# School Strategic Plan for Bairnsdale Primary School 0754

## 2015 - 2018

### Endorsements

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Debra Herbertson</td>
<td></td>
</tr>
<tr>
<td>Date: 26/3/2015</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed:</th>
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</thead>
<tbody>
<tr>
<td>Name: Bruce Strong</td>
<td></td>
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<tr>
<td>Date:</td>
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</table>

School Council President's endorsement represents endorsement of School Strategic Plan by School Council

<table>
<thead>
<tr>
<th>Endorsement by the delegate of the Secretary</th>
<th>Signed:</th>
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<tbody>
<tr>
<td>Name:</td>
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<td>Date:</td>
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## Purpose

Bairnsdale 754 Primary School believes that every child should be provided with a safe and secure learning environment which promotes high quality learning opportunities to enable each student to reach their full potential.

Our **Vision Statement** is: **754 Primary School will maximise opportunities to develop resilient individuals in an ever changing world**:

The **school’s mission** is to **develop literate and numerate students through ongoing, structured student centred inquiry**.

We believe that effective learning occurs when outstanding and innovative teachers provide a variety of tasks that actively engage students who are encouraged to take responsibility for their own learning. The expectation is that students will be successful and enthusiastic learners capable of building positive relationships.

Underpinning our mission are our school’s positive school wide behaviour approach and our expectations are the 3 R’s:

- **Respect**: For ourselves, others and property
- **Responsibility**: For what we say and what we do, for our own learning
- **Resilience**: ‘Bounce Back’ when things don’t go our way, not giving up when things get difficult.

## Values

Our school wide expectations are Respect, Responsibility and Resilience. These expectations are supported by our school values which are:

- **Integrity**: being honest, fair, responsible and loyal and socially ‘just’
- **Support**: supporting and caring for other people
- **Co-operation**: co-operating with other people
- **Acceptance of difference**: accepting, respecting, living with and finding the positive side of differences in others
- **Respect**: respecting the rights of others, and acknowledging your own rights and responsibilities to others in a respectful way
- **Friendliness**: being friendly and socially responsible, and including others in games and conversations

The school philosophy will be enacted through:

- Community consultations, class emails, newsletters and forums
- Staff professional development and induction processes
- Ongoing curriculum development
- Parent and family support structures
- Actions and behaviours by all staff

## Environmental

Bairnsdale Primary School was established in 1864 and it is known locally as ‘754’ after its school number and has a long and proud
### Context

The sense of history is also evident in the school's buildings. The historic school building is classified by the National Trust and is important to the whole community. The school is entered through this historic building which is very well maintained. In the last five years a major building development has been undertaken with the open planned Junior School Complex being an important and central part of “754”. The grounds reflect the positive environmental beliefs of the students and parents with a vegetable garden, compost area, Koorie garden and colourful flower beds. A Green Team has been formed to oversee and develop a strong environmental culture within the school.

Our student cohort consists of 16% Koorie students and 2% Non-English Speaking backgrounds.

Our school supports a school wide focus on interdisciplinary inquiry learning. New planning approaches and tools are being used across the school. The staff use a collaborative planning approaches to interdisciplinary learning based on AusVELS. The school has developed a comprehensive planning document which leads teachers and students to a quality summative assessment task(s) at the end of each unit. This work is supported by rubrics throughout the unit clearly focusing teachers and students on the learning outcomes.

Our school offers a rich and varied curriculum designed to increase student engagement. Specialist staff provide lessons in Physical Education, Visual Arts and Japanese.

The school has adopted School Wide Positive Behaviour Support (PBS) to improve the perception of safety in the school. They set clear behaviour expectations for all students. The school monitors behaviour closely, following up quickly on any instances of negative behaviour that occur. The school is working proactively in this area employing a Student Wellbeing Worker. The school also continues to reinforce the whole school approach to the 3 R’s (Respect, Responsibility and Resilience). Class teachers also provide a social skills program based on the Bounce Back Program and supported by PBS.

The school's overarching theory of action is that if we identify and understand the learning needs of individual students this will lead to improved teaching and learning, then we will achieve and sustain improved student outcomes.

### Service Standards

**General**

- *Our school fosters close links with parents and the broader school community through its commitment to open and regular communications.*
- *The school provides all students access to a broad, balanced and flexible curriculum including skills for learning and life adapted to their individual needs.*
- *Our school nurtures creative expression through enriching experiences.*
- *Our school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.*
### Specific

- **Students will be supported to develop appropriate social skills.** When required, parents/carers will be engaged regularly when their child does not behave in a socially acceptable manner.
- **All teachers will structure learning intentions through timely, explicit and targeted feedback** supporting students to complete their quality learning task.
- **Students provided with leadership opportunities within the school community**
- **Our school values and celebrates our strong and proud history.**
### Strategic Direction

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
<td>• Focus on improving teacher practice using the model of inquiry learning.</td>
</tr>
<tr>
<td>All students to improve their literacy and numeracy outcomes through a structured whole school approach.</td>
<td>At least 95% of students to achieve their learning goals as measured against AusVELS each year for the life of the Strategic Plan. Improvement <strong>learning gain</strong> as measured in NAPLAN outcomes in Reading, Writing and Number for each year of the Strategic Plan.</td>
<td>• Improve the use of assessment practices to inform teaching.</td>
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<tr>
<td>All students demonstrate an improvement in their knowledge from the beginning of a unit of inquiry to the end.</td>
<td></td>
<td>• Improvement in knowledge and thinking processes as mapped in a thinking routine for each inquiry.</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td></td>
<td>• Full implementation of the inquiry model</td>
</tr>
<tr>
<td>Students to be connected to and accountable for their own learning.</td>
<td>At least 90% of students demonstrate improvement in learning outcomes by completing summative assessment tasks assessed against a student developed rubric over each year of the Strategic Plan.</td>
<td>• Implementation of rich and challenging learning tasks</td>
</tr>
<tr>
<td>Improvement in Stimulating Learning as measured in the Parent Opinion Survey from 5.78 to be at or above the State Median for the life of the Strategic Plan.</td>
<td>Improvement in Student Motivation as measured in the Parent Opinion Survey from 5.79 to be at or above the State Median for the life of the Strategic Plan.</td>
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</tr>
<tr>
<td>Improvement in Learning Confidence as measured by the Attitudes to School Survey from 3.83 equal to or above the State average by the end of 2018.</td>
<td>Improvement in Stimulating Learning as measured by the Attitudes to School Survey from 3.93 equal to or above the State average by the end of 2018.</td>
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<tr>
<td>Improvement in our School Satisfaction Survey data as</td>
<td>Development and implementation of a school wide online learning tool which measures learning confidence and stimulating learning.</td>
<td></td>
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</table>
| Wellbeing | To improve students feeling of safety | Improvement in Student Morale as measured in the Attitudes to School Survey from 5.06 to equal to or above the State Mean by the end of 2018.  
Improvement in Student Distress as measured in the Attitudes to School Survey from 5.56 to equal to or above the State Mean by the end of 2018.  
Improvement in Student Safety as measured by Attitudes to School Survey data  
Improvement in Student Safety as measured in the Parent Opinion Survey from 4.61 to approach or be at the Median for the life of the Strategic Plan | • Consistently apply the Positive Behaviour Support (PBS) system throughout the school so all students feel safe and learn in a supportive environment.  
• Build staff capacity to manage challenging student behaviours.  
• Develop and implement a school based survey for students and parent measuring safety. |
| productivity | resources allocated to meet the learning needs of all students. | identify students at risk and monitor support or intervention programs ensuring resources are allocated and priorities identified. | - build staff's capacity using a range of strategies, including coaching, classroom observations, PD and collaborative planning time.  
- provide structure and time to support the teacher partnerships.  
- identify students at risk and develop an action plan to meet their individual learning needs. |
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<tbody>
<tr>
<td></td>
<td>- positive school wide behaviour (PBS) data indicates a reduction in antisocial behaviour for each year of the strategic plan.</td>
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</table>
|  | - annual allocation of funds to support special needs programs (ie: reading intervention, numeracy support, Koorie literacy and numeracy support program, English as a second language program)  
- prioritise funding to ensure coaching strategies are maintained for the life of the strategic plan. |
## Key Improvement Strategies

### Achievement
- Focus on improving teacher practice using the model of inquiry learning.
- Improve the use of assessment practices to inform teaching.
- Improvement in knowledge and thinking processes as mapped in a thinking routine for each inquiry.

### Year 1
- Develop and implement agreed teaching protocols that reflect structured inquiry.
- Unit planning will reflect the developmental continuum of learning based on AusVELS.
- Structured professional forums will be used to improve teacher practice.
- Link the teaching and learning protocols that are developed to Staff Performance and Development processes.
- Teacher investigating best practice in the Early Years inquiry model.

### Year 2
- Classroom observations planned and implemented throughout the school.
- Continue literacy and inquiry coaching.
- Develop the teaching and learning protocols that are developed to Staff Performance and

### Achievement Milestone
- Development of whole school inquiry interdisciplinary units which covers a two year cycle based on AusVELS.
- Development of a model of inquiry for the Early Years.
- Monitor reading assessment data and development of an individual intervention program for students at risk.
- Further development of a Problem Based Learning model for maths for grades 3 – 6.
- Implementation of a model of inquiry which is adaptive to year levels and community influence.
<table>
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<tr>
<th>Year 3</th>
<th>Development processes.</th>
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<tbody>
<tr>
<td></td>
<td>- Implement best practice in the Early Years inquiry model following research.</td>
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<td></td>
<td>- Teaching and learning protocols developed continue to be linked to Staff Performance and Development processes.</td>
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<td></td>
<td>- Review of writing outcomes across the school and identify areas of improvement</td>
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<thead>
<tr>
<th>Year 3</th>
<th>Teaching and learning protocols developed continue to be linked to Staff Performance and Development processes.</th>
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<tbody>
<tr>
<td></td>
<td>- Review the Early Years inquiry model.</td>
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<td></td>
<td>- Further develop interdisciplinary concepts across key domains from AusVELS.</td>
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<tr>
<td></td>
<td>- Further develop coaching expertise within school for literacy and numeracy improvement.</td>
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<tr>
<th>Year 4</th>
<th>Classroom walkabouts indicate consistency of</th>
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<tbody>
<tr>
<td></td>
<td>Teaching and learning protocols developed continue</td>
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| Engagement | Year 1 | • Working towards a school-wide understanding of summative assessment tasks.  
• Extend forums for student led conferences  
• Initiate and trial a range of student perception surveys and act on data  
• Use of exemplars to develop a clear picture of high quality work.  
• Teacher feedback connected to student achievement enabling students to be able to set their |  
|           |       | * Student led conferences for all year levels to be conducted in Semester 2, 2015.  
* Development of school based student perception surveys to provide benchmark data for engagement in learning.  
* Development of rubrics for summative assessment tasks for each unit of study for each year level. |
- Map and review summative assessment tasks used in the inquiry approach.
- Review attendance data and develop an action plan for improvement clarifying the role of the classroom teacher.

### Year 2

- Support forums for student led conferences
- Embed student perception surveys and act on data
- Negotiation of rubrics for summative assessment tasks involving students setting out clear expectations
- Peer and student self-assessments embedded across the school.
- Continue to use exemplars to develop a clear picture of high quality work.
- Teacher feedback connected to student achievement enabling students to be able to set their own goals.
- Review summative assessment

* Student Attendance Action Plan is developed.

* Student led conferences for all year levels were conducted in Semester 1 & 2, 2016.

* Improvement in student engagement as assessed in Attitudes to School Survey Data.

* Improvement of student perception surveys for engagement.

* Development of rubrics for summative assessment tasks for each unit of study for each year level.

* Student Attendance Action Plan is implemented.
<table>
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<tr>
<th>Year 3</th>
<th>Collaboratively develop rich and challenging learning tasks across all year levels.</th>
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<tbody>
<tr>
<td></td>
<td>§ Support forums for student led conferences</td>
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<tr>
<td></td>
<td>§ Embed student perception surveys and act on data</td>
</tr>
<tr>
<td></td>
<td>§ Negotiation of rubrics for summative assessment tasks involving students setting out clear expectations</td>
</tr>
<tr>
<td></td>
<td>§ Peer and student self-assessments embedded across the school.</td>
</tr>
<tr>
<td></td>
<td>§ Review summative assessment tasks used in the inquiry.</td>
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- Implement a response to low attendance data which fosters positive relationships between school and home, but outlines expectations with parents.

- Student led conferences for all year levels were conducted in Semester 1 & 2, 2017.
- Improvement in student engagement as assessed in Attitudes to School Survey Data.
- Improvement of student perception surveys for engagement.
- Development of rubrics for summative assessment tasks for each unit of study for each year level.
- Student Attendance Action Plan is implemented.
| Year 4 | Case manage students with attendance alerts. | Embed student perception surveys and act on data  
Negotiation of rubrics for summative assessment tasks involving students setting out clear expectations  
Peer and student self-assessments embedded across the school.  
Use exemplars to develop a clear picture of high quality work.  
Teacher feedback connected to student achievement enabling students to be able to set their own goals.  
Review summative assessment tasks used in the inquiry.  
Maintain expectations for student attendance and case manage significant absences, | * Student led conferences for all year levels conducted in Semester 1 & 2, 2018.  
* Improvement in student engagement as assessed in Attitudes to School Survey Data.  
* Improvement of student perception surveys for engagement.  
* Development of rubrics for summative assessment tasks for each unit of study for each year level.  
* Attendance data which is at or better than the State average for each year level. |
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<thead>
<tr>
<th>Wellbeing</th>
<th>Year 1</th>
<th>Year 2</th>
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</table>
|           | • Induction of new staff and students to school wide positive behaviour approaches  
|           | • Use PBS data to regularly update staff and provide PD each term  
|           | • Expect staff to enact 5:1 approach from PBS to develop positive relationship  
|           | • Promote PBS with wider school community.  
|           | * Production of a Positive School Wide Behaviour booklet for staff and students distributed to community.  
|           | * Establish a data base of students at risk socially and emotionally.  
|           | * Regular review of incidents of student misbehaviour and implement consistent consequences aligned to school wide expectations.  
|           | * Improvement in Student Distress and Student Morale as measured in the Student Attitude to School Survey Data when measured against previous year’s data.  
|           | * Monitor a PBS data base of students at risk socially and emotionally and develop strategic intervention.  
|           | * Regular review of incidents of student misbehaviour and implement consistent consequences aligned to school |
| Year 3 | Induction of new staff and students to school wide positive behaviour approaches
 | Regular updates for community about PBS
 | Use PBS data to regularly update staff and provide PD each term
 | Regular staff check-ins using PBS materials to ensure consistency of action and language.
 | Where appropriate and necessary link PBS and with staff performance and development plans
 | Maintain and strengthen community links.

|  | link PBS and with staff performance and development plans
 | Maintain and strengthen community links
 | Expect staff to enact 5:1 approach from PBS to develop positive relationships.

|  | wide expectations.
 | * Monitor data base of students at risk socially and emotionally and develop strategic intervention.
 | * Improvement in Student Distress and Student Morale as measured in the Student Attitude to School Survey Data when measured against previous year's data.

|  | wide expectations.
 | * Monitor a PBS data base of students at risk socially and emotionally and develop strategic intervention.
 | * Regular review of incidents of student misbehaviour and implement consistent consequences aligned to school wide expectations.
 | * Improvement in Student Distress and Student Morale as measured in the Student Attitude to School Survey Data when measured against previous year's data.
| Year 4 | Induction of new staff and students to school wide positive behaviour approaches  
|       | Regular updates for community about PBS  
|       | Use PBS data to regularly update staff and provide PD each term  
|       | Regular staff check-ins using PBS materials to ensure consistency of action and language.  
|       | Where appropriate and necessary link PBS and with staff performance and development plans  
|       | Maintain and strengthen community links.  
|       | Expect staff to enact 5:1 approach from PBS to develop positive relationships.  

| Year 5 | * Monitor a PBS data base of students at risk socially and emotionally and develop strategic intervention.  
|        | * Regular review of incidents of student misbehaviour and implement consistent consequences aligned to school wide expectations.  
|        | * Improvement in Student Distress and Student Morale as measured in the Student Attitude to School Survey Data when measured against previous year's data.  

<p>| Year 6 | Timetable allowing teaching |</p>
<table>
<thead>
<tr>
<th>Productivity</th>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td>1</td>
<td>Timetables designed to facilitate weekly planning time for each teaching partnership with leadership.</td>
<td>Timetable allowing teaching partnership planning.</td>
</tr>
<tr>
<td></td>
<td>Maintain ongoing professional learning meeting schedule.</td>
<td>Professional Learning schedule which is strategic and responds to school needs.</td>
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<tr>
<td></td>
<td>Clear role descriptions for AP, Coaches &amp; Maths Drivers.</td>
<td>Role descriptions for AP, Coaches and Maths Drivers completed.</td>
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<tr>
<td></td>
<td>Implement classroom observations.</td>
<td>Establishment of a Bring Your Own Device Program.</td>
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<tr>
<td></td>
<td>Developing a Bring Your Own Device Program for year 4 students</td>
<td>Classroom observations occur on a regular basis.</td>
</tr>
<tr>
<td></td>
<td>All staff to have an ICT goal in their PDP.</td>
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<tr>
<td>2</td>
<td>Implement approaches used to build teacher capacity.</td>
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<td></td>
<td>Identify a staff member to train and support Google Apps for Education within our school.</td>
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<tr>
<td></td>
<td>Maintain ongoing professional learning meeting schedule.</td>
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<td></td>
<td>Further develop classroom observations.</td>
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<td></td>
<td>Expand Google for education across the school.</td>
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<tr>
<td></td>
<td>Expand a Bring Your Own Device Program for year 3 students</td>
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<tr>
<td>Year</td>
<td>Implementations</td>
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</table>
| 3    | - Implement approaches used to build teacher capacity.  
      - Support staff member to implement Google Apps for Education within our school.  
      - Timetables designed to facilitate weekly planning time for each teaching partnership with leadership.  
      - Maintain ongoing professional learning meeting schedule.  
      - Further develop classroom observations.  
      - Expand Google for education across the school.  
      - Expand a Bring Your Own Device Program.  
| 4    | - Implementation approaches used to build teacher capacity.  
      - Timetables designed to facilitate weekly planning time for each teaching partnership with leadership.  
      - Maintain ongoing professional learning meeting schedule.  
      - Further develop classroom |
<table>
<thead>
<tr>
<th>Observations.</th>
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<tr>
<td>- Expand Google for education across the school.</td>
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**a regular basis**