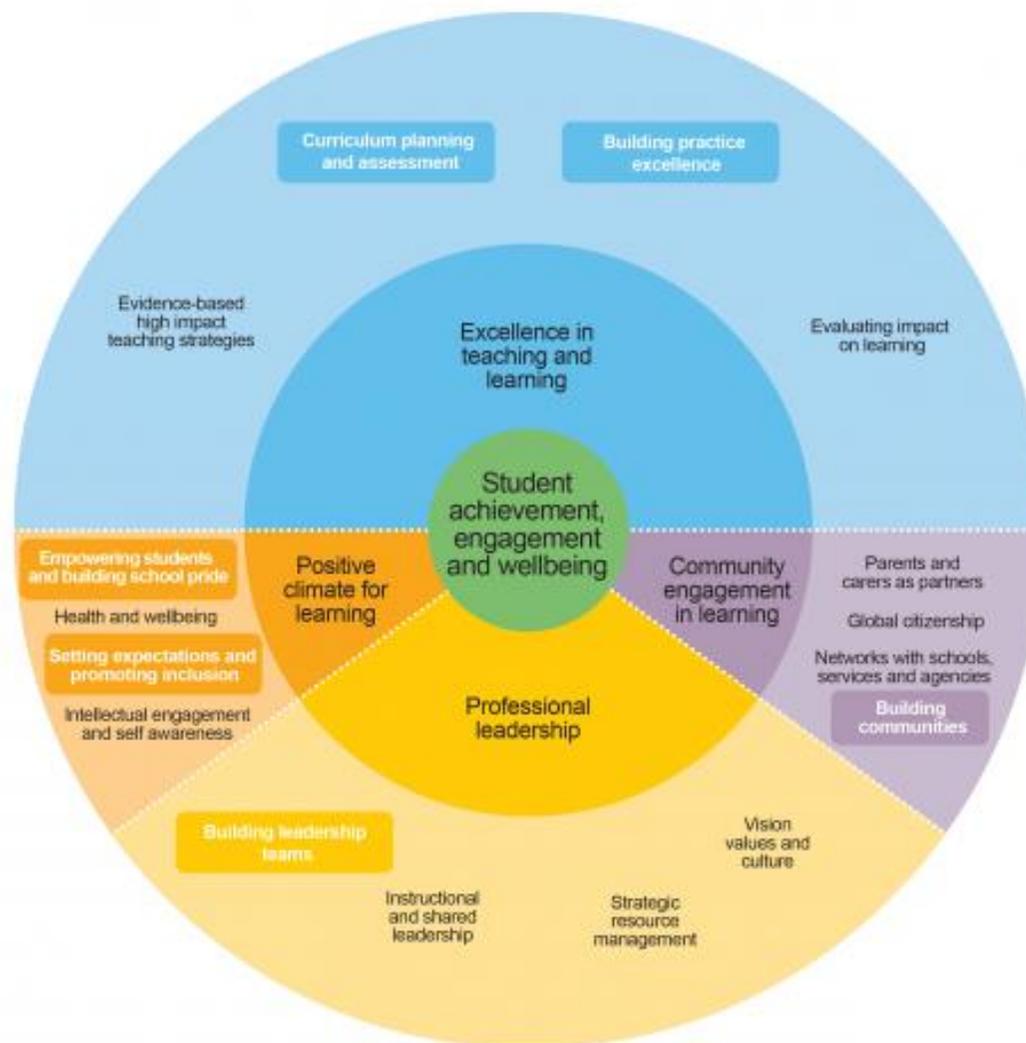


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2021 Priority 1: Learning Catch-Up & Extension (Curriculum Planning & Assessment)		
<p>Rationale: Some students thrived during remote and flexible learning, others maintained their learning progress, and some have fallen behind, despite their best efforts and those of their families and teachers. In 2021, we will support both those who need it to 'catch up' and those who have thrived to continue to extend their learning.</p>		
12 month target	Actions	Outcomes
<p>To accelerate over 70% of low or no growth students in 2020 to reach the expected level by the end of 2021 (Teacher judgement) in Number and Reading (those deemed as capable).</p>	<p>To ensure the school has a targeted tutoring program for students identified across the school.</p> <p>To ensure teachers are using differentiation in their classrooms to support the learning needs of all students.</p> <p>To develop a whole-school approach to the teaching and assessment of spelling, with differentiation as the focus (using the inquiry approach).</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Have Identified up to 50 students across the school, in need of targeted academic support or intervention and discuss needs as part of a case meeting</li> <li>Nominated an experienced teacher to establish intervention/small group tutoring and extension, and ensure they attend professional learning for support</li> <li>Ensure that all staff receive professional learning with regard to data literacy and SPA</li> <li>Attend PLC meetings regularly as co-learners to ensure differentiation is identified and acted upon across the school</li> <li>Ensure that every teacher is part of a coaching/mentoring cycle at least twice a year, and document this accordingly</li> <li>Develop their understanding of the HITS, especially with regard to differentiation, so as to ensure we can build teacher capacity in this area.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Confidently and accurately identify student learning needs, using the SPA platform to monitor growth and identify students requiring support</li> <li>Engage in reflective practice, evaluate and plan curriculum, assessments, lessons through their PLCs</li> <li>Use HITS to plan and deliver lessons and units focusing on differentiation</li> <li>Consistently and explicitly implement the school's instructional model</li> <li>Build their knowledge about the repertoire approach, and the 4 different spelling knowledge</li> <li>Engage with 2 mentoring/coaching cycles to improve their pedagogy</li> <li>Use one hour of their APT for self-improvement, including peer-observations</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Know how lessons are structured and how this supports their learning (explaining the why (Start-up))</li> <li>Participate in small group intervention/extension as required</li> <li>Receive instruction based on their needs</li> </ul>
Success Indicators	Activities	
<p>Classroom observations and learning walks demonstrating take up of professional learning strategies around spelling and differentiation</p>	<p>Schedule and organise professional learning on the use of SPA as a platform for collecting data, and as a platform to analyse data.</p>	

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<p>Teachers' will have formative assessment data and teacher judgement data for all students Teacher records and observations of student progress Data used to identify students for tailored supports Differentiated resources used</p> <p>Student feedback on differentiation and the instructional model (before our school review) Progress against Individual Learning Plans Students will demonstrate an improvement in spelling data across the school by the end of 2021</p>	<p>Document plans for coaching/mentoring/ Peer Observation Structure implemented to support differentiation across the school</p> <p>To develop and implement a structured tutoring program to support students across the school - practice model</p> <p>To hold fortnightly case management meetings to discuss and track students who are at risk across the school, and gathering support/ideas from Warratah at this time.</p> <p>To identify students at risk, and in need of participating in the catch-up/ extension program, using SPA as the overarching platform for data collection and analysis.</p> <p>Agreed protocols for entry and exit points for tutoring</p> <p>To identify the professional learning needs for the tutor, and to implement accordingly.</p> <p>To ensure the PLCs are catering for the diverse needs of the classroom, and that differentiation is included on planning documents</p> <p>Ensure the learning specialists are proficient in their knowledge of the HITS, especially around differentiation so that they are able to build staff capacity in this area.</p> <p>Leadership to undertake learning walks to observe the whole-school approach to differentiation in action across the school</p>
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**2021 Priority 2: Happy, active & healthy kids priority (Health & Wellbeing)**

Rationale: We will make sure we look after our students' mental health and enable every student to get back outdoors, get active and get creative. This means effectively mobilising available resources to support our students, especially the most vulnerable.

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12 month target	Actions	Outcomes
<p>Increase the percentage of positive endorsement measure for the following factors of the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>- An increase in positive responses to the 'Sense of Connectedness' from 72% in 2019 to 80% in 2021</li> <li>- sense of inclusion: 81% (2019) to 85% (2021)</li> <li>- student voice &amp; agency: 57% (2019) to 68% (2021)</li> </ul>	<p>Refine our whole school approach to well-being focusing on Respectful Relationships and SWPBS</p> <p>Prioritise time for Foundation students to experience a perceptual motor program to develop their motor skills</p>	<p>Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</p> <p>Teachers and leaders will integrate social-emotional learning into school practice, policies and programs</p> <p>Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Strengthen engagement with regional and external support agencies</li> <li>Establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing (fortnightly case meetings)</li> <li>Ensure that the school provides a documented approach to monitoring and responding to well-being concerns</li> <li>Ensure that families of at-risk students will receive regular communication and support from the school</li> <li>Ensure that students and families will be connected to allied health and mental health services as appropriate</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Plan for SEL lessons related to the needs of their students, in their PLCs, using RRRR and Respectful Relationships</li> <li>Embed routines in their classroom for social and emotional learning to be taught effectively</li> <li>Use the school approach to monitor and document well-being concerns</li> <li>Engage in coaching/mentoring as required with the well-being leader/Principal</li> <li>Participate in professional learning for RRRR, Respectful Relationships, SWPBS, and Responding to Disclosures, as well as the DET modules on mandatory reporting etc.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate (and as part of the Case Meetings)</li> <li>Have a strong sense of belonging at the school and identify an adult who they can go to if required</li> <li>Participate in lessons to support their social and emotional well-being, as well as to support their physical development.</li> <li>Receive a dedicated library program to support their social and emotional well-being through rich literature.</li> </ul>
Success Indicators	Activities	
<p>Classroom and peer observations - focused on the SEL program to support pedagogy where required</p> <p>Documentation of frameworks - SWPBS, and policies, including the building of our new Vision and Values</p> <p>Shared PL goals documented in staff PDPs</p>	<p>Plan for, schedule and deliver professional learning around sections 7 and 8 of Respectful Relationships</p> <p>Develop SEL lessons with advice from the wellbeing team members in our PLC including the development of curriculum resources which reflect wellbeing and social-emotional learning focus</p>	

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<p>Curriculum documentation reflecting social and emotional learning</p> <p>Teacher surveys on effectiveness of programs and the referral process</p> <p>Data used to identify students in need of targeted support</p>	<p>Implement classroom interventions through small group learning of executive function skills, and small-group behavioural/ social skills.</p> <p>The Foundation Students (and students requiring this from 1-2) will participate in weekly PMP sessions with specialist teachers and parent helpers.</p> <p>Ensure staff have training in Trauma PD to support their understanding of trauma in our students</p> <p>Ensure the classrooms are able to cater for opportunities to team teach and encourage teams of teachers to develop some processes and protocols around this throughout the year.</p> <p>Advertise for Parent Helpers to come in and support the PMP, whilst ensuring we have followed OHS guidelines and asked for WWCC</p> <p>Ensure the PE teacher and supporting specialist has had professional learning to ensure the PMP is implemented as intended.</p>
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2021 Priority 3: Connected schools priority (Building communities)		
Rationale: We will reconnect with our community after 2020. We will build on the strengths and encourage a home and school network to support emotional and academic wellbeing of our children and their families. We will work together to build our vision.		
12 month target	Actions	Outcomes
Parent Opinion survey increases from 78% Parent Participation and Involvement (2020) to 85% 2021.	Create our whole school vision and values with the school community.	Students, teachers and parents will contribute to the school vision, be able to articulate it, and adhere to the school values

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	<p>Plan for school facilities and grounds works that will mean our school is a great place to learn</p>	<p>The community will participate in the celebration of events at the school, including the celebration of our launch of the vision Parents will be encouraged to become involved in school and classroom activities throughout the year. The wider community will feel welcome in the school and regularly use school facilities</p> <p>Leaders will: Prioritise time for staff to communicate and build relationships with parents/carers/kin Organise professional activities based on 'The Golden Circle' to find our purpose, and build our school vision with staff and community Develop a sequence of activities for students to contribute towards our school vision through their inquiry process</p> <p>Teachers will: Continue to build strong relationships with students and parents/carers/kin throughout this process of building our school vision Use our school facilities to engage the children in lessons and learning across the school Support their students through inquiry lessons to develop our whole-school vision and values Be able to articulate our vision and values to our community</p> <p>Students will: Participate in activities to build our vision and values Be able to articulate the vision and values of our school Take pride in our school grounds Contribute to the overall design of our basketball court with the Minor Capital Works funding Provide suggestions to further improve our grounds</p>
<b>Success Indicators</b>		<b>Activities</b>
<p>We will have an updated living school vision. The BSWPS values will be on display in all classrooms and across the school Community events will be advertised and well attended</p>		<p>The parent community will be invited to work on developing our school's vision through forums, activities and written communication.</p>

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<p>The staff and parent surveys will reflect a positive sense of belonging in the school</p>	<p>Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning e.g. seesaw</p> <p>Our children will be involved in a term 1 inquiry, creating our school vision from their perspective</p> <p>Our teachers will work together to unpack our school's vision, using the process of Purpose (why), Vision (what) and our Mission (how).</p> <p>Our community will celebrate the launch of our vision with a community event - probably the Art Show</p> <p>The community will continue to support the development of our school grounds through attending working bees, fundraising, and engaging the parents in our gardening and curriculum programs</p> <p>Resurfacing of the basketball court, and the completion of the wall</p>
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