

Strategic Improvement Plan 2021-2025

Brookvale Public School 1379



School vision and context

School vision statement

Brookvale Public School is an inclusive and vibrant school, fostering positive partnerships with students, teachers, leaders, parents and the wider school community to provide high levels of educational achievement and growth for all our students. We are committed to working together to prioritise student growth and attainment through a collaborative inquiry based approach to teacher professional learning in the areas of reading, numeracy and wellbeing so that each student's learning needs are the focus of our evidence-based teaching and learning programs. Our community grows together, demonstrating resilience and a shared commitment to the values of respect, responsibility and personal best.

School context

Brookvale Public School is a long established school of 338 students where staff design personalised learning to meet the needs of all students in a safe, happy and supportive environment. The school is situated in the heart of the Brookvale on Sydney's Northern Beaches, and is supported by a dedicated P&C. We engage in strong partnerships with our local primary schools as active members of the NBLA (Northern Beaches Learning Alliance). We remain committed to our collaborative relationship with the wider Aboriginal community and with our local AECG (Aboriginal Education Consultative Group).

Brookvale Public School has a strong and vibrant multi-cultural community and the diversity and richness that this adds to our school is greatly valued. Learning about Aboriginal Histories and Cultures is embedded across the curriculum building cultural connections and connection to Country. Our learning environment includes state of the art flexible learning spaces for our senior students, a modern multi-purpose hall, modern play spaces and oval, as well as two student designed playgrounds. Student learning is further enhanced by a well-resourced library and strategic use of emerging technologies.

Brookvale Public School is a *Positive Behaviour For Learning (PBL)* school and our values of respect, responsibility and personal best are embedded into every day learning. A variety of extension, enrichment and extra-curricular programs, including performing arts and sport, are tailored to the interests and abilities of our students, promoting the holistic development of each child. Our learning support team successfully implements targeted early intervention programs in reading and numeracy which cater for the individual support needs of students, including our high performing and gifted students.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. High impact professional learning will ensure teachers are provided with opportunities to collaborate, reflect on and share best practice to ensure students achieve expected growth and attainment in their learning. Students will engage in highly effective data informed and differentiated learning opportunities. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a more rigorous use of data to inform all processes and practices across the school.

Underpinning everything we do is a commitment to the core values of public education - excellence, equity, accountability, trust, integrity and service.

Strategic Direction 1: Student growth and attainment

Purpose

A sustained focus on high expectations, explicit research-informed practice and data-driven teaching and learning to ensure all students achieve or exceed their expected growth and increase the percentage of students in the top 2 bands for reading and numeracy.

Improvement measures

Numeracy growth

Achieve by year: 2023

- An increase in Check In Assessment mean scaled score for numeracy for Year 3 and Year 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

- An increase in Check In Assessment mean scaled score for reading for Year 3 and Year 5 for 2023 compared with Year 3 and 5 in 2022

Progressions

Achieve by year: 2025

At least 92% of students in Years K-3 achieve within the expected levels for the Additive Strategies element of the Progressions as indicated by the NSW syllabus.

At least 92% of students in Years 4-6 achieve within the expected levels for the Multiplicative Strategies element of the Progressions as indicated by the NSW syllabus.

At least 82% of students in Kindergarten achieve within the appropriate levels for phonological awareness elements of the Progressions.

At least 82% of students in Years 1 and 2 achieve within the appropriate levels for phonic knowledge elements of the Progressions.

At least 82% of students in Years Year 3-6 achieve within the appropriate levels of the Understanding Texts elements of the Progressions.

Initiatives

Student-centred learning

Student learning needs determine teaching and learning. Professional learning will be provided to build the capabilities of all staff on:

- embedding and using collaborative professional learning models to build teacher capability and quality collective pedagogical practice.
- formative assessment in reading and numeracy so that teaching and learning meets student readiness levels.
- using the Literacy and Numeracy Learning Progressions to ascertain student learning needs in reading and numeracy.
- embedding identification processes to identify and target High Performing and Gifted Students.
- differentiating teaching and learning to meet individual student needs and ensure growth for all students
- embedding consistent quality reading and numeracy pedagogy.
- engaging with *What Works Best: 2020 update* to implement evidence based practices in reading and numeracy.

Data-driven practices

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. This will be achieved by:

- providing professional learning for all teaching staff in data literacy, data analysis and data use including PLAN 2.
- embedding learning walks, data walks and data walls for the regular collection of evidence to measure student progress in reading and numeracy and to inform practice.
- engaging in collaborative moderation sessions to ensure consistent and valid teacher judgement of

Success criteria for this strategic direction

Learning domain: Curriculum

Curriculum provision: The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with NBLA and cross network Professional Learning.

Teaching and learning programs: Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Differentiation: Teaching and learning programs across the school show evidence that they are differentiated to address individual student needs including HPGE, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Learning domain: Assessment

Formative assessment: Assessment is collaboratively planned and used flexibly and responsively for reading and numeracy. It is practised expertly by teachers. Syllabus outcomes are used to plan units of learning and to inform learning intentions. Literacy and Numeracy Learning Progressions are used to determine success criteria in reading and numeracy. Students have opportunities to give feedback to teachers on teaching and learning.

Summative assessment: Collaborative analysis of student progress (growth) and achievement data and a range of other contextual information through 5 weekly data cycles and a case management approach for reading and numeracy. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Assessments are developed and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identifying skill gaps for

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2025

At least 75% of students in Year 2-6 will demonstrate a minimum 0.4 growth (calculated through effect size formula) when comparing annual scale scores in the Progressive Achievement Test (PAT) Reading.

At least 64% of students in Year 2-6 will demonstrate a minimum 0.4 growth (calculated through effect size formula) when comparing annual scale scores in the Progressive Achievement Test (PAT) Numeracy.

Achieve by year: 2025

The School Excellence Framework Self Assessment indicates an improvement from the baseline of Delivering to Excelling in Learning: Curriculum, and from Sustaining and Growing to Excelling in Learning: Assessment.

Initiatives

student progress and attainment.

- expertly using student assessment data (internal and external) to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- establishing School Improvement teams for reading and numeracy and embedding 5 weekly data cycles using all evidence including our data wall.
- ensuring reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student progress and achievement.
- embedding data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

improvement and areas for extension.

The school identifies expected growth and measures growth for each student using internal and external data sources. Students are achieving higher than expected growth on internal school progress and achievement data.

Whole school monitoring of student learning: The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Evaluation plan for this strategic direction

Question: To what extent has student-centred learning led to an improvement in student growth and learning outcomes in reading and numeracy?

Question: To what extent has data-driven practice led to an improvement in student growth and learning outcomes in reading and numeracy?

Data:

- Student progress checked and monitored against progressions and syllabus standards using PLAN2.
- Network NAPLAN data.
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Student work samples demonstrate personalised success criteria and build on prior learning.
- PLPs to give evidence that student learning goals are updated regularly (5 weekly intervals).
- Student voice evidenced in goal setting (PLPs), knowledge and understanding of LISC.
- Family/community focus group feedback on the effectiveness of the partnerships in learning.
- School Improvement team analysis of Literacy and Numeracy data including NAPLAN data, Check-in Assessments Y2, 4 & 6 and PAT Reading and PAT

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Numeracy

- Benchmarking and running records
- PDP's and ongoing teacher surveys and feedback
- Student focus groups
- Teaching and Learning Programs and evaluations of teaching and learning programs
- Minutes from stage collaborative planning meetings which should include CTJ, data analysis and implications.
- SEF Self Assessment and evaluation regular and ongoing.
- TTFM surveys (staff, students and parents).
- Learning walkthroughs evidence

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future directions.

Annual reporting on school progress measures (published in the annual report and on the school website at the end of Term 1 each year).

Strategic Direction 2: Reflective practice and collaboration

Purpose

To improve teaching and learning by fostering greater teacher collaboration through the implementation of an inquiry based approach.

Improvement measures

Achieve by year: 2025

- Teaching and Learning programs across all KLA's demonstrate the four focus strategies: explicit teaching, formative assessment, differentiation and high expectations as expressed in *What Works Best:2020 Update*.
- Staff TTFM Data indicates growth of 20% from baseline of 75% in the area of teacher collaboration.

Achieve by year: 2025

SEF Self Assessment indicates growth from Delivering to Excelling in Teaching Domain: Effective Classroom Practice and Learning and Development.

Initiatives

QDAI

A whole school approach to achieve excellence in effective classroom practice by delivering high impact professional learning that supports collaboration and reflection, with priority given to evidence-based strategies. This will be achieved by:

- implementing the Curiosity and Powerful Learning (CPL) program to develop a clear focus on school improvement, explicit teaching and staff collaboration.
- engaging in professional learning in Curiosity and Powerful Learning Theories of Action - Teacher Theory and Teacher Action (6 research-based actions identified in excellent teaching and learning).
- engaging the leadership team in coach / mentor training and delivery of the CPL program to stage teams.
- engaging in high-quality collaborative practice focusing on Teacher Theories of Action rubrics.
- undertaking pre and post assessments by staff utilising teacher Theories of Action rubrics
- ongoing review of Teaching and Learning programs.
- engaging in collaborative practice integrating research based practice and high impact strategies in teaching and learning.

Leadership and Mentoring

Leading inquiry based collaborative professional learning as part of purposeful learning communities which embrace data driven inquiry focused on Learning Walks and Talks for collective efficacy. This will involve:

- providing school-based professional learning on Lyn Sharratt's Learning Walks.
- engaging in stage-based and cross-stage Learning Walks as part of the collaborative professional learning cycle.
- Principal, Deputy Principal Instructional Leader,

Success criteria for this strategic direction

Teaching domain: Learning and development

Collaborative practice and feedback: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

High impact professional learning: The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Expertise and innovation: Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Teaching domain: Effective classroom practice

Explicit teaching: A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school uses embedded and explicit systems including Curiosity and Powerful Learning and Learning Walks that facilitate professional dialogue, collaboration, self-reflection, classroom observation and the modelling of effective practice.

Evidence informed practice including explicit teaching, formative assessment, differentiation and high expectations are embedded consistently in every classroom and observable.

Strategic Direction 2: Reflective practice and collaboration

Initiatives

- Stage Leaders and School Improvement Teams (reading and numeracy) engaging in Learning Walks as a part of collaborative professional learning cycle.
- teachers using the 5 reflective questions as part of the reflection process in collaborative planning.
 - leaders of SIP Teams, KLA Teams and Priority Teams engaging with Sharratt's 5 questions leaders can ask themselves as part of their reflective practice.

Evaluation plan for this strategic direction

Question: To what extent has Curiosity and Powerful Learning given teachers a model for reflective, inquiry-based practice that has led to an improvement in teacher capability and student outcomes?

Question: To what extent has Lyn Sharratt's model of Learning Walks given teachers a model for reflective, inquiry-based practice that has led to an improvement in teacher capability and student outcomes?

Data:

Dedicated CPL time is embedded and timetabled for consistency across the school

Collaborative professional learning plans (QDAI's)

Learning Walk Schedules, Theories of Action and ongoing analysis of evidence collected from learning walks

Leader, teacher and student responses to Lyn Sharratt's 5 questions

Collaboratively planned teaching and learning programs

Collaboratively planned assessments

Student work samples

Exit slips from TPL

Scout data - TPL

PDPs and termly professional learning plans/schedules

TTFM (Tell Them From Me) staff/ student/parent surveys and focus groups

Ongoing SEF Self assessment and evaluation

Communities of practice cross-network data analysis and evaluation

Analysis: Analysis will be embedded within the project through progress and implementation monitoring.

Strategic Direction 2: Reflective practice and collaboration

Evaluation plan for this strategic direction

Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future directions.

Annual reporting on school progress measures (published in the annual report and on the school website at the end of Term 1 each year).

Strategic Direction 3: Wellbeing and connectedness

Purpose

To foster a greater sense of belonging by uniting our community in its efforts to maximise personal growth and wellbeing for the whole school community.

Improvement measures

Wellbeing

Achieve by year: 2023

A 20% increase to 84% from a baseline of 70% of students feeling a sense of belonging in Years 4-6 as recorded in the Tell Them From Me (TTFM) survey data.

Attendance (>90%)

Achieve by year: 2023

An increase from a baseline of 76.5% to 83% students achieving >90% attendance (system negotiated target).

Achieve by year: 2025

An increase of 15% from a baseline of 71% in TTFM student engagement.

Initiatives

Wellbeing and Support

In order for our students to connect, succeed, thrive and learn it is essential that we have a strategic and planned approach to developing and implementing whole school wellbeing processes. To this end we will be:

- relaunching Positive Behaviour for Learning (PBL)
- implementing recommendations from CESE's review of PBL.
- embedding the explicit teaching of PBL expectations through the collaborative development of quality social and emotional teaching and learning programs aligned with the PDHPE curriculum.
- embedding restorative conferencing as a positive solution focused initiative to build resilience.
- refining current systems and procedures for PBL and Learning and Wellbeing.
- implementing and embedding evidence based social and emotional learning programs.
- embedding systems and processes that support a proactive and responsive approach to meeting the changing needs of students and families.
- embedding a consistent and shared language of positive behaviour expectations through clear and consistent communication with the school community via newsletter, website and Facebook.

Positive, inclusive and connected school culture

Embed a whole-school approach, aligned to the *Wellbeing Framework*, that supports student wellbeing and engagement through a collective responsibility for student learning and success. This will be achieved by:

- reviewing current wellbeing processes and their levels of alignment with the data from the *Wellbeing Framework* self-assessment findings to establish focus areas around whole-school wellbeing reform.
- delivering high impact professional learning to build teacher capability for enhancing the social, emotional

Success criteria for this strategic direction

Learning domain: Wellbeing

A planned approach to wellbeing: The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. A whole school approach to proactively teaching healthy coping strategies.

Behaviour: Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Whole-school wellbeing procedures are aligned to the *Wellbeing Framework* and shared with the community.

Individual learning needs: There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Learning domain: Learning culture

Attendance: Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Leading Domain: Management practices and processes

Administrative systems and processes: The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community and make changes when required.

Evaluation plan for this strategic direction

Question: To what extent has the implementation of whole school social and emotional learning programs

Strategic Direction 3: Wellbeing and connectedness

Initiatives

- and learning outcomes of all students.
- promoting the wellbeing and positive mental health of students and staff.
- monitoring, analysing and evaluating student behaviour, attendance, wellbeing, learning and engagement data.
- embedding a focus on individual student learning and wellbeing into our collaborative planning and learning walks.
- participating in the School Chaplaincy program to provide tailored support and mentoring for identified students.
- embedding processes for ongoing community feedback in order to build and sustain a cohesive and culturally safe school.
- building partnerships with Aboriginal and Torres Strait Islander families and community organisations support individual learning needs, growth and attainment through Personalised Learning Pathways which embrace and acknowledge cultural identity.
- building partnerships and relationships with the wider Aboriginal community and AECG supporting cultural connections and the teaching and learning of Aboriginal Histories and Cultures

Evaluation plan for this strategic direction

such as PBL and Bounce Back enhanced students sense of belonging?

Question: To what extent has a whole school approach to student wellbeing, aligned to the *Wellbeing Framework* led to increased student engagement, attendance and wellbeing?

Data:

Wellbeing Framework Self assessment pre and post data.

TTFM staff, student and parent

Student, parent and staff focus groups

Monthly PBEL data

5 weekly attendance data analysed by Learning and Support team

Personalised attendance plans

P and C attendance data

Extra curricular and HPGE opportunities participation rates

Sentral tracking and monitoring of behaviour data, PLSPs (Personalised Learning Support Plans) etc

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future directions.

Annual reporting on school progress measures (published in the annual report and on the school website at the end of Term 1 each year).