

Strategic Improvement Plan 2021-2024

Brisbania Public School 1498



School vision and context

School vision statement

At Brisbania Public School, students, teachers and parents work in partnership to prepare young people for rewarding lives as engaged members of society by being challenged to learn in a positive, respectful, collaborative, inclusive and high expectation environment. We support the development of students with a focus on wellbeing, academic growth and social success as confident, resilient, self-directed and successful learners who are known, valued and cared for.

School context

Brisbania Public School is a primary school located on the Central Coast with a student enrolment of 432. Our attendance rate is 93.1%. Currently 68.1% of students attend >90% of the time. The school culture is one of inclusion, wellbeing and doing your best. We are located in a comfortable socio-economic area which attracts minimal government funding. The school is a focal point of the community. Brisbania Public School has a FOEI of 73. There are 9% of students identify as Aboriginal or Torres Strait Islander and 3.7% from an English as an Additional Language/Dialect background. Extra curricula opportunities in Sport, STEM, Critical and Creative thinking and Creative and Performing Arts enable our students to excel through a range of different experiences.

Through our detailed situational analysis, three areas of focus for this Strategic Improvement Plan have been identified. The previous school planning cycle will continue to be built on, coupled with our community engagement Strategic Direction. External Validation in May 2021 and gathering of evidence sets will continue to support improvement against The School Excellence Framework.

Wellbeing and equity- A priority will be to continue catering for all students while providing wellbeing and equity for all, via our wellbeing policy, wellbeing programs, special focus days, personalised support and differentiated teaching and learning programs across the school. All students will continue to be known, valued and cared for. TTFM data indicates areas for development with students- a positive sense of belonging, advocacy for school and expectations for success, being interested and motivated- that will be incorporated into progress and improvement measures.

Student growth and attainment will be targeted in Reading, Writing and Numeracy. A continued focus on individual learning needs, with increased targeted support groups in Writing, Reading and Numeracy, high potential focus, critical and creative thinking, differentiated programs and improved data analysis. A focus on more effective feedback between staff, peers, parents and students, with an increase in students' own feedback reflection. Strengthening and differentiating PL sessions to increase motivation of staff and teacher capacity in explicit goal setting for lessons, with feedback only on that goal for both teacher and student effective feedback to be planned, taught and effectively used. Peer observations and sharing with structured observations via a strong plan and culture within the school will be planned for and promoted. Collaborative planning will be a focus across the school in stage, committee and Executive meetings to foster and initiate shared responsibility for evidence-based decision making.

Community engagement- Areas of focus will be drawn from a parent survey in Term Four 2020 in addition to previous school based and TTFM survey responses, indicating a focus on increased opportunities for parents to visit classrooms, volunteer in classrooms and engage with the school implemented across stages to promote positive relationships. Planned and increased opportunities for communication and collaboration for staff and parents to increase parents' perception, knowledge and promotion of the school, teachers and Executive, culture and morale.

What Works Best: 2020 update will underpin the development and sustenance of whole

School vision and context

School vision statement

School context

school processes for collecting and analysing data to inform differentiated teaching and learning programs, effective feedback and collaboration.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student outcomes in Reading, Writing and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Achievement of 2022 system - negotiated targets:

- A minimum uplift of 7.5% of students in the Top 2 bands NAPLAN reading to reach the lower bound target of 48.8%.
- A minimum uplift of 7.5% of students in Top 2 bands NAPLAN numeracy to reach the lower bound target of 38.9%.

Target year: 2024

75% of students Years 1-6 improve in vocabulary, sentence structure and paragraphing through Consistent Teacher Judgement writing samples.

Target year: 2024

At least 85% of Early Stage 1 students will achieve a writing vocabulary level of 40 words by the end of the first year of schooling.

Target year: 2024

At least 90% of students completing Year 3 will have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions.

Target year: 2024

Brisbania PS achieves Excelling on the School Excellence Framework in the elements of Curriculum, Assessment, Reporting, Data Skills and Use and Learning and Development.

Initiatives

Personalised Learning

Embed a 'high expectations' learning culture that enables students to create, receive and give feedback and achieve their learning goals.

- Professional Learning on the use and analysis of SCOUT data to inform and personalise teaching and learning.
- Professional Learning on effective feedback and managing individual learning goals.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Develop a set of rubrics across the school to drive consistent teacher judgement and direct future learning.
- Through the implementation of the new High Potential Gifted Education (HPGE) policy, teaching programs will reflect differentiation, catering for gifts and talents.
- Embed the STEM design process into Stage based units of work to develop creative and critical thinking.

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish LaST and Student Focus Groups to target identified areas of need within the school at a group and individual level.
- Review and adapt practice to ensure reliable

Success criteria for this strategic direction

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.

The school analyses student progress and achievement data and teachers respond to trends in student achievement, at individual, group and whole school levels.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers routinely review learning goals with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

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.

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

- A minimum uplift of 3.5% of students achieving at or above expected growth in NAPLAN reading to reach the lower bound target of 69.3%.
- A minimum uplift of 5.3% of students achieving at or above expected growth in NAPLAN numeracy to reach the lower bound target of 61.9%

Initiatives

- formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Develop a whole school assessment plan and tracking sheet to ensure consistency and monitor growth.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

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.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, writing and numeracy?

Data: We will use a combination of data sources. These will include:

- * Internal assessment, eg. PLAN2
- * External assessment, eg. NAPLAN
- * Survey
- * Observation
- * Focus groups
- * Student voice
- * Interviews
- * Document analysis

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Implications: The findings of the analysis will inform:

- * Future actions

- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Wellbeing and equity

Purpose

In order to maximise student outcomes and build strong, positive foundations for success, we will further develop and refine strategic and planned approaches to develop whole school wellbeing and equity practices that support all students to connect, succeed and thrive.

Improvement measures

Target year: 2022

Tell Them From Me Survey (Student) - data base from Semester Two 2020

A minimum uplift of 4.5% of students reporting Expectations of Success, Advocacy and Sense of Belonging to reach the lower bound target of 88.7% from the baseline of 84.2%.

Target year: 2022

A minimum uplift of 5.9% of students attending 90% of the time from a baseline of 77.8% to reach the lower bound target of 83.7%

Target year: 2024

Brisbania PS achieves Excelling on the School Excellence Framework in the elements of Learning Culture, Curriculum, Effective Classroom Practice and Wellbeing.

Initiatives

Increasing Brisbane Public School's positive, supportive wellbeing practices.

Embed a learning culture that enables students to feel valued, known and cared for.

Whole school approach to 'You Can Do It' (YCDI) where all students can achieve the Five Keys to Success, incorporating PAX good behaviour game.

Whole school Professional Learning on Effective Learning and Support Teams to increase efficiency of Brisbane PS's Learning and Support Team.

Employment of Brisbane PS's Student Wellbeing Officer to support identified students.

Initiate the Getting on Track in Time (Got It!) program for K-2 students and parents/carers.

Whole school attendance monitoring and follow up reviewed.

Increasing Brisbane Public School's equity practices supporting all students.

Whole school approach to individualised Performance and Development Plans for all staff.

Whole school approach to differentiated teaching and learning programs catering for all students.

Whole school celebrations of community and national importance raising awareness for all students as future active Australian citizens.

Success criteria for this strategic direction

A whole school evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

A school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

A whole school approach to optimise learning progress for all students across the full range of abilities.

A consistent school wide approach for all students to be engaged in productive learning with minimal disruption.

The school embeds a culture of high expectations, and effectively caters for the range of equity issues in the school.

The leadership team makes best use of available expertise to meet the needs of students.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate the impact of wellbeing and equity practices

Strategic Direction 2: Wellbeing and equity

Evaluation plan for this strategic direction

to support student outcomes?

Data:-

We will use a combination of data sources. These will include:

- TTFM Surveys- Parent, Teacher and Student
- Surveys
- Playground data
- Classroom data
- Student Voice
- Focus groups
- Learning and Support Team data
- Document analysis

Analysis:-

Analysis will be embedded in Stage, Executive and Learning and Support Teams in addition to each classroom.

Annually the school will review progress towards improvement measures.

Implications:-

The findings of the analysis will inform:

- Future actions and practices
- Continual refinement of meeting individual needs
- Annual reporting on school progress measures (published in the Annual Report each year)

Strategic Direction 3: Community Engagement

Purpose

In order to maximise student outcomes and build strong, positive relationships, we will further develop and refine practices that support and embed a culture of high expectations and community engagement resulting in an informed, cohesive, responsive and excellent educational community.

Improvement measures

Target year: 2024

Tell Them From Me Survey (Parent) - data base from Semester Two 2020

Increase number of respondents to 100 or more from baseline of 17.

NSW DoE Custom Measure

Increase percentage of parents who would recommend Brisbane PS from 56% to ideally 100% by the end of 2024.

Tell Them From Me Survey (Teacher) - data base from Semester Two 2020

Eight Drivers of Student Learning

Leadership- maintain above NSW Govt Norm each year

Collaboration- meet or exceed NSW Govt Norm each year.

Learning Culture- meet or exceed NSW Govt Norm each year.

Parent Involvement- maintain above NSW Govt Norm each year

Target year: 2024

Brisbania PS achieves Excelling on the School Excellence Framework in the elements of Learning Culture, Educational Leadership, Management Practices

Initiatives

Increasing Brisbane PS's communication and collaboration with the community

Increased attendance and participation of members at P&C meetings and participants of TTFM surveys or school made surveys.

Raise the profile of the P&C in the school community.

Raise the profile of the school Executive in the community.

Analysis of surveys shared with community to show their views are valued and actioned.

Renewed focus and practice on effective use of parent/community volunteers across the school.

Aspiring leaders are given opportunities for coordination of a year group and an initiative within the school, while being supported on their leadership journey by Brisbane PS Executive.

Use of notice board at Saratoga shops, social media, school sign, newsletters and website to inform parents and community of Brisbane PS's events and achievements.

Utilise expertise of parents and community members to support the teaching of the curriculum and student learning outcomes.

Work collaboratively with parents to engage students and increase attendance for targeted students.

Increasing Brisbane PS's culture and profile in the community

Whole school celebrations of community and national importance to raise responsible citizens of the future.

Embed a learning culture that enables parents to feel that students to feel valued, known and cared for at Brisbane PS.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students increase students motivation to deliver their best and continually improve.

The school engages in strong collaborations between parents, students and the community to inform and support continuity of learning for all students at transition points.

A whole school evidence based change to whole school practices, resulting in measurable improvements in community engagement to support learning.

Positive, respectful relationships and high expectations are evident amongst students, staff, parents and community members to promote a warm, high expectations culture to ensure optimum conditions for student learning across the whole school.

Teachers directly and regularly engage with parents to improve understanding of student learning and assessment to strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues.

The school collaborates with the local community where appropriate on decisions about school assets and recourses, delivering benefit to both the school and community.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

The leadership team measures school community (parent

Strategic Direction 3: Community Engagement

Improvement measures

and Processes and School resources

Target year: 2024

Surveys of community members show that there is a 50% or more increased pride in the school (baseline data from 2020 community engagement survey) due to changes implemented across Brisbania PS's five focus areas of communication, community collaboration, partnerships, school culture and decision making.

Initiatives

Actively participate in Erina Learning Community's initiatives and promote Erina HS as our local high school.

Promote the school through the 3 villages publication, displays at Davistown RSL and Erina Fair.

Attend AECG meetings and embrace local Aboriginal and Torres Strait Islander community members to promote Aboriginal Education.

Continue to beautify the grounds of Brisbania PS and hold working bees to engage community.

Christmas Twilight Fair to be held annually in November, Christmas carol singing at Saratoga shops and Alloura Waters for local residents.

Musical produced biannually with Erina High School as venue to promote our local High School.

Use of video and photos to showcase Brisbania PS to community

Strong transition programs to assist transition between grades, transition to school and to high school.

Workshops and information evenings for parents throughout the year to increase

Success criteria for this strategic direction

and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate the impact of community engagement to support student outcomes and raise school profile?

Data:-

We will use a combination of data sources. These will include:

- TTFM Surveys- Parent, Teacher and Student
- Surveys
- Playground data
- Classroom data
- Student Voice
- Focus groups
- Document analysis

Analysis:-

Analysis will be embedded in Stage and Executive Teams and P&C minutes in addition to each classroom.

Annually the school will review progress towards improvement measures.

Implications:-

The findings of the analysis will inform:

- Future actions and practices
- Continual refinement of effective community engagement

Strategic Direction 3: Community Engagement

Evaluation plan for this strategic direction

- Annual reporting on school progress measures (published in the Annual Report each year)