

2018 Annual Implementation Plan

for improving student outcomes

Brunswick South Primary School (2743)



Brunswick South
PRIMARY SCHOOL
imparare insieme ♦ creare insieme ♦ vivere insieme

Draft

Submitted for review by Trevor Stolla (School Principal) on 08 May, 2018 at 10:13 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Brunswick South Primary School (2743)

	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
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Evolving
	Vision, values and culture	Emerging
Positive climate for learning	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging
Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging
	Parents and carers as partners	Evolving

Enter your reflective comments

Please refer to attached pre review self-evaluation document for further details about FISO self assessment and outcomes from priority review.

Considerations for 2019	<ul style="list-style-type: none"> • 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.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Brunswick South Primary School (2743)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.	<p>Teacher Judgement 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> <p>NAPLAN Reading Growth Year 5: Increase students achieving high growth from 24% to 45% average Decrease students achieving low growth from 24% to 15% average Achievement Year 3 Reading: Increase students in the top two bands from 63% to 80% Achievement Year 5 Reading: Maintain or increase, for matched cohort, percentage of students in the top two bands from Year 3 – Year 5. Numeracy Year 5: Increase students achieving high growth from a 35% average to 42% average Decrease students achieving low growth from a 15% average to 10% average Achievement Year 3 Numeracy: Increase students in the top two bands from 45% average to 60% average Numeracy Achievement Year 5: Increase students in the top two bands from 56% to 65% Writing Year 5: Decrease students achieving low growth from 18% to 10% Increase students achieving high growth from 38% to 54% Writing Achievement Year 3: Increase students in top two bands from an average of 48% to 60% average Writing Achievement Year 5 Increase students in top two bands from 20% to 35%</p> <p>Staff Survey</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Teacher Judgement: To reduce variation in NAPLAN bands in Reading for Years 3 & 5 to a 30% average from a 40% average in 2017.</p> <p>NAPLAN: Reading Growth Year 5: - Increase students achieving high growth from 24% to 30% - Decrease students achieving low growth from 24% to 20%</p> <p>Achievement Year 3 Reading: - Increase students in the top two bands from 63% to 70%</p> <p>Achievement Year 5 Reading: - Maintain or increase, for matched cohort, percentage of students in the top two bands from Year 3 – Year 5.</p> <p>Numeracy Year 5: - Increase students achieving high growth above 35% - Reduce students achieving low growth to below 15%</p> <p>Achievement Year 3 Numeracy:</p>	Evidence-based high-impact teaching strategies

	<p>Collective Efficacy 2017 – 60% to 80% Academic emphasis 2017 – 61% to 75%</p> <p>Attitudes To School Stimulated Learning Year 4 – 82% increase to 90% average Year 5 – 53% increase to 75% average Year 6 – 34% increase to 65% average Average 70% for stimulated learning for Years 4-6</p>		<p>- Increase students in the top two bands from 45% to 50% Numeracy Achievement Year 5: - Increase students in the top two bands above 56% Writing Year 5: - Decrease students achieving low growth from 18% to 16% - Increase students achieving high growth from 38% to 45%</p> <p>Writing Achievement Year 3: - Increase students in top two bands above 48%</p> <p>Writing Achievement Year 5 - Increase students in top two bands above 20%</p> <p>Staff Survey Collective Efficacy 2019 – 65% Academic emphasis 2017 – 65%</p> <p>Attitudes To School Stimulated Learning Year 4 – 85% Year 5 – 60% Year 6 – 50%</p>	
<p>To foster intellectual engagement and self-awareness consistently in all learning areas across the school</p>	<p>Attitudes to School 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 2018 – 76% positive endorsement increase to 85% Student agency and voice 2018 – 79% to 85%</p> <p>Stimulating learning environment 2018 – 84% to 91%</p> <p>School Staff Survey Guaranteed and viable curriculum 2017 - 74% to 82% average over 4 years (all staff) Academic emphasis – 2017 - 72% to 82% average over 4 years</p>	<p>Yes</p>	<p>Attitudes to School</p> <p>Self regulation and goal setting Year 4 – 95% Year 5 – 85% Year 6 – 65%</p> <p>Differentiated learning challenge Year 4 – 85% Year 5 – 65% Year 6 – 50%</p> <p>Parent Opinion Effective teaching practice for cognitive engagement 2018 – 80% positive endorsement</p> <p>Student agency and voice 2018 – 80% positive endorsement</p> <p>Stimulating learning environment 2018 – 90% positive endorsement</p> <p>School Staff Survey Guaranteed and viable curriculum 2018 - 78% Academic emphasis – 2018 - 75%</p>	<p>Intellectual engagement and self-awareness</p>

<p>All staff, students and parents see themselves as active participants in our school learning community.</p>	<p>Attitudes to School: Sense of inclusion 2017 - 74% to 85% Sense of connectedness 2017 – 69% to 80%</p> <p>Parent Opinion Survey Parent participation and involvement 2017 – 72% to 82% average over 4 years This school has a strong relationship with the local community 2017 52% to 70% Teacher Communication 2017 – 60% to 80% average over 4 years</p> <p>School Staff Survey Parent and Community Involvement 2017 – 67% to 80% Professional Learning 2017 – 71% to 81%</p>	<p>Yes</p>	<p>Attitudes to School:</p> <p>Sense of inclusion 2018 - 78% Sense of contentedness 2018 – 75%</p> <p>Parent Opinion Survey I understand how my child is assessed 2018 – 65% Parent participation and involvement 2018 – 75% This school has a strong relationship with the local community 2018 60% Teacher Communication 2018 70%</p> <p>School Staff Survey Parent and Community Involvement 2018– 75% Professional Learning 2018 – 75%</p>	<p>Building communities</p>
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<p>Improvement Initiatives Rationale</p>
<p>A priority review has given the school a clear line of focus for the next four years and highlighted the specific areas for the maximum impact on student learning, staff capacity and parent and community involvement.</p>

<p>Goal 1</p>	<p>To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.</p>
<p>12 month target 1.1</p>	<p>Teacher Judgement:</p> <p>To reduce variation in NAPLAN bands in Reading for Years 3 & 5 to a 30% average from a 40% average in 2017.</p> <p>NAPLAN: Reading Growth Year 5: - Increase students achieving high growth from 24% to 30% - Decrease students achieving low growth from 24% to 20%</p> <p>Achievement Year 3 Reading: - Increase students in the top two bands from 63% to 70%</p> <p>Achievement Year 5 Reading: - Maintain or increase, for matched cohort, percentage of students in the top two bands from Year 3 – Year 5.</p> <p>Numeracy Year 5: - Increase students achieving high growth above 35% - Reduce students achieving low growth to below 15%</p> <p>Achievement Year 3 Numeracy: - Increase students in the top two bands from 45% to 50%</p> <p>Numeracy Achievement Year 5: - Increase students in the top two bands above 56%</p> <p>Writing Year 5: - Decrease students achieving low growth from 18% to 16% - Increase students achieving high growth from 38% to 45%</p> <p>Writing Achievement Year 3: - Increase students in top two bands above 48%</p> <p>Writing Achievement Year 5</p>

	<p>- Increase students in top two bands above 20%</p> <p>Staff Survey Collective Efficacy 2019 – 65% Academic emphasis 2017 – 65%</p> <p>Attitudes To School Stimulated Learning Year 4 – 85% Year 5 – 60% Year 6 – 50%</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Implement Professional Learning Communities (KIS)
KIS 2	Further build the capacity of the school leadership team (KIS)

Goal 2	To foster intellectual engagement and self-awareness consistently in all learning areas across the school
12 month target 2.1	<p>Attitudes to School</p> <p>Self regulation and goal setting Year 4 – 95% Year 5 – 85% Year 6 – 65%</p> <p>Differentiated learning challenge Year 4 – 85% Year 5 – 65% Year 6 – 50%</p> <p>Parent Opinion Effective teaching practice for cognitive engagement 2018 – 80% positive endorsement</p> <p>Student agency and voice 2018 – 80% positive endorsement</p> <p>Stimulating learning environment 2018 – 90% positive endorsement</p> <p>School Staff Survey Guaranteed and viable curriculum 2018 - 78% Academic emphasis – 2018 - 75%</p>
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate

Goal 3	All staff, students and parents see themselves as active participants in our school learning community.
12 month target 3.1	<p>Attitudes to School:</p> <p>Sense of inclusion 2018 - 78% Sense of contentedness 2018 – 75%</p> <p>Parent Opinion Survey I understand how my child is assessed 2018 – 65% Parent participation and involvement 2018 – 75% This school has a strong relationship with the local community 2018 60% Teacher Communication 2018 70%</p> <p>School Staff Survey Parent and Community Involvement 2018– 75% Professional Learning 2018 – 75%</p>
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	To strengthen purposeful partnerships at all levels of the organisation in order to achieve continuous improvement

Define Evidence of Impact and Activities and Milestones - 2018

Brunswick South Primary School (2743)

Goal 1	To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.
12 month target 1.1	<p>Teacher Judgement:</p> <p>To reduce variation in NAPLAN bands in Reading for Years 3 & 5 to a 30% average from a 40% average in 2017.</p> <p>NAPLAN: Reading Growth Year 5: - Increase students achieving high growth from 24% to 30% - Decrease students achieving low growth from 24% to 20%</p> <p>Achievement Year 3 Reading: - Increase students in the top two bands from 63% to 70%</p> <p>Achievement Year 5 Reading: - Maintain or increase, for matched cohort, percentage of students in the top two bands from Year 3 – Year 5.</p> <p>Numeracy Year 5: - Increase students achieving high growth above 35% - Reduce students achieving low growth to below 15%</p> <p>Achievement Year 3 Numeracy: - Increase students in the top two bands from 45% to 50%</p> <p>Numeracy Achievement Year 5: - Increase students in the top two bands above 56%</p>

	<p>Writing Year 5: - Decrease students achieving low growth from 18% to 16% - Increase students achieving high growth from 38% to 45%</p> <p>Writing Achievement Year 3: - Increase students in top two bands above 48%</p> <p>Writing Achievement Year 5 - Increase students in top two bands above 20%</p> <p>Staff Survey Collective Efficacy 2019 – 65% Academic emphasis 2017 – 65%</p> <p>Attitudes To School Stimulated Learning Year 4 – 85% Year 5 – 60% Year 6 – 50%</p>			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 1	Implement Professional Learning Communities (KIS)			
Actions	<ul style="list-style-type: none"> To embed high quality teacher practice across the standard, bilingual and specialist program to build capacity to consistently employ evidence-based, High Impact Teaching Strategies (HITS) based on the agreed school wide Instructional Model. (BSPS Instructional Model) Make clear the roles of the teacher and the student in the learning process Use observations and feedback to continuously develop teacher practice 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 Ensure learning is visible to teachers and students in every lesson so students know what they are learning, why they are learning it and what they are learning next Establish data walls to monitor student achievement and progress Develop a whole school Professional Learning Plan outlining the professional learning focus for staff linked clearly to SSP (School Strategic Plan), AIP (Annual Implementation Plan) and PDP (Professional Development Plan). 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> Feel more connected and actively involved in school, reflected through Attitudes to School data. Show improvement in the learning outcomes, particularly learning growth Be able to articulate their learning goals and next steps <p>Teachers will:</p> <ul style="list-style-type: none"> use the Instructional Model and consistent planning documents Be an active part of a Curriculum PLC Follow the assessment schedule and use the data to differentiate the curriculum <p>Leaders will:</p> <ul style="list-style-type: none"> Allocate time in Year Level PLCs to interpret and use data for planning Model the use of the BSPS Instructional Model and assessment practices 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Further align the BSPS Instructional Model with HITS and deliver Professional Learning to staff in alignment with this.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Build annual writing assessment processes that build capacity for teachers to plan, assess and deliver differentiated learning for each child	PLC Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.
12 month target 1.1	<p>Teacher Judgement:</p> <p>To reduce variation in NAPLAN bands in Reading for Years 3 & 5 to a 30% average from a 40% average in 2017.</p> <p>NAPLAN:</p> <p>Reading Growth Year 5:</p> <ul style="list-style-type: none"> - Increase students achieving high growth from 24% to 30% - Decrease students achieving low growth from 24% to 20% <p>Achievement Year 3 Reading:</p> <ul style="list-style-type: none"> - Increase students in the top two bands from 63% to 70% <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 above 35% - Reduce students achieving low growth to below 15% <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> - Increase students in the top two bands from 45% to 50% <p>Numeracy Achievement Year 5:</p> <ul style="list-style-type: none"> - Increase students in the top two bands above 56% <p>Writing Year 5:</p> <ul style="list-style-type: none"> - Decrease students achieving low growth from 18% to 16% - Increase students achieving high growth from 38% to 45% <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> - Increase students in top two bands above 48% <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> - Increase students in top two bands above 20% <p>Staff Survey</p> <p>Collective Efficacy 2019 – 65%</p> <p>Academic emphasis 2017 – 65%</p> <p>Attitudes To School</p> <p>Stimulated Learning</p> <p>Year 4 – 85%</p> <p>Year 5 – 60%</p> <p>Year 6 – 50%</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 2	Further build the capacity of the school leadership team (KIS)
Actions	<ul style="list-style-type: none"> • Building a model of distributive leadership and empowering middle leaders, with clearly articulated roles and role descriptions • Use PLCs to create teaching and learning conversations in literacy and numeracy using formative assessment to inform precise teaching • Facilitate annual evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching

	<ul style="list-style-type: none"> Build the capacity of the Learning Specialist role to support the Professional Learning Communities in implementing evidence based, high impact teaching to lead models of practice, to provide coaching, regular observations and feedback, and to develop teachers' knowledge and understanding of the Victorian Curriculum. Enhance and support our school's bilingual model - to deliver agreed aspects of the curriculum in Italian language to improve student outcomes
Evidence of impact	<p>Students will</p> <ul style="list-style-type: none"> Experience a consistent learning journey throughout their time at BPS - one seven year experience instead of seven one year experiences. <p>Teachers will:</p> <ul style="list-style-type: none"> Set and monitor goals based on their observations and feedback. <p>Leaders will:</p> <ul style="list-style-type: none"> Support teachers to reflect on and deliver consistent high quality teaching practice.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish and monitor Literacy, Numeracy and Engagement and Wellbeing Professional Learning Communities and develop an action plan to evaluate impact on student outcomes.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Facilitate structured learning walks to provide feedback on high quality teaching practice in line with the BPS Instructional Model and HITS	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To foster intellectual engagement and self-awareness consistently in all learning areas across the school
12 month target 2.1	<p>Attitudes to School</p> <p>Self regulation and goal setting</p> <p>Year 4 – 95%</p> <p>Year 5 – 85%</p> <p>Year 6 – 65%</p> <p>Differentiated learning challenge</p> <p>Year 4 – 85%</p> <p>Year 5 – 65%</p> <p>Year 6 – 50%</p> <p>Parent Opinion</p> <p>Effective teaching practice for cognitive engagement</p> <p>2018 – 80% positive endorsement</p> <p>Student agency and voice</p> <p>2018 – 80% positive endorsement</p> <p>Stimulating learning environment</p> <p>2018 – 90% positive endorsement</p> <p>School Staff Survey</p> <p>Guaranteed and viable curriculum 2018 - 78%</p> <p>Academic emphasis – 2018 - 75%</p>
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate

Actions	<ul style="list-style-type: none"> Encourage and support students to lead their own learning by: <ul style="list-style-type: none"> -setting rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families – What am I learning and how am I going? -actively being involved in setting learning targets aligned with the essential learning from each unit of work (aligned with the Victorian Curriculum) -further develop student driven portfolios developed consistently across the school which will support self-assessment and reporting -building the capacity of students as leaders of their own learning (metacognition) Develop a shared definition of 'Learner Agency' and 'Student Voice' and articulate what this looks like at BSPS Evaluate effectiveness and impact through use of FISO Continua Intellectual engagement and self-awareness
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Set rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families - What am I learning and how am I going? <p>Teachers will:</p> <ul style="list-style-type: none"> - Setting rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families – What am I learning and how am I going? - Further strengthen understanding of Growth Mindset and the Gradual Release of Responsibility model - Build a student-centered learning environment in all learning areas - Develop a shared definition of 'Learner Agency' and 'Student Voice' and articulate what this looks like at BSPS <p>Leaders will:</p> <ul style="list-style-type: none"> - Further strengthen understanding of Growth Mindset and the Gradual Release of Responsibility model (supported by PLC and Learning Specialist roles) - Build a student-centered learning environment in all learning areas (by developing as shared definition & understanding) - Evaluate effectiveness and impact through use of FISO Continua Intellectual engagement and self-awareness

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Goal Setting: Setting rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families – What am I learning and how am I going?	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Led Conferences: - further develop student driven portfolios developed consistently across the school which will support self-assessment and reporting - Develop a shared definition of 'Learner Agency' and 'Student Voice' and articulate what this looks like at BSPS	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	All staff, students and parents see themselves as active participants in our school learning community.
12 month target 3.1	<p>Attitudes to School:</p> <p>Sense of inclusion 2018 - 78%</p> <p>Sense of contentedness 2018 – 75%</p> <p>Parent Opinion Survey</p> <p>I understand how my child is assessed 2018 – 65%</p> <p>Parent participation and involvement 2018 – 75%</p> <p>This school has a strong relationship with the local community 2018 60%</p> <p>Teacher Communication 2018 70%</p> <p>School Staff Survey</p> <p>Parent and Community Involvement 2018– 75%</p> <p>Professional Learning 2018 – 75%</p>
FISO Initiative	Building communities

Key Improvement Strategy 1	To strengthen purposeful partnerships at all levels of the organisation in order to achieve continuous improvement			
Actions	<ul style="list-style-type: none"> Develop and implement a Parent Engagement Policy to guide the work of parents and carers as part of a Professional Learning Community Communicating specific opportunities for parents, community groups and other organisations to contribute to the school 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 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 Promote specific achievements of students, staff and parents to the wider community through various channels of communication 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Develop student goals, and increasingly share their learning through Student Led Conferences in Term 1 and 3. - Articulate what it means to be a student at BSPS by referring to our school values, Character Strengths and SWPBS ? - Engage in a consistent, school-wide Wellbeing Program <p>Teachers will:</p> <ul style="list-style-type: none"> - Support students to develop individual learning goals by providing them with regular and timely feedback - Use data to guide the development of student learning goals - Explicitly teach and imbed the school values, Character Strengths and SWPBS matrix, starting with the Learning to Learn Program and revisiting it throughout the year ? - Communicate information about Engagement and Wellbeing, curriculum, assessment and data with parents via Term Newsletters, School Newsletters, parent meetings, social media platforms <p>Leaders will:</p> <ul style="list-style-type: none"> - Develop a draft Parent Engagement Policy and gain feedback from the wider school community - Update the school website to reflect current programs, events and information - Ensure that teams use data to inform teaching and learning, as evident in meeting minutes and planning documentation <p>Parents and carers will:</p> <ul style="list-style-type: none"> - Further build collaborative and purposeful partnerships with the school based on mutual respect - Have an understanding of what it means to be a learner at BSPS - Have opportunities to participate in consultation processes for decisions that impact the whole school community - Take opportunities provided by the school to be informed participants in a whole school Professional Learning Community 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop and implement a Parent Engagement Policy to guide the work of parents and carers as part of a Professional Learning Community	Leadership Team	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Brunswick South Primary School (2743)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Further align the BSPS Instructional Model with HITS and deliver Professional Learning to staff in alignment with this.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Establish and monitor Literacy, Numeracy and Engagement and Wellbeing Professional Learning Communities and develop an action plan to evaluate impact on student outcomes.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Regional PLC training - Term 3
Facilitate structured learning walks to provide feedback on high quality teaching practice in line with the BSPS Instructional Model and HITS	Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[BSPS Pre-review Self-evaluation Report v1.0.pdf \(1.08 MB\)](#)

2018 Annual Implementation Plan

[Brunswick-South-Priority-Review-Report-Executive-Summary.pdf \(0.05 MB\)](#)

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