

Strategic Improvement Plan 2022-2026

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 394. Our attendance rate is 94.2%. Currently 86.7% 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 40 students, 10%, who identify as Aboriginal or Torres Strait Islander and 10, 2.3%, 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 has enabled us to continue to plot our 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 and Numeracy. A continued focus on individual learning needs, with increased targeted support groups in Writing, Reading and Numeracy, high potential groups, critical and creative thinking, differentiated programs and improved data analysis. There will be 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 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 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 processes for collecting and analysing data to inform differentiated teaching and

School vision and context

School vision statement

School context

learning programs, effective feedback and collaboration.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student outcomes in Reading 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

Numeracy growth

Achieve by year: 2023

Percentage of additive strategy questions correct in Check-In Assessment increases by 5% per cohort.

Reading growth

Achieve by year: 2023

Percentage of comprehension questions correct in Check-In Assessment increases by 5% per cohort.

Initiatives

Highly Effective Classroom Practice

Develop a culture of high expectations, explicit teaching and data informed practice founded on evidence based pedagogy. School focus will be on reading comprehension and numeracy.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Complete targeted professional learning in reading comprehension and additive strategies.
- Through the implementation of the High Potential Gifted Education (HPGE) policy, teaching programs will reflect differentiation, catering for gifts and talents.
- Implement STEM sprints in mathematics across K-6 classrooms.
- Embed the STEM design process into Stage based units of work to develop creative and critical thinking.
- New K-2 English and Mathematics syllabus implemented in 2023, after familiarisation in 2022.

Use of Data to Inform Practice

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

- Use data to establish LaST, Literacy and Numeracy Student Focus Groups to target identified areas of need within the school at a group and individual level.
- Develop a whole school assessment schedule and tracking sheet to ensure consistency and monitor student and school growth.
- Embed data informed formative assessment

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, school wide improvement in teaching practice and student results.

Strategic Direction 1: Student growth and attainment

Initiatives

- practices as an integral part of daily instruction in every classroom.
- Plot, use and analyse student data on PLAN 2 to plan future directions.
 - Monitor the results of Aboriginal and Torres Strait Islander students in line with Premier's priorities.
 - Conduct stage based collaborative data talks, analysing students pre and post results on PLAN 2.
 - Support from LANSAs with Reading, Writing and Numeracy at school and ELC level.
 - Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

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 and Numeracy?

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

* Internal assessment, eg. PLAN 2

* External assessment, eg. NAPLAN, Check-In Assessment

* Survey

* Observation

* Focus groups

* Student voice

* Interviews

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

* Document analysis

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

Wellbeing

Achieve by year: 2023

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 actual 2021 of 79.67%.

Attendance (>90%)

Achieve by year: 2023

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%

Initiatives

Every Brisbane Public School student is known, valued and cared for.

Develop a whole school culture that enables students to feel valued, known and cared for.

- Practicing and understanding our school motto of *Believe, Persevere, Succeed*
- Whole school approach to socio emotional wellbeing via 'You Can Do It' (YCDI) where all students can achieve the Five Keys to Success while incorporating PAX good behaviour game K-2 and Second Steps for SLSO to use with targeted students.
- Employment of a new Student Wellbeing Officer to support identified students.
- Initiate the newly revised Getting on Track in Time (Got It!) program for K-2 students and parents/carers, postponed from 2021 due to COVID-19.
- Whole school attendance monitoring and follow up reviewed.

Brisbane Public School's equity practices support all students.

Develop a whole school culture that embraces and prioritises equity and cultural awareness.

- Differentiated teaching and learning programs catering for all students.
- Brisbane PS's Learning and Support Team increases efficiency and support for all students.
- Brisbane PS celebrates events of community and national importance raising awareness for all students as future active Australian citizens.
- A review of the PLP process for Aboriginal and Torres Strait Islanders will increase community engagement.

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

Wellbeing

Achieve by year: 2023

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.

Achieve by year: 2026

Brisbania PS achieves Excelling on the School Excellence Framework in the elements of Learning

Initiatives

Communication, Culture and Profile

Increase Brisbane PS's communication, collaboration and profile with the community.

- Develop a school communication strategy to raise the profile of the school, P&C and executive in the school community through use of notice board at local shops, social media, school sign, newsletters, videos and website.
- Embed community voice in planning through analysis, action and sharing of surveys with community to show their views are valued and actioned.
- Renewed collaboration and practice on effective use of parent/ community volunteers and parent workshops to support the teaching of the curriculum and student learning outcomes.
- Aspiring leader opportunities, including coordination of a year group and a community initiative within the school.
- Collaborative partnerships with parents to engage students and increase attendance for targeted students.
- Calendar of key events designed for whole school celebrations including biannual musical and Christmas markets.
- Active participation in Erina Learning Community's initiatives, transition program and promote Erina HS as our local high school.
- AECG partnership through meetings and embracing local Aboriginal and Torres Strait Islander community members to promote Aboriginal Education.

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 resources, 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

Culture, Educational Leadership, Management Practices and Processes and School resources.

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

Strategic Direction 3: Community Engagement

Evaluation plan for this strategic direction