching approach. The mobile area resource centre (MARC) van visits the school fortnightly. This supports the school’s curriculum program by providing teaching and learning activities in literacy and History. It also provides students with access to library resources.</p> <p>Buangor PS is a member of the Ararat small schools cluster. Schools in the cluster combine for events such as camps, sporting events and group days with a focus on developing students’ interpersonal skills.</p> <p>The school is actively supported by parents and the local community who volunteer to assist at a variety of school events, including an annual concert and after–school sport.</p>	<p>Rational 1: If teachers’ knowledge of the curriculum, their capacity to assess and track student progress, to implement explicit high–impact teaching strategies and to plan differentiated instruction for the range of student learning needs is strengthened individually and collectively, then student learning growth will improve.</p> <p>Rational 2: If the learning environment actively engages students in learning experiences that are challenging, stimulating and relevant, then students will be motivated to achieve to their full potential and develop the skills to be community members who make positive contributions locally and globally.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>Build a collaborative learning community to improve the learning growth of every student in English and Mathematics.</p>	<p>FISO Priority:</p> <ul style="list-style-type: none"> • Excellence in teaching and learning. • Professional leadership. <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Evaluating impact on learning • Evidence-based high impact teaching strategies • Instructional and shared leadership. 	<ul style="list-style-type: none"> • Develop a professional learning culture that is focused on improving student outcomes in all curriculum areas and is based on respectful challenge and professional trust. • Build teacher capacity to analyse and use English and Mathematics assessment data to plan for each students' learning needs and to monitor their learning growth. • Develop, document and consistently implement an instructional model that is informed by evidence-based high impact teaching strategies. 	<ul style="list-style-type: none"> • Improve the percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands for Reading, Writing and numeracy. (Benchmark 2017) • To increase the percentage of Year 5 students achieving high growth in NAPLAN for Reading, Writing and numeracy. (Benchmark 2017). • All students to achieve at least one year's growth in every year of the SSP in English and Mathematics according to teacher judgements. • Improve the accuracy of teacher judgements of student achievement in English and Mathematics, so that they are more consistent with NAPLAN and norm-referenced assessments (Benchmark 2017). • Positive endorsement on the staff survey will be above 90% for: Collective efficacy, Collective responsibility, Collective focus on student learning and Staff trust in colleagues (or new survey factors related to the provision of a collaborative professional learning culture).
<p>Provide a stimulating learning environment where students are active and independent learners who connect with the school and the wider community.</p>	<p>FISO Priority:</p> <ul style="list-style-type: none"> • Positive climate for learning. <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Intellectual engagement and self-awareness. 	<ul style="list-style-type: none"> • Strengthen processes for actively engaging students in setting learning goals, evaluating their progress and for the provision of teacher feedback. • Develop Individual Learning Plans (ILP) for every student. • Improve students' capacity to engage in metacognitive processes that support the development of critical thinking, problem-solving skills and creativity. • Review the school's curriculum plan to ensure it provides opportunities to link students' learning to the wider community. • Implement strategies to improve students' social and personal capabilities. • Implement strategies to improve students' learning confidence. 	<ul style="list-style-type: none"> • The percentage of positive responses in the student ATS Survey will be above 90% for: Learning confidence, Student voice and agency, Stimulated learning and Motivation and interest survey factors. • Every student to achieve all of their ILP goals in every year of the SSP. • PO Survey: To increase the percentage of positive responses for Stimulated learning, Student motivation and Teacher communication (or new survey factors that relate to student motivation and the provision of a stimulating learning environment). • To reduce the mean absence days for FTE students, in every year of the SSP.