

## Brunswick South West P.S Strategic Plan 2018-2021

*For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.*

| Endorsement                      | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
|----------------------------------|--|--|
| Principal Dolores Giordimaina    | .....[name] ..... [date]                             | .....[name].....[date]                               |
| School council Maaike Wienk      | .....[name] ..... [date]                             | .....[name].....[date]                               |
| Delegate of the Secretary: ..... | [name] [date]  | .....[name].....[date]                               |

| School vision   | School values  | Context and challenges  | Intent, rationale and focus  |
|---|--|---|--|
| <p><b>Brunswick South West Primary</b> is committed to offering excellence in education within a vibrant and nurturing community.</p> <p>Educating the whole child – physically, socially, aesthetically, emotionally and intellectually – is fundamental to everything we do here at Brunswick South West Primary School. Children learn in different ways and at different rates. To ensure a happy and successful school experience for your child, we provide:</p> <ul style="list-style-type: none"> <li>• A welcoming community and sense of belonging</li> <li>• Positive relationships with teachers and other children</li> <li>• A calm and friendly atmosphere</li> <li>• An in-class buddy and a buddy from the senior school</li> <li>• An Engagement &amp; Wellbeing program to develop confident and resilient human beings</li> <li>• A multi-age setting with learning at an appropriate level.</li> <li>• Children are stretched in some areas, supported in others and given leadership opportunities</li> </ul> | <p>School Values:</p> <ul style="list-style-type: none"> <li>• Learning: We value empowering each student to explore and engage with the world.</li> <li>• Respect: We value, embrace and celebrate diversity.</li> <li>• Fairness: We value honesty, trustworthiness and equal opportunities.</li> <li>• Communication: We value the free and confident expression of ideas and opinions.</li> <li>• Courage: We value self-acceptance and the courage to learn, grow and realise one's potential.</li> </ul> | <p>Brunswick South West Primary School is a strong child-centred learning community located six km north of the CBD. The school had a student population of approximately 410 students in December 2017 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 school has equivalent full-time staff: 2 Principal Class, 24 Teachers and 3 Education Support Staff. The school values learning which empowers students to accept themselves, value others and celebrate diversity, confidently share their ideas and have the courage to grow, contribute and engage in the world. Child safety, including the school environment, is essential for this to occur. Strong literacy and numeracy curricula underpin all our programs; information technologies are embedded in the curriculum; Sustainability is incorporated across learning areas. High quality specialist programs are Chinese, Library, Physical Education, Performing Arts, Visual Arts and Reading Recovery. 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. Rich complementary programs include Student Representative Council, Kids Matter, Bike Ed, swimming, chess, gardening, lunchtime activities, Active Travel to School, after school instrumental music and circus/drama. Brunswick South West Primary School is committed to students achieving their personal best. The facilities include: the original 1927 three-storey refurbished building; a 1970's grey brick building; a large hall/gym with stage; an excellent library; designated specialist rooms; networked computers and interactive whiteboards in all learning areas. A 1-to-1 netbook program operates for students in Years 3 to 6. The generous grounds include active and passive play areas, a vegetable garden and orchard, a large playing field, two adventure playgrounds and netball and basketball. 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> | <p><b><u>STUDENT ACHIEVEMENT:</u></b></p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To ensure student learning growth is evident in all learning areas.</li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Embed a rich, challenging and stimulating pedagogical model that meets all students' point of need with consistent rigour across the school.</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• <u>Excellence in Teaching &amp; Learning</u> ~ Curriculum planning &amp; assessment / Building practice excellence</li> <li>• <u>Positive Climate for Learning</u> ~ Empowering student's / Setting expectations and promoting inclusion.</li> <li>• <u>Professional Leadership</u> ~ Instructional and shared leadership / Vision, values and culture.</li> <li>• <u>Community Engagement in Learning</u> ~ Parents and Carers as partners.</li> </ul> <p><b><u>STUDENT ENGAGEMENT AND WELLBEING:</u></b></p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To develop engaged, critical thinkers.</li> <li>• Ensure student wellbeing, is being supported in a learning community.</li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Build students' social and emotional wellbeing, across all year levels.</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• <u>Positive Climate for learning</u> ~ Empowering students and building school pride / Setting expectations and promoting inclusion / Health &amp; Wellbeing / Intellectual Engagement and Self Awareness.</li> <li>• <u>Professional Leadership</u> ~ Vision, values and culture</li> <li>• <u>Community Engagement in Learning</u> ~ Parents and Carers as partners / Global Citizenship / Building Communication</li> </ul> |

| Four-year goals<br>(for improving student achievement, engagement and wellbeing)   | Improvement Priorities, Initiatives/Dimensions  | Key improvement strategies  | Targets<br>(for improving student achievement, engagement and wellbeing)   |                  |            |             |          |          |          |         |          |          |                  |                      |                      |          |          |          |         |          |          |
|--|---|---|--|------------------|------------|-------------|----------|----------|----------|---------|----------|----------|------------------|----------------------|----------------------|----------|----------|----------|---------|----------|----------|
| <p>To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy and Numeracy.</p> | <p><b><u>Excellence in Teaching &amp; Learning:</u></b></p> <p><b>FISO initiative</b></p> <ul style="list-style-type: none"> <li>Curriculum planning and assessment</li> </ul> <p><b>FISO dimension</b></p> <ul style="list-style-type: none"> <li>Evidence-based high impact teaching strategies</li> </ul><br><p><b>Excellence in teaching and learning</b></p> <p><b>FISO initiative</b></p> <ul style="list-style-type: none"> <li>Building practice excellence</li> </ul> <p><b>FISO dimension</b></p> <ul style="list-style-type: none"> <li>Evaluating impact on learning</li> </ul> | <p><b>1. An agreed whole-school pedagogical model (KIS)</b></p> <p>If we develop a whole school pedagogical model then the practice will always be centered on, research, evidence, neuroscience and student voice.</p> <p>Actions-</p> <p><u>Pedagogy</u></p> <ul style="list-style-type: none"> <li>Create clear Roles/expectations of students and teachers</li> <li>Focussed implementation of High Impact Teaching Strategies in all lessons</li> <li>Create instructional model around neurological underpinnings</li> <li>Develop an agreed whole-school pedagogical model</li> <li>Develop a BSWPS Instructional Lesson structure, starting with goals and concluding with feedback/reflection</li> </ul> <p><u>Curriculum Planning</u></p> <ul style="list-style-type: none"> <li>Develop scope and sequences for English and Maths and build into planning</li> <li>Develop Essential learnings for all year levels in English and Maths.</li> <li>Continually reviewing learning intentions and success criteria that are connected to content descriptors</li> <li>Use developmental continuums to teach literacy and numeracy concepts</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Implement and evaluate a whole school assessment schedule that captures and tracks growth for each child.</li> <li>Continuously review assessments to ensure they provide purposeful and formative information</li> <li>Establish consistency in CATS, rubrics, pre and post-testing in numeracy and writing.</li> <li>Enhance whole school system or use of an application to record assessment of and monitoring of student learning, being utilised by all year levels through the school</li> <li>Provide support and moderation sessions to ensure that teachers make accurate and consistent judgements</li> <li>Develop teachers' capacity in explicit teaching so that visible learning is common across all classrooms and learning areas.</li> </ul> | <p>- Each deemed capable student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. To increase the percentages of students making high relative gain (2018-21)</p> <ul style="list-style-type: none"> <li>Increase the percentage of students achieving high growth in Numeracy from 19% to 35%</li> <li>Writing from 14% to 30%</li> <li>To reduce the percentages of students making low relative gain in numeracy from 33% to 20% in Writing from 37% to 20%</li> </ul> <p>Growth</p> <table border="1" data-bbox="2095 758 2887 879"> <thead> <tr> <th>NAPLAN dimension</th> <th>Low growth</th> <th>High growth</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>33% 2017</td> <td>19% 2017</td> </tr> <tr> <td>Writing</td> <td>37% 2017</td> <td>14% 2017</td> </tr> </tbody> </table> <p>Top Two Bands</p> <table border="1" data-bbox="2095 1026 2887 1190"> <thead> <tr> <th>NAPLAN dimension</th> <th>Top two bands Year 3</th> <th>Top two bands Year 5</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>64% 2017</td> <td>74% 2017</td> </tr> <tr> <td>Writing</td> <td>53% 2017</td> <td>20% 2017</td> </tr> </tbody> </table> | NAPLAN dimension | Low growth | High growth | Numeracy | 33% 2017 | 19% 2017 | Writing | 37% 2017 | 14% 2017 | NAPLAN dimension | Top two bands Year 3 | Top two bands Year 5 | Numeracy | 64% 2017 | 74% 2017 | Writing | 53% 2017 | 20% 2017 |
| NAPLAN dimension   | Low growth  | High growth   |  |                  |            |             |          |          |          |         |          |          |                  |                      |                      |          |          |          |         |          |          |
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| Writing  | 37% 2017  | 14% 2017  |  |                  |            |             |          |          |          |         |          |          |                  |                      |                      |          |          |          |         |          |          |
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|  | <p><b>Professional Leadership</b></p> <p><b>FISO Initiative</b></p> <ul style="list-style-type: none"> <li>• <b>Building leadership teams</b></li> </ul> <p><b>FISO dimension</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional and shared leadership</b></li> </ul> | <p><b>2. Implement Professional Learning Communities (KIS)</b></p> <p>Collaborative professional learning approaches to support teachers in building capacity to consistently implement the school's personalized differentiated approaches to literacy and numeracy teaching and learning</p> <p>Actions</p> <ul style="list-style-type: none"> <li>• Developing, protocols, routines and practices that enable effective systems which promotes Distributive Leadership</li> <li>• Building leadership structures that are sustainable which will create middle leaders within the school</li> <li>• Use an inquiry cycle to share and interrogate student assessment data, plan and implement appropriate teaching interventions based on the data and measure the effectiveness of those interventions</li> <li>• Use PLCs to build create data conversations on literacy and numeracy. Collecting and using assessment data to better inform teaching</li> <li>• Create a platform where teachers are challenged and are able to articulate their impact which in turns a culture of challenge is developed</li> <li>• Increase the capacity of all staff to use flexible learning pedagogy and collaborative communities</li> <li>• Contribute to shaping the curriculum and learning activities.</li> <li>• Incorporate focused and differentiated feedback to support the progress and achievement of every child.</li> <li>• Develop a deep knowledge of the curriculum and students' progress and achievement, through use of high-quality Common Assessment Tasks and rigorous moderation processes.</li> <li>• Facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching</li> </ul> <p><u>Leadership</u></p> <p>Actions</p> <ul style="list-style-type: none"> <li>• Develop PLC leaders to lead communities into inquiring into best practice.</li> <li>• Pedagogical coaches/leaders to lead development of models of practice</li> <li>• evaluate the impact of the roles and time allocations for pedagogical leaders</li> <li>• creating a culture of coaching</li> <li>• Facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve ambitious targets in their own learning community.</li> </ul> |  |
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| <p>To develop engaged critical thinking learners who demonstrate the school's Learner Dispositions.</p> | <p><b>Positive climate for learning</b></p> <p><b>FISO Initiatives</b><br/><b>Empowering students and building school pride initiative</b></p> <p><b>FISO dimensions</b><br/><b>Intellectual engagement and self-awareness dimension</b></p> <p><b>FISO essential elements</b></p> <ul style="list-style-type: none"> <li>• <b>Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</b></li> <li>• <b>Whole school approach to health, wellbeing, inclusion and engagement</b></li> </ul> | <p><b>1. Activate student voice, leadership and agency in own learning (KIS)</b></p> <p>Actions</p> <ul style="list-style-type: none"> <li>• Incorporate Victorian Capabilities into all learning areas.</li> <li>• Develop assessment for the learner dispositions, for example, Critical and Creative Thinking capabilities, student survey Goal setting and feedback (teacher, self, peer)</li> <li>• Develop student leadership within a classroom, across the school and within the community</li> <li>• Challenge all staff to articulate student learning through personalisation and differentiation</li> <li>• Improve communication with the community in all aspects of their children's learning academic and social</li> <li>• Create learning environments/communities that are inclusive, engaging and supportive</li> </ul> <p><b>2. Consistent whole-school approach to health, wellbeing and inclusion. (KIS)</b></p> <p>Action</p> <ul style="list-style-type: none"> <li>• Investigate and implement the Positive Behaviours frameworks</li> <li>• Incorporate wellbeing and resilience enhancing strategies into the curriculum.</li> <li>• Evaluate and monitor the use of Kidsmatter,</li> <li>• To build a safe and orderly environment, including the use of restorative practice.</li> </ul> | <p>Learner characteristics, disposition, and social engagement domains, develop benchmarks and establish appropriate targets. An example based on the 2017 ATSS:</p> <ul style="list-style-type: none"> <li>• attain ninety per cent or greater positive responses to the measures of Learner characteristics and disposition domains <ul style="list-style-type: none"> <li>▪ stimulated learning,</li> <li>▪ learning confidence,</li> <li>▪ motivation and interest,</li> <li>▪ self-regulation and goal setting</li> </ul> </li> <li>• attain eighty- per cent or greater positive responses to the measures of (Social engagement domain <ul style="list-style-type: none"> <li>▪ Student Voice and Agency (75% in 2017 survey)</li> <li>▪ the Advocate at school factor (Student Safety domain – 90 per cent in 2017)</li> <li>▪ the School Connectedness factor (Social engagement domain – 90 per cent in 2017)</li> </ul> </li> </ul> |
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