

Bittern Primary School 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: Mrs Simone McDonald (Acting) [date][name] [date][name]..... [date]
School council: Mrs Carmela Taggart [date][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
<p><i>Bittern Primary School strives to create a dynamic community partnership fostering lifelong learners enabled by the skills, values and attitudes necessary for success in a changing world.</i></p>	<p><i>Our school provides a welcoming, friendly and caring learning environment where individuals are encouraged to live by a set of core values and high expectations are set for all.</i></p> <p><i>We are committed to working in partnership with the school community to provide students' with a safe, supportive and positive learning environment in which individual skills and talents are identified and encouraged.</i></p> <p><i>Students and staff clearly articulate the 3 governing guidelines that overarch the values of the school.</i></p> <ul style="list-style-type: none"> Everyone has the right to feel safe. Everyone has the right to be treated with respect. Everyone has the right to learn without being disrupted. <p>Our cores values are;</p> <ul style="list-style-type: none"> Respect – each individual is treated with respect. Trust – each individual is treated in a trusting manner. High Expectations – we have high expectations of all. Professional Attitude – a professional attitude is valued and expected in all activities. Teamwork – cooperation and teamwork are paramount. 	<p><i>Bittern Primary School is a community school of 152 students nestled in Portsmouth Road, Bittern. The school is well established and is one of the main meeting places for the Bittern community. The School Family Occupation index is 0.56 and whilst this is an increase from the previous Strategic Plan, this factor has remained fairly consistent in the previous few years.</i></p> <p><i>The school presents as a semi-rural setting with a large sports recreation reserve and centre at the back of the school. A council reserve running down the length of the school is also used by the general public.</i></p> <p><i>Bittern PS has a varied combination of facilities including a now well established Building the Education revolution [BER] centre that has open learning spaces being consistently utilised.</i></p> <p><i>The number of students attending has declined in recent years and with many local children transitioning from the local kinder to outer lying schools. The significant challenge is to reconnect with our local families and pre-school facilities to ensure we are encouraging and supporting those families to attend Bittern PS.</i></p> <p><i>Parent Opinion Survey data trends indicate that general satisfaction in all indicators is declining. The challenge to reconnect our parent community and build productive partnerships is significant.</i></p> <p><i>In 2016, the school underwent a Priority Review that highlighted a number of challenges the school was facing and set several recommendations for the school to focus on in this Strategic Plan.</i></p> <p><i>There are definite challenges in regards to improving student outcomes at all levels. The focus is not limited to improving outcomes but to maximising learning growth for each student, ensuring a minimum of 12 months growth over 12 months and ensuring each student reaches their potential.</i></p> <p><i>Staff are working on ensuring that curriculum documentation is viable and an agreed Instructional Model is utilised to deliver the curriculum in a consistent manner ensuring all students have an understanding of their learning priorities.</i></p> <p><i>There is an understanding of the importance of targeted professional learning to support staff development to work collaboratively in teams and for critical reflection and peer mentoring to ensure high quality and consistent teacher and leadership practice across the school.</i></p>	<p><i>Bittern Primary School is committed to building a culture of shared belief and collective responsibility for whole school improvement and building an environment where all staff, students and leaders are enabled by the skills, values and attitudes necessary for success in a changing world.</i></p> <p><i>An ongoing key focus over the next four years is to increase the learning growth of every student in literacy and numeracy [Goal One]. Involvement in the PLC Pilot programme in late 2016 has laid the foundations for staff utilising an Inquiry Change model based on student learning data to plan for learning outcomes and growth for all students. The school will continue to build excellence in teacher practice by utilising research based and consistent whole school agreed classroom practises. The use of consistent assessment and moderation practises will inform planning, instruction and intervention. Underpinning this development will be a culture of learning through the use of collaborative professional teams that constantly challenge their improvement through modelling, feedback and coaching.</i></p> <p><i>To further support this work Goal Two [‘to build student engagement in and ownership of their learning’], will focus on increasing students’ engagement in their learning and increasing responsibility by building both teachers capacity to enable student voice and to strengthen students’ understanding and ability to utilise their voice in the learning process. The initiatives within this goal are also significant and will be a focus throughout the duration of the plan.</i></p> <p><i>Goal Three; to build student wellbeing and foster partnerships with parents/carers and the wider community has always been a significant focus of the school. In 2016, significant work revolved around establishing a Student Code of Conduct that after being ratified at School Council is now operational in 2017. This focuses on positive supports for students and families and will have a positive effect on ATSS and POS data. Transitions into and beyond the school will be explored and defined in the first year of the cycle with an agreed approach being implemented in the second year..</i></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)
To increase the learning growth of every student in literacy and numeracy.	Professional Leadership <ul style="list-style-type: none"> Building leadership teams 	To build a culture of learning through collaborative professional teams and structured modelling, feedback and coaching	Every student will demonstrate at least one year's learning growth every year. An increase in the percentage of students demonstrating relative learning growth across NAPLAN data in Literacy and Numeracy <i>to at or above state</i> . A reduction in the number of students demonstrating low relative growth across NAPLAN data in Literacy and Numeracy.
	Excellence in Teaching and Learning <ul style="list-style-type: none"> Building practice excellence 	To build research based and consistent whole school agreed classroom teaching practices	
	Excellence in Teaching and Learning <ul style="list-style-type: none"> Curriculum planning and assessment 	To develop and embed assessment and moderation practices to inform planning, instruction and intervention	
To build student engagement in and ownership of their learning.	Positive Climate for Learning <ul style="list-style-type: none"> Empowering students and building school pride 	To build teachers capacity to enable student voice <i>by promoting student motivation and confidence</i> .	Improve the following teaching and learning variables of the Attitudes to School Survey whilst maintaining the other variables. <ul style="list-style-type: none"> Stimulating Learning Learning Confidence Student Motivation Reduce the difference between male and female as currently female results are higher. A reduction in student absence rates across the school.
To build student wellbeing and foster partnerships with parents/carers and the wider school community.	Positive Climate for Learning <ul style="list-style-type: none"> Setting expectations and promoting inclusion 	To build a culture of high expectations for all students.	An increase in the Attitudes to School Survey data in the factor mean scores of; Student Relationships <ul style="list-style-type: none"> Classroom Behaviour Student Safety & Wellbeing <ul style="list-style-type: none"> Connectedness to Peers Learning Confidence An increase in the Parent Opinion Survey data in the factor mean scores of; School Climate <ul style="list-style-type: none"> School Improvement Transitions Behaviour Management & Student Behaviour <ul style="list-style-type: none"> Classroom Behaviour
	Community engagement in learning <ul style="list-style-type: none"> Building Communities 	To develop partnerships to support student health, wellbeing and achievement.	

