

School Strategic Plan for Bridgewater Primary School 1097 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	The school has a clear aim to keep building a positive culture within the school where staff & caregivers share the responsibility to maximize learning outcomes for all students.
Values	We promote the values of Success, Continually Improving, Learning, Confidence and Cooperative Relationships.
Environmental Context	<p>Bridgewater is a small rural town situated on the banks of the Loddon River, 40 kms north west of the City of Bendigo. The school caters for approximately 30 children in multi-age groupings.</p> <p>Our Learning Technologies are constantly undergoing improvements, to create stimulating, technologically enhanced learning environments. Students have individual netbooks from Grades 3-6 and our younger students have the use of netbooks and iPads. We have interactive white boards in each of the three classrooms. Technology is integrated into classroom programs.</p> <p>We enjoy attractive facilities which are well maintained. In 2009, through B.E.R. funding, the school underwent a substantial refurbishment which rationalized the school layout and teaching spaces.</p> <p>Australian and Victorian Essential Learning Standards (AusVELS), supported by Principles of Learning and Teaching (PoLT) and our integrated curriculum, provides a rigorous and stimulating learning environment where students are encouraged to take responsibility to manage their own learning.</p> <p>Our students are involved in a broad range of extra-curricular activities, many within the St IngleBridge Cluster, which enables Bridgewater Primary School to provide students with an exciting array of experiences which add greatly to the depth of our program. Involvement with local schools provides new friendship groups and assists with secondary school transition. The provision of some key learning areas such as L.O.T.E. has been a greater challenge in recent years though we have a Hanban Chinese language teacher for 2015 and will have a V.I.T. registered language teacher for 2016.</p> <p>Student wellbeing is based around a 'Restorative Approach' which is administered in a consistent 'whole school' manner by all staff, across the school. Social skills development is embedded into our day-to-day teaching and learning. We provide School Chaplaincy which supports both students and families. The school enjoys a wonderful, 'big family' atmosphere.</p>

	<p>We pride ourselves in the fact that, in a small country community, every student is a significant individual within the school environment. We have a strong celebratory culture where we acknowledge success at every opportunity.</p> <p>Our enrolments have been trending downwards over a number of years. This has posed challenges in regards to budgeting and maintaining staff levels. The need for a viable 'After School Care' program has emerged as a substantial factor in maintaining maximum enrolments.</p> <p>Parents play a strong role in a broad range of school programs. We appreciate the fundamental research based benefits of strong home relationships and input into the educational process. The school has a strong community support network, which works tirelessly, raising funds and providing services, to provide quality educational resources and facilities. A very productive Parents Club and School Council contribute significantly to the overall success we experience at Bridgewater Primary School.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> ○ 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. ○ All teachers will provide timely and targeted feedback to students and parents. ○ The school fosters close links with parents and the broader school community through its commitment to open and regular communications.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
	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.	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.	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.
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	To meet the personalised learning needs of each student, engaging all stakeholders in the process, and ensure strong learning growth, especially in literacy and numeracy.	<ul style="list-style-type: none"> AusVELs and On Demand data to indicate that every student, deemed capable, will achieve more than 12 months growth for every year. 	<ul style="list-style-type: none"> Consolidate the alignment of assessment to the AusVELS scope and sequence curriculum utilizing the school's existing assessment schedule format Give continued focus to relative growth levels of individual students as the means of measuring achievement and track this achievement using a digital technology tool such as DEECD's 'Student Mapping Tool' Engage stakeholders, including parents, colleagues, external support services etc., in a collaborative approach to

			<p>personalized learning to develop collective ownership of student learning</p> <ul style="list-style-type: none"> • Incorporate Individual Learning Goals as part of the term planner strategy, showing intervention strategies, learning focus, additional support etc.
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To engage parents, in developing an intrinsically interesting, highly motivating, meaningful learning experience for each child.</p>	<ul style="list-style-type: none"> • By 2018, student absence rates will be at or below state mean for each year level. • By 2018, there will be a 10% improvement in Student Attitudes to School survey mean factor scores for 'School Connectedness' and 'Student Motivation'. • By 2018, School Staff survey overall school climate will increase to 650. • By 2018, 'School Connectedness' and 'Student Motivation' scores, on the Parent Opinion survey, will increase to 6.8. 	<ul style="list-style-type: none"> • Consolidate a whole of school strategy to define expectations and build relationships between the school and the home. • Build on existing and emerging communication strategies, including digital technologies, to gain maximum awareness of a parent's significance in their child's learning • Promote school-initiated programs such as the school assembly program, sporting programs, school camp program, Junior Council program and school/community festivals, to raise awareness of their significance of building a culture of leadership, friendship, relationships and active participation with the broader community • Build on existing strategies to determine a <i>Transition Framework</i>

			<p>to inform parents of what the school does to support student's transition into the school, beyond the school and between year levels</p> <ul style="list-style-type: none"> Engage with existing and emerging networks in order to advance wider community support to maximise parental support as learning partners.
<p>Wellbeing</p> <p>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.</p>	<p>To enhance student wellbeing and resilience in a learning community that is built on the school values.</p>	<ul style="list-style-type: none"> By 2018, there will be a 10% improvement in Student Attitudes to School survey mean factor score for 'Wellbeing' and 'Student Relationships'. By 2018, School Staff survey overall score for 'Community Involvement' will be above 600. By 2018, 'Student Safety' and 'Classroom Behaviour' scores, on the Parent Opinion survey, will be greater than 6.0 	<ul style="list-style-type: none"> Strengthen the school wide approach, either individually or in collaboration with network schools, to student wellbeing. Develop an 'at entry' conversation strategy with parents designed to establish a clear understanding of the school's expectations around learning, advising them of their responsibilities around home learning engagement matters such as school attendance, parental involvement and parent/teacher/school communication, and wellbeing issues such as adhering to dress codes, appropriate food for school, and discipline and behaviour policies Continue to develop and strengthen procedures and

			<p>processes to support students with challenging behaviours, and</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.</p>	<ul style="list-style-type: none"> • By 2018, School Staff survey overall score for Professional Learning will be above 600. • By 2018, ‘School Improvement’ and ‘General Satisfaction’ scores, on the Parent Opinion survey, will be greater than 6.5 	<ul style="list-style-type: none"> • That the school extend its application of the term planner to incorporate provision of personalised learning goals and learning strategies, and • That the school examine its capacity to integrate its assessment processes and recording strategies with the DEECD <i>student mapping tool</i> to assist staff to maintain a whole school assessment tracking, monitoring and reporting system. • That the school continue to build and maximise co-operative relationships with the St IngleBridge Cluster, the Bendigo Rural Network and the Bridgewater Community Network. • Interacting with varying school contexts in a range of teaching and learning situations, including extra-curricular activity • Realising the intention of opportunities for peer observation, mentoring, teacher capacity building, professional learning and for achieving administrative efficiencies • Exploiting the potential of the <i>polycom</i> strategy to support personalised learning opportunities • Pursuing the option to align the teaching of LOTE (Chinese) across the network of schools

School Strategic Plan 2015 - 2018: Indicative Planner

<p>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 behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
<p>Key Improvement Strategies</p> <p>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.</p>		<p>Actions</p> <p>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.</p>	<p>Achievement Milestone</p> <p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p>Achievement</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Review current assessment schedule ensuring that student assessment aligns with AusVELS ▪ Investigate a suitable digital 'student achievement tracking' tool e.g. 'Student Mapping Tool'. ▪ Train staff in application of student achievement tracking tool. ▪ Multiple sources of assessment used to inform individualised student goal setting for Grades 3-6 	<ul style="list-style-type: none"> ▪ Review completed ▪ Investigation completed and digital tracking tool selected ▪ Staff training completed ▪ Individual student goal setting in place for Grades 3-6

		<ul style="list-style-type: none"> ▪ As a school community, develop a 'strategy/policy setting out school expectations in regards to parent involvement in their child's educational journey ▪ Review the school's existing student goal setting strategy 	<ul style="list-style-type: none"> ▪ School expectation, in regards to parent involvement in their child's educational journey, documented and shared with the school community. ▪ Review completed
	Year 2	<ul style="list-style-type: none"> ▪ Continue regularly reflect on individual student data from multiple sources and ensure alignment with the AusVELS curriculum ▪ Maintain relevant professional development in regards to data analysis and assessment ▪ All data entered into tracking system ▪ Full implementation of student tracking system ▪ Seek feedback parents/students in order to assess the effectiveness of the revised goal setting strategy and the student/parent/home consultation process ▪ Gather feedback on the initial implementation the policy/strategy developed in regards to school expectations of parent involvement in student learning. 	<ul style="list-style-type: none"> ▪ Student tracking system implemented and all data entered ▪ Recommendations actioned, documented and shared with the school community, evidenced in school council minutes ▪ As above

	Year 3	<ul style="list-style-type: none"> ▪ Review the implementation and processes employed to manage our student tracking system ▪ Review and revise our school assessment schedule and deepen assessment content ▪ Critically examine with partner school/critical friend (e.g. Senior Advisor, Bendigo Rural School Network, St. IngleBridge Cluster etc.) to further examine our knowledge and use of data in planning for & assessing individual student progress ▪ Fully embed the school expectations of parent involvement in student learning policy/strategy across the whole school community ▪ Annual consultative review of the school expectations of parent involvement in student learning policy/strategy policy established. ▪ Critically examine student/parent/teacher goal setting processes, with partner school/critical friend ▪ Identified improvements made to the student learning goal setting process and shared and documented e.g. school council minutes 	<ul style="list-style-type: none"> ▪ Identified improvements made to the student tracking system and shared and documented e.g. school council minutes ▪ Staff adhering to the revised school assessment schedule ▪ Data analysis and student goal setting (ILPs) fully embedded within the school culture. ▪ Expectations reviewed and documented ▪ Goal setting process reviewed
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	Year 4	<ul style="list-style-type: none"> ▪ Review the alignment of assessment to the AusVELS curriculum and the related school assessment schedule ▪ Share and discuss review reports and recommendations with the school council and school community and action future adjustments. ▪ Staff/critical friend review of the effectiveness of the student tracking system ▪ Staff & community review of the effectiveness of Term Planner/Student Goal setting processes ▪ Staff & community review of the effectiveness of the school's parent involvement in student learning policy/strategy 	<ul style="list-style-type: none"> ▪ All reviews completed
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Engagement	Year 1	<ul style="list-style-type: none"> ▪ Develop a 'School Community Code of Conduct' which defines community interaction expectations and aims to build relationships across the school community. ▪ In consultation with the school community, review the school's communication strategies in regard to maximising the awareness of a parent's significance in their child's learning ▪ Initiate a school community forum to examine and gather feedback on school-initiated programs and our current Transition Framework ▪ Promote the school's engagement in the St IngleBridge Cluster, Bridgewater and Inglewood Community Action Network, Bendigo Rural Schools Network and community based activities such as the 'Wool, Wheat and Wine Festival', using the communication strategies identified above. 	<ul style="list-style-type: none"> ▪ 'School Community Code of Conduct' completed and presented to the school community and minuted at school council. ▪ Recommendations presented to the school community and a communication plan documented and minuted at school council. ▪ Forum completed and feedback documented ▪ Regular communications evidenced (e.g. newsletter) in regard to community and network engagement activities promoting the significance of parents as learning partners.
	Year 2	<ul style="list-style-type: none"> ▪ Implement the 'School Community Code of Conduct'. ▪ Annual consultative review of the 'School Community Code of Conduct' established, including engagement data from Student (ATSS), Parent & Staff surveys and, in consultation with the community, establish aspirational future goals. 	<ul style="list-style-type: none"> ▪ School Community Code of Conduct in place

		<ul style="list-style-type: none"> ▪ Develop a set of guidelines that outline the school's communication strategies in regard to maximising the awareness of a parent's significance in their child's learning ▪ Refine the school's Transition Framework to reflect the feedback from the school community forum. ▪ Review the school's engagement in the St IngleBridge Cluster, Bridgewater and Inglewood Community Action Network, Bendigo Rural Schools Network and community based activities such as the 'Wool, Wheat and Wine Festival'. 	<ul style="list-style-type: none"> ▪ School communications strategies documented and shared with the school community, evidenced in school council minutes ▪ School Transition Framework documented and shared with the school community, evidenced in school council minutes ▪ Review completed and shared
	Year 3	<ul style="list-style-type: none"> ▪ Critically examine the 'School Community Code of Conduct', communications strategies, Transition Framework and broader community engagement with partner schools/critical friends etc. (outside school consultation) from the context of improved engagement of the community in student learning. ▪ Present a list of proposals, new ideas or future improvements to our practices to the school community for consideration and feedback. 	<ul style="list-style-type: none"> ▪ Strategies examined and future practices documented

	Year 4	<ul style="list-style-type: none"> ▪ Review the 'School Community Code of Conduct'. ▪ Share and discuss review reports and recommendations with the school council and school community and action future adjustments. ▪ Review the school's communication strategies guidelines, specifically analysing successes and failures in maximising the awareness of a parent's significance in their child's learning ▪ Review the school's Transition Framework ▪ Review the school's community engagement strategies 	<ul style="list-style-type: none"> ▪ Reviews completed and shared
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Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Collate, review and share Wellbeing plans, including managing students with challenging behaviours, currently used, with the school community ▪ Examine the usefulness of models currently available such as the DET programs <i>Building Resilience: A Model to Support Children and Young People</i> with the view of adoption if successful. ▪ Examine wellbeing data from Student (ATSS), Parent & Staff surveys and, in consultation with the community, establish aspirational future goals. 	<ul style="list-style-type: none"> ▪ Findings and recommendations reported and discussed at school council and future direction actioned.
	Year 2	<ul style="list-style-type: none"> ▪ Develop and document Whole School Wellbeing Plan using the material gathered in previous year. ▪ Whole School Wellbeing Plan and survey goals strategy endorsed by school council and shared with the community. ▪ Develop strategies to promote and achieve survey goals. 	<ul style="list-style-type: none"> ▪ Whole School Wellbeing Plan developed and documented ▪ Survey and strategies completed

		<ul style="list-style-type: none"> ▪ Survey outcomes presented to school the school community and feedback gathered. 	
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement and embed revised Whole School Wellbeing Plan ▪ The strategies of the Whole School Wellbeing Plan evident across the school in documentation of processes, publications and in teaching and learning planning. 	<ul style="list-style-type: none"> ▪ Whole School Wellbeing Plan is in place
	Year 4	<ul style="list-style-type: none"> ▪ Review Whole School Wellbeing Plan ▪ Present the 'Whole School Wellbeing Plan' review and recommendations to school council 	<ul style="list-style-type: none"> ▪ Review and recommendations complete

Productivity	Year 1	<ul style="list-style-type: none"> • Develop a suitable peer observation model • Plan P.D. requirements to build teacher capacity and reflect whole school plans • Review staff P.D. and present to school council. • Continue to develop strategies to maximise school enrolment & maintain care of students after hours. • Develop a school budget that reflects whole school goals • Surplus budget maintained and presented to school council for endorsement by the end of November each year. • Further develop management strategies and skills regarding workforce planning. • Work force planning completed during November of each year and findings shared and endorsed by school council • Continue to systematise the development and continued review of school policies • Continue to build OHS compliance based on the 2014 OHS audit. 	<ul style="list-style-type: none"> • Peer observation model developed and commenced • P.D. plans in place • Strategies in place • Budgets approved and in place • Workforce Plan approved and in place • Progress reports to school council • Progress reports to school council
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		<ul style="list-style-type: none"> • Explore the potential of the <i>polycom</i> system to enhance learning opportunities, seeking informed advice • Report presented to school council, prior to the end of the school year, on <i>polycom</i> project/s undertaken throughout the year and on potential future uses. • Commence Chinese LOTE with Hanban teacher, coordinated by Bendigo Senior Secondary College • Chinese LOTE with Hanban teacher maintained throughout the year and costings for 2016 'Team China' LOTE teacher covered in budget. 	<ul style="list-style-type: none"> • Review completed • LOTE goals in place
	Year 2	<ul style="list-style-type: none"> • Review peer observation model • Staff performance goals to reflect findings from peer observation • Continue to plan staff P.D. to build staff capacity in-line with school expectations • Gather school community feedback on the school's efforts in regard to maintaining enrolment levels & after hours care of students. 	<ul style="list-style-type: none"> • Review complete • Progress reports to school council

		<ul style="list-style-type: none"> • Continue budget & work force planning foci and continue to ask questions of office staff, staff and the school community in regards to improvements to further build school administrative efficiencies. • Compile an overview of school policies and list perceived future policies to be developed • Complete all updates required in the 2014 OHS audit • Use of the <i>polycom</i> / video conferencing embedded into the school program e.g. projects within the St IngleBridge cluster • 'Team China' LOTE teacher to commence 	<ul style="list-style-type: none"> • <i>Polycom in regular use</i> • Chinese LOTE goals are in place
	Year 3	<ul style="list-style-type: none"> • Update and implement Peer observation model and action follow-up goals • Continue to collectively plan staff P.D. to build staff capacity in-line with school expectations • Broad staff P.D. goals, in-line with school priorities, planned for the upcoming year prior to the end of the year. • Implement recommendations identified in previous year's review of maintenance of 	<ul style="list-style-type: none"> • Update completed • Survey parent satisfaction in regards to maintenance of enrolment levels & after

		<p>enrolment levels & after hours care of students.</p> <ul style="list-style-type: none"> • Continue to explore areas to further improve school administrative efficiencies. • Develop required school policies as identified as missing in previous year's school policy overview • Embed all OHS procedures and practices as laid out in the OHS maintenance system. • Regular OHS reports to be an agenda item for school council meetings. • Continue to embed <i>polycom</i> / video conferencing into the school program • Plan for <i>polycom</i> / video conferencing program for 2018 outline and presented to school council. • Continue to embed 'Team China' LOTE within the school. • Feedback from the 'Team China' LOTE teacher sought in regards to progress and improvements for the year to follow. 	<p>hours care of students.</p> <ul style="list-style-type: none"> • Identified improvements achieved and reported to school council. • Identified school policies ratified by school council. • OHS procedures and practices are in place • Polycom/video conferencing goals in place • Chinese LOTE goals are in place
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	Year 4	<ul style="list-style-type: none"> • Review peer observation • Review staff P.D. planning • Review outcomes in regard to maintaining enrolment levels & after hours care of students. • Review budget & work force planning and other efforts to improve school administrative efficiencies. • Review school policy development, general documentation & the level of community awareness and satisfaction. • Review OHS compliance • Review the use of the <i>polycom</i> / video conferencing technology in the context of improving student learning. • Review the 'Team China' LOTE program 	<ul style="list-style-type: none"> • All reviews completed