School Strategic Plan
2010 -2013

Endorsement by School Principal
SIGNED………………………………………
NAME…………………………………………
DATE…………………………………………

Endorsement by School Council
SIGNED………………………………………
NAME…………………………………………
DATE…………………………………………
School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

Endorsement by Regional Network Leader
SIGNED………………………………………
NAME…………………………………………
DATE…………………………………………
| Purpose | To provide excellence in education within a vibrant and nurturing learning community.  
To provide distinctive educational programs which promote diversity, inclusiveness and cooperation.  
Our school is committed to the development of the whole child: physical, emotional, aesthetic, social and intellectual. We believe these are best met through a broad developmentally appropriate curriculum in multi-aged groupings. |
|---|---|
| Values | **LEARNING** We value learning which empowers each student to explore and engage with the world.  
**RESPECT** We value, embrace and celebrate diversity.  
**FAIRNESS** We value honesty, trustworthiness and fairness.  
**COMMUNICATION** We value free and confident communication of ideas and opinions.  
**COURAGE** We value self-acceptance and the courage to learn, grow and realise one’s potential. |
| Environmental Context | At Brunswick South-West Primary School we are deeply committed to state education and firmly believe in a state school’s capacity to deliver first-rate educational outcomes. Situated in a quiet residential pocket, the school has approximately 295 students from diverse cultures and backgrounds and has a calm and friendly atmosphere.  
Parents play a significant role in making Brunswick South-West Primary School a vibrant, stimulating and friendly place.  
Our facilities include the original 1927 three-storey building which houses the senior school (years 3 – 6) and an astutely designed junior school complex for pupils in years Prep to 2. There is a large assembly/recreation hall, a state-of-the-art library, designated art and LOTE rooms, networked computers and a media room with interactive whiteboard.  
Our P21 grant will significantly change the red brick building layout to provide effective spaces for 21st century learning. It will also upgrade our hall to provide quality sporting and performing arts space for the school and our local community. |
### STRATEGIC INTENT

<table>
<thead>
<tr>
<th></th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>To develop curious learners who are literate, numerate and creative. To meet and to surpass SFO (School Family Occupation) expected range in English and Mathematics.</td>
<td>Students VELS scores over the SSP period to increase by 15% in English and Mathematics. 100% of all students deemed capable in Prep-2 to be at or above State wide bench marks in the English Online interview by 2013. 100% of all Year 3 students deemed capable to be at the minimum NAPLAN Bands 3-6 for Reading, writing and Numeracy by 2013. 100% of all Year 5 students deemed capable to be at the minimum NAPLAN Bands 5-8 for Reading, writing and Numeracy by 2013.</td>
<td>• Confirm agreed school wide approaches to instructional practice in literacy and numeracy. • Further develop the use of assessment for informing instructional practice in English and Mathematics. • Continue to build teacher capacity in English and Mathematics</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
<td>To develop student understandings, skills and attitudes that will promote positive, life-long learning and resilience. To further improve whole school student attendance rates.</td>
<td>Increase the Attitudes to School Survey school mean score from the 2009 results: • Stimulating Learning score to 4.07 by 2013 • Student Safety score to 4.30 by 2013. Continue to reduce average absence rates to at or below 10 days per student across Years P-6 by 2013.</td>
<td>• Audit Code of Conduct and Behavior Management against the new DEECD Student Engagement and Wellbeing Guidelines. • Continue comprehensive whole school approach to issues of student absence and lateness.</td>
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### Student Pathways and Transitions

- Improve the transition for students at key points in their schooling.
  
- To increase the average rate of strong agreement responses by parents to the four Transition items in the Parent Opinion Survey to an average of 33% by 2013.
  
- Increase Learning Environment measure score in the Staff Opinion Survey to 85/100 by 2013.
  
- Further develop processes and structures to improve the transition of students coming into, exiting and moving within the school.

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### SCHOOL STRATEGIC PLANNER 2010-2013: INDICATIVE PLANNER

<table>
<thead>
<tr>
<th>Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
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<tr>
<td>- Confirm agreed school wide approaches to instructional practice in literacy and numeracy.</td>
<td>Year 1 2010</td>
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<tr>
<td>- Further develop the use of assessment for informing instructional practice in English and Mathematics.</td>
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<td>- Continue to build teacher capacity in English and Mathematics</td>
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<td>Year 2 2011</td>
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<td></td>
<td>- Enhance understanding and use of student performance data through timetabled whole school discussion to drive the implementation of a Draft Assessment Schedule.</td>
<td>Professional Learning Teams established and meeting regularly with discussion focussed on pedagogical issues and peer feedback sessions established.</td>
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<td>- PD for operating and interpreting data to improve and inform our teaching.</td>
<td>Each team planning sessions have a link to student performance data.</td>
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<td>- Collegiate visits as part of PD for English and Mathematics within teams.</td>
<td>Collegiate Visits will be reflected in staff PPDPs (Personal Professional Development Plans).</td>
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<td>Year 3 2012</td>
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<td>- Whole School Assessment Schedule implemented</td>
<td>All staff members will be utilising assessment tools as part of their teaching and learning program.</td>
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<td>- Investigate personal profiles of results for students.</td>
<td>Professional conversations to centre on teacher behaviours that drive improvement in student outcomes.</td>
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<td>- Regular Collegiate Visits to occur across the school with a focus on Mathematics.</td>
<td>Staff demonstrating use of Numeracy coaching ideas in classrooms.</td>
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<td></td>
<td>- Whole School review of Assessment Schedule.</td>
<td>Team moderation groups meeting regularly and all student assessment showing moderation influences.</td>
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<td></td>
<td>- Develop a tool to keep accurate records of student progress over time.</td>
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</table>
| Year 4 2013 | - Evaluation of the Whole School Assessment Schedule.  
- Implement and evaluate record keeping of student progress. | - Streamline approach across the school to Assessment. |

**Student Engagement and Wellbeing**

Audit Code of Conduct and Behavior Management against the new DEECD Student Engagement and Wellbeing Guidelines (also relevant to attendance strategy).

- Complete and introduce the document Student Engagement Policy that will replace the Student Code of Conduct.
  - Establish a team to plan a series of staff activities to focus staff attention and discussion on student engagement in their learning.
  - Continue to investigate student perception to student engagement e.g. Student Safety and conduct issues forum with student groups.
  - Reinforce the partnership between school and home to establish joint responsibility for student absence.

Year 1 2010

- Feedback from teachers, students and school community members on the Student Engagement Policy.
  - Staff PD and moderation regarding VELS Personal Learning and Interpersonal Development focused on Thinking tools, Habits of Mind. Trial activities in classrooms. Teacher and student feedback.
  - Students self assessment and reports reflecting a focus on Interpersonal Development and Personal learning.

- Consistent teacher use and referral to the document (Student Conduct.) Monitor the use of the document. Teacher feedback.
  - Develop strategies to increase student participation in school decision-making- at classroom and whole school levels.
  - Regularly weave Thinking tools, e.g Habits of Mind into classroom practice.
  - Continue teacher PD.
  - Continue to promote the importance of regular school attendance.

- Consistent processes used for behaviour management.
  - Class councils established and feeding into school decisions.
  - All teacher performance plans showing application of student engagement initiatives in practice.
  - Student self assessment, goals and reports reflecting a focus on Personal Learning and Interpersonal Development and Habits of Mind.
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### Year 3 2012
- Continue to develop and review the implementation of the Student Conduct document, Habits of the Mind, VELS Personal and Interpersonal Learning strands.
- Classroom practice reflecting a focus on personal learning and interpersonal development.
- Consistent approach by teachers across the school to student management.

### Year 4 2013
- Review student management procedures.
- Review implementation of VELS personal learning and interpersonal development strands and Thinking tools e.g. Habits of Mind.
- Review Attitudes to School Survey (Student Safety.)
- Teachers consistently including HOM and personal learning and interpersonal development strands in classroom practise, assessment and reporting.
- Student focus group/s reporting positively regarding Student Safety.

### Student Pathways and Transitions

**Further develop processes and structures to improve the transition of students coming into, exiting and moving within the school.**

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<thead>
<tr>
<th>Year</th>
<th>Activities</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2010</td>
<td>Establish a Key Group to review current processes on transition within the school.</td>
<td>Networks between school and pre-school and secondary schools established.</td>
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<td>2011</td>
<td>Continue Professional Learning Teams to focus on internal student transition.</td>
<td>Year 5/6 to Year 7 school transition program implemented. Whole school participation in school transition program during Term 4 with student feedback.</td>
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<td>2012</td>
<td>Use student performance data to track student learning through the school.</td>
<td>Address identified areas of concern by targeting relevant PD in VELS e.g. from Level 3 to Level 4 and other relevant areas.</td>
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<td>2013</td>
<td>Review internal transition procedures and program. Evaluation of transition protocols and processes throughout the school.</td>
<td>Transition programs evaluated.</td>
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