Bohlevale State School
School Strategic Plan 2020-2023
Learning, Leading, Living…Together

DoE Strategic Plan 2020-2023 State Schools Strategy 2020--2023	Key Improvement Strategies	Success Indicators	Evidence Sources
A great start for all children **Successful Learners** *Resilient* *Literate* *Critical thinkers* *Global citizens*	Continue to embed systematic Australian Curriculum delivery as per the P-12 Curriculum, Assessment and Reporting Framework including a focus on enhancing the delivery of STEM Prioritise the explicit teaching of reading, writing and numeracy to improve the academic achievement of all students Enhance the inclusive learning culture by ensuring high quality differentiated curriculum, teaching, assessment and early intervention programs are delivered across the school in response to individual student data Implement a school-wide strategy to identify, support and extend more able students Embed the school's 'Student Learning and Wellbeing' Framework, incorporating the enhancement of the 'Positive Behaviour for Learning' (PBL) culture within the school to value diversity and improve the achievement & wellbeing of all students Source high quality physical, human and ICT resources to support the attendance, engagement and achievement of students	≥ 85% of students in each P-6 cohort achieve A-C in English, Maths and Science ≥ 12% of students in each P-6 cohort achieve an 'A' standard in English, Maths and Science % of Year 3 and 5 students meeting NMS and MSS in NAPLAN strands is similar to or exceeds the state % of Year 3 and 5 students in upper 2 bands in NAPLAN strands is similar to or exceeds the state NAPLAN effect size gain relative to the state is positive Levels of Agreement in School Opinion Surveys are similar to or better than the state: *Parents:* S2002, S2003, S2012, S2016, S2017, S2018 *Students:* S2040, S2044, S2048, S2049, S2050, S2051, S2062, S2068 *Staff:* S2074, S3202	OneSchool Records School Performance Profile Headline Indicator Report Annual School Opinion Survey Attendance Policy Learning and Wellbeing Framework
Capabe and confident people delivering responsive services **Teaching Quality** *Systematic Curriculum Delivery* *Effective Pedagogical Practices* *Expert Teaching Teams*	Build a deep understanding of the Australian Curriculum across all learning areas to develop teacher knowledge and understanding and improve student learning outcomes Apply the Australian Professional Standards for Teachers to support collegial approaches to building teacher knowledge and practice of high yield pedagogical strategies which enable learner agency and increased self-efficacy Embed intentional collaboration, formal supervision, coaching, and mentoring processes to promote precision in teaching by continuing to provide a professional learning program for teaching and non-teaching staff that is responsive to individual career stages and aligned to Annual Performance Development Plans Promote opportunities for staff to actively seek and engage with high quality feedback	100% of teaching and non-teaching staff engage in school professional learning program annually Levels of Agreement in School Opinion Surveys are similar to or better than the state: *Staff:* S2086, S2071, S3213, S3215	Annual Performance Development Plans (APDP) School Capability Development Framework School Professional Learning Plan School Pedagogical Framework Annual School Opinion Survey
Principal Leadership and Performance *Alignment* *Precision* *Accountability*	Embed with all key stakeholders a shared commitment to the school vision, values and beliefs, the explicit improvement agenda, inclusive supportive school climate and signature teaching practices Enhance the leadership capabilities of staff and students to lead improvement, innovation and change Align the school explicit improvement agenda with high yield, evidence-based professional practices identified in current educational research Promote the school's improvement agenda to the whole school and wider community, including clear and aspirational targets and prioritise communication of progress and performance data in relation to these school priorities Promote initiatives to enhance staff wellbeing	Levels of Agreement in School Opinion Surveys are similar to or better than the state: *Staff:* S3212, S3213, S2086, S3223 *Parents:* S2004, S2013, S2034, S2035 All teachers engage in collaborative inter-school professional learning opportunities on an annual basis	School Professional Learning Plan Capability Development Framework School AIP & I4S Agreement Annual School Opinon Survey
Every student succeeding **School Performance** *Culture of inquiry* *School Improvement Hierarchy* *Standards of Evidence*	Build reliability of and confidence in teacher judgment across learning areas and strengthen the use of quality assurance strategies, including intra and interschool moderation, random sampling and triangulation of data to validate student achievement standards and provide feedback for teachers Promote a culture of self evaluation and reflection that enables deeper discussions of data, building a data literate community who share accountability and responsibility for student achievement Build a culture of inquiry, focused on student progress, achievement and school improvement, using cycles of inquiry, underpinned by current research and the standards of evidence Embed the school's annual data plan to track, monitor and respond to significant or emerging attendance, achievement and engagement trends	Headline Indicators are blue for the following measures: • Attendance • Literacy and Numeracy • English, Maths and Science • Behaviour • Satisfaction Levels of Agreement in School Opinion Surveys are similar to or better than the state: *Students:* S2048, S2067, S2068 *Parents:* S2004, S2013, S2034, S2035 S*taff:* S2077, S3238	Full School Review Report School Internal Audit Report School Performance Profile Headline Indicator Report Annual School Opinon Survey School Data Plan
Safe and fair workplaces and communities **Local Decision Making** *Intentional collaboration* *Engagement* *Strategic partnerships*	Engage school community stakeholders in decision-making processes regarding school improvement priorities Establish partnerships with local businesses, clubs and organisations to support student learning and wellbeing Refine co- and extra-curricular programs to support the engagement of students, parents, caregivers and the broader community Embed the Parent & Community Engagement Framework (PaCE) by enhancing communication, building parent capacity and developing a culture as a community hub Refine programs to embed Early Childhood transitions and enhance Junior Secondary transitions by supporting the positive engagement of key stakeholders	Levels of Agreement in School Opinion Surveys are similar to or better than the state: *Parents:* S2011, S2013, S2024, S2025, S2027, S2032 *Students:* S2043, S2047, S2065 *Staff:* S2076	School Performance Profile Parent Workshop Feedback PaCE Framework Volunteer Induction Feedback Annual School Opinon Survey Supporting Successful Transitions Plan ECEC Data Profile

This plan was developed in consultation with all school community stakeholders and is a statement of direction that meets school needs and systemic requirements.

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