

MOUNT BLOWHARD PRIMARY SCHOOL

Strategic Plan 2017-2020

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Susan Knight 27/4/17[name] [date][name] [date]
School council: Trevor Ralston 27/04/17[name] [date][name] [date]
Delegate of the Secretary: Jenny Malberg 27/04/17[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Mount Blowhard Primary School’s purpose is to ensure students achieve their academic, social, emotional and physical potential in a supportive and purposeful learning environment, where our school values of Respect, Responsibility, Excellence and Kindness underpin all interactions. Our school believes in high expectations for all students in an atmosphere of care and support. We are committed to preparing our students to be creative, adaptable and responsible citizens of both their local and global communities</p> <p>The programs of, and teaching in, Mount Blowhard Primary School will support and promote the principles and practices of Australian democracy including a commitment to: an elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.</p>	<p>Mount Blowhard Primary School undertook a review of its values as a part of the 2017 School Review. The school community identified four key values to guide the school through the next SSP cycle. They are:</p> <p>Respect Responsibility Excellence Kindness</p> <p>These are supported by five key school rules</p> <p>Be Nice (links to Kindness) Be Safe (links to Responsibility) Be Honest (links to Respect) Be Positive (Links to Respect) Be A Learner (Links to Excellence)</p> <p>These values and rules are included in our weekly newsletter, on our school website and displayed in our front foyer.</p>	<p>Mount Blowhard is a rural area and situated approximately 15 kilometres north of Ballarat and 6 kilometres from Miners Rest. The primary school was established in 1878 and has traditionally served as the centre of the Blowhard community. Enrolments have grown from 40 students in 2011 to 70 in 2017 as the school’s catchment area has increased to include areas that were previously served by other small schools.</p> <p>The school has grown from 3 to 4 classrooms, structured in 2017 as P/1, 2/3, 3/4 and 5/6. The classes ranged in size from 16 to 19 students. The school’s SFO density sits at 0.4058 with an SFOE index of 0.3638.</p> <p>The school is a mix of four newer classrooms and a full-sized gymnasium along with the original brick and timber building that now serves as office space. The original building will require maintenance and investment in the future.</p> <p>The school underwent a number of staffing and leadership changes over the period of the previous SSP. The school currently has 5 full time teachers (4 classroom teachers and the Principal), an art/physical education specialist (0.4EFT) and a Business Manager (0.4EFT). An Education Support (ES) staff member (0.3EFT) supports the Program for Students with a Disability and provides support programs including Multilit and the STAP Program (Speech Therapy Assistance).</p> <p>At the beginning of this current SSP period, Mount Blowhard Primary School has entered a period of stability and focussed improvement. As in all smaller schools, one challenge is providing opportunities for staff to work with colleagues. Being the only teacher at a particular year level can be challenging and it is essential that staff are supported to develop professional links both within and between schools, to drive improvement in teaching and thus student learning outcomes.</p>	<p>Mount Blowhard Primary School is committed to achieving strong English and Mathematics outcomes for its students. This is our core role. Ensuring a strong foundation in English and Mathematics enables students to transition successfully into each subsequent school year level. English and Mathematics are also the key to students having a wide range of future options and being able to participate fully in all aspects of their lives</p> <p>The 2017 School Review highlighted the recent work the school has undertaken to improve the teaching and learning of reading. Data analysis shows writing and mathematics must also be focus areas.</p> <p>Our first priority is ensuring staff capacity is continually developed so that we are providing outstanding learning programs to all students. Work must focus on ensuring staff have a deep knowledge of content and pedagogy. Documenting our curriculum and assessment practices and developing an agreed instructional model are key to this. Increasing opportunities for teachers to work together both within our school and between schools, with planned and targeted whole-school professional learning linked to school goals will also be a priority.</p> <p>Alongside strong academic outcomes, our purpose is to develop student’s social, emotional and physical potential.</p> <p>The 2017 School Review acknowledged the work the school has undertaken in student leadership and developing a secure learning environment. The Review Report notes that work needs to continue to embed successful practices and to also build genuine opportunities for student voice, to teach and reinforce social skills, improve student engagement and continue to build a positive community spirit so that student learning is supported at all levels.</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)
<p>STUDENT LEARNING GOAL <i>By the end of the School Strategic Plan period (2020) we will have improved student achievement and progress in English, Mathematics and Science to meet the stated targets.</i></p>	<p>FISO PRIORITY: EXCELLENCE IN TEACHING AND LEARNING FISO Improvement Initiative: Building Practice Excellence</p> <p>FISO PRIORITY: EXCELLENCE IN TEACHING AND LEARNING FISO Improvement Initiative: Curriculum Planning and Assessment</p> <p>FISO PRIORITY: PROFESSIONAL LEADERSHIP FISO Improvement Initiative: Building Leadership Teams</p>	<ol style="list-style-type: none"> 1. Document an agreed instructional model to ensure consistent, effective teaching practices across all classrooms. 2. Plan targeted professional learning for all staff in English and Mathematics and monitor the transfer of teacher learning into classroom practice through a program of classroom observations and feedback. 3. Develop professional learning relationship with other local schools to enhance teacher professional learning and support improved assessment practices. 4. Develop a teacher feedback model to ensure that teacher feedback is specific and supports improved student learning strategies and learning confidence. 5. Document all aspects of the English and Mathematics curriculum based on a continuum to ensure staff are able to assess and monitor student learning progress. 6. Implement a broad range of evidence-based assessment tools and strategies to improve the accuracy of teacher judgements of student learning progress. Sharper assessment tools will also enable teachers to personalize student learning. 7. Continue to provide a broad and diverse curriculum, in particular a focus on science, ICT and health and physical education to result in improved student achievement and engagement. 8. Build capacity of staff to take on curriculum leadership roles and drive school-wide improvement in student outcomes. 	<ul style="list-style-type: none"> - Each student will make the expected learning growth in English, Mathematics and Science (based on teacher judgements, aligned with the Victorian Curriculum) over the period of the School Strategic Plan. - A minimum of 80% of students will be at a C or above (based on teacher judgements) in English, Mathematics and Science for each year of the Strategic Plan. - Each student will show medium or high NAPLAN relative growth from Years 3-5 over the period of the School Strategic Plan. - Each student will be above the NAPLAN National Minimum Standard (NMS) in Years 3 and 5 over the period of the School Strategic Plan.
<p>STUDENT ENGAGEMENT GOAL <i>By the end of the School Strategic Plan period (2020) we will have built a positive school community where students are engaged in the learning process and have an authentic voice in their learning to meet the stated targets.</i></p>	<p>FISO PRIORITY: POSITIVE CLIMATE FOR LEARNING FISO Improvement Initiative: Empowering Students and Building School Pride</p> <p>FISO PRIORITY: POSITIVE CLIMATE FOR LEARNING FISO Improvement Initiative: Setting Expectations and Promoting Inclusion</p>	<ol style="list-style-type: none"> 1. Develop opportunities for student voice and ownership in their learning including regular opportunities for student goal setting, self and peer assessment and self-reflection. 2. Provide regular opportunities to celebrate student and school achievements to build a sense of school pride and a culture that values learning. 3. Increase student self-responsibility and build student leadership skills at all year levels through authentic leadership roles. 4. Continue to respond to student behaviour issues with consistent, documented practices to ensure that students work in a calm and secure learning environment. 	<ul style="list-style-type: none"> - Student Attitude to School Survey variable means for Learning Confidence, School Connectedness, Stimulating Learning, Student Motivation, and Teacher Effectiveness to be at or above state mean scores.
<p>STUDENT WELLBEING GOAL <i>By the end of the School Strategic Plan period (2020) we will have enhanced student wellbeing in a learning community that is built on the schools values of Respect, Responsibility, Excellence and Kindness to meet the stated targets.</i></p>	<p>FISO PRIORITY: COMMUNITY ENGAGEMENT IN LEARNING FISO Improvement Initiative: Building Communities</p>	<ol style="list-style-type: none"> 5. Develop and implement an agreed whole school approach to student wellbeing that includes a documented, sequential social skills and well-being program. 6. Embed School Wide Positive Behaviours to create a culture of engagement and learning, including school values and rules in all school actions. 7. Build parent engagement in their children's learning through parent forums, multiple opportunities for communication and regular celebrations of learning. 8. Develop an improved Transition from Years 6 to 7 so that long term student learning outcomes are maximized. 9. Continue to build a positive community spirit to ensure that parents are engaged and connected to school and able to support student learning. 	<ul style="list-style-type: none"> - Student Attitude to School Survey variable means for Student Safety, Student Morale, School Connectedness, Student Motivation and Teacher Empathy to be at or above state mean scores. - Parent Opinion Survey variable means for Student Safety, School Connectedness, and Student Motivation to be at or above state mean scores. - School Staff Survey variable means for Collective Efficacy, Trust in Students and Parents, Staff Trust in Colleagues, and Parent and Community Involvement to be at or above state mean scores.