

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: Trevor Strolla May 2018[name]..... [date][name]..... [date]
School council: Gabrielle Marchetti May 2018[name]..... [date][name]..... [date]
Delegate of the Secretary: Tony Privitelli May 2018[name]..... [date][name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>VISION: <i>What we aspire to</i> For all students to live meaningful and rewarding lives; valuing and being valued as members of diverse communities.</p> <p>PURPOSE: <i>Why we do what we do</i> 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><i>Imparare Insieme – Creare Insieme – Vivere Insieme</i> 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><i>Our Beliefs – What guides us</i></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><i>Our Teachers</i> 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)
To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.	<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>Four Year Actions:</p> <ul style="list-style-type: none"> Develop PLC leaders to lead communities into inquiring into and facilitating best practice <ul style="list-style-type: none"> Use PLCs to create teaching and learning conversations in literacy and numeracy using formative assessment to inform precise teaching Creation of a vertical and horizontal structure consistent with the intent of embedding a Professional Learning Community Use observations and feedback to continuously develop teacher practice 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) <ul style="list-style-type: none"> Make clear the roles of the teacher and the student in the learning process Strengthen assessment literacy to enhance the capacity of teachers to differentiate the curriculum so that every student is challenged Continue to use the BSPS Bilingual Model and deliver agreed aspects of the curriculum in Italian language to improve student outcomes <p>Build the capacity of the school leadership team (KIS)</p> <p>Four Year Actions:</p> <ul style="list-style-type: none"> Building a model of instructional and distributive leadership and empowering middle leaders 	<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 <p>Achievement Year 3 Reading:</p> <ul style="list-style-type: none"> Increase students in the top two bands from 63% to 80% <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> Increase students achieving high growth from a 35% average to 42% 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"> 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>Staff Survey</p> <p>Collective Efficacy 2017 – 60% to 80% Academic emphasis 2017 – 61% to 75%</p> <p>Attitudes To School</p> <p>Stimulated Learning: Year 5/6 to increase to 80%</p>
To foster intellectual engagement and self-awareness consistently in all learning areas across the school	<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>Four Year Actions:</p> <ul style="list-style-type: none"> Build a student-centered learning environment in all learning areas 	<p>Attitudes to School</p> <p>Self regulation and goal setting: Year 5/6 increase to 80%</p> <p>Parent Opinion</p> <p>Student agency and voice from 79% to 85% Stimulating learning environment from 84% to 91%</p> <p>School Staff Survey</p> <p>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>
All staff, students and parents see themselves as active participants in our school learning community.	<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>Four Year 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 and Sense of Possibility</i> Build purposeful partnerships with families, community groups and other local, national and international organisations Embed SWPBS (School Wide Positive Behaviour Support) as a framework for wellbeing 	<p>Attitudes to School:</p> <p>Sense of connectedness from 69% to 80%</p> <p>Parent Opinion Survey</p> <p>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%</p> <p>School Staff Survey</p> <p>Parent and Community Involvement 2017 – 67% to 80% Professional Learning 2017 – 71% to 81%</p>