## School background 2015 - 2017

### School vision statement

Barooga Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

### School context

Barooga Public School is the only public school located in the rural town of Barooga, adjacent to the larger Victorian town of Cobram. The school’s population in recent years has been around 150 students. In recent years an increasing number of low socio-economic families have enrolled at the school. The school has always had a multicultural mix and includes a number of LBOE students. Around 5% of the school student body are Aboriginal.

Parent and community members of the community make valuable contributions to the school’s programs and welfare of the students.

Whilst over the past few years the school’s main focus was to improve the literacy and numeracy standards of students, programs are also in place to develop the whole child. The You Can Do It program and philosophy is embedded into the school’s culture with the Stephanie Alexander Kitchen Garden Program becoming an integral part of the school in recent years.

The school attracts equity funding to support its targeted programs.

### School planning process

The school community, including staff, students, parents and community members were consulted using the following methods:

- Staff meetings reviewing current practices, evaluation of previous school plan and setting future directions.
- Survey to parent body seeking opinions of the school community. Survey focused on teaching, learning, communication and school satisfaction.
- Survey to staff and students seeking opinions on school performance re teaching, learning and student engagement.
- Families of Aboriginal and LBOE students were consulted about the plan.
- P & C meetings to review the survey findings, staff and student discussion points and provide input into the school’s future directions.
- Draft Vision, Strategic Directions and School Plan are to be presented to the school community via the newsletter, P&C meetings and staff meetings for further consultation.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:
- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1
Quality Learning

Purpose:
Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive citizen.

STRATEGIC DIRECTION 2
Quality Teaching And Leadership

Purpose:
Build workplace capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

STRATEGIC DIRECTION 3
Quality School Culture

Purpose:
Build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment.
## Strategic Direction 1: Quality Learning

### Purpose
**Why do we need this particular strategic direction and why is it important?**

Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive global citizen.

### People
**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- Students use reflection on assessment and reporting processes and feedback to plan learning.

**Staff:**
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

**Parents/Caretakers:**
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

**Community Partners:**
- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

**Leaders:**
- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

### Processes
**How do we do it and how will we know?**

- School wide assessment strategy implemented using consistent teacher judgement to accurately record student achievement and plan further learning programs.
- Staff implement learning strategies with a focus on learning skill development (L3, TEN, TOWN).
- A How2Learn strategy is developed and implemented across the school to enhance learning engagement.

**Evaluation Plan**
- Students achieve excellent value-added results as recorded by growth in PLAN and NAPLAN data.
- Students achieve high levels of performance on school identified performance measures. (SWST, PAT-R, etc)
- Performance for equity groups within a school (Aboriginal & LBOE) is comparable to the performance of all students in the school.

### Products and Practices
**What is achieved and how do we measure?**

**Product:**
- All students achieve age/grade appropriate, or better, level as recorded on PLAN data.
- School-based assessment data is accessible by all teaching staff.

**Practice:**
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

### Improvement Measures
- All students, including Aboriginal and LBOE, achieve age/grade appropriate, or better, level as recorded on PLAN data.
- All students, including Aboriginal and LBOE, participate in self-reflection, demonstrating responsibility for learning.

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Planning template – V2.0
## Strategic Direction 2: Quality Teaching & Leadership

<table>
<thead>
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<tbody>
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<td>Why do we need this particular strategic direction and why is it important?</td>
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<td>Students use reflection on assessment and reporting processes and feedback to plan learning.</td>
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<tr>
<td><strong>Staff:</strong></td>
</tr>
<tr>
<td>Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.</td>
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<tr>
<td>The teaching staff demonstrates and shares expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.</td>
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<td><strong>Parents/Carers:</strong></td>
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<td>Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.</td>
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<td><strong>Community Partners:</strong></td>
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<tr>
<td>The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.</td>
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<td><strong>Leaders:</strong></td>
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<td>The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.</td>
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<td>How do we do it and how will we know?</td>
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<tr>
<td>Quality Teaching Framework to be revisited. Plan for implementation to be developed and implemented.</td>
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<tr>
<td>Performance and Development Plan to be linked to the Professional Standards for Teachers</td>
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**Evaluation Plan**
- Program documentation, classroom observations, Performance and Development Plans, Stage meetings

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<td>What is achieved and how do we measure?</td>
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<td>All teachers will have a Performance and Development Plans linked to the Professional Standards for Teachers.</td>
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<td>All staff implement the Quality Teaching Framework model in their classroom practice and there is evidence of it in their classrooms.</td>
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**What are our newly embedded practices and how are they integrated and in sync with our purpose?**
- Performance and Development Plan negotiated with supervisor and linked to both the Professional Standards for Teachers and the School Plan
- Quality Teaching elements are evident in classroom practice.

**Improvement Measures**
- All teachers will have a Performance and Development Plans linked to the Professional Standards for Teachers.
- All staff implement the Quality Teaching Framework model in their classroom practice and there is evidence of it in their classrooms.
Strategic Direction 3: Quality School Culture

**Purpose**

Why do we need this particular strategic direction and why is it important?

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

**Staff:**
- The teaching staff of the school demonstrates and shares expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

**Parents/Carers:**
- The school community is committed to the school’s strategic direction and practices to achieve educational priorities.

**Community Partners:**
- The school establishes active partnerships (Trikki Kids, Sporties, Berrigan Shire etc.) and works collaboratively to ensure continuity of learning for students.

**Leaders:**
- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

**Processes**

How do we do it and how will we know?

- You Can Do It strategies explicitly taught to each student and common language used throughout the school.
- Develop effective communication strategies to ensure everyone is well informed of school plans and direction.

**Evaluation Plan**

- Satisfaction Surveys
- Increased Engagement

**Products and Practices**

What is achieved and how do we measure?

**Product:**
- Increased enrolments from Barooga and surrounding area.
- Increased in satisfaction rating from surveys
- Reduced incidents of classroom and playground misbehaviour recorded.
- Increased community engagement, especially from equity groups (Aboriginal & LBOE)

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Staff and leaders are collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making.