

School Strategic Plan for BRUNSWICK EAST PRIMARY SCHOOL Northern Metropolitan Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name Robyn Perkins</p> <p>Date 8th December 2012</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name Andrew Peel</p> <p>Date 8th December 2012</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	Brunswick East Primary School - where confident, passionate learners are fostered. Where curiosity is engaged to develop literate, numerate children connected to community.
Values	<ul style="list-style-type: none">• Creativity – being inventive and imaginative• Respect – treat with consideration• Wonder – filled with wonder; marvelling• Empathy (inclusiveness/acceptance) - identifying with and understanding other people
Environmental Context	<p>BEPS is a small State School in the community of Brunswick East, an inner suburb of Melbourne. We have a long and proud history and a progressive vision for our students growing up in the 21st Century</p> <p>Brunswick East PS emphasises a developmental approach to learning, with high expectations for all. We value philosophical inquiry and a sense of curiosity. Children and teachers work together as communities of learners, in fact our class organisation is based around the idea of multi-aged, flexible "Learning Communities" with core "Home Groups".</p> <p>Our curriculum is differentiated in order to enable personalised learning - we do not believe in a "one size fits all" approach to education. While Literacy and Numeracy are emphasised in line with State and National Curricula, so are the broader goals of personal and social responsibility, creativity, deep thinking and multi-modal communication. Teachers discuss these goals in their professional learning and team meetings, using a range of documents such as the Victorian Early Years Learning and Development Framework and our own High Expectations document.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To raise student outcomes across all levels of the school and the curriculum with a particular focus on English and Mathematics. Further enhance learning outcomes across the Physical, Personal and Social and Interdisciplinary strands. 	<p>By 2015:</p> <ul style="list-style-type: none"> To increase the percentage of students at or above expected VELs levels On Demand reading and number assessments to 90%. To increase the percentage of Years 3 and 5 students at or above standard (respectively Bands 4 and 6) on NAPLAN literacy and numeracy assessments to 90%. To increase the proportion of Years 3 and 5 students above standard (respectively above Bands 4 and 6) on NAPLAN literacy and numeracy assessments to 90%. <p>Note: It is recommended the school develops Prep-2 proportional targets in relation to reading and number once that data sets are adopted and operational.</p>	<ul style="list-style-type: none"> Establish clarity of purpose regarding the importance of literacy and numeracy learning and the improvements required in literacy and numeracy outcomes. Build instructional leadership capacity at all levels across the school. Build the capacity of teachers to provide explicit and differentiated literacy and numeracy teaching Refine and strategically align school processes and structures to support improved student learning Further develop opportunities for Personal and Social learning. Further develop the capacity of every teacher and student to effectively use ICT and the Ultranet and develop the consistency of staff usage of Inquiry Learning and teaching and learning across the Thinking domain.
Student Engagement and Wellbeing	To promote learner behaviours that ensure students reach their intellectual and social potential.	<p>By 2015:</p> <ul style="list-style-type: none"> Reduce average P-6 student absences to 12 days. Raise Attitudes to School, Student Morale to be at or above 6.03 (2012, 5.12). Raise Attitudes to School, Learning Confidence to be at or above 4.29 (2012, 3.73). Raise Attitudes to School, Student Motivation to be at or above 4.70 (2012, 4.32). Raise Attitudes to School, Connectedness to Peers to be at or above 4.50 (2012, 4.08). Raise Attitudes to School, Student Safety to be at or above 4.61 (2011, 4.19). 	<ul style="list-style-type: none"> Maintain and further develop a range of actions to develop a learning environment capable of sustaining enhanced engagement and wellbeing outcomes for students.
Student Pathways and Transitions	To provide seamless transition processes in through and out of the school.	<ul style="list-style-type: none"> Parent Opinion Survey Transition scale to be 6.0 or above each year 2012-15. 	<ul style="list-style-type: none"> Review and continue to enhance programs for transition at all strategic points from pre-school to Year 6.

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <ul style="list-style-type: none"> Refine and strategically align school processes and structures to support improved student learning Build instructional leadership capacity at all levels across the school. 	<p>Year 1</p> <p>2013</p>	<p>School Processes</p> <ul style="list-style-type: none"> Further develop the role of the School Improvement Team (SIT), to include management and review of processes for curriculum, literacy and numeracy interventions, alignment of resources, accountability and performance and development. Appoint Literacy and Numeracy coaches Align literacy and numeracy processes with Northern Metropolitan Region Literacy and Numeracy plans and ensure ongoing review via SIT. Continue building the capacity of parents to assist student learning at home and within classrooms. (INCLUDE IN LIT NUM PLAN) Develop agreed BEPS planning and documentation processes that ensure progressive coverage of AUSVELS and Victorian Early Learning Developmental Framework essential learnings and provision for the learning needs of the breadth of student abilities. Identify the BEPS CORE literacy and numeracy CURRICULUM Visible Thinking fully developed in numeracy and literacy Embed DATA Professional Learning Teams (to examine student work) as a way of tracking, monitoring and planning for student learning in literacy and numeracy and ensure role and purpose of DATA PLTs is understood and consistent throughout the school Embed DATA PLTs as a way of ensuring leaders and teachers are DATA literate Continue action research focus on use of data for effective feedback and ensure increased focus to data, curriculum content, improved instructional practice and tracking student progress. 	<ul style="list-style-type: none"> SIT meets weekly SIT roles and responsibilities are clearly articulated and understood Literacy and numeracy coaches work p-6 Staff will refer to NMR literacy and Numeracy Plans, Curriculum and Data Essential Agreement regularly and align their practice accordingly. Teachers and coaches will review literacy and numeracy curriculum delivery Consistent delivery of programs in line with agreements across year levels and LCs (explicit, differentiated teaching). Teachers will demonstrate modelled literacy and numeracy coaching Time allocations – ensure there is the equivalent of at least 2.0 hours of literacy and 1.0 hours of numeracy 'on task' learning time daily across all LCs Comprehensive Literacy, numeracy planners will be created and trialed Core literacy and numeracy curriculum identified Thinking routines and Visible Thinking used systematically and planned for DATA PLTs tracked and monitored by SIT and coaches Assessment Schedule will ensure regular collection of literacy and numeracy data across the school P-6 A timeline for collection, moderation and review of data will be developed Teachers share evidence of student improvement related to feedback LITERACY AND NUMERACY INTERVENTIONS <ul style="list-style-type: none"> Individual Learning Plans are established for Literacy and Numeracy and related to core curriculum DATA PLTs embed use of data weekly to examine student work, track and monitor and create ILPs for students in literacy and

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			<p>numeracy</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Human, time and material resources align with Literacy and numeracy goals, targets and current data. • Budget processes ensure financial and personnel allocations are strategically aligned to SSP and annual AIPs. • LC work environments have sufficient tables and chairs to provide workplaces for students. <p>ACCOUNTABILITY</p> <ul style="list-style-type: none"> • All staff are familiar with and follow timeline • Increased focus on tracking of student outcomes against expected levels/bands (proportional outcomes) • All team leaders use SPA to track progress towards SSP targets and moderate teacher judgements. • Teachers use On Demand outcomes at SIT, DATA PLTs to plan for whole school, teams and individual students • Teachers understand and use data to make decisions for planning and student learning • Data sets are collected to track Prep-2 reading and Mathematics outcomes. • Data collected in Mathematics outcomes Prep-6. • Teachers moderate English and Maths assessments as per timeline <p>PERFORMANCE AND DEVELOPMENT</p> <ul style="list-style-type: none"> • Teachers receive feedback via instructional rounds and peer coaching • Teachers use evidence to report improved literacy and numeracy outcomes at performance reviews
	Year 2	<ul style="list-style-type: none"> • SIT monitors and manages improvement agenda and analysis of school data to ensure students are progressing at a rate commensurate with school expectations. • Audit schools practices against the NMR Literacy and Numeracy Plans and adjust school structures and processes accordingly • Continue work with Literacy and Numeracy coaches to ensure consistency of pedagogy and assessment across the school • Coaches utilised to embed agreed practices and core BEPS curriculum and Visible Thinking and planning from P-6 • Planning documents are refined and ensure the highest expectations for all students • Action research is used to analyse effectiveness of school improvement agenda and align with future needs (chosen from 	<ul style="list-style-type: none"> • Agreed pedagogy, assessment, Essential agreements, VT, planners are in use and understood across the school • SIT is highly functional and effective based on teacher feedback via surveys • Teachers can articulate high levels of understanding re student data and planning for learning • Accurate data regularly collected across p-6 in literacy and numeracy • Teachers can articulate, and documents reflect, how literacy and numeracy are taught within inquiry, toolboxes and teacher workshops

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		<ul style="list-style-type: none"> curiosity document) Continue work with DATA PLTs 	
	Year 3	<ul style="list-style-type: none"> SIT and DATA PLTs continue to track student progress Continue to follow NMR plans Literacy and numeracy coaches used to raise literacy and numeracy teaching to exemplary levels Review planners and refine as necessary 	<ul style="list-style-type: none"> Exemplary literacy and numeracy teaching is characterised by high levels of student engagement and results commensurate with our SFO
	Year 4	<ul style="list-style-type: none"> Review and evaluate Literacy and Numeracy practices, planners and all documentation including student data 	<ul style="list-style-type: none">
<p>Establish clarity of purpose regarding the importance of literacy and numeracy learning and the improvements required in literacy and numeracy outcomes.</p> <p>Build the capacity of teachers to provide explicit and differentiated literacy and numeracy teaching</p>	Year 1	<ul style="list-style-type: none"> Provide teams with consistent planning documents and curriculum agreements to develop consistent pedagogy and practice across the school Explore and investigate the most effective ways to teach literacy and numeracy through an inquiry based approach to achieve high outcomes for students Make literacy and numeracy more explicit in our big inquiries, both for teachers' planning and for the students. Continue to build on Investigative Maths as a way of differentiating the curriculum and building children's capacity to think mathematically. Ensure that the PD given by our Maths Curriculum Leader reaches new staff and that all staff continue in this path, ensuring that a clear and agreed pathway towards improved Mathematics outcomes is established and clear to all staff. Focus on further developing a common approach in Literacy through coaching and regular PD, establishing a clear and agreed pathway towards improved literacy and numeracy outcomes. Explore Concept driven curriculum Embed the High Expectations across the school, extending the audience from the staff to include the children, to promote excellence in all teaching and learning. Define the BEPS literacy program and describe how component parts are taught within an Inquiry-based program Communicate literacy and numeracy strategy effectively to families 	<ul style="list-style-type: none"> Essential Tool kits for each teaching team, which include key documents such as E.A.s, quality references such as First Steps, supporting documents such as High Expectations and some essential readings are available to all teams Embed the Essential Agreements across the school – revisit the literacy and numeracy Essential Agreements and create PD around the new ones being introduced and how they support literacy and numeracy (eg Inquiry, wellbeing, assessment). Induction of new staff to ensure a clear understanding of expectations by team leaders and coaches Track what is covered in our planning and documentation. Conduct audit of literacy and numeracy in our inquiries Maths program – the place of the Maths Menu and Maths Investigations, toolboxes inquiry and teacher workshops is clearly understood Teachers create specific and detailed High Expectations documents within each LC for literacy and numeracy. Build on the checklists introduced to the 2-6s this year, including Preps and 1s. BEPS curriculum Common approach to literacy and numeracy is clearly documented and understood. How we teach spelling, punctuation, handwriting, thinking will be documented and clearly understood Concept driven curriculum is understood and discipline based concepts are identified for all aspects of literacy and numeracy All teachers can explain how components of literacy are taught and evidence will be obvious in LCs Surveys demonstrate parents have a greater understanding of Literacy and Numeracy teaching and learning at BEPS
	Year 2	<ul style="list-style-type: none"> Review planning and curriculum documents and ensure they align with best literacy and numeracy practices and high expectations for students Review the BEPS Numeracy program and describe how 	<ul style="list-style-type: none"> Induction carried out for all new staff Data continues to be used as the basis for weekly planning for whole LC, cohorts, groups and individuals Central concepts are identified and discipline based concepts are

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		<ul style="list-style-type: none"> • component parts are taught within an Inquiry-based program • Review the BEPS literacy program and describe how component parts are taught within an Inquiry-based program • Embed Visible Thinking from Prep -6 and create Thinking continuum • Students assess themselves against High Expectations document to report to parents • Continue to ensure explicit literacy and numeracy teaching occurs for all students • Ensure that planning is based on all available student data • Further explore and develop BEPS concept -driven curriculum 	<ul style="list-style-type: none"> • planned for using BEPS concept curriculum
	Year 3	<ul style="list-style-type: none"> • Embed the use of planning and curriculum documents that align with best literacy and numeracy practices and high expectations for students • The BEPS Numeracy program is taught within an Inquiry-based program • The BEPS literacy program is taught within an Inquiry-based program • Embed Visible Thinking from Prep -6 and Thinking continuum • Students assess themselves against High Expectations document to report to parents • Explicit literacy and numeracy teaching occurs for all students • Planning is based on all available student data • Embed BEPS concept -driven curriculum 	<ul style="list-style-type: none"> • Induction is embedded and teams model best practice in all aspects of literacy and numeracy • Data continues to be used as the basis for weekly planning for whole LC, cohorts, groups and individuals • BEPS planners reflect concept driven curriculum
	Year 4	<ul style="list-style-type: none"> • Review Literacy and Numeracy programs and practices • 	<ul style="list-style-type: none"> • 90% of students at BEPS will achieve at or above expected level and 75% will achieve above and well above expected level
<ul style="list-style-type: none"> • Further develop opportunities for Personal and Social learning. 	Year 1	<ul style="list-style-type: none"> • Continue opportunities for student negotiation of the curriculum. • Consolidate opportunities for students to actively engage in personal goal setting, tracking of their progress (On Demand testing) and self-evaluation. • Investigate programs that will enable students to store and manage their own data • Further develop student-led conferences. 	<ul style="list-style-type: none"> • Planners reflect negotiated curriculum • Processes for 3-way conferences are documented as Policy and essential Agreements including goal setting, self evaluation, student work to be presented etc • Students in 4-6 manage their own data via electronic program • Consultant leads focus groups to understand student engagement and produce school based data
	Year 2	<ul style="list-style-type: none"> • Embed the student self management system • Evaluate 3-way conferences • Evaluate negotiated curriculum 	<ul style="list-style-type: none"> • All students in 4-6 know where they are in relation to curriculum expectations, set goals and manage their data • Consultant provides evidence of improved student engagement • 3-way conference essential agreement and policy adjusted accordingly

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<p>Student Wellbeing</p> <p>To promote learner behaviours that ensure students reach their intellectual and social potential.</p>	Year 1	<ul style="list-style-type: none"> Continue to focus on strategies to develop student social responsibility eg. Philosophy, Community Circle, orderly environments. Embed the High Expectations document in all LC's to achieve student excellence in learning and behaviour, Continue to embed student management practices reflected in the schools 'Student Wellbeing Policy' and management practices promoted by Ramon Lewis to promote positive student social interactions, to build resilience and to deal with bullying issues. Monitor student absence and lateness and implement actions in LC's to address this. Embed the IB learner profile in our school learning culture. Introduce resilience and inclusiveness explicitly into Philosophy community circle 	<ul style="list-style-type: none"> Strategies to build social responsibility will be evident in teacher team planning. Students will demonstrate high expectations of their own learning and behaviour. This will be evident in their communication, learning and interaction with others. Staff will demonstrate consistent student management practices, give clear expectations and have high expectations for student behaviour and learning. Staff will participate in Wellbeing PD if necessary / relevant. Teacher teams will develop strategies to address lateness ; speaking to students and parents, planning engaging activities, blog news The IB profile will be embedded through a whole school focus and in planning teams. Children and teachers will be able to articulate what it means to be resilient and inclusive
	Year 2	<ul style="list-style-type: none"> Staff will continue to adhere to BEPs expected Wellbeing practices as reflected in the 'Wellbeing Policy', the Essential Wellbeing agreement and to management strategies promoted by Ramon Lewis. Provide opportunities to enhance student voice and student leadership in the school. Embed the whole school values. Continue to address resilience and inclusive behaviours in community circle and Philosophy 	<ul style="list-style-type: none"> Staff will demonstrate consistent student management practices, give clear expectations and have high expectations for student behaviour and learning. Students will take up leadership opportunities within their LC and across the school. Students will be role models and mentors for their peers. Students will behave in ways that demonstrate resilience and inclusiveness
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	Year 4	<ul style="list-style-type: none"> Evaluate BEPS Wellbeing Policy and Essential Wellbeing agreement and make necessary modifications and changes. 	<ul style="list-style-type: none"> Staff will be actively involved in evaluating whole school practice. The S.I.T team will oversee and guide the evaluation process.
Student Wellbeing	Year 1	<ul style="list-style-type: none"> Continue to focus on strategies to develop student social responsibility eg. Philosophy, Community Circle, orderly environments. Embed the High Expectations document in all LC's to achieve student excellence in learning and behaviour, Continue to embed student management practices reflected in the schools 'Student Wellbeing Policy' and management practices promoted by Ramon Lewis to promote positive student social interactions, to build resilience and to deal with bullying issues. Monitor student absence and lateness and implement actions in LC's to address this. Embed the IB learner profile in our school learning culture. Introduce resilience and inclusiveness explicitly into Philosophy community circle 	<ul style="list-style-type: none"> Strategies to build social responsibility will be evident in teacher team planning. Students will demonstrate high expectations of their own learning and behaviour. This will be evident in their communication, learning and interaction with others. Staff will demonstrate consistent student management practices, give clear expectations and have high expectations for student behaviour and learning. Staff will participate in Wellbeing PD if necessary / relevant. Teacher teams will develop strategies to address lateness ; speaking to students and parents, planning engaging activities, blog news The IB profile will be embedded through a whole school focus and in planning teams. Children and teachers will be able to articulate what it means to be resilient and inclusive
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	Year 4	<ul style="list-style-type: none"> Evaluate BEPS Wellbeing Policy and Essential Wellbeing agreement and make necessary modifications and changes. 	<ul style="list-style-type: none"> Staff will be actively involved in evaluating whole school practice. The S.I.T team will oversee and guide the evaluation process.
Student Pathways and Transitions To provide seamless transition processes in	Year 1	<ul style="list-style-type: none"> Build a culture of excellence with a focus on transitions through consistent curriculum and familiarisation programs Further develop quality communication with stakeholders at 	<ul style="list-style-type: none"> Consistent pedagogy and curriculum is agreed to Process for communication is developed and agreed to According to feedback via focus groups and surveys tudents are

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through and out of the school.		key transitions points, Prep, Years 1, 4 & 7 <ul style="list-style-type: none"> • Build student capacity, attitudes and behaviours in areas of improved transitions –self management, organisational skills and a positive flexible attitude • Ensure tracking and monitoring processes are embedded throughout all learning communities • Establish Transition Professional Learning Team (PLT) • Review and revise current transition processes, consistency of relevant curriculum documents and communication systems • Document transition processes 	well prepared for transitions <ul style="list-style-type: none"> • Tracking and monitoring systems for students across the school is agreed to and documented • Transition PLT meets regularly with clearly defined goals and action plan • Transition processes are documented
	Year 2	<ul style="list-style-type: none"> • Embed quality communication with stakeholders at key transitions points, Prep, Years 1, 4 & 7 • Review student capacity, attitudes and behaviours in areas of improved transitions –self management, organisational skills and a positive flexible attitude • Review and revise tracking and monitoring processes in all learning communities and • Establish Transition Professional Learning Team (PLT) • Ensure transition processes, curriculum and school frameworks are consistently understood and followed from P-6 	<ul style="list-style-type: none"> • Consistent pedagogy and curriculum is visible across P-6 • Process for communication is operational • Students are well prepared for transitions and student survey indicates high levels of satisfaction from parents, teachers and students • Tracking and monitoring systems for students across the school are in place • Transition PLT continues to meet regularly with clearly defined goals and action plan • Transition processes are documented
	Year 3	<ul style="list-style-type: none"> • Revise communication with stakeholders at key transitions points, Prep, Years 1, 4 & 7 according to feedback from stakeholders • Revise processes for improving student capacity, attitudes and behaviours in areas of improved transitions –self management, organisational skills and a positive flexible attitude • Review and revise tracking and monitoring processes in all learning communities and • Establish Transition Professional Learning Team (PLT) • Monitor transition processes, curriculum and school frameworks for consistency from P-6 	<ul style="list-style-type: none"> • Improved communication • Students report smoother transitions • Teachers report better understanding of student achievements • Student VELS data demonstrates smoother transitions and teacher knowledge of student achievement
	Year 4	<ul style="list-style-type: none"> • PLT focus of review of current transition processes • Review protocols and processes for curriculum and transition throughout the school 	<ul style="list-style-type: none"> • Adjustments made to transitions and continuous curriculum according to review outcomes.