Foundations

Mission
Why do we exist? Fundamental purpose - clarifies priorities and sharpens focus

Black Forest Primary School enables every student to successfully develop their learning potential.

Vision
What must we become to accomplish our purpose? Compelling future - gives directions

Black Forest Primary School is a learning community committed to continual improvement. Working in partnership with families, promotion of well-being, high achievement and quality learning empowers students to be informed and active citizens.

Values
How must we behave to achieve our vision? - Collective commitments - guides behaviour

- Collaboration
- Creativity
- Endeavour
- Respect
- Responsibility

Goals
How will we mark our progress? - Establishes priorities - targets and timelines

- To build staff Professional Learning Communities.
- To maximise every child’s learning potential.
- To develop the whole child; as educators to plan for intellectual, dispositional, social/emotional, physical and academic goals.
Learning Principles
*How will learning occur? - Establishes fundamentals to how learning occurs*

- Children are active members in a variety of communities.
- The rights of children require the child to have a “voice”
- Learning is lifelong. Learners are challenged and engaged by relevant and innovative learning experiences.
- Learning occurs in a variety of environments.
- Digital learning is transforming education

Dispositions
*What children need for learning?*

- Information and communication technology (ICT) competence
- Critical and creative thinking
- Ethical understanding
- Personal and social competence
- Intercultural understanding

Strategic Directions
Black Forest Primary School will achieve its mission in 2015 by reviewing and evaluating programs and practices to ensure they support all students to achieve and be challenged, specifically in the areas of:

1. **Literacy**
   How do we support all students to achieve and be challenged in literacy?

2. **Numeracy**
   How do we support all students to achieve and be challenged in numeracy?

3. **School-Community Partnerships**
   How do we develop an effective partnership between children, staff and the parent community?
## Strategic Direction 1: Literacy

*How do we support all students to achieve and be challenged in Literacy?*

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets</th>
<th>Strategies</th>
<th>Evaluation &amp; Measures</th>
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<tbody>
<tr>
<td>Literacy Framework developed Yr 6/7 including shared agreements</td>
<td><strong>Running Records</strong></td>
<td>1. Regularly collect data and use to inform teaching and target student needs and improve understanding of analysis of all data</td>
<td>Use PAT-R data and Running Record data to inform practice and identify, monitor and track children’s progress</td>
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<td>Whole site shared agreements R-7</td>
<td><strong>Benchmarks</strong> (Sept):</td>
<td>2. Teachers align planning and teaching to AC English</td>
<td>Make correlation between PAT-R, NAPLAN Reading and RR</td>
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<td>Improvement in children’s reading and comprehension</td>
<td>80% Reception- Level 5 or above</td>
<td>3. Explicit teaching of the Big 6</td>
<td>NAPLAN results</td>
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<td>Whole school approach to qualitative and quantitative data collections and analysis and how it informs practice</td>
<td>80% Yr 1 Level 15</td>
<td>4. Create opportunities for discussing learning with all stakeholders eg Orientation to School, Acquaintance Night</td>
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<td>Set SMART targets for individual students</td>
<td>90% Yr 2 Level 21</td>
<td>5. Promote and use play as a major pedagogical process for children in the early years</td>
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<td>Whole site approach to targeted intervention</td>
<td><strong>NAPLAN Reading</strong></td>
<td>6. Implementation of EYLF in the Early Years, reflected in assessment and reporting</td>
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<td>Engage parents in strategies to support their children’s literacy learning</td>
<td>Year 3 - Increase of 5% in top 2 proficiency bands</td>
<td>7. Whole staff professional learning eg setting SMART targets, digital technologies.</td>
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<td>Year 5 - Increase of 10% in top 2 proficiency bands</td>
<td>8. Whole staff are involved in innovative practice, trials and projects eg Reimagining Childhood project, SOLEs, digital citizenship and technologies, Loose parts</td>
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<td>Year 7 - Increase of 5% in top 2 proficiency bands</td>
<td>9. Parent workshops related to reading and literacy.</td>
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<td>10. Staff engage with parents regularly about support for their children.</td>
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Strategic Direction 2: Numeracy  
*How do we support all students to achieve and be challenged in Numeracy?*

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| Initiate a whole site approach to numeracy teaching and learning | **NAPLAN:**  
Year 3 - increase of 3% (9 students) in Top 2 (47% in 2014) Proficiency Bands (T2PB)  
Year 5 - increase of 16% (5 students) in T2PB (14% in 2014)  
Year 7 - increase of 8% (5 students) in T2PB (32% in 2014) | 1. Whole site participation in professional development in Mathematics  
2. PD to support STEAM-based learning and problem-solving integrating mathematics across learning areas.  
3. Begin development of whole school Numeracy Framework, including shared agreements and whole school collaborative planning to implement  
4. Collaborative planning, implementation and evaluation of AC-linked learning sequences through PLCs  
5. Staff familiarisation with AC Technologies learning area with a focus on links with mathematics  
6. Performance Development focus on mathematics pedagogy, assessment, learning data  
7. Investigate methods to gather data on the effectiveness of digital technologies in increasing learner engagement or achievement.  
8. Support for staff to attend Future School and EduTech to inform classroom practice  
9. Parent workshops on Natural Maths and Quicksmart, Staff engage with parents regularly about support for their children. | Performance development processes  
NAPLAN Numeracy  
PAT-M, Term 4 2015  
Quicksmart |
| Support development of teacher confidence and efficacy in mathematical knowledge and skills | **PAT-M:**  
All students (excluding NEP and SwAN students) progress and achieve at their appropriate year-level as measured by PAT-M, Term 4, 2015 |  |  |
| Investigate differentiation to ensure challenge for all students | **Quicksmart:**  
100% of participating students graduate from the program at the end of the 30 week period. |  |  |
| Whole school approach to qualitative and quantitative data collection and analysis to inform practice | |  |  |
| Use emerging technologies to leverage traditional to transformative ways of teaching and learning for all | |  |  |
| Engage parents in strategies to support their children’s literacy learning. | |  |  |

1 Science and Technology, interpreted through Engineering and the Arts, based in Mathematical elements.
### Strategic Direction 3: School-community Partnerships

**How do we develop an effective partnership between children, staff and the parent community?**

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<td>Strengthen partnerships between children, parents/carers and staff to improve learning and well-being.</td>
<td>Maintenance of 42% of volunteers in the school 90% of families attending learning interviews 100% volunteers inducted and attend RAN training</td>
<td>1. Development and implementation of a communication strategy incorporating tools such as newsletters, website and social media and timeframes. 2. Parent workshops on areas to support their children 3. Online video series on elements of 21st Century Learning at BFPS 4. Establishing role and responsibilities of Governing Council with shared understanding with council, staff and the community. 5. Improving teacher-parent communication through establishing minimum standards and expectations 6. Publishing and maintaining up to date yearly calendar linked to the website 7. Use of an on-line booking system for parent teacher interviews and other similar activities 8. Consult with Governing Council regarding the strategic directions 9. Sharing data regarding school achievement with Governing Council and the broader school community 10. Whole school events eg Assemblies, Sports Day, Garden Night, Open Day/Night 11. Explore opportunities for improved use and access by the community of the school grounds.</td>
<td>Parent Opinion surveys Orientation To School feedback from families Collect numbers of attendees at parent workshops Staff perception and reflection on community activities/events AEDC and MDI data</td>
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<td>12.</td>
<td>Explore opportunities for improved approaches for engaging parents around their child’s learning and development.</td>
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<td>13.</td>
<td>Sharing data regarding school performance with Governing Council and the broader school community</td>
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<td>14.</td>
<td>Whole school events eg Assemblies, Sports Day, Garden Night, Open Day/Night</td>
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<td>15.</td>
<td>Explore opportunities for improved systems and approaches to engaging parents around their child’s learning and development on individual basis.</td>
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