

School Strategic Plan 2021-2025

Brunswick North West Primary School (4399)



Submitted for review by Hannah Reid (School Principal) on 22 February, 2022 at 10:10 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 22 February, 2022 at 01:44 PM

Endorsed by Tanya Pittard (School Council President) on 22 February, 2022 at 01:47 PM

School Strategic Plan - 2021-2025

Brunswick North West Primary School (4399)

School vision	<p>BNWPS is a joyful, warm and colourful school with a progressive approach to teaching and learning. In our creative and positive environment, students are empowered to be adaptable, confident and kind young people, with a strong sense of self.</p> <p>At our heart is a welcoming and diverse community who champion the individuality of every student. Deeds not words.</p>
School values	<p>Authenticity - Respect - Connection - Creativity</p> <p>They came to a large stone pressed firmly in the ground. They named the stone “AUTHENTICITY” – we can always come back to this stone and discover the start of our journey. They THOUGHT – this stone will stay sturdy and strong – it will be a beautiful beginning. The HEART of our garden, they said. They knew that this is what the stone would mean. They used their HANDS to shape around the stone, and began their work.</p> <p>They gathered EARTH and loose bark from across the lands to create a garden – this will be the perfect addition to the base of the stone. They THOUGHT - the earth will respect the needs of our garden and help it grow . In their HEARTS they knew the earth would look after the garden. Their HANDS weaved and gathered until they had a nourishing base for their garden to grow.</p> <p>One by one, plants began to shoot from the earth. Their L E A V E S swishing and singing in the breeze – it was as though these plants were connected. The plants were saying, ‘I see you, I hear you, I understand you’. They THOUGHT – We love these plants and their connection with each other and with us with all of our HEART. And with their HANDS , they danced and sang and swayed with the plants, celebrating their connection.</p> <p>FLOWERS bloomed in the garden in spring. It brought with it bees, butterflies and birds – such a beautiful creation! They THOUGHT – we’ve grown a beautiful garden. They LOVED this garden, and clapped their HANDS with joy.</p> <p>By using their HEAD , HEART and HANDS , they had created a beautiful garden of AUTHENTICITY, RESPECT, CONNECTION and CREATIVITY.</p>
Context challenges	<p>Our enrolments are currently 400 students, with a reduction over the past two years of approximately 20% due to the pandemic. Our student population has a high proportion of students with diagnosed disabilities, who do not attract additional funding - inclusion and differentiation are part of our culture.</p> <p>The school has undulating grounds with a mix of learning spaces, refurbished buildings, relocatables, communal areas and a large oval. Providing our whole school community with a sense of belonging is integral to every aspect of our school. We have a fully functioning canteen that is utilised by families as a café and meeting place with staff that provide meals for both students and families. Our capacity to promote community has been impacted by the pandemic.</p>

	<p>The school has received a capital works building grant for maintenance and renovation of the existing facilities and the development of a STELLA (Science, Technology, Environment, Library & Arts) precinct. Building works were due to be completed late January 2022, however COVID restrictions have delayed progress.</p>
<p>Intent, rationale and focus</p>	<p>The intention is to create a space where educators are clear on expectations and best practice, so our students can build on their learnings each year, while teachers have the permission and skills to make changes as their class requires.</p> <p>We aim for this to keep our students in a space of sustained learning progression, whilst continuing to develop our teachers' capacity within the school and across the network.</p> <p>We are prioritising PLCs as they offer us the opportunity to help students learn at their point of need, through teachers working in collaborative teams that share great practise and allow our educators to develop their own professional skills (also at their point of need).</p>

School Strategic Plan - 2021-2025

Brunswick North West Primary School (4399)

Goal 1	Improve the learning growth of every student.
Target 1.1	<p>NAPLAN benchmark growth</p> <p>By 2024 increase the percentage of students achieving above benchmark growth in:</p> <ul style="list-style-type: none">• reading from 19% (2019) to 27%• writing from 19% (2019) to 28%• numeracy from 9% (2019) to 20%. <p>By 2024 decrease the percentage of students achieving below benchmark growth in:</p> <ul style="list-style-type: none">• reading from 38% (2019) to 25%• writing from 35% (2019) to 25%• numeracy from 34% (2019) to 25%.
Target 1.2	<p>NAPLAN top two bands</p> <p>By 2024 increase the percentage of Year 5 students assessed in the Maintaining in the top two bands category for writing from 19% to 40%.</p>
Target 1.3	Teacher judgements

	<p>By 2024:</p> <ul style="list-style-type: none"> • The correlation between teacher judgements and NAPLAN bands in the matched Panorama report to be within 10% for reading and writing. • Increase percentage of students achieving at or above expected growth in number and algebra from 88% to 95%.
Key Improvement Strategy 1.a Building practice excellence	Embed consistent teacher practice within the school's instructional models in all components of teaching and learning.
Key Improvement Strategy 1.b Building practice excellence	Build collaborative processes for developing feedback, coaching and observations that set expectations and challenge staff to regularly reflect and improve on their practice.
Key Improvement Strategy 1.c Curriculum planning and assessment	Build staff capability in the consistent use of evidence to inform the planning, practice and evaluation of differentiated teaching and learning.
Goal 2	Empower students to be active agents in their learning.
Target 2.1	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2024:</p> <p>Increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 67% (2020) to 72% • Differentiated learning challenge from 81% (2020) to 85% • Effective teaching time from 74% (2020) to 86% • Motivation and interest from 77% (2020) to 81% • Resilience from 74% (2019*) to 81%

	<ul style="list-style-type: none"> • Sense of confidence from 70% (2019) to 81%. <p>* the Resilience factor was not part of the 2020 student survey</p>
Target 2.2	<p>School Staff Survey (SSS)</p> <p>By 2024 increase the percentages of positive staff responses in the Evaluation factor of the Teaching and Learning module from 79% (in 2020) to 83%.</p>
Target 2.3	<p>Parent Opinion Survey (POS)</p> <p>By 2024 increase the percentages of positive responses in Student voice and agency factor from 74% to 78%.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Enhance student agency by developing regular goal setting for learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop feedback strategies that inform students and teachers about performance relative to learning goals and apply the feedback to learning.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed the consistent use of learning intentions and success criteria to support students to understand their needs within the learning continuum and to recognise the next stage of their learning.

Key Improvement Strategy 2.d Curriculum planning and assessment	Build teacher capability to implement and integrate the Victorian Curriculum Capabilities to support the learning needs of all students.
Goal 3	Increase school pride and connectedness, with high expectations for all.
Target 3.1	Attitudes to School Survey (AtoSS) By 2024 increase the percentages of positive student responses to the factor: High expectations for success from 92% to 94%
Target 3.2	Parent Opinion Survey By 2024 increase the percentages of positive parent responses to the following factors: <ul style="list-style-type: none"> • School communication from 76% to 85% • Teacher communication from 70% to 75%.
Target 3.3	School Staff Survey (SSS) By 2024: <ul style="list-style-type: none"> • increase the percentages of positive staff responses to the Trust in students and parents factor from 70% to 78% • increase the percentages of positive staff responses to the Instructional leadership factor in the school leadership module from 75% to 80%.

Key Improvement Strategy 3.a Vision, values and culture	Instil a sense of pride and school community connectedness by embedding the school's vision and values into all school activities.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Embed a whole-school learning culture with high expectations for all, that features individual and collective accountability for improvement.
Key Improvement Strategy 3.c Parents and carers as partners	Develop a framework to build parent engagement in student learning with effective home/school partnerships.