

## 1125 Broadford Primary Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Stephen Pink..... 15 <sup>th</sup> March 2017	.....[name].....[date]	.....[name].....[date]
School Council President: Mark South ..... 15 <sup>th</sup> March 2017	.....[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
To provide a learning environment whereby all children can achieve to their potential.	RESPECT, RESPONSIBILITY, LIFE LONG LEARNING, HAPPINESS & COMMUNITY.	<p><b>Context:</b> Broadford Primary School situated in central Victoria, eighty-seven kilometres north of Melbourne. The school, established in 1873, is as a key element in the life of the Broadford community and plays an active role in the township. Enrolments have steadily increased over the last 4 years. The majority of students come from the local community, with others travelling by bus from surrounding smaller townships.</p> <p><b>Challenges:</b> The school acknowledges opportunities for renewed emphasis to refine current practices and approaches.                      NAPLAN data (between: 2012-2016) for high gain in Reading Relative Growth: year 3 to 5 indicates the results (17%) are well below the results for primary schools with similar characteristics (21%)                      Student Absence is high with data (between: 2012-2016) the average absence days for our school was 17 compared to similar schools that was 15. Percentages of students with 20 days or more was 27 for BPS compared to similar schools 23%.</p>	<p>Intent – To build teacher capacity in pedagogy and deep content knowledge of literacy and numeracy to improve student learning.</p> <p>Rationale – Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p> <p>Focus – Excellence in teaching and learning – building practice excellence</p> <p>Intent – To improve student attendance by focusing on strengthening relationships and enhancing connectedness.</p> <p>Rationale – Supportive and inclusive schools deliberately foster school connectedness and engagement with learning. In particular, schools develop targeted programs to re-engage students, particularly those at risk.</p> <p>Focus – Positive climate for learning – setting expectations and promoting inclusion.</p>

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)
Improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6.	<i>Excellence in teaching and learning- Building practice excellence</i>	<ul style="list-style-type: none"> <li>Improve teacher practice in reading, writing &amp; numeracy by teachers working collaboratively and using data to differentiate their practice to meet the needs of all students in their classes.</li> <li>Teachers use curriculum documentation and evidence-based models of instructional practice, including classroom observation and peer observation.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher judgement of each student to achieve one year's growth or greater each year in literacy and numeracy.</li> <li>By 2020, the percentage of Relative Growth Low Band students assessed in NAPLAN reading, writing and numeracy to be reduced to that of similar schools or below.</li> <li>By 2020, the percentage of Relative Growth high gain students assessed in NAPLAN reading, writing and numeracy is at or above similar schools.</li> </ul>
To build leadership capacity in pedagogy and deep content knowledge of literacy & numeracy to improved student learning.	<i>Professional leadership- Building leadership teams</i>	<ul style="list-style-type: none"> <li>Develop a leadership approach which ensures all leaders and the school improvement team are consistent and relentless in their focus on an agreed direction.</li> </ul>	<ul style="list-style-type: none"> <li>By 2020, Staff Survey climate factors of Academic Emphasis to improve from 40.9% to 50% &amp; Collective Efficacy to improve from 42.5% to 55%.</li> </ul>
To develop strategies and provide programs to re-engage students and provide them with a sense of connectedness to school.	Positive Climate for learning- Empowering students & building school pride	<ul style="list-style-type: none"> <li>Develop appropriate programs that engage and meet the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce student absence every year so that by 2020, student attendance is at or below state level.</li> <li>By 2020, the percentile score from the SATS (Attitudes to School Survey) for Classroom Behaviour will increase from 33% to 53%.</li> </ul>
To strengthen communication & engagement with families and the community	Community engagement in learning- Building communities	<ul style="list-style-type: none"> <li>Develop school programs and processes designed to enhance community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>By 2020 the Parent Opinion survey to show improvement in all student behaviour and school climate measures to be at state mean or above.</li> </ul>

