

# School Strategic Plan 2021-2025

Brunswick South West Primary School (4304)



**Brunswick South-West**  
Primary School

Submitted for review by Emma Fuller (School Principal) on 13 December, 2021 at 03:58 PM

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# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p>At Brunswick South West Primary School our vision is for our children to become curious life-long learners who are inclusive of everyone and respectful of themselves, others and the environment.</p>
<p><b>School values</b></p>	<p>At Brunswick South West Primary School our values are:          Respectful - We are respectful of ourselves, each other and our environment          Inclusive - We acknowledge our differences and celebrate our uniqueness          Curious - We are curious about the world around us, asking questions to discover lead to answers</p>
<p><b>Context challenges</b></p>	<p>From our self evaluation and the review we identified a number of factors that led to a lower proportion of students assessed as achieving above expected growth and higher proportions assessed as achieving below expected growth as assessed by teachers:</p> <ul style="list-style-type: none"> <li>• Lack of a whole school curriculum plan for Literacy which led to lack of content knowledge and inaccuracies in teacher judgements.</li> <li>• Inconsistencies in planning and less than effective and comprehensive implementation of the PLC initiative.</li> <li>• Lack of clarity in the Literacy workshop guidelines which led to inconsistencies in approaches to teaching Literacy.</li> <li>• Limits to the extent capacity was built through provision of evidence-based feedback to teachers.</li> <li>• Limited moderation and triangulation of data against NAPLAN and other assessments.</li> <li>• The very aspirational nature of the growth target (that all students would exhibit 12 months growth).</li> </ul> <p>We acknowledge that the above factors represented barriers to accurate teacher judgements and achievement of the targets related to growth.</p> <p>The school also identified that there were a number of factors that led to Attitudes to School Survey targets not being met specifically in the areas of learner agency and goal-setting:</p> <ul style="list-style-type: none"> <li>• The school has a lack of understanding around learner agency and that the concept had received little emphasis during the previous review period.</li> <li>• The school has no evidence of a whole-school approach to facilitation of agency.</li> <li>• We acknowledged that goal-setting varied across the school and that there was no whole-school approach.</li> <li>• A parent forum revealed that parents lacked knowledge of their children’s goals and expressed a view that they were unsure of what their children needed to learn next.</li> <li>• The Review team learned that teachers did not regularly seek feedback from students and incorporate this into their planning.</li> </ul> <p>The school has found that the above factors represented barriers to the development of student voice and learner agency and</p>

	capacity to set realistic goals and regulate their own learning.
<b>Intent, rationale and focus</b>	<p>The key outcomes of the next SSP to continue to embed our wellbeing, develop student agency, and to develop curriculum documentation, particularly in literacy to increase growth in student outcomes.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• The development of a whole school curriculum plan for Literacy to support teachers' content knowledge and more accuracy and confidence in teacher judgements</li> <li>• Ensure consistency in planning and an effective cycle of PLC inquiry cycles to improve student outcomes</li> <li>• Ensure clarity in the Literacy workshop guidelines to lead to whole school consistency in their approaches to teaching</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Leadership to focus on feedback to teachers on practice through a whole-school structured approach</li> <li>• A thorough approach to moderation and triangulation of data against NAPLAN and other assessments</li> <li>• Develop an aspirational nature of the growth target (that all students would exhibit 12 months growth and more)</li> <li>• Develop a whole school understanding around learner agency</li> <li>• Develop a whole school approach to goal-setting</li> <li>• Ensure that parents have a clear knowledge and understanding of their children's goals and next points of learning</li> <li>• A common practice of seeking feedback from students about teaching and learning</li> </ul>

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<b>Goal 1</b>	Improve Literacy outcomes for all students.
<b>Target 1.1</b>	<p>NAPLAN—top two bands</p> <p>Increase the percentage of students in the top two bands in:</p> <ul style="list-style-type: none"><li>* Year 5 Spelling from 41% (2018–21) to 50% in 2024</li><li>* Year 5 Grammar and Punctuation from 46% (2018–21) to 50% in 2024</li><li>* Year 5 Writing from 24% (2018–21) to 30% in 2024</li><li>* Year 3 Spelling from 55% (2018–21) to 60% in 2024</li><li>* Year 3 Grammar and Punctuation from 65% (2018–21) to 75% in 2024</li><li>* Year 3 Writing from 53% (2018–21) to 70% in 2024</li></ul>
<b>Target 1.2</b>	<p>NAPLAN—growth</p> <p>Increase the percentage of students making above benchmark growth in:</p> <ul style="list-style-type: none"><li>* Writing from 21% (2018–20) to 30% in 2024</li><li>* Reading from 28% (2018–20) to 35% in 2024</li></ul>

	<p>* Spelling from 22% (2018–20) to 30% in 2024</p> <p>* Grammar and Punctuation from 23% (2018–20) to 30% in 2024</p> <p>Decrease the percentage of students making below benchmark growth in:</p> <p>* Writing from 27% (2018–20) to 20% in 2024</p> <p>* Reading from 18% (2018–20) to 15% in 2024</p> <p>* Spelling from 23% (2018–20) to 20% in 2024 * Grammar and Punctuation from 32% (2018–20) to 25% in 2024</p>
<p><b>Target 1.3</b></p>	<p>TEACHER JUDGEMENTS—growth</p> <p>Increase, to levels reflected in NAPLAN results, the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <p>* Reading from 6.6% (2019) to 30% in 2024</p> <p>* Writing from 7.6% (2019) to 30% in 2024</p> <p>* Speaking and Listening from 6.0% (2019) to 30% in 2024</p>
<p><b>Target 1.4</b></p>	<p>STAFF OPINION</p> <p>Components in the SSS to reflect the following endorsement:</p>

	<ul style="list-style-type: none"> <li>* Guaranteed and viable curriculum from 78% in 2019 to 90% in 2024</li> <li>* Teacher collaboration from 44% in 2020 to 80% in 2024</li> <li>* Use pedagogical model from 50% in 2020 to 90% in 2024</li> <li>* Professional learning through peer observation from 30% in 2020 to 80% in 2024</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop and document a whole-school sequential curriculum plan in Literacy.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build leader and teacher capacity, within PLCs, to collaboratively evaluate impact on learning; and use formative assessment to plan a differentiated curriculum that targets each student's point of learning.
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Further develop, and consistently implement across the whole school, agreed instructional guidelines for teaching Literacy to enable consistent, high-quality instruction in every classroom.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Build teacher capacity through enhanced Instructional Leadership and sharing practice within a dynamic PLC culture, characterised by coaching, modelling and peer observations.
<b>Goal 2</b>	Enhance student voice and agency.
<b>Target 2.1</b>	<p>STUDENT ATTITUDES</p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 57% in 2019 to 90% in 2024</li> </ul>

<b>Target 2.2</b>	<p>STAFF OPINION</p> <p>Factors in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of goals from 55% in 2020 to 90% in 2024</li> <li>• Use student feedback to improve practice from 75% in 2020 to 90% in 202</li> <li>• Seek feedback to improve practice from 71% in 2020 to 90% in 2024</li> </ul>
<b>Target 2.3</b>	<p>PARENT OPINION</p> <p>Factors in the Parent Opinion Survey (POS) to reflect the following endorsement</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 62% in 2019 to 90% in 2024</li> <li>• High expectations for success from 72% in 2019 to 90% in 2024</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop and document a consistent whole-school strategy, including goal-setting, to empower students and develop self-regulating learners.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Further build teacher capacity to enhance student voice and learner agency.
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.

<b>Goal 3</b>	Improve the wellbeing of all students.
<b>Target 3.1</b>	<p><b>STUDENT ATTITUDES</b></p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 64% in 2019 to 90% in 2024</li> <li>• Sense of connectedness from 72% in 2019 to 90% in 2024</li> <li>• Effective classroom behaviour from 70% in 2019 to 90% in 2024</li> </ul>
<b>Target 3.2</b>	<p><b>PARENT OPINION</b></p> <p>Factors in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 70% in 2019 to 90% in 2024</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Further embed the whole-school approach to wellbeing.