

Brunswick East Primary School 3179

School Strategic Plan 2009 -2012



Endorsement by School Principal	SIGNED..... NAME Robyn Perkins DATE.....
Endorsement by School Council	SIGNED..... NAME Sue Brady DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p><i>To create a community that works together and learns together</i></p> <p><i>To provide a place where students want to learn</i></p> <p><i>To develop our students as leaders who are informed and considerate</i></p> <p><i>To develop positive relationships between parents, teachers and children</i></p> <p><i>To create a place where everyone is learning and everyone is teaching</i></p> <p><i>To provide a safety net so students and adults can take risks</i></p> <p><i>To have high expectations for all- parents, students and teachers</i></p>
<p>Values</p>	<p><i>Our School Community Values</i></p> <ul style="list-style-type: none"> ▪ <i>The emotional, physical and psychological safety of each individual</i> ▪ <i>Ownership of learning by each individual</i> ▪ <i>Learning as a life-long journey</i> ▪ <i>Excellence in all areas of the curriculum</i> ▪ <i>The development of the whole person</i> ▪ <i>Collaboration, compassion, inclusiveness and community</i> ▪ <i>Embracing diversity</i> ▪ <i>A healthy lifestyle</i> <p><i>The students at BEPS were surveyed and decided to add the following to our values:</i></p> <p><i>Fun, Learning, Friendliness, Tolerance and Respect, Safety, Trust, Kindness</i></p>

Environmental Context	<p>Brunswick East Primary School is located in Nicholson Street, Brunswick East, about six kilometers north of the Melbourne CBD. The school began in 1893; the main double storey building is over 100 years old. The school merged with Brunswick Primary School in 1997 and extensive refurbishments were completed in 2004.</p> <p>The current enrolment of 269 students is drawn from a broad socio-economic profile. The multicultural diversity is illustrated by 19 language backgrounds although 87% of students are from English speaking homes. LBOTEs are Arabic, Vietnamese and Greek but these represent only 14 students in all. Enrolment numbers are steady and retention is 81%. It is anticipated that the numbers will remain at the current level even though there may be demand for places. Schools in the area operate very cooperatively and with the realization that more enrolments at one school may mean you are taking from another. Students exiting in Year 6 at Brunswick East move to a range of secondary colleges including Brunswick and Northcote as first schools of choice, with others to Princes Hill, Thornbury, Fitzroy and University High. A relatively small number move to private schools. The school draws students generally from five kindergartens, mostly Council run kinders. The proximity of the school to the city makes the Before and After School Care program an attractive proposition for parents who work in the city.</p> <p>There have been four principals at the school since 2004. The current Principal was appointed earlier this year and began in Term 3, 2008. At present the Leadership Team consists of the Principal, Assistant Principal and a Leading Teacher. The staff profile is mixed. To the number of experienced teachers, five graduates have been appointed on contract in 2008. There are a number of permanent teachers on leave so the fact that only one of these graduates has an ongoing position is a cause for tension.</p> <p>The School Council, consisting of four teachers and eight parents, is very supportive of the school and runs very smoothly. Sub Committees are Education, Finance, Community Building (Marketing and Promotions), Buildings and Grounds and Out of School Hours.</p> <p>The school grounds are attractive with grassed areas, shaded areas, gardens, and a basketball court and oval. The original imposing buildings are complemented by modern additions: a hall, library and open plan classrooms developed around a central paved courtyard.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes, especially in Literacy and Numeracy.	<p>By 2012:</p> <p><u>Assessment of Reading:</u> By the end of year 2, 100% of students deemed capable will be reading unsighted text with understanding at least 90-100% AIM/NAPLAN data to demonstrate at least one VELS level over two years.</p> <p>At least 15% students at each year level to be achieving A.</p> <p><u>Student Opinion survey:</u> All variables related to <i>Teaching and Learning</i> be at or above 4.6</p> <p><u>Staff Opinion survey:</u> All variables related to Supportive Leadership, Clarity, Engagement and Learning to be at or above 85.</p> <p><u>Staff Opinion survey:</u> Variables related to School Improvement, Learning Focus and Stimulating Learning to be at or above 5.8</p>	<p>Ensure there is a clear and shared sense of purpose for the school, especially in terms of students' learning as they progress through the school from p-6.</p> <p>Explore the development of a professional learning community for the school that emphasises the importance of professional learning teams and shared high expectations for the learning outcomes of all students.</p> <p>Ensure a whole-of-school focus on explicit, purposeful teaching, so that there is broad agreement about what is successful pedagogy.</p> <p>Use data more rigorously as a means of being evidence informed when assessing student achievements and planning appropriate teaching and learning.</p> <p>Expand teachers professional competence and confidence through a planned professional development that has measured impact on student learning outcomes</p>

<p>Student Pathways and Transitions</p>	<p>To provide seamless transition processes in through and out of the school</p>	<p><u>Student Opinion Survey</u> Student Morale to be at or above 5.8</p> <p><u>Parent Opinion survey</u> Transitions to be at or above 5.7</p> <p><u>Staff Opinion survey</u> School Morale to be at or above 79.</p>	<p>Investigate the implementation of effective information management systems</p> <p>Ensure there is a clear and shared sense of purpose for the school, especially in terms of students' learning as they progress through the school from p-6.</p> <p>Explore the development of a professional learning community for the school that emphasises the importance of professional learning teams and shared high expectations for the learning outcomes of all students.</p> <p>Ensure a whole-of-school focus on explicit, purposeful teaching, so that there is broad agreement about what is successful pedagogy.</p> <p>Use data more rigorously as a means of being evidence informed when assessing student achievements and planning appropriate teaching and learning.</p> <p>Expand teachers professional competence and confidence through a planned professional development that has measured impact on student learning outcomes</p>
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SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <p>Ensure there is a clear and shared sense of purpose for the school, especially in terms of students' learning as they progress through the school from p-6.</p> <p>Explore the development of a professional learning community for the school that emphasises the importance of professional learning teams and shared high expectations for the learning outcomes of all students.</p> <p>Ensure a whole-of-school focus on explicit, purposeful teaching, so that there is broad agreement about what is successful pedagogy.</p> <p>Use data more rigorously as a means of being evidence informed when assessing student achievements and planning appropriate teaching and learning.</p> <p>Expand teachers professional competence and confidence through a planned professional development that has measured impact on student learning outcomes</p>	Year 1	<ul style="list-style-type: none"> ▪ Provide professional development to support change in mathematics teaching ▪ Build team culture ▪ Investigate the use of E5 ▪ All planning to be informed by VELs and PoLT ▪ Continue to embed the elements of a Performance and Development Culture 	<ul style="list-style-type: none"> ▪ Agreed learning and teaching philosophy and practice in mathematics ▪ Improvement in team performance as self assessed ▪ Documented clear sense of purpose in mathematics teaching ▪ All teachers use evidence to inform mathematics teaching ▪
	Year 2	<ul style="list-style-type: none"> ▪ Provide professional development to support change in Assessment and Reporting practices ▪ Audit classroom practice using E5 ▪ Provide opportunities for extensive moderation across the school ▪ Reinforce team culture 	<ul style="list-style-type: none"> ▪ Agreed Assessment and Reporting practices across the school ▪ Wide range of data used in teams and by individuals to assess and plan ▪ Moderation of student work regularly in teams ▪ Peer coaching using E5 framework ▪ All teams considered high performing
	Year 3	<ul style="list-style-type: none"> ▪ Provide professional development to support change in Literacy teaching ▪ Embed E5 	<ul style="list-style-type: none"> ▪ Agreed learning and teaching philosophy and practice in Literacy ▪ Teachers plan and critique their practice using E5
	Year 4	<ul style="list-style-type: none"> ▪ Provide professional development to support development of an Inquiry model ▪ Provide opportunities for planning rich units of work 	<ul style="list-style-type: none"> ▪ Agreed processes and planner for developing units of work that include VELs, PoLT, E5, ways of learning and thinking ▪ Units of work are rich, engaging and comprehensive ▪ Units are stored on a central file.
<p>Student Engagement and Wellbeing</p> <p>Explore the development of a professional learning community for the</p>	Year 1	<ul style="list-style-type: none"> ▪ Review Welfare practices ▪ Ensure staff induction processes so that new 	<ul style="list-style-type: none"> ▪ Agreed ways of ensuring student Welfare and student management across

<p>school that emphasises the importance of professional learning teams and shared high expectations for the learning outcomes of all students. PD in VELs and Personal Learning strand</p> <p>Revise the processes of recording absences and establish a whole school approach to the responding, recording and tracking of these</p>		<p>staff understand school's beliefs and practices</p> <ul style="list-style-type: none"> ▪ Investigate an attendance report that links attendance with each student's individual learning plan and outcomes for students at risk. ▪ Design ways to embed Welfare practices across the school ▪ Investigate multiple forms of feedback ▪ Provide professional development for staff on recording student absence 	<p>the school are in place</p> <ul style="list-style-type: none"> ▪ Teachers develop a shared responsibility for all students learning and wellbeing across their team ▪ Draft ILIP's developed ▪ Teachers try various forms of feedback from students on their learning and teaching
	Year 2	<ul style="list-style-type: none"> ▪ Provide opportunities for all students to have a voice in the school ▪ Review welfare practices ▪ Create Attendance report that tracks student's individual learning plan and outcomes for students at risk. 	<ul style="list-style-type: none"> ▪ Individual learning plans are in place for all students at risk ▪ Students report they have a greater voice ▪ Draft welfare/ management framework ▪ Teachers trial Attendance report that tracks students individual learning plan and outcomes for students at risk ▪ Teachers regularly use feedback from students on their learning and teaching
	Year 3	<ul style="list-style-type: none"> ▪ Create Attendance report that track student's individual learning plan and outcomes for all students 	<ul style="list-style-type: none"> ▪ Teachers trial Attendance report that tracks students individual learning plan and outcomes for all students
	Year 4	<ul style="list-style-type: none"> ▪ Review welfare practices ▪ ▪ 	<ul style="list-style-type: none"> ▪ Document revised Student Management and welfare practices
<p>Student Pathways and Transitions</p> <p>Investigate the implementation of effective information management systems</p>	Year 1	<ul style="list-style-type: none"> ▪ Improve the sharing of information on the progress of students through the school, eg successful practices for behaviour, curriculum and learning ▪ School generated surveys and focus groups to 	<ul style="list-style-type: none"> ▪ Systems for tracking and monitoring students at risk are investigated by teams ▪ School generated surveys created and focus groups are formed

		<ul style="list-style-type: none"> monitor progress ▪ Explore student information management systems 	
	Year 2	<ul style="list-style-type: none"> ▪ Maintain accurate records for students at risk ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ Systems for tracking and monitoring students at risk are trialled by teams ▪ School generated surveys and focus groups used to inform success of tracking and monitoring of students
	Year 3	<ul style="list-style-type: none"> ▪ Student management system is in place ▪ ▪ 	<ul style="list-style-type: none"> ▪ Teachers track and monitor students at risk using school designed system ▪ Teachers handover information at the beginning of school year for students at risk
	Year 4	<ul style="list-style-type: none"> ▪ Student management system is complete and ongoing ▪ 	<ul style="list-style-type: none"> ▪ Teachers and parents and stakeholders report high level of satisfaction with student tracking system.