

Brunswick South Primary School

Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: [name] [date][name] [date][name].....[date]
School council: [name] [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>VISION: What we aspire to For all students to live meaningful and rewarding lives; valuing and being valued as members of diverse communities.</p> <p>PURPOSE: Why we do what we do Brunswick South Primary School is an outstanding, multicultural government school committed to preparing students for the realities of today and the unknowns of tomorrow.</p>	<p><i>The moral fibre that guides our culture</i></p> <ul style="list-style-type: none"> • Constant Learning: <ul style="list-style-type: none"> – Committed to learning from each other – Seek to accomplish something worthy and purposeful – Try hard and pursue excellence • Mutual Responsibility: <ul style="list-style-type: none"> – Be accountable for one's own actions – Contribute to society and to civic life – Support one another's wellbeing, development and success – Stand up for the rights of others – Take care of the environment • Compassion: <ul style="list-style-type: none"> – Be aware and inclusive of others and their cultures – Treat all people fairly • Sense of Possibility: <ul style="list-style-type: none"> – A deep belief in the potential of all learners – Ensuring educational opportunities for all 	<p>Imparare Insieme – Creare Insieme – Vivere Insieme</p> <p>Brunswick South Primary School's culture has changed significantly in the past five years. It has become a true Learning Community and is characterised by an environment which fosters mutual cooperation, emotional support, personal growth and collective efficacy.</p> <p>From the moment you walk in the front gate it is highly evident that here is a climate of trust, shared vision and values, plus a passion for the welfare of the students and their learning. The school prides itself on promoting an unrelenting focus on building positive and caring relationships and central to all our work is wellbeing.</p> <p>We aim for high quality and low variability in the quality of instruction for every student. This is scaffolded by effective leadership, professional learning, high expectations of all students and all teachers and the provision of a safe and secure learning environment. We actively seek ways to enhance student learning by partnering with families, other education and training institutions and community organisations.</p> <p>To encourage community involvement, our practices encourage openness, welcome new ideas and consider fresh perspectives. We are welcoming to all, are inclusive and celebrate diversity. Strongly supported by the school and Italian communities is the incremental pathway for Italian language with a Bilingual Program for students from years Prep to Grade 6 beginning officially in 2017. It is anticipated that the school population will continue to grow with 360 enrolments anticipated by 2021.</p> <p>Our learning spaces include two recently refurbished historic buildings alongside two modern, purpose-built, flexible learning spaces and a double story relocatable building. There is a 'wonderful synergy between the old and the new.' We also offer a range of interesting outdoor spaces to enhance learning and encourage interaction, play and investigation.</p> <p>Our Beliefs – What guides us</p> <ul style="list-style-type: none"> • It is a privilege to be a member of our school community • Everyone can succeed • It is our responsibility to act in ways that make individual success a reality • Learning and working together, we have greater impact on learning • Teaching is a profession not an industry • Student achievement and wellbeing are the fundamental pursuits of our school • Strong parent, student, teacher partnerships in student learning are vital • Our school is on a continuous journey of greatness <p>Our Teachers</p> <p>Our teachers are a highly motivated and powerful group of dedicated educators who continuously share their insights about classroom practice with each other.</p> <p>We plan and teach in teams and intentionally use research based instructional strategies in concert to provide every opportunity for every student to be successful. We are highly effective and aim for low variability across the school in terms of our instructional practice.</p> <p>We continually access a range of protocols and tools to measure teacher effectiveness to ensure maximum impact on our students.</p> <p>As a result we are all highly skilled in the craft of good teaching and can make calculated decisions about the best practice for our students at all times.</p>	<p>Student Achievement:</p> <p>Intent:</p> <ul style="list-style-type: none"> • To optimise student learning and ensure student learning growth is evident in all learning areas. <p>Rationale:</p> <ul style="list-style-type: none"> • Embed a rich, challenging and stimulating teaching and learning model that meets all students' point of need with consistent rigour across the school. <p>Student Engagement And Wellbeing:</p> <p>Intent:</p> <ul style="list-style-type: none"> • To foster intellectual engagement and self-awareness consistently in all learning areas across the school. • For all staff, students and parents see themselves as active participants in our school learning community. <p>Rationale:</p> <ul style="list-style-type: none"> • Create active students who are agents in their own learning.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives/or Dimensions	Key Improvement Strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.</p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> Evidence-based, high impact teaching strategies Building practice excellence <p>Professional Leadership</p> <ul style="list-style-type: none"> Building leadership teams 	<p>Implement Professional Learning Communities (KIS)</p> <p>Actions:</p> <ul style="list-style-type: none"> To embed high quality teacher practice and capacity to consistently employ evidence-based, high impact teaching strategies based on the agreed school wide Instructional Model. (BSPS Instructional Model) Strengthen assessment literacy to enhance the capacity of teachers to differentiate the curriculum so that every student is challenged. Make clear the roles of the teacher and the student in the learning process Use observations and feedback to continuously develop teacher practice Continue to use the BSPS Bilingual Model and deliver agreed aspects of the curriculum in Italian language to improve student outcomes Establish vertical curriculum PLCs (Literacy, Numeracy & Engagement and Wellbeing) to build knowledge, capacity and consistency across the school (F-6) Establish consistent processes for planning documentation at a whole school, learning area and individual level Develop scope and sequences for Literacy and Numeracy Planning documentation will ensure that learning is visible in every lesson – <i>students know what they are learning, why they are learning it and what they are learning next.</i> Develop a purposeful assessment schedule Develop clear processes for monitoring student progress and tracking learning growth (Formative) Utilise a whole school system to record assessment of and monitoring of student learning Incorporate focused and differentiated feedback to support the progress and achievement of every child Establish data walls to monitor student achievement and progress <p>Further build the capacity of the school leadership team (KIS)</p> <p>Actions:</p> <ul style="list-style-type: none"> Building a model of distributive leadership and empowering middle leaders Creation of a vertical and horizontal structure consistent with the intent of embedding a Professional Learning Community. Develop a deep knowledge of the Victorian Curriculum that will inform high quality teaching practice Use PLCs to create teaching and learning conversations in literacy and numeracy using formative assessment to inform precise teaching Develop PLC leaders to lead communities into inquiring into best practice. Facilitate annual evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching Learning Specialist role to lead development of models of practice and further embed coaching culture 	<p>Teacher Judgement</p> <ul style="list-style-type: none"> By the end of the SSP cycle Teacher judgement to have no more than a 10% variation to NAPLAN bands in Reading for Years 3 & 5 from a 40% average in 2017. (Year 3: 31% and Year 5: 51%) <p>NAPLAN</p> <p>Reading Growth Year 5:</p> <ul style="list-style-type: none"> Increase students achieving high growth from 24% to 45% average Decrease students achieving low growth from 24% to 15% average <p>Achievement Year 3 Reading:</p> <ul style="list-style-type: none"> Increase students in the top two bands from 63% to 80% <p>Achievement Year 5 Reading:</p> <ul style="list-style-type: none"> Maintain or increase, for matched cohort, percentage of students in the top two bands from Year 3 – Year 5. <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> Increase students achieving high growth from a 35% average to 42% average Decrease students achieving low growth from a 15% average to 10% average <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> Increase students in the top two bands from 45% average to 60% average <p>Numeracy Achievement Year 5:</p> <ul style="list-style-type: none"> Increase students in the top two bands from 56% to 65% <p>Writing Year 5:</p> <ul style="list-style-type: none"> Decrease students achieving low growth from 18% to 10% Increase students achieving high growth from 38% to 54% <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> Increase students in top two bands from an average of 48% to 60% average <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> Increase students in top two bands from 20% to 35% <p>Staff Survey</p> <p>Collective Efficacy 2017 – 60% to 80%</p> <p>Academic emphasis 2017 – 61% to 75%</p> <p>Attitudes To School</p> <p>Stimulated Learning (compare to other schools?)</p> <p>Year 4 – 82% increase to 90% average</p> <p>Year 5 – 53% increase to 75% average</p> <p>Year 6 – 34% increase to 65% average</p> <p>Average 70% for stimulated learning for Years 4-6</p>

<p>To foster intellectual engagement and self-awareness consistently in all learning areas across the school</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Intellectual engagement and self awareness Setting expectations and promoting inclusion 	<p>To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate (KIS)</p> <p>Actions:</p> <ul style="list-style-type: none"> Students to set rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families – <i>What am I learning and how am I going?</i> Students to be actively involved in setting learning targets aligned with the essential learning from each unit of work (aligned with the Victorian Curriculum) Develop a shared definition of 'Learner Agency' and 'Student Voice' and articulate what this looks like at BSPS Further develop student driven portfolios developed consistently across the school which will support self-assessment and reporting Build a student-centered learning environment in all learning areas Build the capacity of students as leaders of their own learning (metacognition) Build our <i>Sense of Possibility</i> to ensure that every learner learns something new in every session Further build three way feedback protocols as part of the teaching process: teacher-student, student-teacher and student-student Build a culture of co-construction of learning assessment and use of student work as mentor texts Further strengthen understanding of Growth Mindset and the Gradual Release of Responsibility model Evaluate effectiveness and impact through use of FISO Continua <i>Intellectual engagement and self-awareness</i> 	<p>Attitudes to School</p> <p>Self regulation and goal setting Year 4 – 90% increase to 95% average Year 5 – 78% increase to 90% average Year 6 – 59% increase to 75% average</p> <p>Average 86% for self regulation and goal setting for Years 4-6</p> <p>Differentiated learning challenge Year 4 – 80% increase to 90% average Year 5 – 57% increase to 70% average Year 6 – 46% increase to 60% average</p> <p>Average 73% for Differentiated learning challenge for Years 4-6</p> <p>Parent Opinion Effective teaching practice for cognitive engagement 2017 – 76% positive endorsement increase to 85%</p> <p>Student agency and voice 2017 – 79% to 85%</p> <p>Stimulating learning environment 2017 – 84% to 91%</p> <p>School Staff Survey Guaranteed and viable curriculum 2017 - 74% to 82% average over 4 years (all staff)</p> <p>Academic emphasis – 2017 - 72% to 82% average over 4 years</p>
<p>All staff, students and parents see themselves as active participants in our school learning community.</p>	<p>Community Engagement in Learning</p> <ul style="list-style-type: none"> Building communities Parents and carers as partners 	<p>Strengthening partnerships at all levels of the organisation to achieve continuous improvement (KIS)</p> <p>Actions:</p> <ul style="list-style-type: none"> Build the public profile of what it means to be a learner at BSPS for students, staff and families including positive learner attributes including <i>Constant Learning</i> and <i>Sense of Possibility</i> Implement a Parent Engagement Policy to guide the work of parents and carers as part of a Professional Learning Community at BSPS Build purposeful partnerships with families, community groups and other local, national and international organisations Use Student Led Conferences as a vehicle to further build the school as a Professional Learning Community Implementation of a Learning Management System as a platform for <ul style="list-style-type: none"> communication curriculum documentation student assessment data and reporting information relating to student engagement and wellbeing Build transparent decision making processes that communicates a clear rationale and considers the needs of all students Further embed SWPBS (School Wide Positive Behaviour Support) as a framework for wellbeing Develop a whole school Professional Learning Plan outlining the professional learning focus for staff linked clearly to SSP, AIP and PDP Promote specific achievements of students, staff and parents to the wider community through various channels of communication 	<p>Attitudes to School:</p> <p>Sense of inclusion 2017 - 74% to 85%</p> <p>Sense of connectedness 2017 – 69% to 80%</p> <p>Parent Opinion Survey</p> <p>I understand how my child is assessed 2017 – 52%</p> <p>Parent participation and involvement 2017 – 72% to 82% average over 4 years</p> <p>This school has a strong relationship with the local community 2017 52%</p> <p>Teacher Communication 2017 – 60% to 80% average over 4 years</p> <p>School Staff Survey</p> <p>Parent and Community Involvement 2017 – 67% to 80%</p> <p>Professional Learning 2017 – 71% to 81%</p> <p>Feedback and Active Participation as AIP targets</p>