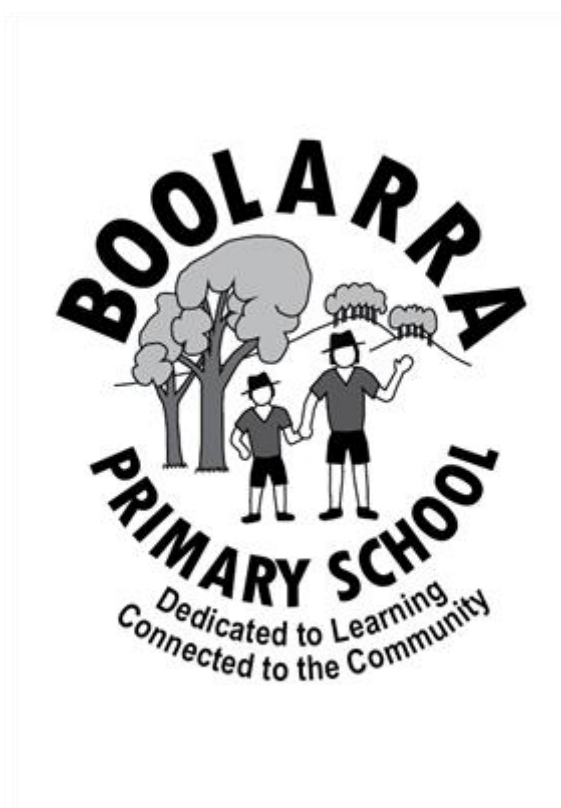


School Strategic Plan 2019-2023

Boolarra Primary School (2617)



Submitted for review by Susan Duncan (School Principal) on 03 December, 2019 at 01:42 PM

Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 04 December, 2019 at 07:00 AM

Endorsed by Malcolm Grant (School Council President) on 05 May, 2023 at 02:25 PM

School Strategic Plan - 2019-2023

Boolarra Primary School (2617)

School vision	At Boolarra Primary School we value creativity, curiosity and innovation. We recognize the fundamental importance of reflective and adaptable thinking. Our students are empowered to generate their own course for lifelong learning and make purposeful contributions to their community.
School values	<p>At Boolarra Primary School we believe in our school values of respect, engagement, responsibility and aspiration and use these to guide our actions and beliefs. We have a strong commitment to our school motto which states “Dedicated to Learning Connected to the Community”. Our core values encourage our learners to be inclusive and collaborate with others.</p> <p># Respect - for ourselves, others and the environment - Caring for, understanding, accepting and appreciating ourselves, others and the environment.</p> <p># Engagement - To be open and interested in learning.</p> <p># Responsibility - Demonstrating ownership of our actions and words. Being accountable for our actions.</p> <p># Aspiration- Demonstrated a willingness to set high goals for ourselves, always do our best, show resilience and persist when faced with challenges.</p>
Context challenges	<p>Context</p> <p>Boolarra Primary School is located one hundred and seventy kilometers from Melbourne in a rural setting, at the hills of the Strzelecki Ranges in Central Gippsland and was established in 1984. The school is set on spacious grounds. We aim for our students to be confident as learners and to express their individuality through collaborative and respectful relationships. We aim to prepare students to face challenges with a positive and reflective mindset. We believe in our school values of respect, engagement, responsibility and aspiration and use these to guide our actions and beliefs. We have a strong commitment to our school motto which states “Dedicated to Learning. Connected to Community”.</p> <p>As a small rural school, students, staff and students have the capacity to build positive relationships with all. We run the Resilience, Rights and Respectful Relationships Program across all year levels. The main aim of the program is promote and model respect, positive attitudes and behaviours. We value and teach our children the skills to build healthy relationships, resilience and confidence. We develop students leaders through School Captain and House Captain opportunities. Students are given opportunities to improve their leadership capacity through their involvement in fundraising activities of selling Zooper Doopers, milo and raisin toast. Our student leaders also organise and assist in the running of whole school activities.</p> <p>Enrolments have decreased over the last few years from approximately 85 to 60. This is largely due to an aging population and a lack of rental properties for younger families to move in to. The Student Family Occupation (SFO) index is 0.4454. The Student</p>

	<p>Family Occupation Education (SFOE) index is 0.3704</p> <p>Our school has a strong community feel about it. We are small enough that all students are known by name. We have a dedicated and hardworking staff, who aim to ensure that the children in our care receive the best possible learning opportunities. We believe that we are all learners. Through collaboration, staff work together to develop and expand their own professional knowledge and skills of education. We are building our capacity to work as a community of educators to plan, deliver and review lessons. We aspire to be the best teachers we can be.</p> <p>We value parent input and provide a range of opportunities for families to be involved in our school community. We encourage parents to assist in classrooms and in extra curricula activities such as sporting competitions and excursions. School Council and the Facilities Sub-Committee provide opportunities for parents who may not be available during school hours. We believe that the educational journey is a collaborative effort between home and school.</p> <p>Challenges</p> <ul style="list-style-type: none"> # Staff professional capacity to analyze student learning data to inform teacher practice and plan for differentiated instruction. # Variability in consistent pedagogical practices. # Teachers professional knowledge of curriculum content and High Impact teaching Strategies. # Lack of consistency of a whole school approach to student behaviour and well-being. # High staff turnover.
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>Increasing shared responsibility, agreed expectations and reducing the variability for student management practices.</p> <ul style="list-style-type: none"> - To improve student achievement in literacy and numeracy. - To increase student ownership of their learning. - To have high expectations and accountability - To improve student behaviour. <p>Rational</p> <ul style="list-style-type: none"> - The development and implementation of an agreed whole school instructional approach across all areas of the curriculum, will build staff professional knowledge and improve student learning growth. - Build teacher knowledge and understanding of the Victorian Curriculum Content, will improve teacher professional knowledge, student learning growth and engagement. - Building staff professional knowledge and capacity to effectively use to drive student learning through Professional Learning Communities will improve student learning growth and achievement will improve. - If the school vision and values are articulated for all stakeholders and embedded in the everyday learning of students, work of

	<p>teachers and partnership with parents then student wellbeing, engagement and learning will be enhanced.</p> <ul style="list-style-type: none"> - A systematic approach to increasing student voice and agency and building staff capacity to utilize effective two-way feedback will enhance student engagement and learning will be enhanced. <p>Focus</p> <ul style="list-style-type: none"> - Build teacher professional knowledge and whole school consistency in instructional practice and student management through professional learning and coaching. - Develop a whole school approach to the use of a school improvement cycle through the implementation of Professional Learning Communities. - Build student voice and agency within their learning.
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Goal 1	Improve student learning growth in literacy and numeracy including an emphasis on extending students capable of high achievement
Target 1.1	Increase the percentage of students achieving or exceeding 12 months learning growth in reading from 72% to 85% and in numeracy from 60% to 85%.
Target 1.2	NAPLAN growth Increase the percentage of Year 5 students (matched cohort) assessed in NAPLAN Benchmark growth from the 2019 threshold in reading from 76.7% to 85% in writing from 62.5% to 75% and in numeracy from 75.9% to 85.2%.
Target 1.3	Increase the whole school component mean scores in the Staff Opinion Survey (SOS) in: <ul style="list-style-type: none">• <u>Collective Focus</u> on Student Learning from 83% to 90% or greater• Academic Emphasis from 74% to 85% or greater.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build staff professional knowledge to utilise data literacy effectively
Key Improvement Strategy 1.b Building practice excellence	Develop a whole-school approach to implementing the professional learning communities approach including the use of the school improvement cycle

Key Improvement Strategy 1.c Building practice excellence	Ensure that the school's instructional model is consistently implemented across all areas of the curriculum and supported by regular sharing of practice, coaching and feedback
Key Improvement Strategy 1.d Building practice excellence	Build staff capacity to understand and support the learning of students with additional needs
Goal 2	Promote high expectations for student work tasks, achievement and positive behaviour
Target 2.1	<p>Increase the whole school component mean scores in the Staff Opinion Survey (SOS) in:</p> <ul style="list-style-type: none"> • Collective Efficacy from 85% to 90% or greater • Teacher Collaboration from 83% to 90% or greater.
Target 2.2	<p>Increase the percentage of positive responses in the Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Effective Teaching Time from 79% to 85% or greater • Classroom Behaviour from 62% to 85% or greater • High Expectations for Success from 83% to 90% or greater • Effort from 78% to 85% or greater • Sense of Belonging from 78% to 85% or greater.
Target 2.3	<p>Increase the percentage of positive responses in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • General satisfaction from 60% to 75% or greater • School improvement from 53% to 75% or greater • School pride and confidence 53% to 80% or greater

Key Improvement Strategy 2.a Building leadership teams	Build distributive leadership and concise role clarity with documented accountable processes, effective communication and instructional leadership
Key Improvement Strategy 2.b Instructional and shared leadership	Ensure that the school vision and values embed high expectations for students, staff and parent/carers and conduct an audit existing processes and practices
Key Improvement Strategy 2.c Instructional and shared leadership	Develop a cohesive and consistent approach to building student engagement and positive behaviour that is deeply embedded in teacher practice
Goal 3	Empower students to independent, motivated and responsible citizens
Target 3.1	<p>Increase the percentage of positive responses in the Attitudes to School Survey for the following factors</p> <ul style="list-style-type: none"> • Student Voice and Agency from 59% to 75% or greater • Motivation and Interest from 78% to 85% or greater • Differentiated Learning Challenge from 81% to 86% or greater • Stimulated Learning from 63% to 80% or greater • Learning Confidence from 80% to 85% or greater.
Target 3.2	<p>Increase the percentage of positive responses in the Attitudes to School Survey for the following factors</p> <ul style="list-style-type: none"> • Student Voice and Agency from 59% to 75% or greater • Motivation and Interest from 78% to 85% or greater • Differentiated Learning Challenge from 81% to 86% or greater • Stimulated Learning from 63% to 80% or greater • Learning Confidence from 80% to 85% or greater.
Key Improvement Strategy 3.a	Develop a strategy to empower students to take responsibility for their learning by utilising goal setting and two-way feedback

Intellectual engagement and self-awareness	
Key Improvement Strategy 3.b Empowering students and building school pride	Increase the capabilities of student leaders with regular opportunities to represent the whole school and to have input into school decision making
Key Improvement Strategy 3.c Empowering students and building school pride	Build student agency in their learning and build staff capacity to utilise teaching strategies that encourage students to have ownership and take responsibility for their learning