

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Kirralee Pevitt [date]	.....[name]	[date]	.....[name]	[date]
School council:	Neville McCredden [date]	.....[name]	[date]	.....[name]	[date]
Delegate of the Secretary:	[name] [date]	.....[name]	[date]	.....[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Beulah Primary School has a commitment to academically enrich students and to prepare our young people to become active, engaged and responsible citizens for our local and wider community.</p>	<p>Students are pushed academically with small class sizes have allowed a specific knowledge of where each child is at and what they are working towards to provide teaching tailored to the needs of every student.</p> <p>The You Can Do It program is well established at the school and the school has the overarching values of Getting Along, Persistence, Organisation, Confidence and Resilience</p>	<p>Rurality is certainly a challenge at Beulah Primary School with very few schools close by. This means that students have many hours of bus travelling per week and experience isolation.</p> <p>We utilise Southern Mallee Lakes Cluster resources to ensure our students have access to affordable technology and currently subscribe to Mathletics, etc via the Cluster to make these technologies affordable. The Cluster also combines for sports events and cultural performances enabling our students to interact socially with a broader group of children.</p>	<p>The major focus our next four years will be to establish a consistent, guaranteed and viable learning environment. It is essential that the community and students can depend on Beulah Primary School to deliver high quality education for local students.</p> <p>There will be a focus on data analysis to improve the teaching of literacy and numeracy.</p> <p>Ensuring our students feel that they belong is of high importance, but also enable them to feel comfortable in larger groups and outside the school setting, also.</p> <p>It is of high importance to keep the parents and wider community involved with the school through parent groups, helpers, School Council, etc.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key Improvement Strategies	Targets (for improving student achievement, engagement and wellbeing)														
<p>Achievement In every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in all domains.</p>	<p>FISO priority Excellence in teaching and learning. Professional leadership</p> <p>Initiative / dimension Curriculum planning and assessment Evidence-based high impact teaching strategies Evaluating impact on learning Building practice excellence. Building Leadership teams</p>	<p>Enhance staff capacity to:</p> <ul style="list-style-type: none"> consistently implement high impact teaching strategies develop and implement a guaranteed and viable curriculum aligned to the Victorian curriculum in conjunction with the Assessment Schedule and Reporting processes. analyse and interpret data to inform student goal setting and teaching and learning <p>Suggested key actions to support strategies</p> <ul style="list-style-type: none"> implement in-class intervention strategies as identified for students achieving less than expected learning levels attend external literacy professional development via the SML Cluster enhance teacher capacity to teach the Café Reading program develop a Spelling Scope and Sequence investigate a school-wide spelling program 	<p>Student growth as measured through:</p> <ul style="list-style-type: none"> NAPLAN relative growth PAT testing data Evidence based Teacher Judgements (Victorian Curriculum) <p>show at least one year's growth for one year's learning over the life of the Strategic Plan.</p>														
<p>Engagement Over the life of the Strategic Plan we will provide a caring, learning environment in which all students are curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.</p>	<p>FISO priority Positive climate for learning Community engagement in learning.</p> <p>Initiative / dimension Empowering students and building school pride Setting expectations and promoting inclusion Health and Wellbeing Building communities Parents and carers as partners</p>	<p>Continue to support staff to enable students to apply their learning through a variety of curriculum experiences and opportunities.</p> <p>Key actions to support strategies:</p> <ul style="list-style-type: none"> continue to explore curriculum options to meet student interest and needs provide the full scope of the Victorian Curriculum continue to take a proactive and targeted approach to promoting attendance ensure every student is on an Individual Learning Plan continue to implement a variety of transition processes for Kinder transition and Year 6 students transitioning to high school 	<p>In each year of the Strategic Plan the average days absent does not exceed 12 days.</p> <p>Attitude to School Survey variables related to Teaching and Learning to be in the fourth quartile of schools, Years 5–12 for every year of the Strategic Plan 2017–2020.</p> <table border="1" data-bbox="2092 695 2715 926"> <thead> <tr> <th>2016 baseline data</th> <th>% 2016</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td></td> </tr> <tr> <td>School Connectedness</td> <td></td> </tr> <tr> <td>Stimulating Learning</td> <td></td> </tr> <tr> <td>Student Motivation</td> <td></td> </tr> <tr> <td>Teacher Effectiveness</td> <td></td> </tr> <tr> <td>Teacher Empathy</td> <td></td> </tr> </tbody> </table>	2016 baseline data	% 2016	Learning Confidence		School Connectedness		Stimulating Learning		Student Motivation		Teacher Effectiveness		Teacher Empathy	
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<p>Wellbeing Over the life of the Strategic Plan, we will enhance whole school practices to support students to feel safe, positive and motivated to learn</p>	<p>FISO priority Positive climate for learning Community engagement in learning Professional leadership</p> <p>Initiative / dimension Empowering students and building school pride Setting expectations and promoting inclusion Building communities Vision, values and culture</p>	<p>Continue to promote a whole school community focus on positive relationships, building on the school vision and values.</p> <p>Key actions to support strategies:</p> <ul style="list-style-type: none"> maintain the newly refurbished school values (YCDI values) Imbed the You Can DO It (YCDI) program across all year levels communicate and embed the school values within the whole school community continue to promote sound and positive relationships between all members of the school community. 	<p>Attitude to School Survey variables related to student relationships and wellbeing to be in the top 25 percent of schools, Years 5–12 for every year of the SP 2017–2020.</p> <table border="1" data-bbox="2092 1041 2620 1209"> <thead> <tr> <th>2016 baseline data</th> <th>% 2016</th> </tr> </thead> <tbody> <tr> <td>Connectedness to Peers</td> <td></td> </tr> <tr> <td>Classroom behaviour</td> <td></td> </tr> <tr> <td>Student Safety</td> <td></td> </tr> <tr> <td>Student Morale</td> <td></td> </tr> <tr> <td>Student Distress</td> <td></td> </tr> </tbody> </table>	2016 baseline data	% 2016	Connectedness to Peers		Classroom behaviour		Student Safety		Student Morale		Student Distress			
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