

# School Strategic Plan 2022-2026

Brunswick North Primary School (3585)



# Brunswick North Primary School

Submitted for review by Adam Dunemann (School Principal) on 16 March, 2023 at 01:48 PM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 16 March, 2023 at 02:16 PM

Endorsed by Lois Knight (School Council President) on 20 March, 2023 at 02:34 PM

# School Strategic Plan - 2022-2026

Brunswick North Primary School (3585)

<b>School vision</b>	<p>At Brunswick North Primary School, we value a passion for learning through a positive, friendly atmosphere that promotes social justice, inclusion, diversity and environmental sustainability. Our students will flourish and experience success. We do this by developing a powerful community of learners - of students, parents/carers and staff that values caring, respectful relationships and shares responsibility for student's education.</p> <p>We cultivate an environment where learning is meaningful, engaging and collaborative. An environment where our students are curious, connect with and create work that matters to them.</p> <p>We help our students develop a sense of resilience and optimism about their future and have the courage to pursue and create opportunities that will lead to happy and fulfilling lives. Our students feel empowered as both learners and leaders, feel highly motivated and to actively contribute to both their own education and to whole school initiatives and their communities. We build a culture where community members respect their own worth, take care of themselves, treat each other fairly and expect others to treat them well. Community members will take responsibility for their actions and acknowledge their effect on others. They will show courage by challenging themselves to try new things and by being resilient, independent and confident to take risks in order to overcome personal challenges.</p> <p>We are committed to providing high quality teaching and learning programs where teachers and students collaborate in learning partnerships in and beyond school. The school provides support for teachers to collaborate and to evaluate and improve their teaching through access to pedagogical resources and professional learning experiences. This creates deeper learning experiences for students.</p>
<b>School values</b>	<p>At Brunswick North Primary School we are committed to providing a safe, supportive and inclusive learning environment where high quality relationships that enhance student engagement, self-confidence, learning and personal growth are supported by the school values of Respect, Responsibility and Courage:</p> <p>Respect: We value embrace and celebrate diversity. We treat each other and ourselves with care, kindness and courtesy.</p> <p>This value incorporates the following attributes:</p> <ul style="list-style-type: none"><li>• Kindness</li><li>• Care</li><li>• Compassion</li><li>• Inclusiveness</li></ul>

- Empathy
- Understanding
- Diversity
- Courtesy
- Tolerance
- Respect towards health and wellbeing of ourselves and others

Responsibility: We take responsibility for our own actions and recognize the impact our actions can have on ourselves, on other school community members and on the world outside Brunswick North Primary School.

This value incorporates the following attributes:

- For our own learning
- To allow others to learn
- To behave safely
- To be part of the community
- For being sustainable
- For taking care of our health and wellbeing
- For the choices we make
- For creating positive environments
- For our belongings
- For the belongings of others

Courage: We challenge ourselves to try new things, to be true to ourselves and to be the best people we can be.

This value incorporates the following attributes:

- Trying new things
- Making new friends
- Being true to yourself
- Standing up for what you believe
- Standing up for others
- Asking for help when needed
- Facing challenges
- Resilience
- Trying to solve problems

These values were mutually articulated in extensive discussion with the school community and are actively promoted within the school.

<p><b>Context challenges</b></p>	<p>Building collective efficacy with staff in both student learning and wellbeing will be a key focus during this improvement cycle.</p> <p>Our top two achievement bands in NAPLAN in numeracy have reduced, along with teacher judgment of students above expected level for english and mathematics. AToSS data for stimulating learning and differentiated learning challenge is below similar schools. Teaching all our students, particularly high ability, at their point of need will be an important focus. Ensuring staff have a shared understanding of how to efficiently collect and analyse data along continuums of learning will support this. In turn, this will help develop teacher curriculum knowledge beyond their current teaching level.</p> <p>Developing an agreed instructional model that enables students to practice skills at their point of need and receive explicit instruction relevant to their needs will also be important. An agreed and consistent instructional model will enable staff to use high impact teaching strategies such as goal setting.</p> <p>Opinion survey data and and review findings indicate increasing engagement through effective student voice and agency will be key. It was observed that the predominate form of instruction was direct instruction from teacher to whole group, with student collaboration less common. Increasing student control over how they approach their learning, through flexibility in task design and goal setting, will help address this need.</p> <p>Developing meeting structures that support teacher collaboration and professional learning will be also be important. School Staff Survey results for professional learning, instructional leadership and teacher collaboration are below similar schools. Providing teachers more time to plan together, and defined times for operational imperatives to be discussed, will help ensure PLC meetings and team planning remain focussed on teaching and learning.</p> <p>Improving student's sense of confidence, emotional awareness and self-regulation, resilience and school connectedness will also be a focus. Consistent implementation of the SWPBS framework across the school will assist. Implementing a systematic response to intervention process within the school, with clear tiered intervention for learning and wellbeing will be essential.</p>
<p><b>Intent, rationale and focus</b></p>	<p>What is your school trying to achieve?</p> <p>Primarily we will build staff's collective efficacy; the belief that when we are organised, systematic and collaborative we positively impact student outcomes in both learning and wellbeing.</p> <p>We will develop our ability to teach students at their individual point of need, with a particular focus on high ability students. Collaboratively collecting and analysing student learning data will be essential, with a refreshed PLC model as the main lever for professional learning. We will adopt an agreed instructional model that promotes collaborative work, feedback cycles, student goal setting and targeted explicit instruction. We will improve engagement through promoting student voice and agency in their learning, with students having more control over how their learning unfolds and a greater understanding of their learning pathway. This will include increased opportunities for student leadership across the school. We will develop a systematic response to intervention that focuses on both tier 1 and tier 2 interventions, working alongside families to increase student's resilience.</p>

Why is this important?

The impact of building collective efficacy is clear, with an effect size of 1.57. Given the findings of the review and results of the staff opinion survey, building belief in staff will have the greatest positive impact on student outcomes.

An agreed instructional model will give staff clarity and confidence that they are using best practice. The selection of an appropriate instructional model will enable staff to differentiate both the content and task to individual student needs.

Refreshing PLC cycles will enable individualised professional learning for staff. It will enable staff to collaboratively practice the collection and analysis of student learning data, both to differentiate instruction and to measure the impact of their interventions.

Developing voice and agency will empower students to understand themselves as learners and equip them with the tools to drive their own learning.

Implementing a systematic approach to tier 1 and tier 2 interventions will support all students to succeed.

What are you prioritising?

Establishing structures to support professional learning and curriculum delivery will be the first step in building collective efficacy.

Establishing a meeting structure with more opportunities for collaborative data analysis and planning, along with defined time for operational imperatives will be an early action. Audits of key documents such as scope and sequences and assessment schedules will ensure the school is delivering a guaranteed and viable curriculum.

Building the capability of middle leaders through SIT meetings will also be an important early action. Middle leaders will then lead the roll out of future improvement initiatives. These will include implementing an agreed instructional model, refreshing PLC cycles and developing effective assessment practices that feed into data collection and analysis. The pace of these change initiatives will be monitored by SIT, ensuring practices are embedded before moving on to future focuses.

Once these systems are embedded, the culture created will enable staff to focus on High Impact Teaching and Wellbeing Strategies through targeted professional learning in PLC cycles.

# School Strategic Plan - 2022-2026

Brunswick North Primary School (3585)

<b>Goal 1</b>	Maximise learning growth for every student in literacy and numeracy.
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 33 per cent in 2021 to 40 per cent</li><li>• Writing from 24 per cent in 2021 to 35 per cent</li><li>• Numeracy from 31 per cent in 2021 to 38 per cent.</li></ul>
<b>Target 1.2</b>	By 2026, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 73 per cent in 2022 to 78 per cent</li><li>• Writing from 64 per cent in 2022 to 70 per cent</li><li>• Numeracy from 45 per cent in 2022 to 55 per cent.</li></ul> Increase the percentage of Year 5 students in the top two bands of NAPLAN: <ul style="list-style-type: none"><li>• Reading from 65 per cent in 2022 to 70 per cent</li><li>• Writing from 38 per cent in 2022 to 43 per cent</li><li>• Numeracy from 31 per cent in 2022 to 42 per cent.</li></ul>
<b>Target 1.3</b>	By 2026, the correlation between Above Age Expected Level teacher judgement and NAPLAN Top 2 bands (Semester 2) in the Matched Panorama Report to be within 15 per cent for: <ul style="list-style-type: none"><li>• Year 3 Reading</li></ul>

	<ul style="list-style-type: none"> <li>• Year 3 Writing</li> <li>• Year 3 Numeracy</li> </ul>
<b>Target 1.4</b>	<p>By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 60 per cent in 2022 to 70 per cent</li> <li>• Guaranteed and viable curriculum from 59 per cent in 2022 to 70 per cent</li> <li>• Monitor effectiveness using data from 58 per cent in 2022 to 75 per cent</li> <li>• Teacher collaboration from 59 per cent in 2022 to 75 percent</li> <li>• Professional learning through peer observation from 17 per cent in 2022 to 70 per cent</li> <li>• Understand how to analyse data from 33 per cent in 2022 to 50 per cent.</li> </ul>
<b>Target 1.5</b>	<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 74 per cent in 2022 to 84 per cent.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Implement and embed school improvement team structures and processes that build leadership and teaching and learning capacity.
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum</p>	Improve staff curriculum, pedagogical knowledge and capability to consistently implement agreed instructional models.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed a collaborative PLC inquiry approach that builds staff capacity to deliver teaching practice that challenges and extends every student.
<b>Goal 2</b>	Optimise student engagement in their learning.
<b>Target 2.1</b>	By 2026, increase the proportion of positive response scores on the SSS for the factors of: <ul style="list-style-type: none"> <li>• Understand formative assessment from 67 per cent in 2022 to 77 per cent</li> <li>• Use of student feedback to inform teaching practice from 67 per cent in 2022 to 75 per cent</li> <li>• Believe student engagement is key from 67 per cent in 2022 to 82 per cent</li> <li>• Focus learning on real life problems from 58 per cent in 2022 to 72 per cent</li> <li>• Promote student ownership of learning goals from 42 per cent in 2022 to 65 per cent.</li> </ul>
<b>Target 2.2</b>	By 2026, increase the proportion of positive response scores on the AToSS for the factors of: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent in 2022 to 75 per cent</li> <li>• Student voice and agency from 47 per cent in 2022 to 61 per cent</li> <li>• Sense of connectedness from 66 per cent in 2022 to 77 per cent</li> <li>• Motivation &amp; interest from 66 per cent in 2022 to 74 per cent</li> <li>• Self regulation and goal setting from 73 per cent in 2022 to 81 per cent.</li> </ul>



<b>Target 2.3</b>	<p>By 2026, increase the proportion of positive response scores on the POS for the factors of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 70 per cent in 2021 to 79 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed a high expectations culture of learning, engagement and wellbeing
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed staff capacity to empower all students to have agency in their learning and become self-regulated learners.
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build and embed teacher capacity to use student voice and a range of feedback strategies to engage every student.
<b>Goal 3</b>	Maximise the wellbeing of every student.
<b>Target 3.1</b>	<p>By 2026, decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> <li>• 20 - 29.5 days from 5 per cent in 2021 to 2 per cent</li> <li>• 30 plus days from 3 per cent in 2021 to 1 per cent.</li> </ul>

<p><b>Target 3.2</b></p>	<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 70 per cent in 2022 to 78 per cent</li> <li>• Emotional awareness and regulation from 62 per cent in 2022 to 71 per cent</li> <li>• Managing bullying from 60 per cent in 2022 to 73 per cent</li> <li>• Respect for diversity from 61 per cent in 2022 to 75 per cent.</li> </ul> <p>Decrease the proportion of low response scores on the AToSS for the factor of:</p> <ul style="list-style-type: none"> <li>• Resilience from 36 per cent in 2022 to 24 per cent.</li> </ul>
<p><b>Target 3.3</b></p>	<p>By 2026, increase the proportion of positive response scores on the POS for the factor of:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 71 per cent in 2021 to 77 per cent.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build and embed a whole school multi-tiered approach to meet the learning and wellbeing needs of all students.</p>
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build and embed a school wide approach that ensures respectful and active partnerships with students and families.</p>
<p><b>Key Improvement Strategy 3.c</b> Documented teaching and learning program based on the Victorian Curriculum</p>	<p>Strengthen whole school processes and practices that ensure students have social and emotional readiness to learn.</p>

and senior secondary pathways,  
incorporating extra-curricula programs