



**4399 Brunswick North West Primary School
Strategic Plan 2017-2020**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:Trevor Bowen Date:[name].....[date][name].....[date]
School council:Fiona Heathcote Date:[name].....[date][name].....[date]
Delegate of the Secretary:Jason Coningsby Date:[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>A caring and welcoming school, where parents, children, staff and the broader community work together to create a positive learning environment in which confident and happy children develop a love of learning and sense of their value as individuals and members of our community.</p>	<p>Respect Valuing each other’s points of views, accepting people as they are, being polite and kind, treating others the way you would like to be treated.</p> <p>Connectedness Developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.</p> <p>Resilience Recognising strengths and maximising potential; developing self-management, self-confidence and self-respect; and nurturing optimism, perseverance and wellbeing.</p> <p>Achievement Attaining personal success in a range of human endeavours, pursuing individual excellence and displaying pride and satisfaction in personal achievement.</p> <p>Creativity Valuing original ideas, demonstrating enterprise and innovation, and engaging with and responding to aesthetic qualities of the natural and constructed world.</p> <p>Integrity Acting honestly, ethically, and consistently.</p> <p>Responsibility Accepting both individual and collective responsibility and contributing to sustainable community development.</p> <p>Equity Developing tolerance and commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness.</p>	<p>The happiness and development of our children is at the centre of all that we do in our school community at Brunswick North West Primary. These wonderful young people are the reason and purpose behind all of the structures, organisation and effort which fills the daily life of our school. The Primary School experience for every child should be rich with fun, interest, curiosity and engagement. This is a wonderful time in their lives and our children are fortunate to be surrounded with supportive adults who want to ensure their time at school is enjoyable and successful. Brunswick North West Primary School seeks to maximise the learning opportunity for every child in Literacy, Numeracy, creative arts, cultural learning and health & physical education. We work to develop skills, attitudes and understandings foundational to future learning and a rich experience in employment and leisure activity in the years to come. A strong culture of community pervades classrooms, staff collegiality and the parent body. The school has a strong focus on sustainability and extensive areas of bushland and garden in our grounds provide support environmental education priorities. BNWPS has a student population of 350 children. This has grown substantially over recent years and accommodating increasing numbers and its effect on school atmosphere is one of the strategic challenges we face. This is particularly true in terms of school facilities.</p>	<p>The key elements identified by the panel for prioritisation by the school in the development of the next four year School Strategic Plan are:</p> <ul style="list-style-type: none"> improving outcomes in student learning through the whole school adoption of consistent, high impact, evidentiary based teaching approaches; building staff capacity in the use of data to inform their teaching practice; strengthening student voice, equity and agency in learning. <p>The school should investigate strategies and tools to support the building of staff capacity to effectively utilise a variety of testing and data collection tools to establish individual student’s point of need learning, use this information to collaboratively plan instruction and then use cohort mapping to establish the effectiveness of the teaching program. Discussion of data of learning and for learning will become a key whole school focus leading to improved student academic achievement. The school will leverage upon the FISO high-impact improvement strategy Building Practice Excellence, exercise the opportunity to work with external schools and professional learning providers to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches and master the use of learning interventions to support student learning. The leadership of the whole school improvement journey will be supported by the explicit support and development of leadership knowledge, skills and dispositions, with a focus and support on middle level leaders. Within the context of building a Positive Environment for Learning student engagement could be enhanced through the use of approaches to strengthen student voice, equity and agency in learning. This will enable student involvement in their learning to move beyond the opportunity to raise issues in class or through representative groups to providing input on classroom organisation and input to preferred teaching models. Students will also be supported to taking increased responsibility for their learning. The school has a strong connection to the land and environment and plans to use this theme to inform the focus of teaching across the full range of learning areas. This includes literacy, numeracy, science and integrated studies. It will also continue to use specialist resources to support environmental education. The panel agreed that the school will need to address the impact of changes in the size of the school as it grows from being a relatively small primary school to a larger school environment. This may include enhancing internal and external communication approaches to allow for a larger staff and family cohort. It will also need to take account of strategies to engage and support those families who are not able to regularly attend the school in person.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>Proposed goal: Improve outcomes in student learning through the use of consistent, high impact whole school approaches.</p> <p>Rationale: Cross school variation is leading to inconsistent teaching results. Ensuring all teachers are using consistent, high impact approaches and strategies will ensure effective point of need teaching.</p>	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum Planning & Assessment 	<ul style="list-style-type: none"> • Strengthened attention to preparing students for NAPLAN • Development of a communication strategy that enhances parent understanding of the school's Learning and Teaching Philosophy • Development of a F–6 scope and sequence document for Reading and Writing • Development of a F–6 scope and sequence document for numeracy learning at the school • Provision for those children who still require phonic support in Years 3–4 and Years 5–6, after the explicit teaching in F/2 • Staff development and implementation of 'non negotiables' for the teaching of literacy and numeracy • Explicit instruction on leadership knowledge, skills and dispositions (particularly at the middle level of leadership) • Development of a whole school focused approach on the development and management of change initiatives, including transitioning from the project phased to business as usual 	<p>Proposed Targets:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands of NAPLAN by 10% by 2020 • Annually increase the percentage of students achieving high growth between Years 3 and 5 for each matched cohort as measured by NAPLAN across each tested domain
<p>Proposed goal Build student voice, equity and agency in learning.</p> <p>Rationale: Increased student engagement is expected to contribute to increased assessment results in academic achievement as well as increased resilience. A student centred approach to enhance student voice and equity across all year levels will enable this engagement to be built from Foundation up.</p>		<ul style="list-style-type: none"> • Continue to build a shared understanding on the Victorian Curriculum continuum using whole school moderation • Investigation of the differences between student voice and student agency, and implementation of approaches to grow student agency within the classroom and in areas across the school. 	<p>Proposed Targets: Increase in the student ATSS factor Stimulating Learning by 2% year on year.</p> <p>Increase the percentage of students achieving greater than one year growth measured by AUSVEL, baselined against 2016.</p>

