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|--------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| <b>Endorsement</b>                                                                         | <b>Re-Endorsement</b> (if a Goal, KIS or Target is changed) | <b>Re-endorsement</b> (if a Goal, KIS or Target is changed) |
| Principal: Alister Stannard .. <i>Al Stannard</i> ...22 <sup>nd</sup> March 2016           | .....[name].....[date]                                      | .....[name].....[date]                                      |
| School council ..... <i>Jeremy Reynolds</i> .....[Jeremy Reynolds] [22 <sup>nd</sup> March | .....[name].....[date]                                      | .....[name].....[date]                                      |
| Delegate of the Secretary: ..... [name] ..... [date]                                       | .....[name].....[date]                                      | .....[name].....[date]                                      |

| School vision                                                                                                                                                                                                                                                                                                            | School values                                                                                                                                                                                                                                                                                                                                                                       | Context and challenges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Intent, rationale and focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bundarra Primary School is focused on providing a rich, supportive and nurturing environment that enhances learning, personal growth and wellbeing for all students ; creates a collaborative and stimulating culture that supports continuous learning for all staff, and informs, involves and embraces our community. | The following values are seen as being central to the life of our school and how all members of the school community should conduct themselves-<br><ul style="list-style-type: none"> <li>Respect</li> <li>Teamwork</li> <li>Support</li> </ul> As a school we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies. | Bundarra P.S is located in the Portland township. The facilities are supported by extensive playing fields, playground equipment and garden areas. The current school enrolment is 239. Most students are drawn from the local neighbourhood and we have a high SFO of .74. 10 % of students are from families with an indigenous background. Bundarra boasts highly supportive and engaging classroom environments, which focus strongly on effectively structured 'Literacy and Numeracy' lessons and explicit teaching which is personalised to meet the individual needs of every student. We have a strong focus on technology, where grade 5-6 students have access to one to one technology through a netbook program. We have a professional staff that work in collaboration to where they meet regularly through PLT's to analyse student learning data, strategies and support personalised learning. Bundarra has worked hard to develop the parental support for the school with pleasing gains. We have implemented a range of parental engagement strategies however further work is needed through this SSP. We have a small but productive Parents & Friends group. Parents work as volunteers to organise fundraising and social activities, school council, at sports events, excursions and camps. | We aim to develop a collaborative professional learning culture, where personalised learning opportunities are offered to all students so they can achieve to their full potential. To give opportunities for student voice and create high expectations by designing authentic, real life tasks so student engagement and curiosity will flourish. To instil a sense of pride in students at Bundarra to create learners that are happy, healthy and resilient. To involve and inform parents in the partnership of learning. To align our resources to achieve the goals of the SSP to maximise learning for all. |

| Four-year goals (for improving student achievement, engagement and wellbeing)                                                                                                                                                                                               | Improvement Priorities, Initiatives and/or Dimensions                                                                                                                                                                                                 | Key improvement strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Targets (for improving student achievement, engagement and wellbeing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |         |          |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |
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| By the end of this plan we will have developed and implemented a rigorous and differentiated curriculum and explicit teaching that caters for personalised learning for all students.                                                                                       | Excellence in teaching and learning<br><b>Building practice excellence</b><br>Curriculum planning & assessment<br>Professional leadership<br><b>Building leadership teams</b>                                                                         | <ul style="list-style-type: none"> <li>Develop a collaborative professional learning community that collectively : <ul style="list-style-type: none"> <li>Plans essential learnings</li> <li>Assesses and monitors learning growth</li> <li>Personalises learning and ensures timely intervention</li> <li>Secures the accountability of all staff</li> </ul> </li> <li>Build research based and consistent whole school agreed teaching and learning practices facilitated through instructional leadership and professional learning.</li> </ul> | <p>To have all students deemed capable, to make at least 1.00 Aus Vels growth progress annually across all domains of the Victorian Curriculum. * Benchmarks to be established in year 1 of this plan.</p> <p><b>NAPLAN</b><br/>All students deemed capable to achieve medium to high learning growth over the period of the cycle. Improve <b>NAPLAN</b> learning growth in the following areas:</p> <table border="1"> <thead> <tr> <th rowspan="2">Growth</th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> </tr> <tr> <th>Low</th> <th>Med-High</th> <th>Low</th> <th>Med-High</th> <th>Low</th> <th>Med-High</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>29 %</td> <td>71 %</td> <td>24 %</td> <td>76 %</td> <td>41 %</td> <td>51 %</td> </tr> <tr> <td>2017</td> <td>0 %</td> <td>100 %</td> <td>0 %</td> <td>100 %</td> <td>0 %</td> <td>100 %</td> </tr> </tbody> </table>                       | Growth   | Reading |          | Numeracy |  | Writing |  | Low | Med-High | Low | Med-High | Low | Med-High | 2015 | 29 % | 71 % | 24 % | 76 % | 41 % | 51 % | 2017 | 0 % | 100 % | 0 % | 100 % | 0 % | 100 % |
| Growth                                                                                                                                                                                                                                                                      | Reading                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          | Writing |          |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |
|                                                                                                                                                                                                                                                                             | Low                                                                                                                                                                                                                                                   | Med-High                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Med-High | Low     | Med-High |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |
| 2015                                                                                                                                                                                                                                                                        | 29 %                                                                                                                                                                                                                                                  | 71 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 24 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 76 %     | 41 %    | 51 %     |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |
| 2017                                                                                                                                                                                                                                                                        | 0 %                                                                                                                                                                                                                                                   | 100 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 0 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 100 %    | 0 %     | 100 %    |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |
| By the end of this plan we will develop and embed authentic and real life learning opportunities, into an engaging curriculum, so that we stimulate student curiosity and problem solving capabilities leading to active engagement in learning.                            | Excellence in teaching and learning<br><b>Building practice excellence</b><br>Curriculum planning & assessment<br>Professional leadership<br>Building leadership teams                                                                                | <ul style="list-style-type: none"> <li>Design and embed in an inquiry curriculum authentic, real life learning that stimulates student's curiosity and actively engages them in their learning.</li> <li>Embedding the ubiquitous use of technology across the school to accelerate learning and collaboration of an inquiry curriculum.</li> <li>Develop inclusive and comprehensive strategies and to embed high expectations for student learning and attendance.</li> </ul>                                                                    | <p><b>Student Attitudes To School</b><br/>Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2017-2018)<br/>Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2017-2018)<br/>Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2017-2018)<br/>Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2017-2018)</p> <p>Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan</p> <p><b>Parent Opinion</b><br/>School Connectedness – 2 year average mean factor score to increase from 22<sup>nd</sup> percentile (2014-2015) to 45 percentile (2017-2018)<br/>Stimulating Learning – 2 year average mean factor score to increase from 50<sup>th</sup> (2014-2015) to 75<sup>th</sup> percentile (2017-2018)</p> |          |         |          |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |
| By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient.<br><br>By the end of this plan we will build effective home – school and community partnerships to strengthen student well being and learning. | Excellence in teaching and learning<br>Building practice excellence<br>Curriculum planning & assessment<br>Professional leadership<br>Building leadership teams<br><b>Community Engagement In Learning</b><br><b>Parents &amp; Carers as partners</b> | <ul style="list-style-type: none"> <li>Implement a coherent well being framework and supporting programs that enhance student well being and partnerships with parents and the wider community.</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <p><b>Student Attitudes To School</b><br/>Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2017-2018)<br/>Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2017-2018)<br/>Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2017-2018)<br/>Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2017-2018)</p> <p>Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan</p> <p><b>Parent Opinion</b><br/>School Connectedness 2 year average mean score to increase from 22<sup>nd</sup> percentile (2014-2015) to 45 percentile (2017-2018)<br/>Stimulating Learning – 2 year average mean score to increase from 50<sup>th</sup> percentile (2014-2015) to 75<sup>th</sup> percentile (2017-2018)</p>      |          |         |          |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |
| By the end of this plan we will develop and maximise school resources so that we have successful implementation and achievement of school goals and priorities through the SSP.                                                                                             | Excellence in teaching and learning<br>Building practice excellence<br>Curriculum planning & assessment<br><b>Professional leadership</b><br><b>Building leadership teams</b>                                                                         | <ul style="list-style-type: none"> <li>Strategically design resource allocation to support school improvement goals and priorities.</li> <li>Plan equity funding to align with the state framework to improve student learning outcomes.</li> </ul>                                                                                                                                                                                                                                                                                                | <p><b>Staff Opinion</b><br/>Professional Learning – 2 year average mean factor score to increase from 84 (2014-2015) to 90.00 (2017-2018)<br/>Teacher Collaboration – 2 year average mean factor score to increase from 84.0 (2014-2015) to 90.00 (2017-2018)</p> <p><b>Parent Opinion</b><br/>School Improvement- 2 year average mean score to increase from 27<sup>th</sup> percentile (2014-2015) to 50<sup>th</sup> percentile (2017-2018)</p> <p>Student achievement data linked to resourcing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |         |          |          |  |         |  |     |          |     |          |     |          |      |      |      |      |      |      |      |      |     |       |     |       |     |       |

