School Strategic Plan for Boisdale Consolidated School
6207
2016-2019

Endorsements

Endorsement by School Principal	Signed [signature] Name David KEIL Date 11TH August 2015
Endorsement by School Council	Signed Name: Ross Allen [signature] Date: 11th August, 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………………. Name……………………………………………. Date……………………………………………

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

Purpose	Boisdale Consolidated School aims to develop proactive learners with the values, skills and knowledge to equip them to make a positive contribution to society.
Values	Our School Values are "a code" by which we function as a school. They underpin our actions and beliefs but they are not a set of rules. **Our Core Values are:** Show Respect Bounce Back Be your Best Work as a Team Be a mate, **Think Proud, Act Proud, Be Proud**
Environmental Context	Boisdale Consolidated School is located in the Macalister Irrigation District. The school services approximately 75 families with a current enrolment of 115 students. The enrolment has significantly declined between 2009 and 2014, but a return to a strong Prep enrolment in 2015 has increased the current enrolment. Our school prides itself on being a small, caring family school community. Boisdale Consolidated School shares a rich history with many local communities. In the early 1940's the idea of the consolidation of small rural schools was initiated through an education department initiative to enhance community partnerships. The State schools at Boisdale, Boisdale Estate, Briagolong, Lllowalong, Newry, Riverslea, Tinamba, Upper Maffra West and Valencia Creek were all to be involved.

Consolidation began in the late 1940's and the **"SEVEN LITTLE SCHOOLS IN ONE"** became a reality in 1951 with Boisdale, Boisdale Estate, Valencia Creek, Newry, Tinamba, Lllowalong and Upper Maffra being consolidated at the present site.

Several of the original buildings were transported to the site and three remain. This is a significant and fascinating period in the history of the school and the school is justifiably proud of its rich heritage within the local community. The school buildings boast a mixed heritage of some original school buildings (Tinamba State School is exists as the Multi-purpose Room, the Boisdale Estate School now the Boisdale Playgroup and the Llowalong School room now the Parents and Friends room). The Consolidated School Building established in 1952 house the music and Indonesian rooms and the current Grade 4-6 area. Whilst the new BER building completed in 2011 under the Building the Education Revolution funding arrangements, currently house the Prep - 3 areas as well as a shared "Cyberspace" computer room and Chaplaincy meeting rooms. Classroom designs lend themselves easily to collaborative teaching and learning in shared spaces which has been a focus of the school teaching and learning over the last 3 years.

The population of students at Boisdale Consolidated is drawn from the surroundings districts of Tinamba, Newry, Llowalong and Maffra. Students predominantly travel on buses from these districts. The proportion of students with a Language Background other than English (LBOTE) is very low and at present there are no Aboriginal or Torres Strait Islander students enrolled in the school.

The school community takes pride in its extensive and attractively landscaped gardens and playgrounds, which offer students spacious play areas. These include basketball/netball courts, two sets of play equipment, vegetable garden, two large sandpits and a grassed oval. The school also boasts three cubby houses built as part of collaborative project with Maffra Secondary College, the main feeder school for our Grade 6 students. A chook house was established in 2007 through a grant supplied by School Youth Focussed services and this exists today as an enjoyable aspect of the farming heritage of the school.

The school has a very welcoming atmosphere with bright displays of student work proudly displayed along the corridors and in the classrooms. Classrooms are calm and friendly, providing rich learning environments. E-learning is evident in classrooms which are all equipped with interactive whiteboards. A set of 32 i-pads is available for use across the school as well as 40 modern desk top computers.

The school provides a comprehensive curriculum covering all of the domains from AusVELS. Specialist programs are provided in visual arts, performing arts and Indonesian. Strong emphasis is placed on student learning in literacy and numeracy. The school has recently reviewed the Integrated Studies Program to facilitate the collaborative approach to learning. This allows the school to more easily cater for Grade groupings that cross AusVELS levels. The structure operates on a 3 year cycle and provides learning outcomes that can be easily catered for. The flexible approach to this planning model ensures variety in planning and delivery of a program that is engaging and not repetitive.

Staffing consists of the Principal and a motivated and dedicated teaching staff who are well supported by a Business Manager (0.7 EFT) and an Administrative Assistant (0.4 EFT), an Intervention Teacher for Reading Recovery and literacy and 3 part-time Integration Aides, one of whom also offers additional literacy support. The school enjoys strong and effective leadership and has a well-developed performance and development culture. A Professional Learning Team (PLT) meets each week to specifically focus on student learning based on the use of data.

The school enjoys strong support from its school community, with Parent Opinion Survey data showing strong improvement over the period under review. Parent fund-raising has contributed to the resourcing of school programs.

The school also provides a rich extra-curricular program to cater for the needs of all students as well as providing a rich and diverse range of experiences to keep students motivated and engaged. Building connectedness between students and the school has been a secondary focus for the extra-curricular program. These include:

Prep/Grade 6 Buddy Program, Bike Brigade, Marimba Band, Boisdale Dance Group, Pastoral Groups, Annual Production, Gardening Club, Art Club, House Teams, leadership opportunities for house, school captains, Junior School Council leadership and bus captains, as well as camps, excursions and incursions Participation in The Mardi Gras, The Maffra Market Stalls, The Community Leadership Program Grade 6 students and the Stratford Art Show. Tournament of the Minds will commence in 2015.

The number of school buildings and extensive grounds require regular maintenance which will be a challenge for School Council and Building and Grounds committee.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Achievement	Key improvement strategies
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.	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.
Goals 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.	Goal: Improve the growth in student literacy and numeracy learning outcomes across the school.	Key Improvement Strategies: • Develop a whole school approach to writing that includes a focus on spelling and oral language strategies. • Develop effective numeracy intervention strategies for all year levels. • Build teacher capacity to effectively utilise a range of assessment strategies that are used to plan differentiated teaching and learning sequences.

Targets 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.	Targets measured against 2015 benchmarks Improvement in student learning as measured by student achievement in writing, spelling and mathematics by: • Increasing the percentage of students achieving above expected level to 25% or more trending upwards over the plan. • 90% or more of students achieving at least 12 months learning growth as measured by 2 data sources • Increase the percentage of students achieving high growth on NAPLAN relative growth assessments to 30% These targets to be achieved by 2019	**Writing** Develop clear and consistent approach to the teaching of writing including effective assessment tools. **Numeracy** Develop clear and consistent approach to the teaching of numeracy including effective assessment tools.
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	Oral language is integral to literacy learning: "If they can't speak it, they can't write it". By developing a whole school approach to oral language as part of the writing process student learning growth will improve. By developing a whole school approach to the teaching of mathematics. This will include diagnostic assessment and intervention to improve student learning growth.	
	Actions	**Success criteria** .
Year 1 **2016**	**WRITING** • Investigate the use of oral language strategies to improve writing across all genres through the use of the VCOP strategies and other relevant resources. • All staff attend VCOP training.	**WRITING** • All staff to attend professional development for use of oral language strategies in the classroom. • Planning documents will reflect the introduction of oral language strategies into the classroom programs.

	• Investigate Network expertise and resources to support the implementation of oral language strategies as part of the writing program. • Investigate and trial assessment tools to establish 2 sources of base line data for writing. • Be a control school as part of the Wellington Network Systematic Synthetic Phonics Literacy project **MATHEMATICS** • Review the use of school based mathematics assessments. • Targeted professional development to explore the assessment of mathematics. • Establish 2 sources of base line data for mathematics.	• Peer observations target oral language strategies trialled in the classroom. • BCS T & L plan explores the addition of oral language strategies as part of writing program. • Meeting Schedule reflects use of Network expertise and resources to build capacity of all class teachers. • Writing assessment in place by Dec 2016 to ensure 2 data sources, which are stored centrally. **MATHEMATICS** • Revised assessment schedule in place by Dec 2016 to ensure 2 data sources which are stored centrally. • Professional learning log reflects targeted staff attending mathematics workshops. • Meeting Schedule reflects use of expertise gained from targeted PD to build capacity of all class teachers for use of assessment.
Year 2 2017	**WRITING** • Implement the use of oral language strategies to improve writing across all genres through the use of the VCOP strategies and other relevant resources. • Develop an understanding of the AusVELS writing continuum and its application with agreed teaching approaches such as THRASS, VCOP and other relevant tools.	**WRITING** • Planning documents will reflect full implementation of oral language strategies into the classroom programs. • Peer observations target agreed, consistent approaches to writing.

		• BCS T & L plan includes agreed use of oral language strategies including THRASS, VCOP and other relevant tools.
	MATHEMATICS • Fully implement all agreed mathematics assessments with the revised schedule • Provide and attend professional learning about how to cater for students below and above expected levels of achievement by developing an understanding of the mathematics continuum.	**MATHEMATICS** • Assessment for all students (minimum of 2 sources), are recorded centrally and evidence in planning documents for student point of learning (POL). • Introduce detailed classroom planning documents that reflect differentiation for agreed aspects of mathematics based on student point of learning (POL). • PLT CAT tasks cycle reflect a focus on catering for students working below/above expected levels of students in mathematics.
Year 3 2018	**WRITING** • Embed the use of oral language strategies to improve writing across all genres through the use of the VCOP strategies and other relevant resources. • Embed the use of the AusVELS writing continuum and its application with agreed teaching approaches such as THRASS, VCOP and other relevant tools.	**WRITING** • Planning documents will reflect full implementation of a whole school approach towards the use of oral language strategies as part of the writing program. • Peer observations target agreed specific strategies to improve individual student learning. • Targets measured against 2015 benchmarks for writing and spelling are met.

	MATHEMATICS	**MATHEMATICS**
	• Embed the use of centralised data and agreed mathematics assessments (2016-2018) for future student learning. • Embed professional learning strategies to cater for students below and above expected levels of achievement for identified aspects of numeracy.	• Detailed classroom planning documents will reflect differentiation for agreed aspects of mathematics based on student point of learning (POL). • BCS T & L Plan includes agreed use of planning document templates, relevant strategies and assessments. • PLT CAT tasks will focus on catering for students working below/above expected levels through the use of explicit teaching strategies. • Targets measured against 2015 benchmarks for mathematics are met.
Year 4 2019	**WRITING** • Review the implementation of oral language strategies and the whole school approach to writing. **MATHEMATICS** • Review the implementation of a whole school approach to the understanding, planning and assessment of mathematics.	**WRITING** • Identify areas for future growth through the use of data and self-assessment tools. **MATHEMATICS** • Identify areas for future growth through the use of data and self-assessment tools.

Engagement		**Key improvement strategies**
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.		
Goals	Goal: To have more students engaged more of the time in their learning	Key Improvement Strategies: • Build opportunities for increased student voice and understanding of their own learning process • Develop a whole school approach and opportunities for students to give and receive feedback; to set individual goals and to reflect on their learning

Targets	By 2018 as measured by ATS Survey the school be in the 3rd quartile for:
	   • Student Motivation
	   • Learning Confidence
	   • Stimulating learning
	   • Teacher effectiveness	

Theory of action (optional)	Student learning can be enhanced with students having ownership of their learning including increased opportunities for feedback, peer and self-assessment.	

	Actions	Success criteria
Year 1	• Investigate "tool box" of strategies for planning to include student voice in a range of curriculum areas. • Investigate methods of providing feedback to students: teacher/student and student/student teacher/teacher and identify key strategies for implementation. • Develop systematic approach to profiling students to inform learning styles. • Investigate theories behind feedback including James Nottingham, John Hattie, Dylan Williams and Schlechty.	• PLT leaders visit schools currently using a strong model of student voice and feedback within the curriculum planning. • Use of a curriculum day to investigate how student voice and feedback can be developed within current practices. • PLT agenda reflects exploration of how current practice can be changed to incorporate student voice and feedback. • Meeting structure clearly identifies student engagement priorities and targeted actions.
Year 2	• Implement a whole school plan for incorporating student voice as part of the learning process. • Implement a systematic plan to ensure regular feedback is given to students about their learning.	• Document strategies as part of BCS T & L plan. • Term and weekly planners reflect strategies outlined in BCS T & L plan which provide opportunities for gaining and providing student feedback. • Peer observations in writing reflect student voice and feedback as part of the planning and assessment process.
Year 3	• Embed the use of student voice to drive the planning of activities across the curriculum as part of the BCS T & L plan. • Clearly document systematic feedback to students as part of the BCS T & L plan.	• Broaden use of student voice and feedback across core curriculum areas. • School designed surveys reflect enhanced student ownership of their learning and targets within the ATS and attendance are met. • Ensure teacher planning includes activities for students to self-assess, peer assess and provide allocated time for giving and receiving feedback

Year 4	• Review the implementation of strategies to develop student voice and feedback and the impact on student learning as part of a whole school approach.	• Identify areas for future growth through the use of surveys and ATS data.

Wellbeing

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.

Key improvement strategies

Goals 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.	Goal: Grow and sustain a supportive school culture that fosters relationships with students, parents and the community.	Key Improvement Strategies: • Document and implement a consistent and relevant plan for the use of the kitchen to foster relationships within the school and wider community. • Ensure that the whole school approach to developing social skills and wellbeing includes consistent and high expectations for classroom and school behaviour.
Targets 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.	To improve student well-being • Improvement in the Attitude To School (ATS) survey variables of classroom behaviour and student safety to be in 3rd quartile trending upwards over the plan. • Improvement in the Parent Opinion Survey (POS) variables of classroom behaviour, student safety to be in 3rd quartile trending upwards over the plan.	

Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	**Parent Engagement** If communication and partnerships with parents are strengthened, there will be a positive and supportive parent involvement in student learning. **Social Skills and Classroom Behaviour** If the social skills program is embedded and there is a consistent, whole school approach to behaviour management there will be an orderly environment for learning.	
	Actions	**Success criteria**
Year 1	• Review current practices through the revision of the Student Engagement Policy and associated documents. • Investigate a whole school approach to behaviour management • Identify Tier 2 students and associated behaviour traits. Investigate strategies to address behaviour issues. • Investigate strategies to further develop parent involvement in student learning through the use of the marketing committee and kitchen. • Investigate D.R.A.S.T as an assessment tool for the identification of "at risk" students.	• Revised Student Engagement Policy reflects clear direction for implementation. • Meeting structure clearly identifies student wellbeing priorities and targeted actions. • Building staff capacity and understanding of Tier 2 students. • Completed Kitchen Program as part of the Teaching and Learning Plan with community consultation. • Informed and valued community members a regular part of the kitchen and garden program • Documented induction program for new families.
Year 2	• Implement all aspects of the Student Engagement Policy with emphasis on class and student management. • Implement strategies for a whole school approach towards catering for Tier 2 students. • Develop a document to identify the involvement of parents in student learning.	• Shared understanding and implementation of class and student management and policy procedures. • Central storage data shows evidence of a reduction of Tier 2 incidence. • Clear structures in place through the use of a documented plan for the involvement of parents in student learning.

Year 3	• Embed all aspects of the Student Engagement Policy with emphasis on class and student management. • Embed strategies for a whole school approach for catering for Tier 2 students. • Implement the use of Parent Involvement Policy.	• Targets met in the Parent Opinion Survey (POS) data regarding classroom behaviour, student safety, reporting, approachability and parent input. • Data supports evidence of Tier 2 students moving from Tier 2 into Tier 1. • Higher participation of parents and friends of the school community involved in student learning.
Year 4	• Review the implementation of strategies to develop a consistent whole school approach to class and student management. • Review data to ensure successful strategies to cater for Tier 2 students across the school. • Review the Parent Involvement Policy and impact on student learning.	• Identify areas for future growth through the use of POS surveys and ATS data.

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and

adapted to the unique contexts of each school. 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.		
Goals	Goal: Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.	Key Improvement Strategies: • Annually review the allocation and implementation of resources to ensure that they are allocated according to priorities identified in the School Strategic Plan • Investigate and establish a process and program for the efficient collation and central storage of data • Ensure a high level of congruence for school priorities, including goals, strategies, programs and day to day operation for all staff.
Targets	**Improve productivity:** DET staff and parent surveys, as well as school developed feedback mechanisms, show evidence of high satisfaction in professional growth, parent opinion of school improvement, facilities and curriculum	
Theory of action (optional)	Successful productivity outcomes exist when a school uses its resources – people, funding, facilities, community expertise and professional learning - to the best possible effect with the best possible combination, to support improved student outcomes and the achievement of goals and targets.	
	Actions	**Success criteria**
Year 1	• Develop a 4 year plan for School Strategic Plan (SSP) priority implementation.	• Resources target planning for Strategic Plan for following year including professional development and school improvement.

	• Investigate community partnerships to support the Kitchen Program priority. • Investigate and select program/software for the efficient collation and central storage of data.	• Establish, document and promote links for community partnerships. • Collaborative decision and purchase of a program/software to enable centrally stored data within the school.
Year 2	• SSP priority plan reviewed annually to ensure strategic use of resources to support priorities. • Fully implement community partnerships to support the Kitchen Program priority. • Develop a schedule for the collection of data for school improvement.	• Reviewed plan outlines resource allocations to best achieve key outcomes of the SSP for the following year. • Community partnerships clearly identified in Kitchen Program Policy and practice. • Documented process and agreed expectations for student learning and other school operations.
Year 3	• Plan reviewed annually to ensure strategic use of resources to support priorities. • Maintain strong community partnerships to support the Kitchen Program priority. • Embed the use of data to improve student learning and school improvement.	• Reviewed plan outlines resource allocations to best achieve key outcomes of the SSP for the following year. • Increased number of parents and community members involved in the Kitchen Program. • Survey results provide evidence of high satisfaction across key improvement strategies.
Year 4	• Review the 4 year plan for future planning. • Maintain strong community partnerships to support the Kitchen Program priority. • Review the efficiency and effective use of central data storage.	• Identify areas for future growth through the review of the 4 year plan. • Evidence supports on-going use of kitchen facilities for student learning and community partnerships. • Identify areas for future growth concerning the use of central data storage.