



**Brunswick North West's
Annual Implementation Plan - 2018**

Goal 1	To improve student learning outcomes through the use of consistent, high impact, whole-school approaches.
12 month target 1.1	* Percentage of students achieving medium or high growth in reading is 78% or higher (increase of 2% from 2017) * Percentage of students achieving medium or high growth in numeracy is 70% or higher (increase of 3% from 2017)
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Embed consistent, high-impact approaches and strategies to ensure effective point of need teaching for all students.
Actions	<ul style="list-style-type: none"> - Exploration of high impact teaching strategies with teacher self-evaluation; - Inclusion of high impact teaching strategies as a focus for our professional partnerships; - Develop teachers' capacity to be explicit in all they teach; - Professional Learning Strategy to be collaboratively formed and informed by the school's SSP, AIP, feedback from PDPs and peer observations/Professional Partnerships; - Review and refinement of Literacy and Numeracy Scope & Sequences; - Further development of Synthetic Phonics program for F-6; - Develop the capacity of teachers to use quality formative and summative assessment practices to evaluate the impact on learning and respond to student needs; - Implement rigorous self- and peer-assessment practices that increase students' and teachers' metacognitive skillset; - Increase culture of collective responsibility through PLCs that use whole-school data walls; - Introduction of school-based Staff Induction conference to build consistency within teams and across the school; - Implement a leadership structure that supports instructional leadership and rewards staff who demonstrate leadership skills in any given year level or priority area.
Evidence of impact	<p>Students will...</p> <ul style="list-style-type: none"> - be able to identify and describe what they are learning, why they are learning it and what is expected of them; - reflect on their learning strengths and challenges, setting achievable and relevant improvement goals; - provide constructive feedback to their peers. <p>Teachers will...</p> <ul style="list-style-type: none"> - implement high impact teaching strategies with thoughtfulness, consistency and fidelity; - utilise student self- and peer-assessments as a basis for and to inform teaching and learning; - be able to articulate the connections between the School's Strategic Plan, Annual Implementation Plan and all professional learning and collegiate activities. <p>Leadership will...</p> <ul style="list-style-type: none"> - guide the school through a continual improvement cycle that is owned by all stakeholders; - model and engage in professional learning with teaching staff around high impact teaching strategies; - support opportunities for middle leaders to access professional learning and experiential positions.



Goal 2	To build student voice, equity and agency in learning.
12 month target 2.1	<ul style="list-style-type: none"> * AtSS Stimulating Learning data to reach above 62% (increase of 5% from 2017) * Percentage of students in top two bands for Reading, Year 5 is 65% or higher (increase of 3% from 2017) * Percentage of students in top two bands for Writing, Year 5 is 38% or higher (increase of 3% from 2017) * Percentage of students in top two bands for Numeracy, Year 5 is 38% or higher (increase of 3% from 2017)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Develop a student-centred approach that values and enhances student voice across all year levels to increase student engagement & safety.
Actions	<ul style="list-style-type: none"> - Unpack Student Attitudes to School Survey data; - Review & refine Restorative Practices to support student agency & ownership; - JSC systems and protocols to actively encourage student membership that is more inclusive and represents different students' experiences at school; - JSC/School Council action plans to be implemented; - Students supported to reflect on own and other's learning, workpieces and progress, including but not limited to goal setting and identifying own learning-style preferences/challenges; - Increase opportunities for students to construct assessment rubrics with their teachers; - Implement peer support program (with student training included) to support conflict resolution and student safety in the yard; - Explore inquiry models and establish a preferred inquiry model that prioritizes voice and agency to be implemented across the school from 2019; - Embed personalized learning of the curriculum through increasing student voice and agency.
Evidence of impact	<p>Students will...</p> <ul style="list-style-type: none"> - be able to identify and describe what they are learning, why they are learning it and how it connects to their existing knowledge; - feel empowered to influence their learning journey; - work in partnership with other stakeholders to create a stimulating and safe learning environment. <p>Teachers will...</p> <ul style="list-style-type: none"> - use a shared and evidence-based inquiry model as the basis of planning; - consider individual students and cohorts when planning; - utilise student self- and peer-assessments as a basis for and to inform teaching and learning. <p>Leadership will...</p> <ul style="list-style-type: none"> - guide the school through a continual improvement cycle that is owned by all stakeholders; - invest in resources (time, professional learning and physical resources) that support the implementation of an inquiry model; - work rigorously towards equitable education for all students.