## Burnie Primary School – A High Performing School
### Part 1 - School Improvement Plan
#### 2013-14 - Strategic Overview

### Priority 1 - Teaching and Learning

#### Key Principles
- There are high expectations of all learners
- Creative and innovative learning programs exist to meet all individual needs
- Professional learning is linked to the Australian Curriculum
- High Quality Data is valued and used by teams and teachers to inform practice
- School Organisation and physical environment are aligned to optimize student learning

#### Indicative Progress Measures
- Burnie Primary began implementing the Australian Curriculum in 2012. Assessments and Reporting are required for Mathematics, English, Science and History in 2013. Other curriculum areas will be assessed using the T. C.F as per 2012.
- 85% of students in grade 3, 4, 5, 6 will achieve stanine 4 or better in PAT Maths, Comp and Vocab. Students on IEP’s will have success indicators determined by improvements in percentages.
- Burnie Primary’s average score will be 10 points higher than the national average in all areas of NAPLAN testing (Grade 3 and 5).
- Students in Prep, Grade 1 and 2 will be grade appropriate in Running Records/ Reading Levels and 85% will achieve stanine 4 or better in SWST.

### Priority 2 - Building Capacity

#### Key Principles
- There is continual growth and development through targeted professional learning for all staff
- Leadership and teaching development is underpinned by well-articulated principles and expectations
- Sector and other networks support the delivery of high quality professional learning
- There will be an emphasis on the continual development of highly functioning teams

#### Indicative Progress Measures
- A partnership agreement will exist between BPS, Hillcrest and Havenview PS to support the continual implementation of WLA.
- 50% of Early Childhood teachers will be accredited in this pedagogical approach by the end of 2013.
- All grade 3-6 teachers will commit to implement and promote the agreed pedagogical structures (research based) to colleagues and the community.
- A professional learning model will be in place that allows curriculum leaders and sector teams to decide on the appropriate professional learning for staff. This learning will emphasize curriculum and pedagogical development aimed at improving capacity and student learning outcomes.
- The “Focus Areas to improve Student Engagement and Motivation” (supporting document 3) will be used as a guide to pedagogical development.

### Priority 3 - Shared Accountability

#### Key Principles
- School improvement and accountability processes are understood and enacted by all staff
- There are high levels of accountability and transparency in all systems and school performance
- Planning is open, transparent and evidence based and reflects ambitious targets

#### Indicative Progress Measures
- A meeting and professional learning schedule will be established that allows staff will meet in sector groups once every three weeks and meet in collaborative planning and assessment/reporting partnerships once a week.
- School data will be discussed openly and regularly.
- All staff will achieve targets established to improve teaching and learning outcomes.
- The nine foundations blocks (supporting document 1) and the ten lessons from schools that achieve extraordinary success (supporting document 2) will be used as a framework for school improvement.
- All staff will be committed and enact the values and commitments statement (supporting document 4). The School Association and Parents and Friends executives will enact their specific values and commitments statements (supporting document 5 and 6).
### Priority 4 - High Quality Data

**Key Principles**
- There will be accurate and timely data used to inform, monitor, evaluate and report improvement
- Teachers will be supported to develop data collection and analysis processes
- Staff will openly share and compare performance data at sector and whole staff meetings

**Indicative Progress Measures**
- Staff will report that data processes are user friendly and provides the necessary data to track student progress
- A Testing and Assessment schedule will be established to provide timelines necessary to track student progress and achievement. All staff will be punctual in providing data
- A Reporting agreement will be formulated and shared with the school community for approval

### Priority 5 - Performance Culture

**Key Principles**
- Professional growth is underpinned by cyclic performance management for all staff
- LFHP supports and maintains a culture of learning, innovation, leadership and accountability for outcomes.

**Indicative Progress Measures**
- The Performance and Development process will strengthen the alignment of individual performance and outcomes with the Department’s strategic priorities, drivers and corporate values of learning, excellence, equity, respect and relationships.
- Performance and Development sessions and associated professional learning plans will strengthen the alignment of individual performance and outcomes with Burnie Primary’s and the DoE Values and Commitments and associated policies, state service principles, accountability policy, conduct and standards

### Priority 6 - Building Respectful Schools

**Key Principles**
- We will develop strong integrated approaches to education
- There will be high quality integrated service delivery systems and processes
- Burnie Primary School - working in partnership with parents and community

**Indicative Progress Measures**
- Children will achieve early success as identified by measures detailed in the Australian Early Development Index
- Number of students/families accessing Kids at Heart/Launching into Learning programs will increase to 95% of eventual kindergarten enrolment
- 85% of Kinder children will achieve all critical markers in KDC
- 85% of Prep students will achieve Lit and Num outcomes on PIPS
- Average daily attendance rates will improve by 0.5% in 2013
- Proportion of students suspended will decrease by 0.5%
- See targets outlined in the Next Steps Plan (supporting document 7)