



Brunswick South-West
Primary School

School Strategic Plan Brunswick South-West PS 4304 2015-2017

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Louise M Chocholis</p> <p>Date 15th December, 2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Ray McKenzie</p> <p>Date 15th December, 2014</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



**Brunswick South-West
Primary School**

**School Strategic Plan
Brunswick South-West PS
4304
2015-2017**

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Endorsement by School Principal	Signed: <i>Louise M. Chocholis</i> Name: Louise M Chocholis Date 15 th December, 2014
Endorsement by School Council	Signed: <i>Ray McKenzie</i> Name: Ray McKenzie Date 15 th December, 2014 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed: <i>M. Bainbridge</i> Name: Margaret Bainbridge Date: 10-03-2015

School Profile

Purpose	To provide excellence in education, developing the whole child, intellectually, physically, socially, emotionally and aesthetically, within a vibrant and nurturing learning community.
Values	<p>LEARNING We value learning which empowers each student to explore and engage with the world.</p> <p>RESPECT We value, embrace and celebrate diversity.</p> <p>FAIRNESS We value honesty, trustworthiness and fairness.</p> <p>COMMUNICATION We value free and confident communication of ideas and opinions.</p> <p>COURAGE We value self-acceptance and the courage to learn, grow and realise one's potential.</p>
Environmental Context	<p>Brunswick South-West Primary School is a strong child-centred learning community located six kms north of the CBD. The school has approximately 340 students from many different cultures and backgrounds; the overall socio-economic profile is high; similarly, the proportion of students with English as a second language is high. The multi-age class groupings promote diversity, inclusiveness and cooperation and have a positive influence on the school's character. The atmosphere is calm and friendly. Strong literacy and numeracy curricula underpin high quality specialist and complementary programs; information technologies are imbedded in the curriculum. The school's openness to new ideas and educational research initiatives ensure that curriculum stays rigorous and lively and that its students are challenged to extend themselves. The facilities include: the original 1927 three-storey building refurbished to house the Senior School; a well-designed Junior School; a large hall/gym with stage; an excellent library; designated specialist rooms; networked computers and interactive whiteboards in all learning areas. A 1-to-one netbook program operates for students in Years 3 to 6. The generous grounds include active and passive play areas, a veggie garden and orchard, a large playing field, two adventure playgrounds and netball, basketball, volleyball and tennis courts. The school benefits from the strong partnership between the active parent community and staff. Parental support ranges from classroom activities, fundraising, running social and cultural events to policy and committee work. The school values its positive relationship with the local community. Students patronise local libraries, galleries, sporting facilities and neighbouring schools. Strong links have been forged with Brunswick Secondary College. BSWPS is affiliated with Waratah Special Development School.</p>
Service Standards	The school services the local community in the provision of education for primary age students. Education is a partnership between home and school. A positive, respectful relationship with recognition of parents' intimate knowledge of their child and teachers' professional expertise is essential. The school supports each student to achieve personal bests.

Strategic Direction

	<p style="text-align: center;">Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p style="text-align: center;">Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p style="text-align: center;">Key Improvement Strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<ul style="list-style-type: none"> To support each student to achieve personal bests across all learning domains, including Literacy and Numeracy 	<ul style="list-style-type: none"> NAPLAN Maths results will improve to be more closely aligned with high results in reading. NAPLAN writing results will improve to be more closely aligned with high reading results. AusVELS will show growth of at least 1.0 progression point per year in all areas of literacy and numeracy. Greater alignment between teacher literacy judgments (AusVELS) in Literacy & Numeracy and standardized test and NAPLAN data Greater alignment between teacher judgments (AusVELS) in all learning domains. 	<p>Professional development to improve Numeracy teaching and learning with a particular focus on Number.</p> <p>Professional development to improve Literacy teaching and learning with a particular focus on Writing.</p> <p>Use of Student Performance Analyser to inform teaching & learning and to record all relevant assessment data.</p> <p>Build high-level teacher knowledge of common, school-wide teaching practices across all learning domains. Document these practices.</p> <p>Develop common school wide practices around differentiation.</p>

		<ul style="list-style-type: none"> Sustainability is incorporated into curriculum across learning domains from Prep to Year 6. 	Incorporate ResourceSmart AuSSI Vic teaching and learning activities into the curriculum.
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<ul style="list-style-type: none"> To deepen students' engagement, curiosity and motivation. 	<ul style="list-style-type: none"> Achieve scores (All, Year & Gender Cohorts) at or above state and regional means for Student Attitudes to School Survey variables <i>Student Motivation & School Connectedness, Stimulated Learning & Teacher Effectiveness.</i> Achieve Parent Opinion Survey scores at or above state means for <i>Transitions, Stimulated Learning & Learning Focus.</i> 	<p>Formalize and document Prep – Year 6 Student Voice & Leadership Strategy.</p> <p>Build teaching & learning ICT capacity.</p> <p>Formalize a robust home/school communication strategy so that parents better understand the school's approach to teaching and learning.</p>
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<ul style="list-style-type: none"> To develop students' confidence, creativity and resilience. 	<ul style="list-style-type: none"> Achieve scores (All, Year & Gender Cohorts) at or above state and regional means for Student Attitudes to School Survey variables <i>Class Behaviour, Connectedness to Peers, Student Safety, Learning Confidence and Teacher Empathy.</i> Achieve Parent Opinion Survey score at or above state means in the variable of <i>Approachability.</i> 	<p>Embed <i>Habits of Mind</i> into classroom practice.</p> <p>Develop processes and programs that support the social and emotional health of our students.</p>

<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<ul style="list-style-type: none"> To align the allocation of resources (human, financial, time, space and materials) to maximize learning, engagement and wellbeing outcomes for students. 	<ul style="list-style-type: none"> School resources audited annually to ensure effective & equitable allocation across all budget area. Staff Performance and Development Plans are closely aligned to the School Strategic Plan 2015-2017 and the relevant Annual Implementation Plans. School Staff Survey <i>Professional Learning: Feedback</i> is at or above All Primary Schools' mean, similarly its Percent Endorsement Achieve Parent Opinion Survey scores at or above state means in the variables of <i>School Improvement & General Satisfaction</i>. Sustainable practices are incorporated into the school's operations & infrastructure. 	<p>Resources directed to School Strategic Plan priorities.</p> <p>Professional learning teams meet the goals of the School Strategic Plan and the professional needs of the teachers.</p> <p>Robust, documented program of feedback for teachers</p> <p>Complete three ResourceSmart AuSSI Vic modules.</p>
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School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
<p>Key Improvement Strategies</p>	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>		<p>Achievement Milestone</p> <p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
	<p>Achievement</p> <p>Professional development to improve Numeracy teaching and learning with a particular focus on Number.</p> <p>Professional development to improve Literacy teaching and learning with a particular focus on Writing.</p> <p>Use of Student Performance Analyser to inform teaching & learning and to record all relevant assessment data.</p> <p>Build high-level teacher knowledge of common, school-wide teaching practices across all learning domains. Document these practices.</p> <p>Develop common school wide practices around differentiation.</p> <p>Incorporate ResourceSmart AuSSI Vic teaching and learning activities into the curriculum.</p>	<p>Year 1</p> <ul style="list-style-type: none"> Numeracy & writing will be the main focus of whole school and team professional learning with an emphasis establishing common school wide practices, including differentiation Numeracy Coach will support teaching and learning in classrooms and through the professional learning program. Regular professional learning in use of Student Performance Analyser (SPA). Program of observation & feedback around common school wide instructional practices. 	<p>Documentation of school wide practices in Numeracy & Writing Year 1.</p> <p>SPA used in Teaching & Professional Learning Teams' practice.</p> <p>All teachers participate in the observation/feedback program.</p>
	<p>Year 2</p> <ul style="list-style-type: none"> Numeracy & writing will continue to be the main focus of whole school and team professional learning with an emphasis on expanding common school wide practices, including differentiation Numeracy Coach will continue to support teaching and learning in classrooms and through the professional learning program. 	<p>Documentation of school wide practices in Numeracy & Writing Year 2.</p>	

		<ul style="list-style-type: none"> Teachers using Student Performance Analyser (SPA) to determine students' Zones of Proximal Development (ZPD). Build on program of observation & feedback around common school wide instructional practices. 	<p>Teaching and learning is differentiated to better cater for individual ZPD.</p> <p>Teachers' performance and development plans target feedback.</p>
	Year 3	<ul style="list-style-type: none"> Review & modify practices from Years 1 & 2. 	<p>Achievements will be linked to progress & reflection on Years 1 & 2.</p>
<p>Engagement</p> <p>Formalize and document Prep – Year 6 Student Voice & Leadership Strategy.</p> <p>Build teaching & learning ICT capacity.</p> <p>Formalize a robust home/school communication strategy so that parents better understand the school's approach to teaching and learning.</p>	Year 1	<ul style="list-style-type: none"> Audit & expand current opportunities for Prep to Year 6 students to initiate projects, actions and connect to the world. Audit and improve teachers' ICT skills through differentiated professional learning. Audit the reach of current school communication practices and involve parents in developing improvements 	<p>Student-initiated projects and actions documented.</p> <p>Use of Polycom beyond Italian classes and for teacher professional learning.</p> <p>Class & specialist teachers will each have a Digital Learning Journal. Students in Years 3 to 6 will have a personal Digital Learning Journal</p> <p>Audit of current communication practices completed and initial improvement strategies implemented.</p>
	Year 2	<ul style="list-style-type: none"> Continue to expand opportunities for Prep to Year 6 students to initiate projects, actions and connect to the world. Audit of teachers' ICT skills updated and continue professional learning. Build on communication strategies implemented in Year 1. 	<p>Prep to Year 6 Student Voice & Leadership Strategy documented</p> <p>Wider use of Polycom throughout the curriculum and for teacher professional learning.</p> <p>Home/school communication strategy completed to draft.</p>
	Year 3	<ul style="list-style-type: none"> Review & modify practices from Years 1 & 2. 	<p>Review & modify practices from Years 1 & 2.</p>
	Year 1	<ul style="list-style-type: none"> Regular Habits of Mind professional learning. 	<p>Habits of Mind visible in the teaching and learning program.</p>

<p>Wellbeing</p> <p>Embed Habits of Mind into classroom practice.</p> <p>Develop processes and programs that support the social and emotional health of our students.</p>		<ul style="list-style-type: none"> Investigate social and emotional health programs and select one most fit for purpose. Key Group Engagement & Wellbeing trained in selected program. Develop internal professional learning program for teachers. 	Implementation of first unit of selected program.
	Year 2	<ul style="list-style-type: none"> Consolidate teachers' knowledge of Habits of Mind. Continue the implementation of selected social & emotional health program. 	<p>Habits of Mind embedded in the teaching & learning program.</p> <p>Implementation of further unit/s of selected program.</p>
	Year 3	<ul style="list-style-type: none"> Review & modify practices from Years 1 & 2. 	Review & modify practices from Years 1 & 2.
<p>Productivity</p> <p>Resources directed to School Strategic Plan priorities.</p> <p>Professional learning teams meet the goals of the School Strategic Plan and the professional needs of the teachers.</p> <p>Robust, documented program of feedback for teachers</p> <p>Complete three ResourceSmart AuSSI Vic modules.</p>	Year 1	<ul style="list-style-type: none"> Staff is supported to participate in the new DEECD Performance & Development Program. Build capacity of professional learning teams. Undertake Core Module of ResourceSmart AuSSI Vic Build teacher capacity through classroom observation and feedback program. 	<p>All staff completes the DEECD Performance & Development cycle.</p> <p>Establish the protocols of professional learning teams.</p> <p>Completion of Core Module of ResourceSmart AuSSI Vic</p> <p>Establish clear protocols & a range of methods for giving & receiving feedback</p>
	Year 2	<ul style="list-style-type: none"> Continue to build the capacity of professional learning teams Continue to build teacher capacity through classroom observation and feedback program. Undertake second module of ResourceSmart AuSSI Vic 	<p>Embed the protocols of professional learning teams.</p> <p>Embed clear protocols & a range of methods for giving & receiving feedback</p> <p>Completion of second module of ResourceSmart AuSSI Vic</p>

	Year 3	<ul style="list-style-type: none">• Review & modify practices from Years 1 & 2.• Undertake third module of ResourceSmart AuSSI Vic	Review & modify practices from Years 1 & 2. Completion of third module of ResourceSmart AuSSI Vic
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