

# School plan 2018-2020

## Brisbania Public School 1498



# School background 2018–2020

## School vision statement

Brisbania Public School nurtures students to become successful, confident, creative, lifelong, resilient, contemporary 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. Brisbane Public School is on the traditional land of the Guringai and Darkinjung people.

Brisbania PS is held in high regard by the community. Students come from a variety of backgrounds.

The school has 473 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: Literacy and Numeracy, 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, Brisbane 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 Brisbane PS. 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 the 2017 and 2018 student, staff and parent surveys, NAPLAN and NCCD data. Current programs and practices were analysed and reflected on to identify our three strategic directions.

As a recommendation from our 2016 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 PS's P&C, Tjudibaring Local AECG and Erina Learning Community have given input and direction.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Critical and Creative Thinking

### Purpose:

To prepare every student to work collaboratively and think critically and creatively through contemporary, innovative, quality teaching and learning practices.

Major SEFV2 links (not limited to this SD)

Learning – Learning Culture, Curriculum, Assessment, Reporting

Teaching – Learning and Development, Effective Classroom Practice

Leading – School Planning, Implementation and Reporting, School Resources, Management Practices and Possesses

## STRATEGIC DIRECTION 2

Wellbeing and Equity

### Purpose:

To develop, connect and support students, staff and community empowered with understanding, knowledge and skills to manage health, wellbeing and equity.

Major SEFV2 links (not limited to this SD)

Learning– Wellbeing, Curriculum, Reporting, Learning Culture

Teaching– Effective Classroom Practice

Leading – Educational Leadership, School Resources, Management Practices and Processes

## STRATEGIC DIRECTION 3

High Expectations

### Purpose:

To continue to build teacher's capacity in delivering contemporary, quality, differentiated teaching and learning programs with clear learning intentions for all students.

Major SEFV2 links (not limited to this SD)

Learning– Curriculum, Assessment, Reporting, Student Performance Measures, Learning Culture

Teaching– Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Resources

# Strategic Direction 1: Critical and Creative Thinking

Purpose	People	Processes	Practices and Products
<p>To prepare every student to work collaboratively and think critically and creatively through contemporary, innovative, quality teaching and learning practices.</p> <p>Major SEFV2 links (not limited to this SD)</p> <p>Learning – Learning Culture, Curriculum, Assessment, Reporting</p> <p>Teaching – Learning and Development, Effective Classroom Practice</p> <p>Leading – School Planning, Implementation and Reporting, School Resources, Management Practices and Possesses</p>	<p><b>Students</b></p> <p>Understand the positive outcomes associated with: challenging, collaborative learning experiences; the advantages of being engaged and being critical and creative thinkers able to give and take feedback.</p> <p><b>Staff</b></p> <p>Value the importance of providing multifaceted, high order, project based learning and timely constructive feedback.</p> <p>Understand the need to incorporate technologies into teaching and learning to enhance student experiences.</p> <p><b>Leaders</b></p> <p>Value the principles of evaluative and creative thinking, underpinned by the usage of technology.</p> <p><b>Parents/Carers</b></p> <p>Understand the positive outcomes associated with engaging students in problem solving, challenging and project based learning experiences.</p> <p><b>Community Partners</b></p> <p>Value effective partnerships between students, parents, the school and community partners to support critical and creative experiences for all students.</p>	<p>Implement and embed a whole school approach to contemporary learning.</p> <p>Implement and embed a whole school approach to critical and creative thinking.</p> <p><b>Evaluation Plan</b></p> <p>Pre and post test assessment</p> <p>Classroom audits</p> <p>Teacher programs</p> <p>Weekly stage and communication meeting minutes</p> <p>Tell Them From Me Surveys.</p> <p>Monitored against milestones every five weeks by leadership team and every term by staff.</p>	<p><b>Practices</b></p> <p>Every student participates in collaborative, team building learning experiences as a creative and critical thinker.</p> <p>Every student utilises technology to enrich, extend and challenge their learning experiences.</p> <p>Planned, research-based professional learning is used to build the capacity of all staff to embed technology and critical and creative thinking within contemporary classrooms.</p> <p>Teachers use a flexible range of assessment tools and teaching practices to cater for the needs of the range of student abilities, with a focus on technology and critical and creative thinking.</p> <p>Teachers demonstrate and share expertise across the school and learning community.</p> <p><b>Products</b></p> <p>All learning spaces are used flexibly to support contemporary student learning interests and needs.</p> <p>All teaching and learning programs and assessments incorporate regular opportunities for students to use technology in a creative way, including Filmpond.</p> <p>Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of professional practice with timely feedback between teachers and students.</p>
Improvement Measures			
<p>The Technology aspect of the Eight Drivers of Student Learning increases to meet or exceed the NSW Government Norm (Baseline 5.8 compared to 6.7 for the State in the 2017 TTFM teacher survey)</p> <p>In the element of social and emotional outcomes "students are interested and motivated in their learning" the school score will increase from 70% to meet or exceed the NSW Government norm (Baseline 78% in 2017)</p>			

# Strategic Direction 2: Wellbeing and Equity

Purpose	People	Processes	Practices and Products
<p>To develop, connect and support students, staff and community empowered with understanding, knowledge and skills to manage health, wellbeing and equity.</p> <p>Major SEFV2 links (not limited to this SD)</p> <p>Learning– Wellbeing, Curriculum, Reporting, Learning Culture</p> <p>Teaching– Effective Classroom Practice</p> <p>Leading – Educational Leadership, School Resources, Management Practices and Processes</p>	<p><b>Students</b></p> <p>Develop skills to make appropriate behaviour and learning choices.</p> <p>Value the importance of equity, wellbeing, positive relationships and the use of effective techniques for resilience, persistence, organisation, confidence and getting along with others.</p> <p><b>Staff</b></p> <p>Understand the importance of their own wellbeing and valuing support from colleagues.</p> <p>Foster student wellbeing, equity and growth.</p> <p>Understand and foster the whole school Wellbeing Policy.</p> <p><b>Leaders</b></p> <p>Value a culture aimed at promoting leadership, strong mental health, wellbeing and equity for staff and students.</p> <p><b>Parents/Carers</b></p> <p>Understand the behaviours, attitudes and expectations that enhance the wellbeing and equity of students.</p> <p><b>Community Partners</b></p> <p>Value effective partnerships between students, parents, the school and community partners to support wellbeing and equity for all.</p>	<p>Implement and embed a whole school approach to equity.</p> <p>Implement and embed research–based wellbeing initiatives.</p> <p><b>Evaluation Plan</b></p> <p>Tell Them From Me Surveys</p> <p>Classroom audits</p> <p>Teacher programs</p> <p>Brisbania Public School Wellbeing Policy</p> <p>Award winners in weekly newsletter</p> <p>Term monitoring of wellbeing data</p> <p>Monitored against milestones every five weeks by leadership team and every term by staff.</p>	<p><b>Practices</b></p> <p>Students meet regularly with a staff member who provides advice support and assistance.</p> <p>Students actively participate in wellbeing programs.</p> <p>Whole school programs taught and fostered to build the capacity of all students – resilience, persistence, organisation, confidence and getting along with others.</p> <p>Staff use a flexible range of assessment tools and teaching practices to cater for the equity needs of all students.</p> <p>Leadership opportunities and initiatives are used and build capacity of students and staff.</p> <p><b>Products</b></p> <p>Wellbeing plans for students include a staff member as a support person.</p> <p>All wellbeing and equity programs provide opportunities for students to utilise learnt skills, be acknowledged, supported and show value added growth.</p> <p>Students and staff have the tools to enhance their own learning, wellbeing and equity.</p>
Improvement Measures			
<p>Advocacy at School–school score exceeds NSW Norm (Baseline 7.6 school to 7.7 State 2017). Positive Teacher–Student the school score exceeds NSW Govt (Baseline 8.5 for school compared to 8.4 for State 2017). TTFM Student</p> <p>75% of students achieved greater than or equal to expected growth in Reading with 61.7% in Numeracy (2017). Trend data for Year 3 will continue to be above NSW DoE– Reading–440.7 and DoE in Numeracy– 410.9 compared to 409.7 and will aim to reach state 416.1. Year 5 will continue to be above DoE–Reading– 508.0 and aim to reach or better state 500.65 and aim to match or better state in Numeracy–489.4 compared to 499.6 state.</p> <p>The percentage of Year 3, 5 and 7 students in the top two bands in Reading and Numeracy increases from 29% 2016 to 35.6% 2017 to 42% 2019 –value add of sustaining and growing.</p>			

# Strategic Direction 3: High Expectations

Purpose	People	Processes	Practices and Products
<p>To continue to build teacher's capacity in delivering contemporary, quality, differentiated teaching and learning programs with clear learning intentions for all students.</p> <p>Major SEFV2 links (not limited to this SD)</p> <p>Learning– Curriculum, Assessment, Reporting, Student Performance Measures, Learning Culture</p> <p>Teaching– Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development</p> <p>Leading – Educational Leadership, School Resources</p>	<p><b>Students</b></p> <p>Value high expectations of themselves and what they are able to achieve in Literacy and Numeracy.</p> <p><b>Staff</b></p> <p>Value and embrace High Expectations Mentor role and Stage Supervisor support to improve learning outcomes for students in Literacy and Numeracy.</p> <p>Value professional learning as required to upskill and build capacity within the school with a focus on Literacy and Numeracy.</p> <p><b>Leaders</b></p> <p>Understand and value learning goals for both themselves, staff and their students in relation to Literacy and Numeracy.</p> <p>Foster professional learning with a focus on differentiation, scope and sequence and meaningful use of data in Literacy and Numeracy and all other KLAs.</p> <p><b>Parents/Carers</b></p> <p>Understand the positive outcomes associated with high expectations of students in Literacy and Numeracy.</p> <p><b>Community Partners</b></p> <p>Appreciate effective partnerships between students, parents, the school and community partners to support Literacy and Numeracy growth.</p>	<p>Implement and embed a whole school approach for high expectations in Literacy for all students.</p> <p>Implement and embed a whole school approach for high expectations in Numeracy for all students.</p> <p><b>Evaluation Plan</b></p> <p>PLAN/PLAN2 Data</p> <p>NAPLAN</p> <p>CARS</p> <p>SENA Results</p> <p>5 weekly Stage assessments monitored by leadership team.</p> <p>Student reports to parents.</p> <p>Teachers programs</p> <p>PDPs</p>	<p><b>Practices</b></p> <p>Students confidently and successfully progress through syllabus outcomes evidenced through PLAN/PLAN2 and NAPLAN data.</p> <p>Programs implemented to build the capacity of all staff to deliver effective Reading and Numeracy lessons.</p> <p>Staff use explicit yet flexible range of assessment tools and teaching practices to cater for all students.</p> <p>Leadership opportunities and initiatives are used and build capacity of students and staff in consultation with High Expectations Mentor.</p> <p>Teachers demonstrate and share expertise in Reading and Numeracy across the school and learning communities.</p> <p><b>Products</b></p> <p>Students and staff have the tools to improve their own teaching and/or learning in Reading, Numeracy and all other Key Learning Areas (KLAs).</p> <p>The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.</p> <p>The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.</p>
Improvement Measures			
90% of students K–2 will be reading at or above the following levels: Kinder – 8, Year 1 – 18 and Year 2 – 26 (Based on Plan Continuum)			
90% of students meet or exceed SENA benchmarks.			
Aboriginal Students 30% in top two bands (where data is significant) or each student reaches expected growth.			