

School Strategic Plan for Buchan Primary School Southern region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>Buchan Primary School community aims to:</p> <ul style="list-style-type: none">❖ Provide a curriculum that reflects high quality and progressive teaching and learning approaches and initiatives to equip students with the skills, knowledge and values to enable them to reach their highest potential, academically, emotionally, physically and socially now and into the future.❖ Provide a dynamic, flexible and inquiring learning environment that engages students' interests, is challenging, diverse and is directed towards improving learning performance from point of need for all students.❖ Build strong relationships with parents and partnerships with the wider school community through an atmosphere of mutual respect, empathy and co-operation to foster a greater personal sense of belonging, understanding and shared responsibility for our local environment.
Values	<p>The school have three core values of:</p> <ul style="list-style-type: none">❖ Creativity❖ Commitment❖ Caring <p>Our staff and students live these values daily in a positive way.</p>
Environmental Context	<p>Buchan Primary School is located in the remote East Gippsland community of Buchan, 55 kilometres north of Lakes Entrance and 75 kilometres east of Bairnsdale. The school is situated on the outskirts of this small township and has a current enrolment of 35 students. A significant number of the students enrolled come from the outlying communities of Buchan South and W Tree and travel to school by bus.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To optimise Literacy and Numeracy learning and the educational outcomes of every student.	<ul style="list-style-type: none"> • One year's, or more than one year's, learning growth for each student annually. • Student outcomes in Reading, Writing and Number are within the school's SFO percentile range. 	<ul style="list-style-type: none"> • Develop, document and implement a guaranteed and viable curriculum aligned to Aus/VELS. • Ensure agreement and implementation of best practice instructional models and assessment focussed on the learning growth of every student and aim to reduce in-school variation in student learning outcomes. • Further build teacher capacity to deliver differentiated curriculum through explicit teaching. • Develop and document assessment processes and use data to drive improved student achievement and curriculum planning. • Effectively integrate ICT resources into classroom learning programs.

<p>Student Engagement and Wellbeing</p>	<p>To create a learning community with positive engagement strategies which facilitate improved student learning outcomes.</p>	<ul style="list-style-type: none"> • Attitudes to School Survey: Stimulating Learning 4.40, School Connectedness 4.60, Teacher Effectiveness 4.60 • Parent Opinion Survey: Stimulating Learning 6.0, Student Motivation 5.80, Social Skills 5.82 	<ul style="list-style-type: none"> • Ensure classroom learning environments are stimulating, challenging and reflect high quality teaching and learning. • Build an engaging and orderly learning environment that reflects high expectations of every student and has a focus on personal best. • Plan for more personalised learning with higher levels of responsibility for learning and student decision making.
<p>Student Pathways and Transitions</p>	<p>To improve the learning pathways and transitions of all students, focussing on successful learning as students' progress in their schooling.</p>	<ul style="list-style-type: none"> • Learning growth to be at least one VELs/AusVELs level for each two years. • Parent Opinion Survey: Transition variable 6.00; General Satisfaction variable 6.00 	<ul style="list-style-type: none"> • Ensure that whole school approaches to teaching, learning and assessment are consistently implemented and sequential P- 6. • Develop and implement processes for tracking and supporting students through all transition points of schooling.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ul style="list-style-type: none"> • Develop, document and implement a guaranteed and viable curriculum aligned to Aus/VELS. • Ensure agreement and implementation of best practice instructional models and assessment focussed on the learning growth of every student and aim to reduce in-school variation in student learning outcomes. • Further build teacher capacity to deliver differentiated curriculum through explicit teaching. • Develop and document assessment processes and use data to drive improved student achievement and curriculum planning. • Effectively integrate ICT resources into classroom learning programs. 	Year 1 2013	<ul style="list-style-type: none"> ▪ Develop scope and sequence charts for reading, writing numeracy and integrated topics aligned with AusVels. ▪ Review assessment schedule. ▪ Introduce 1 to 1 program into the senior class. ▪ Continued PD for Staff on maths (TUBBS focus) ICT and differentiation. ▪ ILP implementation for extension and struggling students. ▪ Ensure ICT and differentiation of students is catered for in planning. ▪ Introduction of Maths Mates. ▪ Collaborative projects with other schools via the internet. ▪ Source sister school relationship through the internet both nationally and internationally. ▪ Use of the instruction model through the principal. ▪ Unpack data from diagnostic testing to show where to take individual children in their learning. 	<ul style="list-style-type: none"> ▪ Regular access of PD through the internet. ▪ Review of the assessment schedule on a yearly basis. ▪ Technology is used on a daily basis in all classrooms. ▪ ILP's are being used for all extension and struggling students. ▪ Evident that for one year of teaching one year of learning has occurred for all students. ▪ Increase in student engagement. ▪ Improvement in teacher practice.
	Year 2 2014	<ul style="list-style-type: none"> ▪ Develop scope and sequence charts for all other curriculum areas aligned with AusVels and implement. ▪ Review scope and sequence for core areas. ▪ ILPs for all students across the school. ▪ Students not achieving one year of learning targeted. 	<ul style="list-style-type: none"> ▪ Scope and sequence charts are being used to aid planning for all students. ▪ Review of the assessment schedule. ▪ ILP's for all students in the school have been developed by of the term 1. ▪ Actions imbedded into school culture.

		<ul style="list-style-type: none"> ▪ Identify 2-3 areas from opinion surveys to focus on and improve. 	
	Year 3 2015	<ul style="list-style-type: none"> ▪ Review scope and sequence for all Domains. ▪ Review assessment schedule. ▪ Continue ILPs for all students across the school. ▪ Ensure ICT and Differentiation of students is catered for in planning. ▪ Continued PD for Staff on ICT 	<ul style="list-style-type: none"> ▪ Actions imbedded into school culture.
	Year 4 2016	<ul style="list-style-type: none"> ▪ Review scope and sequence for all Domains. ▪ Review assessment schedule. ▪ Continue ILPs for all students across the school. ▪ Ensure ICT and Differentiation of students is catered for in planning. ▪ Continued PD for Staff on ICT 	<ul style="list-style-type: none"> ▪ Actions imbedded into school culture.
<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> • Ensure classroom learning environments are stimulating, challenging and reflect high quality teaching and learning. • Build an engaging and orderly learning environment that reflects high expectations of every student and has a focus on personal best. • Plan for more personalised learning with higher levels of responsibility for learning and student decision making. 	Year 1 2013	<ul style="list-style-type: none"> ▪ Develop values program. ▪ Introduce restorative practice program to work alongside choice theory. ▪ Develop students led inquiry learning program. ▪ Use technology across the school to challenge and engage students. ▪ Promote the connection between teachers and students ▪ Students to have more voice in choosing the curriculum. ▪ Source and introduce student leadership program for grade 5/6 students. ▪ School to review 1 to1 program. ▪ Be vigilant for programs that will suit our community. 	<ul style="list-style-type: none"> ▪ Continued improvement in all surveys completed by students, staff and parents. ▪ Feedback from parents acted upon by staff. ▪ Rise in student engagement. ▪ Decrease in absences. ▪ Continued technology upgrade. ▪ Increased independence of student learning.

		<ul style="list-style-type: none"> ▪ View room set up and display boards to allow multi-age groupings and individual work. 	
	Year 2 2014	<ul style="list-style-type: none"> ▪ Visit other schools to look at learning spaces. ▪ Continued PD on programs and initiatives based around student wellbeing. ▪ Be vigilant for programs that will suit our community. 	<ul style="list-style-type: none"> ▪ Actions and milestones imbedded into school culture.
	Year 3 2015	<ul style="list-style-type: none"> ▪ Continued PD on programs and initiatives based around student wellbeing. 	<ul style="list-style-type: none"> ▪ Actions and milestones imbedded into school culture.
	Year 4 2016	<ul style="list-style-type: none"> ▪ Continued PD programs and initiatives based around student wellbeing. ▪ Be vigilant for programs that will suit our community. 	<ul style="list-style-type: none"> ▪ Actions and milestones imbedded into school culture.
<p>Student Pathways and Transition</p> <ul style="list-style-type: none"> • Ensure that whole school approaches to teaching, learning and assessment are consistently implemented and sequential P- 6. • Develop and implement processes for tracking and supporting students through all transition points of schooling. 	Year 1 2013	<ul style="list-style-type: none"> ▪ Kinder transition program documented. ▪ Development of a transition policy to include tracking of students through the school. ▪ Work with Secondary colleges to develop a program for remote schools. ▪ Contact parents of 2012 foundation, 4 and 7 students to receive feedback for transition programs and adjust to suit student needs. ▪ Development of the Buchan Early Years Reference Group (BEYRG). 	<ul style="list-style-type: none"> ▪ Increased confidence of students moving into the school and out of the school. ▪ Positive increase in student data. ▪ Increased connection between the Kinder and the School.
	Year 2 2014	<ul style="list-style-type: none"> ▪ Contact parents of 2013 foundation, 4 and 7 students to receive feedback for transition programs and adjust to suit student needs. ▪ 	<ul style="list-style-type: none"> ▪ Kinder transition program review embedded in practice. ▪ Actions and milestones imbedded into school culture.
	Year 3 2015	<ul style="list-style-type: none"> ▪ Contact parents of 2014 foundation, 4 and 7 students to receive feedback for transition programs and adjust to suit student needs. 	<ul style="list-style-type: none"> ▪ Actions imbedded into school culture.

	Year 4 2016	<ul style="list-style-type: none">Contact parents of 2015 foundation, 4 and 7 students to receive feedback for transition programs and adjust to suit student needs.	<ul style="list-style-type: none">Actions imbedded into school culture.
--	----------------	--	---