

1. Priority Review Report Executive Summary (published on school's website)

1.1 School Context

Brunswick South Primary School is located in the northern suburbs of Melbourne, approximately five kilometers from the Central Business District. The school was established in 1886 and the original double story brick building remains in use as does the single story brick building opened in 1910. Both buildings have a heritage classification. The internal spaces of these two buildings were remodeled to enable the creation of open learning spaces.

Enrolments increased over the review period from 285 in 2015 to 317 in 2017. The school is structured into four learning areas: Foundation, Years 1-2, Years 3-4 and Years 5-6. Students and staff work in open learning environments

The school's curriculum is aligned to the Victorian curriculum with specialist programs offered in the Visual Arts, Performing Arts, Physical Education and Science. An integral part of the school curriculum is the bilingual Italian Program. All specialist classes are delivered in Italian, with fifty percent of the English Curriculum also delivered in Italian. Some areas of the Mathematics Curriculum, such as Measurement and Geometry and Statistics and Probability are also delivered in Italian. Additional extra curricula opportunities include the annual Whole School Performance, a camping program for students in Years 3-6 and private instrumental music lessons. Private art classes are available after school hours. Lunch time clubs include sport, violin, dance, the Italian choir, bands, technology, short film making, library and art.

In addition to the Acting Principal and Assistant Principal the school has a Full Time Equivalent (FTE) teaching staff of 21.5. This is comprised of 17 classroom teachers and 11 teachers of Italian. In each learning area there is one Education Support staff member and one Italian Language Assistant. The Business Manager (EFT 0.6) and an Administration Officer provide finance and administration support.

The 1886 building houses administration, staff facilities, the Science/Kitchen facility, space for the Visual and Performing Arts programs and classroom spaces for Years 3-4. Years 1-2 occupy the 1910 building and Years 5-6 are based in a two story Mod 10 building. In 2017 Foundation students moved into a newly constructed building. In addition, the school has a hall and a space for instrumental music. The grounds hold play equipment and two synthetic turf areas, one of which includes a running track.

1.2 Key Considerations to inform next steps (published on school website)

The following Framework for Improving Student Outcomes (FISO) aligned areas are for the consideration of the Design and Implementation Team to assist in developing the next School Strategic Plan (SSP):

- Build the instructional leadership capability of all school leaders to enable vertical and horizontal teams to achieve whole school improvement and collective accountability.

- Ensure there is a whole school/community knowledge and understanding of the school improvement agenda so every staff member understands their role and their responsibility in achieving school improvement.
- Continue to develop and communicate the whole school vision and strategy for the delivery of the bilingual Italian program.
- Build practice excellence around recording, analysing and interpreting student assessment data and evidence to inform point of need teaching and to accurately measure the learning growth of every student and cohort.
- Build the capacity of members of staff to use a range of high impact teaching strategies to engage students in their learning.
- Activate student voice and learner agency to build the capacity of students to contribute to school improvement and to monitor their own learning growth.
- Review the behaviour management strategies and implement a re-developed whole school approach based on a School Wide Behaviour Management framework and a growth mindset.
- Further strengthen parent and carer partnerships by ensuring these are collaborative, based on effective communication, mutual trust and respect and shared responsibility for the education of students at the school.