

# School plan 2018-2020

Brooke Avenue Public School 4566



# School background 2018–2020

## School vision statement

Brooke Avenue Public School aims to empower reflective teachers that differentiate, engage and provide feedback to all students.

Students are provided with the opportunity to engage with a differentiated challenging curriculum to develop their individual potential with the knowledge, skills and values to become creative problems–solvers, decision–makers and proud, successful global citizens.

We endeavour to build positive educational partnerships with families and the wider community to support teaching and learning within the school.

## School context

Brooke Avenue Public School is located on the Central Coast of NSW, serving a diverse population within a low socio–economic context. There are currently over 460 students, representing 21 different nationalities, 78 Aboriginal or Torres Strait Islander students. A total of approx. 55 staff are led by a Principal (P3), two Deputy Principals (Instructional Leader) and four Assistant Principals. Funding through the School Based Allocation Resource (SBAR) has allowed us to increase our staffing with extra School Learning Support Officers (SLSOs), School Administrative Officers (SAOs) and extra time for our General Assistant (GA).

The school receives a high level of funding for students with disabilities. In 2015 the school became a part of *Early Action for Success* to provide three tiers of intervention support for students in K–2. This included quality literacy and numeracy teaching and learning with a focus on differentiation, point of need feedback and student engagement.

A culture of on–going improvement and an explicit focus on quality professional learning in differentiation, analysing and responding to data, enrichment and extended learning, fluid and flexible groupings and technology will ensure the application of best practice to every student learning experience.

Our students are involved in a variety of extra–curricula activities including dance, didj playing, public speaking, chess, choir, art, gardening, cooking and many sports.

The school enjoys a strong partnership with the other schools in the Tuggerah Lakes Learning Community, the local Kuriwa AECG, our local preschools and our active and supportive P&C

## School planning process

In planning and creating the 2018 –2020 School Plan, the planning committee used a variety of methods during the planning process.

- Analysis of student achievement data, including detailed NAPLAN analysis and PLAN Data
- Student discussions – formal and informal and surveys
- Parent & Staff Surveys Forum discussion–formal and informal
- Classroom Observations
- Student Welfare Data and Attendance Records
- Teacher and Executive Accountability Records
- Learning Support Team Data
- Community Sources
- Professional Forums
- Evidenced based improvement on External Validation Findings

Using this evidence the school executive and whole school staff, along with members of the community, undertook a detailed collaborative and consultative process to determine the current school strengths and identified directions and areas for improvement. The school community, staff, students and parents and Kuriwa AECG, will continue to be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to adjust our future planning. As a result of our consultative processes the 2018–2020 plan has Three Strategic Directions– Quality Teaching, Quality Learning and Quality Partnerships.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Quality Teaching

**Purpose:**

To empower reflective teachers to create flexible and dynamic classrooms, that differentiate, engage and provide feedback to all students.



**STRATEGIC  
DIRECTION 2**  
Quality Learning

**Purpose:**

To engage every child with a differentiated and challenging curriculum, focused on innovation and measureable growth.



**STRATEGIC  
DIRECTION 3**  
Quality Connections

**Purpose:**

To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

# Strategic Direction 1: Quality Teaching

## Purpose

To empower reflective teachers to create flexible and dynamic classrooms, that differentiate, engage and provide feedback to all students.

## Improvement Measures

Increase students in Years 5 and 7 to equal or exceed expected growth by 10% in NAPLAN Writing and Numeracy. (Baseline data rolling average 15,16,17)

Year 5 Writing 55.05%, Numeracy 46.16%,

Year 7 Numeracy 57.9%, Writing 44.35%

Continue to exceed Government Norm in the data set Learning Culture from the Tell Them From Me survey in Teacher Survey – Focus on Learning. (Baseline data 2017 – BAPS 8.4, Govt Norm 8.0)

Increase school mean to equal or exceed NSW Govt Norm in the data set Inclusive School from the Tell Them From Me survey in Parent survey – Partners in Learning. (Baseline Data 2017 BAPS 6.4, Govt Norm 6.7)

## People

### Students

Value opportunities to collaborate with others, to engage with and reflect on their learning

### Staff

Value the effective implementation of new pedagogies to cater for individual learning needs and have an expert knowledge of how students learn, evidence based teaching practices curriculum and acknowledge the need to prepare students for the future.

### Leaders

Acknowledge the importance of engaging in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

### Parents/Carers

Understand the value of parent information sessions, the newsletter and classroom visits to increase their awareness of teaching strategies and the Australian Curriculum

### Community Partners

Value their other community partners including, Community of Schools, AECG, and parents of Aboriginal students to support the specific needs of students.

## Processes

Embed enquiry based learning and differentiation into teaching practice to ensure student engagement

Implement processes and systems to identify and support students requiring extra intervention.

Establish consistent, high standard practices in learning support, curriculum, professional learning, performance development and student success

## Evaluation Plan

Direct monitoring of programs against milestones

- Annual School Report
- SMART Data
- Internal Student performance data
- Classroom Observation
- Professional Learning evaluations
- Teacher professional development plans and reviews
- Minutes from mentoring meetings
- TTFM – Teacher, Parent surveys

## Practices and Products

### Practices

Teachers will design comprehensive and challenging teaching and learning programs that embed differentiation, feedback and engagement.

All staff have evidence to demonstrate their progress and plans to map out their own development. Leaders will work with their team in a coaching and mentoring role to assist them to meet and sustain their professional goals and build teacher capacity

Teachers embed formative assessment into cycle of learning and teaching incorporating sharing of expertise through lesson study, constructive feedback and reflective practice to refine teaching practice.

Teacher clarity is directed to point of need for students through specific learning intentions, success criteria and deep syllabus knowledge. High quality teaching and learning practices are demonstrated and supported by instructional leadership

### Products

Clear guidelines and scaffolds for the teaching of current NESA syllabus documents and the collection of evidence in student learning are evident.

Programs that embed enquiry based learning ensure that differentiation, feedback and engagement are an integral aspect of each teaching and learning experience. Regular analysis of assessment data determines the tiered intervention required to support the learning needs of all students.

# Strategic Direction 2: Quality Learning

## Purpose

To engage every child with a differentiated and challenging curriculum, focused on innovation and measureable growth.

## Improvement Measures

Increase the proportion of NSW students in the top two NAPLAN bands in Reading and Numeracy by ten per cent by 2020

(Baseline data rolling average 15, 16, 17)

Year3 Reading 32%, Numeracy 21%

Year5 Reading 15%, Numeracy 7%

Year7 Reading, 11% Numeracy 8%

Increase the proportion of Aboriginal students in the top two NAPLAN bands in Reading and Numeracy by thirty five per cent by 2020

(Baseline data rolling average 15, 16, 17)

Year3 Reading 17.1%, Numeracy 17.1%

Year5 Reading 11.4%, Numeracy 2.4%

Year7 Reading, 2.8% Numeracy 0%

## People

### Students

Understand the need to develop, incorporate and embed creative thinking and communication skills in collaborative team work activities. Students understand where they are up to with their learning and play an active part in goal setting for future achievements

### Staff

Value using innovative practices to engage and challenge students at their individual level

Recognise the importance of regularly reviewing learning with each student, ensuring they have a clear understanding of how to improve their learning

### Leaders

understand they are seen as positive role models for all school stakeholders. Leaders actions are a reflection of school expectations and are seen as leading learners in the school community.

### Parents/Carers

value being active participants in goal setting and review meetings with all families supporting student learning through being part of authentic planning of Personalised Learning Pathways

### Community Partners

value being active participants in supporting the quality learning environment.

## Processes

Embed quality research informed Literacy practices

Embed quality research informed Numeracy practices

Embed quality teaching practices with a focus on differentiation, feedback and student engagement.

## Evaluation Plan

Direct monitoring of programs against milestones

- Classroom Observation
- Staff Meetings
- Instructional Coaching
- Student performance data
- Staff professional development

## Practices and Products

### Practices

Quality teaching and learning practices across the school are demonstrated by teachers within and from outside of the school through differentiated Literacy and Numeracy lessons

Explicit targets for improvement in student achievement levels are collaboratively set by staff, students and parents

Establish learning intentions with success criteria for each student provide ongoing feedback on achievement based on their progress across learning progressions, assessments and syllabus outcomes.

All Aboriginal students and families consulted in the writing of individual Personalised Learning Plans

Teachers practice in-depth analysis of assessment data to identify areas for improvement in literacy and numeracy in order to improve student success

### Products

All students plotted on the Literacy and Numeracy Learning Progressions, assessed using external and internal assessments to drive planning, programming, reporting and teaching effectiveness.

Individual Learning Plans established in consultation with students, teachers and parents for all students identified by the school Learning Support Team.

100%of Year 5 students achieve growth in NAPLAN in reading, spelling, writing,

# Strategic Direction 2: Quality Learning

## Practices and Products

grammar and punctuation and numeracy.

By the end of Year 2, at least 85% of students will achieve EAFS benchmarks for Literacy.

# Strategic Direction 3: Quality Connections

## Purpose

To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

## Improvement Measures

75% or greater of our families will access and find useful social media communication to share samples of their children's work including SeeSaw and Facebook. (Baseline data TTFM 45% Social Media from useful communication types at school)

An increase in the measured growth of community engagement in classrooms for the purpose of supporting teaching and learning programs. (Baseline data 2017 volunteers 0.6 per classroom)

Increase school mean to exceed NSW Govt Norm in the data set Parents are Informed from the Tell Them From Mesurvey Parent survey –Partners in Learning. (Baseline Data 2017 BAPS 6.6, Govt Norm 6.6)

## People

### Students

Develop skills to reflect on their learning to determine areas of strength and areas of need from ongoing feedback from teachers, peers and self.

### Staff

Recognise that community plays a vital role in supporting student learning. Staff value working together with parents and the wider community to encourage all students to reach their full potential.

### Leaders

All leaders and aspiring leaders acknowledge the importance all members of the school community including, students, staff, parents, carers, and community partners.

### Parents/Carers

Value opportunities to engage with staff, informing learning partnership and collaborations to build sustainable relationships. Parents and carers develop and engage in a shared vision to plan and build pride in Brooke Ave PS and public education. They understand the importance to access regular information sessions relating to the strategic directions of the school.

### Community Partners

Develop and foster partnerships with the school, students, their families and other community partners to support teaching and learning within the school.

## Processes

Build strong partnerships with learning partnerships, local community and interagencies support students and their families.

Embed effective practices to ensure two way communication with parents, learning community and wider community partners.

## Evaluation Plan

Direct monitoring of programs against milestones

- Teacher, student and community focus groups annually
- Parent/Teacher nights and other information sessions
- School newsletters and other communications with school community
- TTFM– Teacher, Parent surveys

## Practices and Products

### Practices

With specialised support staff including Community Liason Officer (CLO) and Aboriginal SLSO builds partnerships with agencies, businesses, AECG and the local community and families and provide parents with opportunities to engage in information sessions and workshops

Opportunities for all students, parents and community partners to actively engage and participate in a wide variety of activities that promote learning, engagement and wellbeing

### Products

Clearly articulated guidelines, pathways and programs for students transitioning into or out of preschool and primary education that maximise student outcomes

Applications, social media and visual signage around the school as keys for families to unlock their child's work samples as well as informing families of school events