

# School plan 2015-2017

## Brisbania Public School 1498



# School background 2015–2017

## School vision statement

Brisbania Public School prides itself on developing its students as lifelong, resilient 21st Century learners who reach their full potential as they strive to *Believe, Persevere* and *Succeed*.

## School context

Brisbania Public School is a community focused school located at Saratoga on the Brisbane Water Peninsula of the Central Coast. It is held in high regard by the community. Students come from a variety of backgrounds.

The school has 477 students in 19 classes with a strong academic, sporting and creative focus for our actively engaged and respectful students. We receive funding for our following programs: Reading Recovery, Aboriginal, Equity, Low Level Adjustment for Disability Funding, Integration Funding and support for beginning teachers—Great Teachers Inspired Learning—(GTIL).

Our dedicated and professional staff work in partnership with very strong, supportive parents and community to ensure that every student reaches their full potential in a friendly and safe environment. In 2015, Language, Learning and Literacy (L3) was implemented in Kindergarten. In 2016, Focus on Reading was implemented and Inquiry based learning was a focus K–6.

In late 2016, Brisbania PS commenced participation in the "Bump It Up" initiative. This initiative is focused on increasing the percentage of students achieving in the top 2 bands of NAPLAN Reading and Numeracy.

We are a member of the Erina Learning Community (ELC) with strong links to Erina High School, our partner primary schools and Tjudibaring Local AECG.

Parent and community participation is highly valued at Brisbania. Our very active P&C contributes positively to our school community. They work tirelessly to provide much needed funds to assist in the purchase of additional resources. Volunteers assist in classrooms, coaching and transporting students to events and in the canteen.

## School planning process

Brisbania Public School's plan has been written in collaborative consultation and with extensive input from staff. Information from 2014 student, staff and parent surveys, NAPLAN data and current programs and practices were analysed and reflected on to identify our three strategic directions.

As a recommendation of our External Validation process and inclusion in the Bump It Up initiative the school has identified additional targets in Year 5 NAPLAN Reading and Numeracy.

Brisbania's P&C, Tjudibaring Local AECG and Erina Learning Community have given input and direction.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Inquiry based, creative and  
dynamic learning

### Purpose:

*To prepare every student to think critically and become successful learners through innovative quality teaching and learning practices.*

## STRATEGIC DIRECTION 2

Innovative and dynamic  
teaching

### Purpose:

*To build staff capability to ensure the delivery of quality, differentiated teaching and learning programs.*

## STRATEGIC DIRECTION 3

Wellbeing and Equity

### Purpose:

*To develop students to achieve their potential socially, emotionally and physically.*

# Strategic Direction 1: Inquiry based, creative and dynamic learning

Purpose	People	Processes	Practices and Products
<b>To prepare every student to think critically and become successful learners through innovative quality teaching and learning practices.</b>	<b>Students</b>  Understand and use tools for creative thinking, set goals and critically reflect on their learning. Become discriminatory users/viewers of information and learn through relevant technologies and co-operative strategies. Become inquisitive learners in all KLAs. Engage in dynamic learning of real-life Mathematics and Numeracy.	Team work and collaboration to develop dynamic Maths, History, Science and Technology and Geography lessons reflecting QT Framework through SDD, stage and staff meetings.	<b>Practices</b>  Teaching and learning programs and student work samples or projects demonstrate critical thinking and inquiry based learning for History, Geography, Science & Technology and numeracy.
Improvement Measures		Enrichment groups for identified students develop creativity and skills.	All students confidently and successfully progress through syllabus outcomes evidenced on continuum and NAPLAN growth from 51.9% to 57% for Year 5 Numeracy and school average scaled score growth exceeds that of State(All) and PLAN data. K-6 students show growth on Numeracy continuum appropriate to their ability every 5 weeks. An increase from 17.2% of students achieving in the top 2 bands of NAPLAN Numeracy 2016 to 25% in 2017 with a target of 42% by 2019.
Growth on Technology, Numeracy continuum and NAPLAN	<b>Staff</b>  Receive professional learning in: change to <i>understand</i> critical and creative thinking tools; cooperative strategies, inquiry based teaching: Quality Teaching (QT) framework and <i>Oliver</i> . Stage based approach for numeracy will be implemented with a strong focus on scope and sequence and differentiation. Collect, record and analyse data to drive teaching.	Staff and students will be upskilled in the use of apps, iPads, laptops, self-centric learning, problem solving, collaborative planning and evaluation.	Technology continuum data shows skill development for all students.
Critical and creative thinking and cooperative learning strategies evidenced in all programs	<b>Leaders</b>  The executive lead teams to collaboratively set learning goals for stages and whole school. Executive lead stage based teams in ongoing professional learning focussed on differentiation, scope and sequence and meaningful use of data.	Numeracy and Technology ideas shared at weekly stage meetings and reflected in student work samples.	<b>Products</b>  Technology continuum evidenced in all teaching and learning programs
Inquiry based assessment in History, Geography, Science and Technology and Maths evidenced through student worksamples	<b>Community Partners</b>  Engage with ELC to generate QT and Inquiry based experiences for all students while utilising community expertise.	Assessment informs differentiated approaches in all classes in numeracy.	Library organised as an inquiry-based and dynamic learning centre with technology integral to learning with laptops available for group work. Teacher librarian works collaboratively with class teachers when planning programs with technology utilisation.
TTFM surveys demonstrate growth in responses	<b>Parents/Carers</b>  Informed about student learning through newsletters, forums, meetings and social media.	<b>Evaluation Plan</b>  Use and evaluation of numeracy and technology continuum by all staff.	Community/student/staff understanding measured through TTFM surveys
Explicit instruction in the use of multimodal texts, including technology following reorganisation of library and <i>Oliver</i> implementation.		Use of PLAN and stage data to assess progress in numeracy- 5 weekly in addition to NAPLAN data	Explicit instruction in the use of multimodal texts and inquiry based learning Revised Maths programs reflecting differentiation and real life problem solving.
Literacy and Numeracy- \$7 697		Student involvement and feedback in TTFM.	
Professional Learning- \$5 000		Teacher Librarian to evaluate borrowing patterns and use of <i>Oliver</i> .	
An increase from 17.2% of students achieving in the top 2 bands of NAPLAN Numeracy 2016 to 25% in 2017 with a target of 42% by 2019.		Access of social media by parents and community to increase over time. Increased TTFM participation.	

# Strategic Direction 1: Inquiry based, creative and dynamic learning

Improvement Measures

People

Processes

Practices and Products

## Strategic Direction 2: Innovative and dynamic teaching

Purpose	People	Processes	Practices and Products
<i>To build staff capability to ensure the delivery of quality, differentiated teaching and learning programs.</i>	<b>Students</b>  Differentiated teaching and learning programs implemented in all classrooms.  Students will have increased understanding of cultural backgrounds and integrated knowledge via inclusive, inquiry based and differentiated programs across KLAs.	Staff develop PDP matched to school and personal goals with supervisor. Explicit Professional Learning on Australian Professional Standards  Development of systematic and explicit scope and sequences for each syllabus.  A team for each syllabus initiates explicit and flexible professional learning to meet the needs of all staff and systematically monitors and evaluates the progress.  Full implementation of Focus on Reading in Year 2–6. Reading Recovery, Early Intervention and L3 implemented.  Explicit differentiated learning opportunities provided through Bump It UP, Inquiry based learning, L3, Reading Recovery, Enrichment and LAST programs.  Collaborative planning, programming, implementation and evaluation of stage units and term programs.	<b>Practices</b>  All staff develop and follow a flexible Performance and Development Framework (PDF) with goals met by end of each year and accreditation in 2017.  Worksamples including iMovies from Science & Technology, History and Geography show inquiry based learning  90% or more of Reading Recovery students exit on or above Level 17.  80% or more of students exit Kindergarten on or above Level 9. 80% or more of students will be exiting Kindergarten writing 40+ words.  Data shows students equal to or greater than expected growth in Year 5 NAPLAN from 61.8% to 67%– Reading and school average scaled score growth exceeds that of State (All). An increase from 20.3% of students achieving in the top 2 bands of NAPLAN Reading in 2016 to 29% in 2017 with a target of 42% by 2019.  K–6 students show growth on Literacy continuum every 5 weeks.
Improvement Measures	<b>Staff</b>  Individualised, stage, whole school and shared professional learning will heighten and further develop staff knowledge and skills in each specific syllabus, Australian Teaching Standards, Focus on Reading, L3 and 8 Ways of Aboriginal Pedagogy.	<b>Evaluation Plan</b>  Student progress monitored twice per term via PLAN, NAPLAN analysis, regular meetings with teachers and mentors for critical reflection.  Development of inquiry based assessment tasks and implementation of rubrics.  Teacher PDP assessed and reviewed  L3, Reading Recovery and Early Intervention data	<b>Products</b>  Quality professional learning is provided for staff in Focus On Reading, Australian Professional Standards, syllabus documents, L3 and areas identified in PDPs.  Differentiated, collaboratively planned programs address scope and sequences and different learning styles.  Collection and analysis of data results in
All staff develop and follow a flexible PDP with goals achieved by end of each year.  Inquiry based learning and assessment in Science and Technology, History and Geography  Reading Recovery Observation Survey/ Early Intervention data  L3 data for Reading, Writing and Vocabulary  PLAN data growth for English and Maths  RAM funding \$6 000  Literacy and Numeracy– \$8 000  Professional Learning– \$10 000  An increase from 20.3% of students achieving in the top 2 bands of NAPLAN Reading 2016 to 29% in 2017 with a target of 42% by 2019.	<b>Leaders</b>  Provide support, mentoring and opportunities to develop leadership skills in the implementation of new curriculum, L3, Focus on Reading and accreditation.  <b>Community Partners</b>  Collaborative sharing and professional development in all syllabuses and accreditation with Erina Learning Community.  <b>Parents/Carers</b>  Familiarisation and understanding of the what, how and why of each syllabus via informative workshops for parents/carers on syllabus documents, Focus On Reading and L3 practices.		

# Strategic Direction 2: Innovative and dynamic teaching

Improvement Measures

People

Processes

Practices and Products

flexible groupings, differentiated teaching & learning and informs Professional Learning.

# Strategic Direction 3: Wellbeing and Equity

Purpose	People	Processes	Practices and Products
<b>To develop students to achieve their potential socially, emotionally and physically.</b>	<b>Students</b>  Students further develop skills for getting along with others, organisation, confidence, persistence and resilience. Student Leadership teams introduced– Year 6 and SRC.	Wellbeing issues are discussed at stage, staff and Executive meetings and referred to Learning and Support (LaST) team.	<b>Practices</b>  95% of students demonstrate resilience through TTFM survey responses and decrease behaviour referrals.
Improvement Measures	<b>Staff</b>  Staff understand, implement and evaluate wellbeing, equity and school wide systems and structures to meet needs of students. Staff support new colleagues	Brisbania's Wellbeing policy written with community consultation and referral to results of <i>Tell Them From Me –TTFM</i> survey to ensure positive learning and engagement. Implementation in 2017.	Increase in appropriate playground behaviour as evidenced by 10% decrease in playground referrals.
TTFM survey data	<b>Leaders</b>  Leaders build a positive, supportive culture whilst monitoring, inspiring, motivating and ensuring consistent processes and consequences/rewards.	Professional learning via an induction program, <i>You Can Do It</i> training, National Consistency in Data Collection–NCCD, sport coaching and writing of Brisbania's Wellbeing policy.	100% of students actively involved in Fundamental Movement skills as part of PD/H/PE program.
Fundamental Movement Skills checklist	Leaders understand the need for wellbeing and equity monitoring for community.	You Can Do It implemented and Wellbeing programs monitored for consistency across the school, using a common language and visuals.	100% of referrals to LaST acted on and monitored and NCCD completed for students with a disability.
Planning Room and Playground referrals and ebs4Central data	Leaders initiate new staff and set up a support person to assist in transition.	Induction program written and implemented for new and beginning staff to ensure a smooth transition to Brisbania and Department of Education.	<b>Products</b>  <i>You Can Do It</i> implemented and embedded across schools. Students increase skills in organisation, persistence, getting along, confidence and resilience.
SBAR–funding including Low Level Disability and Funding Support	<b>Community Partners</b>  Collaborative sharing of Wellbeing practices at Erina Learning Community meetings. Collaborative partnerships continue with Tjuidibaring Local AECG.	Students identified as requiring extra support involved in SLSO run social skills programs, including environmental focus, in playground leading to increased participation and confidence.	Teachers use consistent language and rewards/consequences and wellbeing discussed at weekly meetings.
Learning and Support– Flexible Funding\$38 003– SLSOs	<b>Parents/Carers</b>  Parents and staff have clear channels of communication. Information evenings and workshops on <i>Triple P</i> run by community expert and <i>You Can Do It</i> to support home/school partnerships.	<b>Evaluation Plan</b>  Teacher, parent and student satisfaction surveys – TTFM  Middle Childhood survey  Triple P evaluations  Induction and wellbeing programs, Planning room and Fundamental Movement skills evaluated and refined	Wellbeing data– improvement measures– reflect, review and evaluate new policy.
Integration Funding Support– \$ –56 960– SLSOs			NCCD completed for all students with a disability and students monitored by LaST.
Reading Recovery/ Learning and Support Teacher allocation= FTE \$101 574			Successful transition for all new staff to Brisbania PS.
LaST minutes and follow up			
Resilience of students via survey results and reduced behaviour referrals			



# Strategic Direction 3: Wellbeing and Equity

Improvement Measures

People

Processes

Practices and Products