**2018 Annual Implementation Plan**

Submitted for review by Tara Hulonce (School Principal) on 24 November, 2017 at 04:38 PM  
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 08 December, 2017 at 03:40 PM  
Endorsed by Henry Rundell (School Council President) on 06 February, 2018 at 02:07 PM

**for improving student outcomes**

Bundarra Primary School (5228)



**Self-evaluation Summary - 2018**

Bundarra Primary School (5228)

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|  | FISO Improvement Model Dimensions  The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **Professional leadership** |  | Building leadership teams | Evolving moving towards Embedding |
|  | Instructional and shared leadership | Emerging moving towards Evolving |
|  | Strategic resource management | Evolving moving towards Embedding |
|  | Vision, values and culture | Evolving |

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| **Positive climate for learning** |  | Empowering students and building school pride | Evolving moving towards Embedding |
|  | Setting expectations and promoting inclusion | Evolving moving towards Embedding |
|  | Health and wellbeing | Evolving moving towards Embedding |
|  | Intellectual engagement and self-awareness | Evolving moving towards Embedding |

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| **Community engagement in learning** |  | Building communities | Emerging moving towards Evolving |
|  | Global citizenship | Emerging moving towards Evolving |
|  | Networks with schools, services and agencies | Evolving |
|  | Parents and carers as partners | Evolving |

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| **Enter your reflective comments** | The 2017 AIP involved a focus on the systems within Bundarra PS with particular emphasis on curriculum planning and assessment and whole school approach to wellbeing and inclusion.   Excellence in Teaching and Learning-  \* The school’s curriculum plan was initially documented in 2017 with essential learnings and proficiency scales developed across the school. This work needs to continue to move beyond evolving into embedding with Bastow professional learning of PLC processes to ensure curriculum planning, teaching and learning and assessment strategies consistent across the school and documented in scope and sequence documents.  \* Our goal to improve student learning for all deemed capable students is on target according to teacher judgement data but not NAPLAN (all students are included, not only those who are “deemed capable”). The discrepancy between NAPLAN and teacher Judgements data will need investigating and will improve as staff work develop their understandings of HITS (assessment moderation) and our BPS Pedagogical Model and instructional practices.   Positive Climate for Learning- \* 2017 enabled us to establish The Nook (Nurturing Room) and target explicit values instruction placing us in evolving towards embedding within the FISO continua. The values work has been positive but needs more time to become embedded which will continue in 2018. \* To improve student engagement, students will collaboratively set meaningful learning goals with teachers and assess their progress reporting back to parents during three way conferences. \* In 2018 we will regularly review our wellbeing data and promote inclusion and engagement through review of behaviour management processes and anti bullying policies, to ensure strategies are sufficiently flexible to support all students. |
| **Considerations for 2019** | In 2018 we will improve learning outcomes and NAPLAN results for all deemed capable students and increase student attendance through the following:   Excellence in Teaching and Learning-  • Further refinement of current PLT processes to incorporate the BASTOW Professional Learning Communities project, ensuring collaborative curriculum planning, teaching and learning and assessment strategies are consistent across the school.   • Collectively developing whole school Pedagogical Model and instructional practices encompassing High Impact Teaching Strategies and DE&T Literacy and Numeracy strategy including:  1) Wimmera South West reading project involvement incorporating the Sounds Right Model (DE&T) and delivering the Big Six components of effective reading. 2) Professional learning on High Impact Teaching Strategies (DE&T) and HITS integrated into daily work across the school.  3) Quick Start Numeracy program training provided to Education support staff to better support student numeracy teaching and learning. 4) Numeracy Acceleration program designed to enhance classroom programs and support top two bands of learners.   Positive Climate for Learning-  • Review and evaluation of current school Wellbeing, Engagement and behaviour management processes and strategies to ensure evidence based inclusive practice.   • Further refinement of current You Can Do It! Values program to enhance student voice and agency and promote anti bullying and positive behaviours.   • Focus on improving student attendance, school connectedness and engagement through: 1) Community Liaison Officer focusing on positive family relationship development. 2) Investigation and implementation of Peaceful Kids Mentoring program.  3) Student goal setting and three way conferences to celebrate achievement.  4) Re-invigoration of Student Representative Council with a focus on inclusion and engagement at all levels of school operations. |
| **Documents that support this plan** | BPS AIP end Review 2017.docx (3 MB) |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Bundarra Primary School (5228)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| To improve outcomes in literacy and numeracy for all students Grades Foundation to 6. | **VICTORIAN CURRICULUM-** 100% of students without a diagnosed learning disability will achieve one level growth in one academic year.  **NAPLAN-** Improve NAPLAN learning growth in the following years:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **READING** | | **WRITING** | | **NUMERACY** | | | **Growth** | Low | Medium/ High | Low | Medium/ High | Low | Medium/ High | | **2015** | 29% | 71% | 24% | 76% | 41% | 51% | | **2019** | 0% | 100% | 0% | 100% | 0% | 100% |     **Student Attitudes To School**  Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2018-2019)  Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2018-2019)  Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2018-2019)  Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2018-2019)    **Parent Opinion**  School Connectedness – 2 year average mean factor score to increase from 22nd percentile (2014-2015) to 45 percentile (2018-2019)  Stimulating Learning – 2 year average mean factor score to increase from 50th (2014-2015) to 75th percentile (2018-2019)    **Absenteeism**  Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan. | Yes | NAPLAN Grade 3- Reading- Increase the number of students performing above national standard to 90% in 2018.   Writing- Improve student achievement to 97% above national standard.   Numeracy- Increase students performing above the national standard to 85%.  Grade 5- Reading- increase % of students making high growth to 10% and medium growth to 60% in 2018.   Writing- increase students making high growth to 15% and medium growth to 60%.  Numeracy- increase students making high growth to 15%, medium growth to 60%, and low growth to 25%.  Students in top two bands in grade 3 remain in the top two bands in year five. | Curriculum planning and assessment |
| By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. | **Student Attitudes To School**  Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2018-2019)  Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2018-2019)  Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2018-2019)  Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2018-2019)    **Parent Opinion**  School Connectedness – 2 year average mean factor score to increase from 22nd percentile (2014-2015) to 45 percentile (2018-2019)  Stimulating Learning – 2 year average mean factor score to increase from 50th (2014-2015) to 75th percentile (2018-2019)    **Absenteeism**  Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan. | Yes | Attitudes to School Boys Attitudes to School data will will improve- Classroom behaviour (up from 68% to 80%- Girls at 86% in 2017),   Student Voice and agency (up from 52% to 60%- girls at 68% in 2017)   School Connectedness (from 60% to 80%- girls at 85% in 2017)  Absenteeism- Reduce student absences to 14 days average per student.   Parent Opinion Survey Data By the end of 2018 we will have improved student safety in the “experience of bullying” category decreasing from 44% to 20%. | Setting expectations and promoting inclusion |

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| Improvement Initiatives Rationale |
| 2017 included a preventative focus on student wellbeing and school values. We encourage acceptance, diversity and inclusion, with this approach being well supported by School Council and accepted as part of Bundarra culture. Unfortunately, 2017 saw a decline in student achievement in the NAPLAN with Grade 5 performing lower than Grade 3. Staff analysed this data and followed our FISO improvement cycle to determine future direction. Recognising that the full story is not best represented in NAPLAN results, we use Victorian Curriculum teacher judgements, Individual Student Improvement Plans, Behaviour Management Support Plans and LookOut plans to support individual student achievement. Parents are part of the development of these documents and are regularly consulted through formal Student Support Group meetings and informal discussions. Staff PLTs meet regularly to plan for curriculum, moderate assessments, analyse data and set goals and targets.  Excellence in Teaching and Learning-  • Improve student learning for all deemed capable students. When considering teacher judgement data we are on target with this. NAPLAN data does not reflect this as all students are included, not simply those who are “deemed capable”. Grade 5 NAPLAN data includes all our PSD funded students. Data Walls have not happened in 2017. The discrepancy between NAPLAN and teacher Judgements data will need investigating and will improve as staff become more familiar with the Vic Curriculum.  • While we have developed some excellent tools to enhance our reflective processes- particularly the Assessment Schedule, Proficiency scales and the various Data Analysis Tools we still need to embed the practice of using them. Positive Climate for Learning- • The Nook (Nurturing Room) and targeting explicit values instruction has been positive but will need more time to become embedded. • Community Liaison Officer 2018- enhance school/ community relationships. • Student Representative Council 2018 |

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| Goal 1 | To improve outcomes in literacy and numeracy for all students Grades Foundation to 6. |
| 12 month target 1.1 | NAPLAN Grade 3- Reading- Increase the number of students performing above national standard to 90% in 2018.   Writing- Improve student achievement to 97% above national standard.   Numeracy- Increase students performing above the national standard to 85%.  Grade 5- Reading- increase % of students making high growth to 10% and medium growth to 60% in 2018.   Writing- increase students making high growth to 15% and medium growth to 60%.  Numeracy- increase students making high growth to 15%, medium growth to 60%, and low growth to 25%.  Students in top two bands in grade 3 remain in the top two bands in year five. |
| FISO Initiative | Curriculum planning and assessment |
| Key Improvement Strategies |  |
| KIS 1 | Develop Literacy and Numeracy Pedagogical Model and Instructional Practices that are implemented consistently across the whole school. |

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| Goal 2 | By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. |
| 12 month target 2.1 | Attitudes to School Boys Attitudes to School data will will improve- Classroom behaviour (up from 68% to 80%- Girls at 86% in 2017),   Student Voice and agency (up from 52% to 60%- girls at 68% in 2017)   School Connectedness (from 60% to 80%- girls at 85% in 2017)  Absenteeism- Reduce student absences to 14 days average per student.   Parent Opinion Survey Data By the end of 2018 we will have improved student safety in the “experience of bullying” category decreasing from 44% to 20%. |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies |  |
| KIS 1 | Enhancing student support within Bundarra Primary School through YCDI values program, Peaceful Kids and Respectful Relationships programs. |

**Define Evidence of Impact and Activities and Milestones - 2018**

Bundarra Primary School (5228)

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| Goal 1 | To improve outcomes in literacy and numeracy for all students Grades Foundation to 6. | | | | |
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| FISO Initiative | Curriculum planning and assessment | | | | |
| Key Improvement Strategy 1 | Develop Literacy and Numeracy Pedagogical Model and Instructional Practices that are implemented consistently across the whole school. | | | | |
| Actions | Identify and implement an effective, evidence based Pedagogical Model and Instructional Practices for consistent instruction in literacy and numeracy across the school. Develop shared understandingsh of children's literacy and numeracy development and effective teaching practices and interventions to support this. Scope and Sequence documents developed to incorporate Literacy and Numeracy DE&T strategy, Essential Learnings and Victorian Curriculum. Students set meaningful learning goals and monitor and assess their progress with support from their teachers. Aspirational goals are discussed and developed for all students. | | | | |
| Evidence of impact | STUDENTS: • Can articulate the goals of each lesson, and how they will know if they have successfully achieved them • Understand and can self-assess their progress, and articulate what they need to learn next • Can explain concepts to peers and record their understanding in multiple ways • Discuss their progress during conferencing and explain how this supports their learning • Provide regular feedback in a variety of ways to teachers about the effectiveness of their practice  TEACHERS: • Demonstrate a deep knowledge of how reading skills develop in early childhood through to adolescence • Plan and implement lessons that include ‘multiple exposures’ to new knowledge • Provide opportunities for students to record and present concepts to peers  • Conduct conferences to support students to discuss their progress and identify their next learning goal • Work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes  • Analyse student data to reflect and review the impact of their practice on learning outcomes • Understand and implement DET High Impact teaching Strategies (HITS)  • Utelise Data walls, Data Analysis Tools (review teacher impact on learning outcomes)  • Identify and adopt differentiated pedagogical practices that meet the learning needs of their students  LEADERS: • Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks • Support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children • Enable regular Leadership Team and staff meetings addressing AIP goals and targets utelising the FISO improvement cycle and BPS Data Analysis Tool • Model the use of the school's instructional model for the PL presented to staff  • Formalise and implement teacher and team feedback  • Facilitate and support collaborative practices across the school | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| BASTOW- Professional Learning Communities training for leadership team 2018 and prepare for the PLC protocols and processes to be rolled across the school in 2019. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $3,200.00 🗹 Equity funding will be used |
| Education Support "QuickStart" Numeracy training and implementation provide numeracy intervention across the school. | | Education Support | 🗹 Yes | from: Term 1  to: Term 4 | $11,000.00 🗹 Equity funding will be used |
| Implement the DE&T Literacy Strategy including participation in the Wimmera South West Reading Project incorporating "Sounds Write" to deliver the Big Six components of a robust reading program. | | Curriculum Co-ordinator (s) | 🗹 Yes | from: Term 1  to: Term 4 | $4,000.00 🗹 Equity funding will be used |
| Implement leadership structures to enable Team Leaders, and Literacy and Numeracy Leaders to be instructional leaders (coaching, mentoring, demonstrating, evidence informed planning and teaching etc). | | PLT Leaders | 🞎 No | from: Term 1  to: Term 1 | $19,877.24 🗹 Equity funding will be used |
| All staff to incorporate a literacy goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal. | | Principal | 🞎 No | from: Term 1  to: Term 1 | $0.00 🞎 Equity funding will be used |
| Audit staff level of capacity with the HITS and develop a schoolwide enquiry to build collective capacity (collect data, plan for improvement, professional learning, coaching, mentoring, peer observations etc.) | | Principal | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Oversee development of a Pedagogical model for reading (incorporating Literacy strategy and HITs). Use student free day for staff to work through Reading resources linked to scope and sequence. | | Curriculum Co-ordinator (s) | 🞎 No | from: Term 1  to: Term 2 | $0.00 🞎 Equity funding will be used |
| Literacy teaching and learning feedback to include conferencing with students regarding their Individual student goals to support one years growth. | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |

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| Goal 2 | By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. | | | | |
| 12 month target 2.1 | Attitudes to School Boys Attitudes to School data will will improve- Classroom behaviour (up from 68% to 80%- Girls at 86% in 2017),   Student Voice and agency (up from 52% to 60%- girls at 68% in 2017)   School Connectedness (from 60% to 80%- girls at 85% in 2017)  Absenteeism- Reduce student absences to 14 days average per student.   Parent Opinion Survey Data By the end of 2018 we will have improved student safety in the “experience of bullying” category decreasing from 44% to 20%. | | | | |
| FISO Initiative | Setting expectations and promoting inclusion | | | | |
| Key Improvement Strategy 1 | Enhancing student support within Bundarra Primary School through YCDI values program, Peaceful Kids and Respectful Relationships programs. | | | | |
| Actions | Review current Behaviour Management, Wellbeing and Engagement strategies to ensure they are evidence based and inclusive. Utelise evidence-based, high impact teaching practices consistently to engage students in their learning.  Increase community engagement with the school to develop students’ social and emotional skills, enhancing student voice, developing and promoting anti-bullying and positive behaviours. | | | | |
| Evidence of impact | STUDENTS: • Model and support You can Do It! (YCDI) values • Understand BPS Behaviour Management policy and processes • Are confident using explicit teaching, support, practice time, extension and feedback • Set and review Individual student goals (point of need teaching, interventions if required) • Discuss goals, strategies & progress during conferencing and 3 way conferences  TEACHERS: • Believe all students can learn to read regardless of background (Social, cultural, emotional etc) • Implement agreed BPS Behaviour Management policy and processes • Model the Community Code of Conduct • Utelise growth mindset- adapt, modify and respond to feedback to support an inclusive environment • Support explicit teaching of YCDI values • Provide opportunities for students to reflect on their goals, receive feedback and collaboratively set future goals • Conduct 3 way student conferences (progress and goals displayed and reviewed termly)  LEADERS: • Implement agreed BPS Behaviour Management policy and processes • Model and actively promote the Community Code of Conduct • Support explicit teaching of YCDI values • Provide professional learning and support to adult learners • Utelise growth mindset- adapt, modify and respond to feedback to support an inclusive environment • Enable regular Leadership Team and staff meetings addressing AIP goals and targets utelising the FISO improvement cycle and BPS Data Analysis Tool | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Behaviour Management process review completed by all staff at different levels of school operations. Staff aware of protocols and processes. Investigate electronic data management tools for student wellbeing records and implement schoolwide processes for 2019. | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Peaceful Kids program training completed and trial program implementation in 2018. | | Student Wellbeing Co-ordinator | 🗹 Yes | from: Term 1  to: Term 4 | $5,000.00 🗹 Equity funding will be used |
| Develop schoolwide protocols for Student Conferencing and goal setting for implementation in Term 3. Teaching and learning feedback to include conferencing with students regarding their Individual student goals, reviewed termly. • What do conferences look like? • How do we record goals? • Frequency of goal setting? • Goals based on which evidence? | | Teacher(s) | 🞎 No | from: Term 3  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Community events to increase parental participation in Bundarra PS- Community Liaison Officer • Welcome BBQ • Student Led Conferences • Learning Celebrations • Special days (sporting events, wellbeing and cultural days) • Transition events • School Concerts • Graduation • Parent helper programs | | Student Wellbeing Co-ordinator | 🞎 No | from: Term 1  to: Term 4 | $3,000.00 🗹 Equity funding will be used |
| Employment of a Community Liaison Officer to facilitate effective community relationships with a focus on: • Improving attendance • Student health and wellbeing • Student mentoring (Peaceful Kids) • You Can Do It! Values program • Parental support • Literacy- reading at home | | Principal | 🞎 No | from: Term 1  to: Term 4 | $61,000.00 🗹 Equity funding will be used |
| Complete intensive update of the You can Do It! values program with staff and students. | | Wellbeing Team | 🞎 No | from: Term 1  to: Term 2 | $0.00 🞎 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Bundarra Primary School (5228)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| BASTOW- Professional Learning Communities training for leadership team 2018 and prepare for the PLC protocols and processes to be rolled across the school in 2019. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Bastow program/course | 🗹 Off-site  BASTOW |
| Education Support "QuickStart" Numeracy training and implementation provide numeracy intervention across the school. | Education Support | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Network Professional Learning | 🗹 Maths/Sci Specialist  🗹 External consultants  Quickstart Team | 🗹 Off-site  Network accessed |
| Implement the DE&T Literacy Strategy including participation in the Wimmera South West Reading Project incorporating "Sounds Write" to deliver the Big Six components of a robust reading program. | Curriculum Co-ordinator (s) | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Whole School Student Free Day | 🗹 Literacy expertise  🗹 Literacy Leaders  🗹 External consultants  Wimmera South West reading Project | 🗹 Off-site  Warrnambool College |
| Peaceful Kids program training completed and trial program implementation in 2018. | Student Wellbeing Co-ordinator | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Peaceful Kids team | 🗹 Off-site  TBC |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.  Dimension 4       [BPS DATA ANALYSIS overview.docx (0.66 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/4/BPS%20DATA%20ANALYSIS%20overview.docx) Dimension 8       [YCDI T4 BUNDARRA.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/8/YCDI%20T4%20BUNDARRA.docx) Dimension 11       [TERM 1 POSITIVE PEOPLE BUNDARRA STYLE.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/11/TERM%201%20POSITIVE%20PEOPLE%20BUNDARRA%20STYLE.docx)       [TERM 2 POSITIVE PEOPLE BUNDARRA STYLE.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/11/TERM%202%20POSITIVE%20PEOPLE%20BUNDARRA%20STYLE.docx)       [TERM 3 POSITIVE PEOPLE BUNDARRA STYLE.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/11/TERM%203%20POSITIVE%20PEOPLE%20BUNDARRA%20STYLE.docx)       [YCDI T4 BUNDARRA.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/11/YCDI%20T4%20BUNDARRA.docx) Self-evaluation Summary       [BPS AIP end Review 2017.docx (3 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/summary/BPS%20AIP%20end%20Review%202017.docx) 2018 Annual Implementation Plan       [2017 Parent survey data ANALYSIS.docx (0.48 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/review/2017%20Parent%20survey%20data%20ANALYSIS.docx)       [AtS 2017 DATA ANALYSIS.docx (0.46 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/review/AtS%202017%20DATA%20ANALYSIS.docx)       [Equity budget 2018.xlsx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/review/Equity%20budget%202018.xlsx)       [G3 NAPLAN 2017 DATA ANALYSIS AIP.docx (0.49 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/review/G3%20NAPLAN%202017%20DATA%20ANALYSIS%20AIP.docx)       [G5 NAPLAN 2017 DATA ANALYSIS AIP.docx (0.5 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5228/882/review/G5%20NAPLAN%202017%20DATA%20ANALYSIS%20AIP.docx) |