



Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)			Re-endorsement (if a Goal, KIS or Target is changed)		
Principal:		Catherine Barnes	1/8/17	.....[name].....	.....[date].....	.....[name].....	.....[date].....	.....[date].....
School council:		Tracey Steiner	1/8/17	.....[name].....	.....[date].....	.....[name].....	.....[date].....	.....[date].....
Delegate of the Secretary:		Tony Simpson	1/8/17	.....[name].....	.....[date].....	.....[name].....	.....[date].....	.....[date].....

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our vision at Bungaree Primary School is for all students to become successful learners, confident and creative individuals, and active and informed citizens.</p> <p>Our school motto is "Together we can grow".</p>	<p>Bungaree Primary School's values are:</p> <ul style="list-style-type: none"> Respect Positivity Determination Creativity. <p>Our school values describe the guiding principles and beliefs of our school community, and are designed to underpin all that we do. These values assist our school to provide an environment where our children can be happy, safe, expressive, creative and engaged in learning. We expect staff, students and parents to model these behaviours in all interactions.</p>	<p>Context</p> <p>Bungaree Primary School is an inviting, inclusive and vibrant school, offering quality learning opportunities in an engaging learning environment. The school was established in 1867 and is located in the Central Highlands of Victoria, 10 minutes east of Ballarat, and serves the towns of Bungaree, Wallace, Millbrook, Springbank and surrounding areas. Bungaree operates two classrooms with a current enrolment of 27 in 2017, which fluctuates from year to year in our small community. Specialist subject areas offered include The Arts, Physical Education and Auslan; and the MARC Van visits the school fortnightly. The school's SFO Index in 2017 is 0.4135 and PSD enrolment is 19%. There are no EAL or ATSI students enrolled in 2017.</p> <p>The school has a focus on catering for individual student needs and improving school performance. Staff have knowledge and understanding on individual student circumstances and learning needs, which leads to more targeted, personalised teaching. Classrooms are calm and orderly learning environments. Expectations for student behaviour and interactions are clear with protocols and agreements in place, giving clarity in expectations. Students are motivated and engaged, and as a school community we focus on fostering a commonly held view of acceptance and inclusion.</p> <p>Challenges</p> <ul style="list-style-type: none"> Professional learning is encouraged at a network and regional level. However, given the size and location of the school, it is not always possible to attend and utilise appropriate professional learning and so limits the extent of teacher capabilities to extend students at higher levels. Multi-age classroom arrangements are considered an enabler in supporting student performance, but also pose challenges for teachers in being able to provide point of need instruction continually given the wide range of levels and abilities within the classroom. Curriculum policies, overview and planning documentation are limited and there is a lack of a continuum of learning across the school and alignment between curriculum, pedagogy, assessment analysis and student outcomes. This includes the areas of wellbeing and transition, to overcome any anxieties such as transition from the Junior to the Senior classroom. 	<p>Intent</p> <ul style="list-style-type: none"> To enhance the capacity of teachers to facilitate independent and curious learners. To improve student learning outcomes in literacy and numeracy, particularly with regard to learning gain and high achievement. To cater for a diverse learning community focusing on individual student needs. To provide a positive, inclusive, safe and engaging learning environment. <p>Rationale</p> <ul style="list-style-type: none"> If a whole school agreed approach to curriculum planning, instruction and assessment is developed and implemented then student learning growth, engagement and achievement will improve. If students have ownership over their own learning, and school processes and practices encourage them to be independent thinkers, then learning confidence and active participation in their learning will be enhanced. If engagement is enhanced for all students and student ownership for their own learning is activated, then wellbeing will be fostered. <p>Focus</p> <ul style="list-style-type: none"> Bungaree's key improvement strategies are linked to the priorities and initiatives outlined in the DET's Framework for Improving Student Outcomes model. Our priorities for the next four years will be broadening and building our <i>Excellence in Teaching and Learning</i> and enhancing our <i>Positive Climate for Learning</i>.

Four-year goal (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To inspire and support every student to maximise their learning growth.	<p>FISO Priority: Excellence in Teaching and Learning</p> <p>FISO Initiative: Building practice excellence</p> <p>FISO Initiative: Curriculum planning and assessment</p>	<p>Develop and embed an agreed instructional model across the school.</p> <ul style="list-style-type: none"> A re-focused examination of the school's instructional model, especially in how the school's vision and values are utilised in instructional practice. Develop consistency in expectations for good learners across the school. Strengthen the role of feedback to inform improvements. Develop comprehensive documentation in support of effective curriculum delivery. <p>Build the capacity of teachers to effectively assess and use evidence to teach students at their point of need.</p> <ul style="list-style-type: none"> Identifying and implementing agreed assessment practices and high-impact teaching and intervention strategies Ensure that there is targeted professional learning catering for wide ranges of student abilities and needs. Broaden and build network collaboration that would assist with peer observations of practice and moderation of student work. 	<p>Teacher Judgements</p> <ul style="list-style-type: none"> Increase the percentage of students achieving A and B in assessments (teacher judgements against Victorian Curriculum) with at least 50% of students in reading, writing and number rated A or B. <p>NAPLAN</p> <ul style="list-style-type: none"> Increase the number of students in the top two bands for reading, writing and numeracy for both Years 3 and 5 to 50%. Have no students in the bottom two bands for reading, writing and numeracy at both Years 3 and 5. Increase high gain relative growth in all domains to at least 30% of all students. <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> Increase Attitudes to School Survey percentile responses for student motivation and stimulating learning to at least 75%.
	<p>FISO Priority: Positive Climate for Learning</p> <p>FISO Initiative: Empowering students and building school pride</p>	<p>Build the capacity of teachers to enhance active student engagement in their learning.</p> <ul style="list-style-type: none"> Targeted professional learning on student engagement strategies and improving effective feedback processes. Targeted professional learning in building social and emotional learning, including resilience, in students. <p>Build and nurture a network of positive relationships to support engagement and learning.</p> <ul style="list-style-type: none"> Clarify the purpose of and shared expectations for students as lifelong learners. Review the currency and effectiveness of the school values matrix. Engage student voice through wider leadership and feedback opportunities. Develop a framework for supporting student resilience Clarify the roles and responsibilities of all stakeholders in supporting student learning and engagement. 	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> Increase Attitudes to School Survey percentile responses for connectedness to school, and learning confidence to at least 75%. Increase Attitudes to School Survey percentage of positive responses to classroom behaviour to at least 60%. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> Maintain and consolidate the percentile rankings for stimulating learning, student motivation and connectedness to school to at least 75%. Build student behaviour and classroom behaviour rankings to at least 50%. Improve transitions responses on the Parent Opinion Survey to at least the 75th percentile. <p>Student Attendance</p> <ul style="list-style-type: none"> Maintain average student absence rate F-6 at below seven days.