School Strategic Plan
Bolinda Primary School
2014 - 2017

Purpose
A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school’s strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context
The development of the School Strategic Plan is required under the Education Training and Reform Act 2006 Section 2.3.24, subsection (1,). The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school’s goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Effective planning
There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school’s vision, purpose and values
- Focusing on a ‘desired future’ for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.
## Endorsements

| Endorsement by School Principal | Signed………………………………………  
|---------------------------------|----------------------------------------  
|                                 | Name………………………………………  
|                                 | Date………………………………………  

| Endorsement by School Council  | Signed………………………………………  
|--------------------------------|----------------------------------------  
|                                 | Name………………………………………  
|                                 | Date………………………………………  
|                                 | School Council President’s endorsement represents endorsement of School Strategic Plan by School Council  

| Endorsement by the delegate of the Secretary | Signed………………………………………  
|-----------------------------------------------|----------------------------------------  
|                                               | Name………………………………………  
|                                               | Date………………………………………  

## Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”

Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.
## School Profile

### Purpose
The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school’s strategic planning decisions and for ongoing performance against the school’s stated objectives and values.

### Regulatory context
In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA’s School Governance standard, “a school must have a clear statement of its philosophy”. The statement is expected to cover the school’s vision, values, mission or objectives, including an explanation of how the school’s philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

### Philosophy
Bolinda Primary School is rather unique. Due to our geographical location, we are able to provide an alternative education choice to the wider community. Bolinda provides a secure learning environment and a rewarding curriculum that strives to meet the needs of individual students; each student has an individual learning plan tailored to their opportunities for improvement.

The rural outlook of the school engenders pride, warmth, a sense of belonging and a strong partnership between home and school. The school currently has 32 students working in two multi-age classes within one flexible learning space. The school provides an educationally challenging learning and teaching program. It integrates the domains and dimensions of ‘The Australian Victorian Essential (AusVels) with a strong emphasis on Early Years Literacy, English, Mathematics, Health and Physical Education, Information and Communication Technology, Science, The Arts and Languages (French).

Our school values are Responsibility, Respect, Communication, Co-operation and Learning. At weekly assemblies students receive certificates for behaviours which reflect our values. We advocate ‘Positive Behaviour Management’ and ‘Restorative Practice’ as embedded student management tools. In 2013 we received funding from the government for a welfare officer. The welfare officer in conjunction with the Principal and staff constantly examine approaches to strengthening our student welfare strategies.

All students can learn abiet at different rates and all have strengths and opportunities for improvement. We very strongly believe in students taking responsibility for their own learning with scaffolding and teachers as facilitators.
challenging and stretching thinking.

We also belong to a cluster of small rural schools. This cluster provides students with opportunities to broaden academic and social activities as well as teacher professional development opportunities which further extend learning and teaching skills.

**Curriculum & Student Learning**

How teaching & learning practice will be reviewed

Themes and teaching approaches are reviewed at the beginning of each term and at staff meetings as required (usually monthly). Planners for each terms work are developed using AusVels. Data is used to inform the needs of individual students thus differentiating the curriculum. We also have an assessment schedule of assessment tools and when they are administered.

Every student has a ‘Learning Improvement Plan’ which is reviewed in February & July with students, parents and teachers. (or as required as necessary) Formal student progress reports are completed and provided to parents at the end of each semester.

All staff have ‘Performance & Development Plans’. Teaching staff have completed reviews with the principal for the 2014/15 cycle. School strategies and targets from the Annual Implementation Plan 2014 (AIP) are included as well as personal goals and professional development needs.

The review of teaching and learning at the end of 2013 revealed that a small group of three students were not progressing as deemed satisfactory. A specific program for 2014 with teacher and aide support was devised to support these students with a 1:1 approach honing in on specific needs. This program was reviewed at the end of term one and was reviewed again after the student, parent and teacher interviews in July.

Class class meetings are conducted weekly where students can ‘voice’ their thoughts and opinions in an open forum. These meetings are structured around four key questions – What is going well? What needs improvement? What are the questions and What are the ideas for improvement? Teachers are encouraged to act upon reasonable thoughts and suggestions of students.
### Supporting documents

- Strategic Plan
- Annual Implementation Plan
- Staff Performance & Development Plans
- Principal Performance & Development Plan
- School developed AusVels planners
- Individual Learning Plan
- Student Support Plans for students with special needs.

### Purpose

Bolinda Primary School has a friendly, welcoming environment. We like to see happy, interested learners who enjoy coming to school and who want to take advantage of the wide range of opportunities available to them. Parents are welcomed and are welcoming at our school. In partnership with the staff, they make an enormous, appreciated contribution to the learning journey.

We aim to include our students in the learning process by making sure the purpose of learning is clear, giving them opportunities for input, encouraging their opinions, fostering the notion of responsibility for the choices they make and encouraging them to keep improving what they do. We have a strong emphasis on student welfare including school values and encouraging students to take responsibility for their own learning and behaviour. Our classes are under 18 students which allow for individual instruction addressing student needs and explicit teaching.

### Vision

For all students to learn in a safe and supportive environment and to become independent lifelong learners.

### Values

Our school values are Responsibility, Respect, Communication, co-operation and learning. At weekly assemblies students receive certificates for behaviours which reflect our values. We advocate ‘Positive Behaviour Management’ and ‘Restorative Practice’ as embedded student management tools. In 2013 we received funding from the government for a welfare officer. The welfare officer in conjunction with the Principal and staff constantly examine approaches to strengthening our student welfare strategies.
### Environmental Context

**Social**
- Located in a rural community
- Enrolment between 20-40
- Attracts a significant proportion of students from nearby towns
- Seen by parents as offering an alternative education
- Family orientated atmosphere

**Environmental**
- 1.4 hectare site including vegetable garden and hen house
- 5 rooms are well-equipped and conducive to learning
- All learning spaces are heated and air-conditioned
- New student playground, shade sail, rubberised games court and substantial landscaping
- New mod 5 classroom installed in 2010 as two new classroom learning spaces
- Adjacent council sporting grounds for school use

**Educational**
- Meeting needs of individual students
- Learning Improvement Plans for all students where the LIP is a working document involving the child and reviewed regularly
- Provides student responsibility for their own learning
- Making the most of small size, teacher student ratio
- Literacy & numeracy achievements
- Learning partnership with focused student-teacher-parent interviews.

**Technological**
- Desktop computers, iPads and in each learning space and Year 3 – 6 students netbooks.
- Digital cameras, scanner and colour printers are available to all students and staff
- Five electronic white boards in each learning space
- Wide range of software programs available

### Service Standards

**General**
- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the
The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.

- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

Specific

- The school will respond to all communication by parents and caregivers within 24 hours.
- Parents will be engaged regularly when their child does not behave in a socially acceptable manner or expected academic milestones are not being met.
- Students understand the premise of ‘Restorative Practice’ and the notion of repair and repatriation rather than punishment.
- All teachers will provide timely and targeted feedback to students on their work.
### Strategic Direction

**Purpose:** A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

### Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</td>
<td>Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</td>
<td>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</td>
</tr>
</tbody>
</table>
### Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.

<table>
<thead>
<tr>
<th>1. To improve learning outcomes for all students in the English and Mathematics domains of the Australian/Victorian Essential Learning Standards (AusVels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To provide an intervention program for at students not achieving expected reading milestones.</td>
</tr>
<tr>
<td>Each student deemed capable to progress by at least 1.0 of an AusVels level each year during 2014 - 2017 in English and Mathematics, as measured by On Demand testing or English online. Identified students continue to improve skills with explicit, targeted intervention.</td>
</tr>
<tr>
<td>Establish collective accountability for rigour and robust assessment and monitoring of individual students, student cohorts and school as a whole.</td>
</tr>
<tr>
<td>Investigate programs to support reading interventions and in particular speech training such as DISTAR, Sound Ways, the Victorian version of THRASS and Easy Read and assessment strategies such as the Southern Phonological Awareness Test, short term memory testing and rapid automatic memory testing.</td>
</tr>
<tr>
<td>Document and record reading activities for disengaged students and provide regular reports on progress and activities to parents to strengthen their engagement.</td>
</tr>
</tbody>
</table>

### Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students’ motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond.

| Continue to review existing strategies to promote attendance and implement a range of strategies to inform parents of the importance of attendance. |
| Investigate a program to assess entry levels for kindergarten children during the transition program. |
| Schedule and conduct on line interviews during days that preps are absent earlier in the year. |
| Reduce school absences to 12 days per year by 2017. |
| To have accurate data in Literacy & Mathematics for prep intake students before the end of February each year. |
| Use the newsletter and parent information evenings to highlight attendance at school including the overall total and average of how many days students have been absent. |
| Teaching staff to liaise with Sunbury PS to examine their methodology and protocols in relation to assessing prep level transition. |
Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences.

**Wellbeing**

Continue to build a school focus on the promotion of positive relationships, student resilience and engagement with learning.

**Attitudes to School Survey targets:**
- School connectedness: At or above 4.5
- Student safety: At or above 4.5
- Connectedness to Peers: At or above 4.5

**Parent Opinion Survey targets:**
- Student Safety: At or above 6.5
- Classroom behaviour: At or above 5.5
- Connectedness to peers: At or above 6.5
- Student Motivation: At or above 6.5
- School connectedness: At or above 6.5

Continue to ‘live’ our school values and model appropriate attitudes and behaviours.

Student achievement awards for students who display appropriately our values.

Continue with the ‘Better Buddies’ program.

Continue to use Restorative Practice and Positive Behaviour Management as tools for managing and modifying student behaviour consistently across the three classes.

**Productivity**

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

As a small school with three teaching staff we need to investigate opportunities to broaden our skills and knowledge through linking with other schools professional development programs.

**All staff achieve SMART goals and/or VIT registration expectations.**

Staff will observe more experienced teachers in the school and be given the opportunity to visit other schools for a larger scope of observations.

Investigate a range of moderation strategies to provide teachers with the opportunity to share teaching and learning practices with other teachers.

Explore opportunities with other schools for professional learning including teacher attendance at relevant PLT’s in those schools.

The budget for professional learning will be increased to meet the needs of the PLT initiative.

Review and plan meeting and professional learning time across the school year.
### School Strategic Plan 2014-2017: Indicative Planner

**Purpose:** The purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behaviour that might be observable at the school if the key improvement strategies are being implemented as intended.

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</em></td>
</tr>
</tbody>
</table>

**Achievement**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Review the whole school assessment schedule for Mathematics and English. Implement and monitor individual learning plans for all students which list strategies, targets to move students to the next level Ensure that intervention programs are in place for students requiring this support.</td>
<td>All staff regularly use NAPLAN, On Demand testing and Online English interview using item analysis reports to direct explicit teaching to student needs. Teaching Practice is guided by the Assessment Schedules and ILPs which include teaching strategies and AusVels targets. Teachers consistently use data more effectively to target their teaching to meet student needs. Teaching practice is guided by intervention programs/approaches and baseline data: NAPLAN and On Demand Testing</td>
</tr>
<tr>
<td>Year 2</td>
<td>Continue to monitor progress through the completion of the Annual Implementation Plan Strategic Intent one year targets and implementation matrix</td>
<td>As above</td>
</tr>
<tr>
<td>Year 3</td>
<td>Continue to monitor progress through the completion of the Annual Implementation Plan</td>
<td>As above</td>
</tr>
<tr>
<td>Year 4</td>
<td>Strategic Intent one year targets and implementation matrix</td>
<td>Evaluation and Review</td>
</tr>
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<tr>
<td>Year 1</td>
<td>Continued implementation of the ‘Better Buddies’ Program Schedule and conduct online interviews during days that preps are not at school on Wednesdays during February</td>
<td>Parent mean factor scores for student safety, classroom behaviour, student motivation and school connectedness above 5.5 by 2015.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Investigate a program to assess entry levels for kindergarten children during the transition program Continue to monitor progress through the completion of the Annual Implementation Plan Strategic Intent one year targets and implementation matrix</td>
<td>Parent mean factor scores for student safety, classroom behaviour, student motivation and school connectedness above 6.0 by 2016.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Continue to monitor progress through the completion of the Annual Implementation Plan Strategic Intent one year targets and implementation matrix</td>
<td>Parent mean factor scores for student safety, classroom behaviour, student motivation and school connectedness above 6.5 by 2017.</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>Evaluation &amp; review</td>
</tr>
</tbody>
</table>

<p>| Year 1 | Continue to use Restorative Practice and Positive Behaviour Management as tools for managing and modifying student behaviour. Explore ways of obtaining and analysing attitudinal data from F – 4 year students Examine results of all student surveys for trend data | Attitudes to School Survey targets: School connectedness: At or above 4.5 Student safety: At or above 4.5 Connectedness to Peers: At or above 4.5 Use copies of the year 5/6 attitudes to school survey and modify questions for F – 4 with a teacher who explains the questions. |
| Year 2 | Continue to monitor progress through the completion of the Annual Implementation Plan Strategic Intent one year targets and implementation matrix | As above |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Continue to monitor progress through the completion of the Annual Implementation Plan Strategic Intent one year targets and implementation matrix</td>
<td>As above</td>
</tr>
<tr>
<td>Year 4</td>
<td>Evaluation &amp; review</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>All students will have Learning Improvement Plans We will expand to three classrooms in 2015 to accommodate an expected enrolment of 38 students Provide opportunities for staff for professional learning including teacher attendance at relevant PLT’s in those schools</td>
<td>Use data to inform student achievement. Review LIP’s in February &amp; July with students and parents and track and report progress. $3000 budget for teacher professional learning</td>
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<tr>
<td>Year 2</td>
<td>School based PLT priorities planned across the year in advance</td>
<td>Use data to inform student achievement. Review LIP’s in February &amp; July with students and parents and track and report progress. $3000 budget for teacher professional learning</td>
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