

Brunswick South Primary School Annual Implementation Plan Summary - 2023



Goal 1a (Learning):

In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal.

Key Improvement Strategies:

- Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

12 month targets

- By end of 2023 increase the percentage of students achieving above benchmark growth in numeracy from 15% (2021) to 19%
- By the end of 2023 increase the percentage of Year 5 students achieving in the top two bands in numeracy from 36% (2021) to 39%
- To maintain 63% of the students in the (Year 3) Top 2 Bands for NAPLAN Writing in 2023 (Year 5) (19 students)

Actions

- Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet student's individual learning needs.

Outcomes

- Students in need of targeted Numeracy academic support or intervention will be identified and supported
- Students will display an increased use of Numeracy-specific vocabulary
- Teachers will identify student's learning needs in Numeracy, based on formative assessment data
- Teachers will plan for differentiation, based on student learning Numeracy data
- Teachers (including TLI staff) will provide targeted academic support to students identified through formative assessment data
- Leaders will support teaching staff to build assessment and differentiated practices through clear processes and professional learning
- Leaders will support teaching staff to plan Numeracy in alignment with the Inquiry Cycle

Success Indicators

Early indicators

- Curriculum documentation will show plans for differentiation in Numeracy
- Formative and summative assessments in Numeracy will show learning growth
- Planning cycle documentation will inform future planning
- Student IEPs will describe adjustments to meet individual needs

Late indicators

- Victorian Curriculum Teacher Judgements will show increased learning growth in Number & Algebra
- The percentage of students in the Top 2 NAPLAN bands for Numeracy will increase
- Staff survey factors (Collective Efficacy & Instructional Leadership)
- Attitudes to School factors (Stimulated Learning)

Activities

- Develop a Professional Learning Plan that supports staff to meet student's individual Numeracy learning needs.
- Organise Learning Walks to observe staff practice and collect data on student experiences of differentiation in Numeracy.
- Prioritise efforts and resources to continue developing the BSPS Planning Cycle using Curriculum PLCs.

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Goal 1b (Wellbeing):

In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal.

Key Improvement Strategy:

- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

12 month target

By the end of 2023, increase the percentages of positive student responses to the following factors:

- Perseverance from 63% (2022) to 70% (was 72% in 2021)
- Sense of confidence from 73% in 2022 to 80% in 2023 (was 80% in 2021)

Actions

- Strengthen the whole school approach towards Social and Emotional Learning.

Outcomes

- Students will report improved emotional awareness and resilience
- Students will be able to explain what positive mental health means and where they can seek support at school
- Teachers will plan for and implement Social and Emotional Learning within their curriculum areas
- Teachers will be able to recognise, respond to and refer student mental health and wellbeing needs
- Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches
- Wellbeing Team will directly support students mental health and/or provide referrals

Success Indicators

Early indicators

- Delivery of Health and Wellbeing as a specialist subject within the school
- Development of a Health and Wellbeing PLC
- Curriculum documentation will show plans for Social and Emotional Learning
- Observations by leaders will show how staff are embedding Social and Emotional Learning
- Student support resources around the school will show how students can seek supports

Late indicators

- Victorian Curriculum: Personal and Social Capability.
- Staff Opinion Survey: Student feedback to improve practice
- Attitudes to School Survey: Sense of Connectedness and Resilience

Activities

Recruit Mental Health and Wellbeing Leader

Develop and document policies and processes that show how regular student wellbeing data will be collected and managed

Develop and document a Scope and Sequence for the teaching of Personal and Social Capabilities.

Audit current curriculum documents to identify gaps and overlaps in the teaching of Health & Personal and Social Capabilities

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2023 Goal 2: Empower learners to be actively engaged and connected to their learning.

Key Improvement Strategies:

- Develop and implement common language, understanding and practices for student voice and agency.
- Build student capacity to identify, track and measure their own learning goals and growth

12 month target

By 2023, increase the percentages of positive student responses for student voice and agency from 56% in 2022 to 62% in 2023. (was 60% in 2021)
Increase the percentage of positive staff responses to using student feedback to improve practice from 55% in 2022 to 60% in 2023 (was 57% in 2021)

Actions

- Strengthen the whole school approach towards Student Voice and Agency

Outcomes

- Students will know what the next steps are to progress their learning in Numeracy
- Teachers will co-construct learning goals, based on Learning Cycle data.
- Students will report improved emotional awareness and resilience
- Students will be able to explain what they have input into their learning and their experience at school

Success Indicators

Early indicators

- Increased use of rubrics as a method of self and peer assessment
- Curriculum documentation will show specific opportunities to build student voice

Late indicators

- Students providing formal feedback to teachers to further develop teacher practice
- Attitudes to School factors (Student Voice and Agency and Stimulated Learning)
- Increased opportunities for students to be actively part of the whole school learning experience (e.g. attending planning, accompanying staff on Learning Walks, recruitment)

Activities

Construct a formal process for the coordination of Attitudes to School Survey implementation across the school

Document Student Learning Goals as part of the BSPS Planning Cycle