

School Strategic Plan 2020-2024

Brunswick East Primary School (3179)



Submitted for review by Janet Di Pilla (School Principal) on 02 August, 2021 at 07:17 PM

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Endorsed by Angela Roberts (School Council President) on 05 August, 2021 at 09:18 AM

School Strategic Plan - 2020-2024

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School vision	To create confident, passionate, and curious learners who are highly literate and numerate, have high expectations, and are engaged in their community.
School values	<p>Empathy – understanding and identifying with members of our diverse community and treating them with compassion and respect</p> <p>Friendship – building strong, positive, and supportive relationships</p> <p>Creativity – encouraging inventive, imaginative, and original thinking and expression</p> <p>Resilience – developing adaptability, optimism, and strength of character to cope with life’s challenges</p> <p>Wonder – inspiring a sense of awe, fascination, and curiosity in the ways we can explore our world</p>
Context challenges	<p>To re-establish consistency across the school through:</p> <ul style="list-style-type: none"> o Professional Learning. Develop a PL timetable to privilege areas of Literacy and Numeracy allowing for staff collaboration in small teams and across the school. o Introducing Professional Learning Community training. o Reinvigorating peer observations, leaning walks, and feedback o adjustments in other areas eg Learning Journals and Remote Learning <p>Student Voice and agency.</p> <ul style="list-style-type: none"> o Improve Student Voice & Agency to improve their ownership of their learning through greater involvement of the how, what, and why of learning, through peer feedback, teacher to student feedback, and student feedback to teachers. o Student leadership team to collate student ideas and implement where possible. <p>Wellbeing:</p> <ul style="list-style-type: none"> o Strengthen school structures needed to build relationships between students, teachers and students, and teachers and parents/carers. Build relationships, improve attendance. o Through individual growth and pride <p>Provide support for neuro-diverse students and teachers to enable this group of students to achieve their maximum personal and academic growth.</p> <ul style="list-style-type: none"> o Collaborate with families, community organisations, and health and wellbeing specialists, integrating evidence-based, pro-social and emotional strategies into the learning programs

Intent, rationale and focus	<p>Intent Ensure a safe and welcoming environment in which all members of the school are learners.</p> <p>Rational So that we build positive wellbeing for students and staff so that they thrive emotionally and academically.</p> <p>Priority Establish a consistent culture in which school staff have the skills and knowledge to implement evidence-based teaching practice. Establish a consistent culture in which all school staff have the skills and knowledge to build positive relationships with students and their families to strengthen students' engagement, effort, and belief in their capacity to succeed.</p>
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Goal 1	Improve the learning growth of every student.
Target 1.1	<p>NAPLAN benchmark growth</p> <p>By 2024 increase above benchmark growth in:</p> <ul style="list-style-type: none">• reading from 42% (2019) to 50%• writing from 39% (2019) to 45%• numeracy from 26% (2019) to 35%.
Target 1.2	<p>NAPLAN top two bands - By 2024</p> <ul style="list-style-type: none">• increase the percentage of students who achieve in the top two bands at Year 3 in writing from 51% (2019) to 60% and in numeracy from 47% (2019) to 60%• increase the percentage of students who achieve in the top two bands at Year 5 in writing from 28% (2019) to 35% and in numeracy from 50% (2019) to 60%
Target 1.3	<p>Teacher judgements</p> <p>By 2024 the correlation between teacher judgements and NAPLAN bands in the matched Panorama report to be within 10% in reading, writing and number for Years 3 and 5.</p>

Key Improvement Strategy 1.a Building practice excellence	Build instructional practices for all teachers through the co-construction, clarification and documentation of a whole school approach to teaching and learning.
Key Improvement Strategy 1.b Building leadership teams	Build Learning Community Team processes for developing feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build a culture of collaboration in Learning Community Teams through an inquiry process that enhances planning and implementation.
Goal 2	Improve curiosity, challenge, creativity and critical thinking in students' learning
Target 2.1	Attitudes to School Survey (AtoSS) By 2024 increase the percentages of positive student responses to the following factors: <ul style="list-style-type: none"> • Differentiated learning challenge from 72% (2019) to 85% • Motivation and interest from 72% (2019) to 80% • Sense of connectedness from 68% (2019) to 80%
Target 2.2	School Staff Survey (SSS) By 2024 increase the percentages of positive staff responses in the following school climate factors: <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 64% (2019) to 80% • Academic emphasis question -Students in this school seek extra work to improve their results from 41% (2019) to 65%

Target 2.3	<p>Parent Opinion Survey (POS)</p> <p>By 2024 increase the percentages of positive parent responses in the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support from 66% (2019) to 80% • Stimulating learning environment from 73% (2019) to 80% • Effective teaching from 70% (2019) to 80%
Key Improvement Strategy 2.a Evaluating impact on learning	<p>Enrich teachers' repertoire of formative assessment techniques and develop understanding of the learning progressions.</p>
Key Improvement Strategy 2.b Curriculum planning and assessment	<p>Effectively implement and integrate the Capabilities from the Victorian Curriculum across all areas to address the social, emotional and academic learning needs of all students.</p>
Key Improvement Strategy 2.c Evaluating impact on learning	<p>Build staff capability in the use of student performance data to inform the planning, delivery and assessment of a differentiated curriculum.</p>
Goal 3	<p>Empower students to be resilient, engaged and motivated learners.</p>
Target 3.1	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2024 increase the percentages of positive student responses to the following student voice and agency questions:</p> <ul style="list-style-type: none"> • At this school I help decide things like the class activities and rules from 41% (2019) to 66% • I have a say in the things I learn from 57% (2019) to 70% • My teacher likes my ideas from 56% (2019) to 70% • I am encouraged to share my ideas from 70% (2019) to 85%.

	By 2024 increase the percentages of positive student responses to the Resilience factor from 72% (2019) to 85%
Target 3.2	<p>Parent Opinion Survey</p> <p>By 2024 increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 74% (2019) to 80% • School motivation and support 66% (2019) to 75% • General satisfaction from 78% (2019) to 85%.
Target 3.3	<p>School Staff Survey (SSS)</p> <p>By 2024 increase the percentages of positive staff responses in Trust in students and parents question:</p> <ul style="list-style-type: none"> • Students in this school can be relied upon to do their work from 69% (2019) to 85%
Key Improvement Strategy 3.a Empowering students and building school pride	Use multiple forms of data and feedback to develop student, small group and /or Learning Community goals.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build staff capacity to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning.
Key Improvement Strategy 3.c	Increase the capacity of students to have input into school decision making.

Empowering students and building school pride	
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