

School Strategic Plan Goals and Targets 2017-2020

Little Bendigo Primary School (2093)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Little Bendigo Primary School (2093)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Excelling

Positive climate for learning	Empowering students and building school pride	Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling

Community engagement in learning	Building communities	Excelling
	Global citizenship	Embedding moving towards Excelling
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Excelling

Enter your reflective comments	Having just completed peer review in term four 2017 each of these have been currently evaluated see document below.
Considerations for 2019	Empowering students and building school pride and building practice excellence have been the main two areas of focus. However, through our 'Culture of learning' model which fits seamlessly with FISO, many areas have also been included for example, building communities, parents and carers as partners, vision values and culture, setting expectations and promoting inclusion. Therefore, to achieve greater improvement in student outcomes, the area of intellectual engagement and self-awareness will be a priority so as to challenge staff to build their capacity even further.
Documents that support this plan	Pre-review Self-evaluation Report Sep.docx (0.38 MB)

School Strategic Plan Goals and Targets - 2017-2020

Little Bendigo Primary School (2093)

Goal 1	Build the culture of classroom practice that focuses on individualised learning drawing on the shared school instructional model.
Targets	To ensure all students F-6 achieve at least one year's growth, in each year of the strategic plan as measured by teacher assessment in Mathematics and English.
	Maintain or improve the student Attitudes to School Survey variables in Stimulating Learning year 82% and Learning confidence 82%. These figures are the 2017 baseline.
Goal 2	Improve academic achievement across the curriculum, particularly in literacy and numeracy.
Targets	The NAPLAN matched school mean growth will be at or above the state mean in reading, writing, spelling, grammar & punctuation and numeracy by 2021.
	Improve and sustain alignment of teacher judgement against student achievement as measured by NAPLAN.
Goal 3	Improve student connectedness to school
Targets	Increase student Attitudes to School survey variable for Student connectedness from the 2017 score of 86% to be at or above the state mean.

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Little Bendigo Primary School (2093)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Build the culture of classroom practice that focuses on individualised learning drawing on the shared school instructional model.	To ensure all students F-6 achieve at least one year's growth, in each year of the strategic plan as measured by teacher assessment in Mathematics and English.	Yes	All students achieve minimum of 1 year growth in Mathematics and English.	Intellectual engagement and self-awareness
	Maintain or improve the student Attitudes to School Survey variables in Stimulating Learning year 82% and Learning confidence 82%. These figures are the 2017 baseline.	No	Maintain the student Attitudes to School Survey variables in stimulating learning and learning confidence to at least the 2017 baseline.	
Improve academic achievement across the curriculum, particularly in literacy and numeracy.	The NAPLAN matched school mean growth will be at or above the state mean in reading, writing, spelling,	Yes	The matched school mean growth will be at or above the state mean in at least two of the areas.	Intellectual engagement and self-awareness

	grammar & punctuation and numeracy by 2021.			
	Improve and sustain alignment of teacher judgement against student achievement as measured by NAPLAN.	No	Staff analysis of NAPLAN and Vic curric data to identify areas where there is or isn't alignment and create strategies to improve.	
Improve student connectedness to school	Increase student Attitudes to School survey variable for Student connectedness from the 2017 score of 86% to be at or above the state mean.	No	Maintain or increase Attitudes to school variable for student connectedness from the 2017 score of 86%.	

Improvement Initiatives Rationale
The key improvement strategy was selected as it relates to consistency across the school and will impact on all goals.

Goal 1	Build the culture of classroom practice that focuses on individualised learning drawing on the shared school instructional model.
12 month target 1.1	All students achieve minimum of 1 year growth in Mathematics and English.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Implement our instructional model consistently across the school.
KIS 2	Build teacher capacity to provide rich open-ended tasks to further develop thinking skills

Goal 2	Improve academic achievement across the curriculum, particularly in literacy and numeracy.
12 month target 2.1	The matched school mean growth will be at or above the state mean in at least two of the areas.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Implement our instructional model consistently across the school
KIS 2	Build teacher capacity to provide learning opportunities for students to evaluate their own learning and create new goals.

Define Evidence of Impact and Activities and Milestones - 2018

Little Bendigo Primary School (2093)

Goal 1	Build the culture of classroom practice that focuses on individualised learning drawing on the shared school instructional model.			
12 month target 1.1	All students achieve minimum of 1 year growth in Mathematics and English.			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 1	Implement our instructional model consistently across the school.			
Actions	Create a school structure that provides opportunities for staff to build their capacity to consistently implement our instructional model.			
Evidence of impact	Student learning in numeracy and literacy is individualised All staff utilise our instructional model to empower students to achieve greater levels of growth in numeracy and literacy. Staff demonstrate the significance of individualised learning through their practice in all curriculum areas including social and emotional learning.			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Staff participate in a variety of learning opportunities to develop consistency of the instructional model, for example peer teaching, peer observations, moderation of student assessments, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,604.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Build the culture of classroom practice that focuses on individualised learning drawing on the shared school instructional model.			
12 month target 1.1	All students achieve minimum of 1 year growth in Mathematics and English.			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 2	Build teacher capacity to provide rich open-ended tasks to further develop thinking skills			
Actions	Staff participate in professional development activities to broaden and deepen their understanding, skills and knowledge of providing open-ended tasks to further develop thinking skills. Staff analyse HITS in relation to their pedagogy, evaluate where they're at, create benchmarks and strategies for future development.			
Evidence of impact	Students working in collaborative learning groups to create solutions for open-ended tasks or strategy problems. Staff work collaboratively with colleagues to discuss their progress, identify their next learning goal and create strategies for improvement.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff participate in a variety of learning opportunities to build teacher capacity to provide rich open-ended tasks to further develop thinking skills, for example coaching conversations, peer teaching, peer observations, moderation of student assessments	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,604.00 <input checked="" type="checkbox"/> Equity funding will be used

and work, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS etc.				
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Goal 2	Improve academic achievement across the curriculum, particularly in literacy and numeracy.			
12 month target 2.1	The matched school mean growth will be at or above the state mean in at least two of the areas.			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 1	Implement our instructional model consistently across the school			
Actions	Engage in community of practice - vocab, pre and post test student vocab assessment, implement program, evaluate student results effectiveness of strategies/program Use and apply spelling in writing to embed Continue math embedding program, expand to word problems and thinking skills Analyse and evaluate grammar and punctuation program across the school, create strategies for improvement, implement, evaluate			
Evidence of impact	Improved student results in vocab development - Community of practice - number and algebra Students apply more accurate spelling skills in writing Students discuss the meaning of word problems with their peers and collaborate to resolve the problems			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Experienced teachers provide professional development for staff during P.L.T. meetings based on student, staff and school needs, for example Collaborative action planning group. Staff participate in a variety of learning opportunities to implement our instructional model consistently across the school, for example coaching conversations, peer teaching, peer observations, moderation of student assessments and work, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS etc.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,604.00 <input checked="" type="checkbox"/> Equity funding will be used

Extend the individual checklist to incorporate skills and knowledge for Victorian Curriculum standards beyond Year 6 expected levels.				
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Goal 2	Improve academic achievement across the curriculum, particularly in literacy and numeracy.			
12 month target 2.1	The matched school mean growth will be at or above the state mean in at least two of the areas.			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 2	Build teacher capacity to provide learning opportunities for students to evaluate their own learning and create new goals.			
Actions	Teachers collect data, including feedback from students, to monitor and evaluate the impact of collaborative learning strategies.			
Evidence of impact	Students take responsibility for their past and future learning - they understand the standards expected of them, set and monitor their own learning goals, and develop strategies for working towards them.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Provide processes and structures for collecting of data of impact of collaborative learning strategies.</p> <p>Provide processes and structures for staff to share data to create improvements.</p> <p>Staff participate in a variety of learning opportunities to build their capacity of creating learning opportunities for students to evaluate their own learning and create new goals, for example coaching conversations, peer teaching, peer observations, moderation of student assessments and work, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS etc.</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,604.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner - 2018

Little Bendigo Primary School (2093)

Equity Spending Totals

Category	Budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$30,416.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$30,416.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staff participate in a variety of learning opportunities to develop consistency of the instructional model, for example peer teaching, peer observations, moderation of student assessments, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS.	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT <input type="checkbox"/> Support services <input type="checkbox"/> Assets <input type="checkbox"/> Other	\$7,604.00	
Staff participate in a variety of learning opportunities to build teacher capacity to provide rich open-ended tasks to further develop thinking skills, for example coaching conversations, peer teaching, peer observations, moderation of student assessments and	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$7,604.00	

<p>work, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS etc.</p>		<input type="checkbox"/> CRT <input type="checkbox"/> Support services <input type="checkbox"/> Assets <input type="checkbox"/> Other		
<p>Experienced teachers provide professional development for staff during P.L.T. meetings based on student, staff and school needs, for example Collaborative action planning group. Staff participate in a variety of learning opportunities to implement our instructional model consistently across the school, for example coaching conversations, peer teaching, peer observations, moderation of student assessments and work, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS etc. Extend the individual checklist to incorporate skills and knowledge for Victorian Curriculum standards beyond Year 6 expected levels.</p>	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT <input type="checkbox"/> Support services <input type="checkbox"/> Assets <input type="checkbox"/> Other	<p>\$7,604.00</p>	
<p>Provide processes and structures for collecting of data of impact of collaborative learning strategies. Provide processes and structures for staff to share data to create improvements. Staff participate in a variety of learning opportunities to build their capacity of creating learning opportunities for students to evaluate their own learning and create new goals, for example coaching conversations, peer teaching, peer observations, moderation of student assessments and work, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS etc.</p>	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT <input type="checkbox"/> Support services <input type="checkbox"/> Assets <input type="checkbox"/> Other	<p>\$7,604.00</p>	
<p>Totals</p>			<p>\$30,416.00</p>	<p>\$0.00</p>

Additional Equity spend

Outline here any additional Equity spend for 2018	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan - 2018

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Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff participate in a variety of learning opportunities to develop consistency of the instructional model, for example peer teaching, peer observations, moderation of student assessments, collaboration of how to meet the specific, individual learning needs of students, professional development of HITS.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants As staff identify their	<input checked="" type="checkbox"/> Off-site On-site and off-site activities relevant to staff learning needs

					learning needs directly related to student learning needs the most appropriate and relevant P.D. will be sought.	
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