

Brunswick South Primary School – 2019 Annual Implementation Plan ‘At a Glance’

VISION: For all students to live meaningful and rewarding lives; valuing and being valued as members of diverse communities

VALUES: Constant Learning Mutual Responsibility Compassion Sense of Possibility

What is an Annual Implementation Plan (AIP)?

The AIP sets out specific actions for implementing and monitoring [BSPS Strategic Plan](#) for the coming year. The AIP is self-evaluated annually and is assessed as a continuum of learning defined by 4 ratings, these are: *Emerging, Evolving, Embedding and Excelling*.

Rating	Emerging	Evolving	Embedding	Excelling
Continuum ranking	Lowest			Highest

Of the 16 improvement dimensions, BSPS has self-evaluated as Emerging against 5, Emerging moving towards Evolving against 4 and Evolving against 6. This is an improvement on the 2018 AIP self-evaluation.

AIP key focus areas for 2019

	<i>To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.</i>	<i>To foster students' intellectual engagement and self awareness consistently in all learning areas across the school.</i>
GOAL	<p>This goal focuses on improving student performance in Literacy and Numeracy areas through improved NAPLAN results in Writing and Numeracy. This year's AIP is particularly focused on:</p> <ul style="list-style-type: none"> ● Reducing the proportion of Yr 5 students achieving low growth in Writing and Numeracy. "Growth" is a NAPLAN measure that examines learning gain over the previous two years. ● Increasing the proportion of Yr 5 students achieving high growth in Writing and Numeracy. ● Increasing the proportion of Yr 3 and 5 students in the top two bands in Writing and Numeracy. Each NAPLAN scale is divided into ten bands to report student progress through Years 3, 5, 7 and 9. Band 1 is the lowest band and band 10 is the highest. 	<p>This goal focuses on student-centred approach where students establish a growth mindset and set and share their own learning goals. This goal aims to improve results as measured by the Attitudes to School, Parent Opinion and School Staff surveys in areas of:</p> <ul style="list-style-type: none"> ● self-regulation and goal setting ● differentiated learning challenge (that is students being taught the same curriculum but being given more challenging material) ● delivery of a consistent curriculum with a focus on academic outcomes ● positive endorsement from parents of effective teaching ● student input into their school learning and well-being ● student opinion on whether the school provides a stimulating learning environment.
STRATEGIES	<p><u>Implement Professional Learning Communities (PLCs)</u> - PLCs comprise BSPS teachers who develop specialist areas and share their learning practices with each other. In 2018 these communities were expanded to share practice across all year levels within each discipline or specialist area as well as the already established practice of sharing across the teaching team within a learning area (eg. grade 1/2). Feedback from staff indicated that the development of the PLCs in 2018 had positive impacts on their practice with the Literacy PLC in particular noting enhanced teaching strategies.</p>	<p><u>To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate</u> - Work began in 2018 to develop ways in which students could contribute to activities and decision-making more broadly in BSPS. Student-led conferences were introduced in 2018 in contrast to the traditional parent-teacher interview. Some students also participated in decision making and planning forums such as selection panels for staff and external service providers (Outside School Hours Care provider).</p>
ACTIONS	<p>This year the focus for PLCs will be on consistent use of the BSPS Instructional Model to embed high quality teacher practice within a bilingual environment using evidence-based strategies. This year there will be a focus on ensuring consistent teacher planning documentation to support curriculum delivery across the whole school.</p>	<p>This year the focus will be on encouraging students to actively strive for challenging goals in Literacy and Numeracy (both English and Italian) and communicate these to parents and carers, continuing to work with students and teachers to develop a shared understanding of "learner agency" and "student voice".</p>
SUCCESS INDICATORS	<p>We expect to see:</p> <ul style="list-style-type: none"> ● greater consistency in the student performance data from year to year ● an increased understanding and awareness of the BSPS Instructional model in teacher planning documentation ● increased understanding from teachers and students on their learning as well as reflection on the purpose of the teacher student observation and feedback activities ● The Year Level PLC leaders using PLC tools learnt through professional development to improve their practice. 	<p>We expect to see:</p> <ul style="list-style-type: none"> ● Student goals established consistently across all years levels and communicated to and understood by parents and carers at the Student Led Conferences ● Continued meaningful opportunities for students to input into school decision making and planning ● A consistent and shared understanding of "student voice" and "learner agency" across BSPS teaching staff and school leadership.