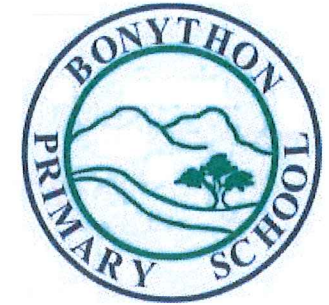



Bonython Primary School Strategic Plan 2017-2021

Tuggeranong Network



Endorsement by School Principal

Name: GREG TERRELL


Signed 

Date:

21/2/17

Endorsement by School Board Chair

Name: JENNY STERGIU

Signed 

Date:

21/2/17

Endorsement by School Network Leader

Name: KATE SMITH

Signed 

Date:

21-2-17.

School Profile

Bonython Primary School opened at the beginning of the 1992 school year with 217 students and reached its peak enrolment of 450 by 1998. The current P-6 enrolment is 325 (with 44 in preschool). Over recent years an ageing population within the suburb has seen a decline in student enrolments, however with the new housing developments, the school is starting to see a gradual rise in enrolments.

The 2017-21 School Strategic Plan supports the school vision to:

- focus on student achievement and ensure that students are at the centre of everything that we do.
- promote a growth mindset and focus on the ongoing professional learning of all staff
- enhance the agency of all key stakeholder and further develop an engaged community

Bonython Primary School's philosophy is based on Quality schooling theories of Glasser, including cooperative learning strategies employed in the classroom and throughout the school. The school community works together to foster an active joy of learning in all students. Students engage in programs that enable them to develop the knowledge, skills and values to be active, global citizens working towards a positive, sustainable future. Curriculum planning has a focus on designing learning programs that provide challenge and success for all students, to build lifelong learners, critical consumers of information, resilient student leaders who embrace diversity, ready to be the leaders of the future.

Bonython has commenced a focus on Inquiry Learning and the principles of formative assessment to personalise learning for students. A core element of this strategic work has been action learning projects undertaken by teachers to explore and consolidate understanding of the five strategies of formative assessment to build a quality classroom environment for students. Classroom walkthroughs were introduced to measure and explore the correlations between these strategies and quality curriculum and pedagogy.

Key stakeholder agency will be key to the success of student learning for the next five years. This looks to increase the participation in both student and parent stakeholder groups over the next five years and establish core values that link directly to the teaching of a contemporary and innovative curriculum.

In partnership with the school community, Bonython PS will be exploring our values framework that will support both the curriculum development and the delivery of high quality pedagogy. The key theme that will be explored is *learning with purpose and passion* and will include these elements: empathy, self control, integrity, grit, embracing diversity:

The Bonython staff use the National School Improvement Tool confidently and it is used at the beginning and end of each year to measure growth for that stage of the school plan. In August 2016 all staff were involved in the School Review process and were able to identify key recommendations that are present in the 2017-21 Strategic Plan. Although the school performed well in the last strategic cycle the staff have identified some key areas that will have significant impact on student achievement. These are represented in the three areas of the plan as formative assessment, inquiry based curriculum learning and stakeholder agency. Recommendation and commendation can be found on the Bonython Primary School website as part of the 2016 External School Review Report.

At the end of each term the executive team review the school's progress, reflect on achievements and look at next steps. Each term the staff are also involved in reviewing the school key improvement strategies and looking at data that will indicate success towards the targets that have been set.

Strategic Priority 1: Embed the strategies of Formative Assessment to improve student learning outcomes

Targets:

By the end of 2021 the school will achieve ACT Education Directorate NAPLAN targets for year 3 and 5.

By the end of 2021 achieve a 5% improvement in the percentage of year 3 and 5 students meeting the proficient level in all aspects of NAPLAN domains based on the 2016 four year average.

Reduce the number of students in (ACER) stanines 1-3 and increase proficiency levels of all students in reading and maths.

90% of Kindergarten students achieving expected or above expected proficiency levels (band 3 and above) in PIPS each year

National Quality Standard Area covered by this priority

- ☐ QA1 Education Program and Practice

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Strengthen formative assessment approach and student accountability	Ongoing	Principal / Executive / teachers leading pedagogical improvements across the school in the areas outlined in our five formative targets. -students can talk about what they are learning, not what they are doing -feedback is provided to move learning forward -teachers use a range of techniques to check for student understanding -activating students as resources for learning - students as agents for their own learning	Dylan Wiliam PL for classroom teachers School budget to finance walkthroughs when required.	Data sets improve in each of our five formative targets, as indicated by the results in our classroom walkthrough data.

Strategic Priority 2: Build, develop and sustain an Inquiry mindset in students

Targets:

A 5% increase in the walkthrough data correlation “knowing what I’m learning about” and “how I know I will be successful”

100% of teachers demonstrate attainment of Pathway Goals using annotated work samples linked to the AITSL Standards

Student satisfaction data / School Climate Survey indicate 80% of students indicate they have “opportunities to do interesting things” and “teachers motivate me to learn”

National Quality Standard Area covered by this priority

- ☐ QA1: Educational Program and Practice
- ☐ QA5: Relationships with Children

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Develop and commence implementation of a concept driven whole school curriculum map.	Ongoing	Deputy Principal / Executive / classroom teachers.	Kath Murdoch consultancy	<p>Understandings and learning assets cumulatively built upon and transferable to a different learning context. This is evident against the student achievement standards.</p> <p>Satisfaction data indicates an increase in students agency in what we are learning about (content) and learning to do (skills)</p>

Strategic Priority 3: Increase Agency of key stakeholders in our Community

Targets:

Increase the proportion of students demonstrating overall satisfaction with the education provided from 61% to at or above ACT Primary School average.

Increase and maintain overall satisfaction of parents with the education provided at this school from 86% to at or above ACT Primary School average.

Increase engagement to a minimum of 80% time on task in all learning environments.

National Quality Standard Area covered by this priority

- ☐ QA1: Education Program and Practice
- ☐ QA6: Collaborative Partnerships with Families and Communities

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Provide opportunities for students to have an active voice in their learning, whole school decision making and leadership	Ongoing	Executive team / Steering committee work with Change team on identified initiatives. Change 2 team to lead staff through. Principal / teacher to lead student leadership team.	Executive Change 2 team Student Leadership Team	Student satisfaction data indicates an improvement in students demonstrating overall satisfaction in the education they are receiving at BPS Improvement in the data set for formative target five: Students as agents of their own learning.

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Seek ways to become more strategic in forming partnerships with families and the wider community utilising these partnerships to source resources to address identified student learning and wellbeing needs.	Ongoing	Principal / Deputy School Board / P&C Leadership Team (staff, students, parents) School Climate Committee(role would be to work on school values, leadership opportunities and community links)	School budget: student wellbeing needs	Through satisfaction surveys parents overall satisfaction has maintained or increased from the baseline from 2016. Increase number of formal partnerships businesses and educational services that support student learning.

