

# School Strategic Plan for Brunswick North Primary School – 3585 North Western Region 2014-2018

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed</p> <p>Name: Sonia Abdallah</p> <p>Date: December 2014</p>
<p>Endorsement by School Council</p>	<p>Signed</p> <p>Name: David Greene</p> <p>Date:</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed Marg Bainbridge</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

<p><b>Purpose</b></p>	<p>At Brunswick North Primary School we are committed to being a community of learners that work collaboratively in a supportive, inclusive, optimistic and stimulating environment that nurtures resilience, confidence and fosters creativity and curiosity in our students as they strive to reach their full potential. We want our students to have a sense of resilience and optimism about their future and have the capacity and confidence to embrace opportunities that will lead to happy and satisfying lives. We provide opportunities for students, staff and parents and families to participate in identification of areas for improvement in order to enhance planning to meet our student's learning developmental and social needs</p> <p>All the staff work together to create a stimulating learning environment for students and share the best of teaching practice and support each other's growth in an inclusive and optimistic environment. The school has a positive, welcoming and friendly atmosphere that supports and encourages students and their families to be actively engaged in learning and school life. This philosophy is expressed through the school's commitment to delivering the best possible learning outcomes for all students in the following ways:</p> <ul style="list-style-type: none"> <li>• A curriculum that is child centered with a strong commitment to multiculturalism/global citizenship and based on AusVELS;</li> <li>• Teaching strategies based in inquiry learning, differentiated teaching, student directed learning, cooperative and shared learning;</li> <li>• Flexible, multi-age, multicultural, mixed ability classroom organization reflects the school's team approach to integrated teaching and learning programs that are responsive to individual needs and differences;</li> <li>• Democratic decision making to maximize participation and give voice to parents, teachers and students;</li> <li>• Shared core values on which to base day to day actions and on which to base future moral purpose;</li> <li>• Use of ICT, excursions and camps to extend learning to beyond the school boundaries;</li> <li>• A high level of cooperative team planning and ongoing professional learning;</li> <li>• A demonstrated commitment in policy and procedure to equal opportunity and integration</li> </ul>
<p><b>Values</b></p>	<p>The following core values underpin our commitment to equip our student to meet the challenges of the future , developing confident and creative learners:</p> <ul style="list-style-type: none"> <li>• Doing your best</li> <li>• Working well together</li> <li>• Caring for yourself and others</li> <li>• Treating each other fairly</li> <li>• Respecting our community and environment</li> <li>• Having fun</li> </ul>

<p><b>Environmental Context</b></p>	<p>Brunswick North Primary School (BNPS) is a co-educational P-6 school located in the residential area of Brunswick North in Melbourne's inner northern suburbs. BNPS has undergone a period of significant growth over the strategic period, and has a current enrolment of 441. Students come from a range of cultures and backgrounds predominately from the immediate surrounding residential area. The school, established in 1926 is well respected within the community. The school generally has a high socio-economic profile with a mid-high proportion of students with English as a Second Language (EAL), and a number of students from disadvantaged backgrounds with 17.5 % of students receiving Educational Maintenance Allowance (EMA) support.</p> <p>The staff profile has changed significantly over the past 4 years from 18.3 staff in 2010 to 29.6 staff in 2014. Due to rising enrolments, the school has employed large numbers of new staff requiring high levels of mentoring, support and induction, and in 2014 the staff consists of two Principal Class Officers, 22.5 full time equivalent (FTE) teaching staff, including specialist teachers, and 4.1 Education Support (ES) staff. The Student Family Occupation (SFO) index has decreased slightly over the strategic period and is currently 0.26.</p> <p>The school provides a wide range of specialist subjects including Art, Physical Education (PE), ICT and LBOTE - Italian. The school curriculum is also supported by a range of extra-curricular activities such as Genesis Music School, School Camping Program, Campeggio Italian, Coro di Bambini, Kelly Sports clinics, Art Clubs, Junior and senior school choir and rock band for senior school students.</p> <p>A number of recent improvements and significant environmental sustainability projects have been completed. These include the creation of a green zone with a range of play areas for students; developing an attractive garden setting with shaded areas for the summer months; and the additions of the Albion Street gate and Urban Forest The school also runs a café where members of the community regularly meet on an informal and formal basis each day.</p>
<p><b>Service Standards</b></p>	<ul style="list-style-type: none"> <li>• <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i></li> <li>• <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i></li> <li>• <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i></li> <li>• <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i></li> <li>• <i>All students will receive instruction that is adapted to their individual needs.</i></li> </ul> <p><i>Specifically</i></p> <ul style="list-style-type: none"> <li>• <i>The school will respond to all communication by parents and caregivers in a timely manner.</i></li> <li>• <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i></li> <li>• <i>Students will play an active part in the development and review of the school's behavior policies.</i></li> <li>• <i>All teachers will provide timely and targeted feedback to students on their work.</i></li> </ul>

## Strategic Direction

Achievement	Goals	Targets	Key Improvement Strategies
<p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve literacy and numeracy outcomes for every student school-wide</p>	<ul style="list-style-type: none"> <li>• To have all students deemed capable make at least one year's growth as indicated by AusVELS in both Literacy and Numeracy</li> <li>• Increase the percentage of students each year scoring in the top two NAP bands</li> <li>• Increase the percentage of students making <i>high</i> relative growth each year in NAPLAN scores</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate and embed the whole school pedagogy and learning framework</li> <li>• Ensure teachers are effectively using data in making accurate teacher judgments as a guide to their day to day instruction</li> <li>• Continue to build a collegial, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning</li> <li>• Regularly review and evaluate school's literacy/numeracy scope and sequence and curriculum documents to be consistent across the school</li> </ul>
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</p>	<p>Increase all variables on the measures of <i>student relationships and teaching &amp; learning</i> particularly <i>school connectedness, connectedness to peers, stimulating learning and student motivation</i> on the student attitudes to school survey to be into the 4<sup>th</sup> quartile for all cohorts</p>	<ul style="list-style-type: none"> <li>• Increase engagement through further opportunities and involvement for student voice (student leadership), and participation in student decision making and goal setting</li> <li>• Maximize the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities</li> <li>• Monitor student Transitions &amp; Pathways</li> </ul>

Wellbeing	Goals	Targets	Key Improvement Strategies
<p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To deepen and strengthen students' sense of wellbeing and <i>connectedness to school and peers</i></p>	<ul style="list-style-type: none"> <li>• Increase the <i>wellbeing</i> variables of <i>student distress and student morale</i> on the student and parent surveys to be into the 3<sup>rd</sup> quartile or higher over the life of the strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the comprehensive, school-wide culture and approach for social and emotional wellbeing</li> <li>• Continue to build a collegial, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student wellbeing</li> </ul>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Ensure a sustainable and equitable plan for the future which supports the philosophy of the school</p>	<ul style="list-style-type: none"> <li>• To improve the measures of <i>School Improvement, and Student Motivation</i> on the Parent Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets</li> <li>• Continued analysis of data to identify and be responsive to student needs</li> </ul>

