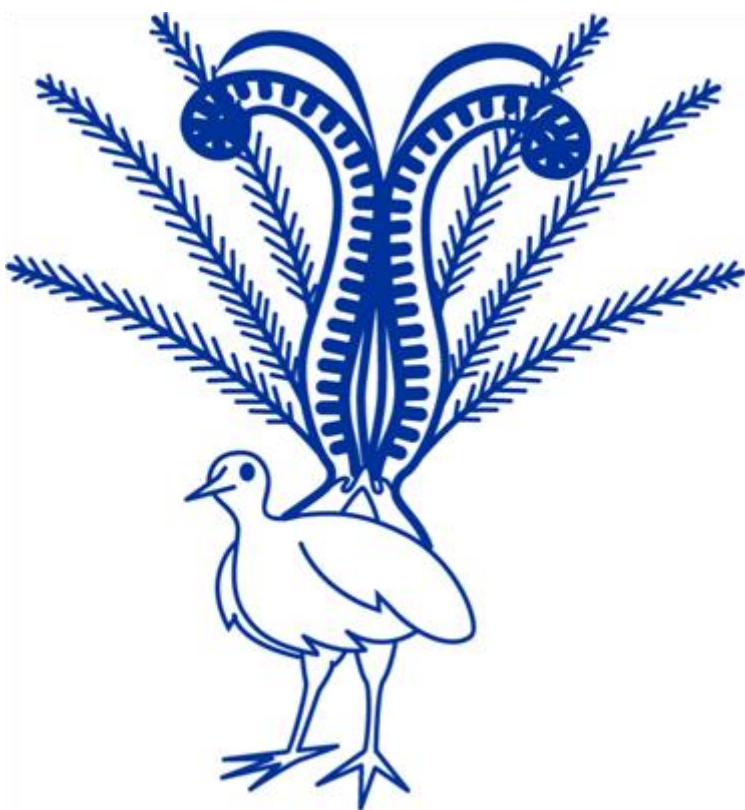


School Strategic Plan 2023-2027

Buln Buln Primary School (2017)



Submitted for review by Meagan Blewett (School Principal) on 01 March, 2024 at 12:00 PM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 06 March, 2024 at 03:52 PM
Endorsed by Robyn Mitchard (School Council President) on 24 April, 2024 at 10:11 AM

School Strategic Plan - 2023-2027

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School vision	OUR SCHOOL COMMUNITY WORKS TOGETHER TO EMPOWER US ALL TO BE LIFE-LONG LEARNERS. WHERE WE STRIVE FOR ACADEMIC, EMOTIONAL, SOCIAL AND PHYSICAL WELL-BEING FOR ALL.
School values	I am Respectful and ICARE I - Independent C - Compassionate A - Accountable R - Resilient E - Excellence
Context challenges	<p>Buln Buln Primary School is situated in West Gippsland and services a growing rural community consisting of families from farming, small business and professional vocations. First opened in 1878, the school has undergone significant changes and has continually developed both its facilities and teaching and learning programs to provide a quality education for all students.</p> <p>The current enrolment of 119 students is accommodated in six classrooms. Facilities include an open learning space, library, multi-purpose room, art room, outdoor play areas and Outside School Hours Care Program.</p> <p>Our student population includes a SFOE Index of 0.3248, English as an Additional Language is at 9.2%, Aboriginal enrolments of 6 and 3.4% have a disability. Our community, respect and value the importance of education and as such expect that quality teaching and learning experiences are provided to give students every possible opportunity to excel academically whilst supported as they develop socially and emotionally.</p> <p>The review highlighted that the school had a safe and inclusive learning environment. Students in the focus groups spoke about feeling safe both in the classroom and out in the playing areas of the school. Students in the focus groups said they could go to a member of staff if they wanted help and support.</p> <p>Further highlights identified during the review process was the way in which the school provided opportunities for the work of students to be shared with their families and the broader community and that Buln Buln PS provided a broad range of extra-curricula activities.</p> <p>The Review findings showed that there was a partial implementation of an instructional model for Literacy along with a range of professional learning opportunities implemented with the intention of providing a structure for the teaching of Reading and Writing.</p>

A challenge for the school was to implement the KIS with fidelity. The school considered periods of remote learning, several changes to staffing and a focus on student and staff wellbeing impacted on the school's ability to maintain a focus on the goal and the KIS.

A guaranteed and viable curriculum for English was not in place. This impacted on the ability of staff to develop and implement quality yearly, term and weekly teaching and learning plans.

A KIS for Goal 2 was to "Develop, implement and embed an agreed pedagogical model that builds teacher confidence and enables them to implement highly effective teaching and learning practices for Mathematics." The panel considered the implementation of an instructional model for Numeracy enabled the school to partially achieve the goal. A range of professional learning opportunities helped to build staff confidence and ability to teach Mathematics,

The other two KIS to support the goal were to:

- Build teacher data literacy to enable them to effectively use formative and summative assessment to monitor student progress in Mathematics.
- Challenge and support teachers to individually and collectively reflect on and improve their practices for teaching and learning in Mathematics.

The panel agreed a challenge for the school was to implement these KIS. As for Goal 1, the school considered periods of remote learning, several changes to staffing and a focus on student and staff wellbeing impacted on the school's ability to address the KIS with fidelity.

A guaranteed and viable curriculum for Mathematics was not in place. This impacted on the ability of staff to develop and implement quality yearly, term and weekly teaching and learning plans.

The panel identified the strategies implemented by the school to address the wellbeing and behaviour of students enabled the school to begin re-engaging students with the school.

The current SSP did not have a goal for Wellbeing. However, interviews with school leaders and members of staff found that the wellbeing of staff, students and families was a focus during the COVID-19 pandemic and in 2022-23. Student, staff and parent survey data in 2021 and 2022 reflected low levels of wellbeing and connectedness to school.

A wellbeing leader was appointed in 2021 and a wellbeing team was formed. A Wellbeing framework was developed to ensure the approach to wellbeing supported the current needs of the school community.

The school implemented the Resilience, Rights and Respectful Relationships (RRRR) initiative in all classrooms and communicated with parents regularly through newsletters and assemblies. A RRRR team was created to discuss the 5-step implementation cycle of the initiative. Student leaders attended RRRR meetings to discuss any concerns or celebrations. Staff meetings included staff professional learning and a sharing of resources for each RRRR topic. A whole school RRRR pacing guide was used in classrooms

The school found that on returning to school, some students, particularly those in the upper year levels found re-engaging with school difficult and at times these students displayed challenging behaviour which impacted on the wellbeing of both students and staff.

The Wellbeing Team was instrumental in implementing the School Wide Positive Behaviour Support (SWPBS)

	<p>framework. Students, staff, and parents in the focus groups agreed that the implementation of the framework was a key factor in improving the school climate. On a rotational basis teachers planned weekly lessons to support implementation of the framework. These lessons were shared with other members of staff. The 2023 student and staff survey data reflected improved levels of satisfaction with the factors that related to wellbeing.</p> <p>In 2023, the school chaplain and wellbeing leader completed training which aimed to provide strategies to support young people to understand their feelings, help them develop skills for coping, restore self-confidence and educate them about the grief process.</p> <p>However, information gained from students and staff found that the KIS listed below were not implemented and therefore were barriers to the achievement of the goal and the three targets.</p> <ul style="list-style-type: none"> • Develop and embed community understanding and capacity around use of student voice and learner agency. • Develop authentic opportunities for student voice and learner agency. • Develop teacher capabilities to support students to set personal and academic goals and to monitor and track their own learning. <p>Information gained from the school's pre-review self-evaluation (PRSE) and school leaders indicated a challenge associated with the goal and targets was the re-establishment of routines and learning stamina after periods of remote learning. The pandemic further impacted on the school's ability to maintain a focus on building student voice and agency in learning.</p> <p>The school has in place a distributive leadership model. The panel considered it was important to build the capacity of these school leaders and that of all members of staff to ensure a whole school focus on school improvement was maintained.</p> <p>Panel members acknowledged the work that was undertaken to implement a Literacy and Numeracy instructional model. The panel agreed that it was essential this work be embedded in practice.</p> <p>The panel found there was not a school developed curriculum for Mathematics and subsequently a consistent approach to the yearly, term or weekly planning for the teaching of Mathematics was not in place.</p> <p>Over the review period teacher judgements of student achievement in Mathematics showed the percentage of students assessed above the expected level was consistently below Similar Schools data. Fieldwork found that challenging and extending student learning and the provision of a challenge learning environment were areas for improvement.</p> <p>NAPLAN data and Teacher judgement data indicated outcomes in Mathematics had not consistently improved and subsequently the panel considered a goal which addressed this area of the curriculum should be included in the next SSP.</p>
<p>Intent, rationale and focus</p>	<p>The school's goals and key improvement strategies for the next 4 years have been clearly identified through the 2023 school review process. These goals are articulated in this School Strategic Plan.</p>

Buln Buln Primary School aims to have students achieving outcomes in a safe and supportive environment where our school community works together to empower us all to be life-long learners. It is a priority for academic, emotional, social and physical well-being to be achievable for all. Buln Buln Primary School is a Respectful Relationship school where everyone involved in our school community deserves to be respected, valued and treated equally. Positive relationships between staff, students and parents will drive connectedness within the school community.

Buln Buln Primary School is aiming to improve student learning and achievement in Mathematics and to improve student engagement and wellbeing by:

- Building the instructional leadership capacity of school leaders and all members of staff.
- Collaboratively developing and consistently implementing a whole school guaranteed and viable curriculum.
- Refining whole school assessment practices that will ensure differentiated learning for all students.
- Embedding evidence based whole school approaches to enhance student engagement and wellbeing.
- Building the capacity of all members of staff to consistently implement high quality teaching and learning practices.
- Developing and embedding a whole school approach to activating student agency in learning.

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Goal 1	To improve student outcomes in Mathematics.
Target 1.1	NAPLAN growth targets for Numeracy to be established when further advice is available.
Target 1.2	By 2027, maintain or increase the percentage of students assessed as Exceeding or Strong in the NAPLAN assessment for Numeracy: <ul style="list-style-type: none">• Year 3 from 25% (2023) to 50%• Year 5 at 75% (2023)
Target 1.3	By 2027, increase the percentage of students assessed above the expected level based on teacher judgements from the 2022 Semester 2 baselines for: <ul style="list-style-type: none">• Measurement and Geometry from 6% to 20%• Number and Algebra from 11% to 20%• Statistics and Probability from 10% to 20%
Target 1.4	By 2027, based on teacher judgements, the percentage of students showing high growth will increase or be maintained from the Semester 1 to Semester 2, 2022 benchmarks from: 19% for Measurement and Geometry to 20% 21% for Number and Algebra to 21% 13% for Statistics and Probability to 20%

<p>Target 1.5</p>	<p>By 2027, increase the percentage endorsement in the SSS for the following factors:</p> <ul style="list-style-type: none"> • Understand the curriculum from 64% to 75% • Knowledge of High Impact Teaching Strategies from 73% to 83% • Focus on real-life problems from 45% to 75% • Plan differentiated learning activities from 55% to 75%
<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build the instructional leadership capacity of school leaders and all members of staff.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Collaboratively develop and consistently implement a whole school guaranteed and viable curriculum.</p>
<p>Key Improvement Strategy 1.b</p>	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine whole school assessment practices that ensures differentiated learning for all students.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	To improve student engagement and wellbeing.
Target 2.1	By 2027, increase the percentage endorsement in the AtoSS for the following factors: <ul style="list-style-type: none"> • School connectedness from 59% (2023) to 75% • Student voice and agency from 52% (2022) to 65% • Sense of confidence from 58% (2022) to 75%
Target 2.2	By 2027, increase the percentage endorsement in the AtoSS for the following factors: <ul style="list-style-type: none"> • Motivation and interest from 50% (2023) to 75%

	<ul style="list-style-type: none"> • Perseverance from 50% (2023) to 75% • Sense of confidence from 48% (2023) to 75%
Target 2.3	<p>By 2027, increase the percentage endorsement in the SSS for the following factors:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 64% (2023) to 75% • Moderate assessment tasks together from 64% (2023) to 75% • Skills to measure impact from 73% (2023) to 80%
Target 2.4	<p>By 2027, decrease the proportion of students with 20 or more days of absence from 51% (2022) to 40%.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed evidence based whole school approaches to enhance student engagement and wellbeing.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	
	<p>Build the capacity of all members of staff to consistently implement high quality teaching and learning practices.</p>

<p>pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and embed a whole school approach to activating student agency in learning.</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	