Bairnsdale Primary Strategic Plan 2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus
754 Bairnsdale Primary School will maximize the opportunities for its students to be: Resilient individuals in an ever changing world.	*The Values of 754 revolve around: Resilience, Responsibility and Respect. Our whole school approach of School Wide Positive Behaviour Support, is the Framework to support these values.*	Bairnsdale Primary School was established in 1864 and it is known locally as '754' after its school number and has a long and proud history within the local community. Bairnsdale Primary School (754) believes that every child should be provided with a safe and secure learning environment facilitated by excellent teaching and learning that enables each student to reach their full potential. Excellent teaching is all that is acceptable at 754, with our children deserving nothing less. Teaching will target every child's exact point of need in all areas of the curriculum. Our student cohort totals 269 and consists of 19% Koorie students and 3% Non-English Speaking backgrounds. The key challenges at 754 revolve around: Whole school programs and consistency of practise, the effective use of data and high expectations of all members of the Bairnsdale Primary School community. Absenteeism is a key focus for Bairnsdale Primary school.	**Student Achievement Goal:** To maximize student learning outcomes in literacy and numeracy and increase levels of learning growth of all students. Students will have an increased capacity to take responsibility for their own learning. **Theory of Action** If the school has a documented whole school curriculum plan that ensures alignment across learning areas, has a consistent instructional model (Literacy & Numeracy) and uses student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum then student outcomes will improve. **Developing professional leadership team Goal:** Develop highly engaged, skilled and confident leaders who take high levels of responsibility for developing and supporting staff learning. **Theory of Action:** If there is a whole school systematic approach to empowering and building the leadership capacity of staff with a growth mind set and a culture of improvement. The positive implementation of evidence based and proven coaching/feedback methods will drive increased leadership capacity. **Building Communities Goal:** To build, strengthen and maintain positive relationships with the broader community, which will strengthen the school learning community to improve student learning outcomes. **Theory of action** If staff at Bairnsdale Primary School deliberately build, strengthen and maintain positive relationships with the broader community by partnering with the community sector, making full use of resources and capabilities within the community then student learning outcomes will be significantly enhanced.

Four-year goals (For improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions ACTIONS: FISO Initiatives (Framework for Improving Student Outcomes)	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Student Achievement Goal To maximize student learning outcomes in literacy and numeracy and increase levels of learning growth of all students. Students will have an increased capacity to take responsibility for their own learning.	**Building Practice Excellence:** **Curriculum Planning and Assessment**	• To develop the knowledge and capacity of staff in the use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student • Provide students with the skills and information to understand and articulate their level of learning. (Student Voice) • To develop a strong and consistent instructional model for literacy and numeracy across the whole school and build teacher capacity to use evidence-based, high-impact teaching strategies. • Build teacher capacity through targeted professional learning with a focus on shared learning, mentoring, coaching, peer observations and feedback.	• Increase the percentage of student in High Relative Growth NAPLAN – Annual & 5 Year average Panorama Report) to be at or above similar school. • Increase the number of students in the Top 2 Bands (NAPLAN– Annual & 5 Year average Panorama Report) to be at or above similar school. • No student deemed capable to be at or below National Benchmarks on NAPLAN • Results in all domains of English and Mathematics will be at or above state averages. • Staff Opinion Survey – Collective Efficacy and Academic Emphasis elements will be at or above state averages. • Student's Attitude to School Survey – Learning confidence, school connectedness and Stimulating Learning will be at or above state averages.
Developing Professional learning Teams: Develop highly engaged, skilled and confident leaders who take high levels of responsibility for developing and supporting staff learning.	**Professional Learning Teams**	• Build capacity of the leadership (SIT – School Improvement Team) team to support the implementation of a consistent, evidence-based, high-impact instructional model for literacy and numeracy at Bairnsdale Primary School. • To develop the knowledge and capacity of the leadership team to use of student performance data and evidence to inform coaching, planning, modelling of delivery and assessment of a differentiated curriculum. • Build leadership capacity to target professional learning with a focus on shared learning, mentoring, coaching, peer observations and feedback.	• Access to professional learning (in house and external) eg Bastow Coaching for Leadership Teams (2018) • Dan Petro supporting leadership growth • Staff Opinion survey – Collective Efficacy, Collective Responsibility and Teacher Collaboration will all be at or above state averages • Attitude to school survey – Learning Confidence and Stimulating Learning will be at or above state averages.
Building Communities To build, strengthen and maintain positive relationships with the broader community, which will strengthen the school learning community to improve student outcomes.	**Building Communities**	• Strengthen and explore new partnerships with the community sector and service providers. • Develop a strategy to increase services delivered at the school level drawing community resources and capabilities • Develop a plan to improve parent communication and the level of their engagement in student learning	• Audit of school needs and service providers • Evidence of engagement with service providers and school community • Annual and term planning of events and publication of these to the school community. • Parent Opinion Survey data – General satisfaction will be at or above state averages • PSD applications – This process will be clearly defined and have strong parent engagement • Learning plans for At Risk students (Including but not limited to: PSD, OoHC, Korrie, Students with chronic attendance) • Marrung priorities identified for school action and local elders involved or supporting direction. • Staff Opinion Survey – Parent and Community Involvement and Trust in Students and Parents elements will be at or above state average. • Attitude to School Survey Data - School Connectedness, Teacher Empathy will be at or above state averages

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