

Strategic Improvement Plan 2022-2026

Brooke Avenue Public School 4566



School vision and context

School vision statement

At Brooke Avenue Public School, we believe that a child's wellbeing is critical to their success. Our core values of quality feedback, student engagement and effective differentiation are the key factors in supporting student success. Our teachers work in an environment where a culture of improvement is valued and supported and where high expectations and inclusiveness are paramount. Our vision is that students will become confident, resilient, reflective and lifelong learners.

School context

Brooke Avenue Public School (BAPS) is situated on the NSW Central Coast. Our school has an enrolment of 504 students, 20% of whom are Aboriginal or Torres Strait Islander. The school also has three support classes, consisting of two Multi-categorical classes and one Emotional Disturbances class. The school is led by our Principal, two Deputy Principal/Instructional Leaders and five Assistant Principals.

The school attracts a Family Occupation and Education Index of 128, which allows for a significant amount of funding to be directed towards support for students. BAPS employs a School Chaplain, Community Partnerships Worker and Aboriginal Education Officer, who provide direct support in terms of student and family wellbeing.

BAPS will be in its 7th year of Early Action for Success in 2021, with two Instructional Leaders employed at 1.4, who provide instructional coaching around quality teaching and best practice. This model has seen significant gains in student performance, in particular in 2019 with 44% of students in Year 3 performing in the top two bands in writing. Our school's focus on differentiation, student engagement and effective feedback, informs teaching and learning, and point of need teaching is considered paramount.

Aboriginal Education has a strong focus at BAPS and the school attracts \$138,000 annually to support Aboriginal programs. This allows the school to employ Aboriginal staff as well as facilitate Aboriginal programs for all students. The school enjoys a strong partnership with the local Aboriginal Education Consultative Group and fully supports creating an environment where students feel culturally safe and staff, through understanding and effort, demonstrate a high level respect for culture, identity and Aboriginal heritage.

BAPS has an existing culture of inclusive and equitable education. This can be further enhanced through new wellbeing initiatives. The Situational Analysis and External validation process highlighted that we excel in this area. This analysis also demonstrated a need for continued improvement in Literacy and Numeracy.

Student Growth and Attainment in Literacy and Numeracy will be achieved through the development of teacher informed practices including consistent assessment, data collection and use, success criteria and learning intentions to deliver quality differentiated instruction. Naplan analysis, Check In Assessment results and internal data highlighted the need for improvement in Numeracy, Reading and Writing. Instructional leaders on each stage and professional learning around best practice in these domains will be used to upskill teachers and achieve system negotiated and school targets. The Literacy and Numeracy focus groups and External Validation collectively identified the need for consistent explicit teaching, collection and use of data and assessments across K-6.

BAPS receives \$448,449 in socio-economic funding and \$234,937 in low-level disability funding as well as Integration Funding Support, which all support students across the school for intervention programs and significant School Learning Support Officer support. The intervention program K-6 is extensive and complements the teaching and learning through strategic short, sharp activities that improve the skills of Tier 2 and 3 students in literacy and numeracy through Interventionists and School Learning Support Officers

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(SLSO) staff.

Students at BAPS have a wide variety of opportunities provided for extra-curricular activity. These include but are not limited to: Soccer, Netball, AFL, Rugby League, Tennis, Leadership Conferences, Jarjums on Country, Aboriginal Didjeridoo groups, Life Education, Choir, incursions, and excursions.

Strategic Direction 1: Student growth and attainment

Purpose

To engage every child and empower reflective teachers to provide a differentiated and challenging curriculum, focussed on measurable growth.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase from the baseline of 51.6% to 56.3 % (STATE) of questions answered correctly in the numeracy element for year 6 on the check in assessment.

Reading growth

Achieve by year: 2023

An increase from the baseline of 46.6% to 47.5 % (SSG) of questions answered correctly in the reading element for year 6 on the check in assessment.

Reading growth

Achieve by year: 2023

An increase from the baseline of 45% to 52.2 % (SSG) of questions answered correctly in the reading element for year 5 on the check in assessment.

Numeracy growth

Achieve by year: 2023

An increase from the baseline of 46.6% to 47.5 % (SSG) of questions answered correctly in the numeracy element for year 5 on the check in assessment.

Numeracy growth

Achieve by year: 2023

An increase from the baseline of 54.8% to 56.5 % (SSG) of questions answered correctly in the numeracy element for year 5 on the check in assessment.

Initiatives

Evidence-Informed Teaching of Literacy and Numeracy

We will provide differentiated support for all students to improve Literacy and Numeracy outcomes by:

- Developing and implementing an Instructional Leadership model that focuses on building teachers' capacity to provide explicit, quality teaching.
- Providing narrow and deep, high-quality professional learning opportunities based around current research in the teaching of literacy and numeracy for all staff.
- Reviewing learning with students to provide feedback to identify individual learning goals through learning Intentions and Success Criteria.
- Small group intensive support targeting student improvement in literacy and numeracy.

School-wide Assessment and Data Driven Practices

Reliable school-wide assessment practices will be used to identify individual students' learning progress. Effective assessment tasks and consistent teacher judgement will be used to inform the collection and analysis of student data that will drive improvement.

- School-wide professional learning on quality assessment practices (as, of and for learning) and backward mapped, data-informed programming (including consistent teacher judgement, collection and evaluation of student data)
- High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff in order to build teacher capabilities and collective pedagogical practice.
- 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.
- Use of literacy and numeracy progressions to support differentiation and track student growth in identified areas of reading and numeracy.

Success criteria for this strategic direction

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 analyses student progress and achievement data and a range of other contextual information. Teacher respond to trends in student achievement, at the individual, group and whole-school levels.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Aboriginal students believe that they can succeed at school and they do succeed.

Evaluation plan for this strategic direction

What impact has been seen as a result of developing and refining data-driven teaching practices with a focus on literacy and numeracy?

Regularly analyse the effectiveness of the initiatives to guide the school's future directions through executive meetings, PL, and Intervention meetings, using the following data sources:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- National Assessment Program - Literacy and Numeracy Data
- SCOUT data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Whole school assessment data - reading, Progressive Achievement Tests, Schedule for Early Number Assessment.
- Student work samples
- Literacy and numeracy progressions
- Classroom observation and coaching sessions
- Tell Them, From Me survey data

Review internal and external assessments to identify student achievement and where to next.

Regular evaluation to identify any adjustments required and review by Stage teams and whole school to ensure consistent teacher judgement and differentiation identified for students requiring adjustments.

Strategic Direction 2: Student Engagement and Wellbeing

Purpose

To engage every child in the curriculum through supporting wellbeing, with a focus on the whole child.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the attendance rate from the lower band target of 78.2% to the upper bound target of 83.2%

Wellbeing

Achieve by year: 2023

The proportion of students reporting expectations for success, advocacy, and sense of belonging at school TTFM at or above the lower bound of 87.2% to 92.2%

Achieve by year: 2026

Decrease negative classroom behaviour incidences by 20% based on 2019 data.

Initiatives

Student Engagement and Connectedness

We will build a positive learning environment characterised by supportive relationships through:

- Expert use of TTFM data to reflect on student sense of connectedness and feedback to staff.
- Professional learning for staff on CESE document - 'Supporting students' sense of belonging'.
- Staff attending Connecting to Country and locally sourced professional learning to build cultural knowledge and enhance relationships with our Aboriginal students and community.
- Attendance monitoring processes reviewed and adapted to encourage students to attend school regularly.
- Implementation of a whole-school attendance initiative that promotes 100% attendance for all students, through specific incentives and student-supported attendance improvement.
- Professional learning on the implementation of a school, class and individual attendance reward system that values the importance of education.

Wellbeing

To improve and develop the engagement and wellbeing practices in the school we will:

- Embed a school-wide culture that is strongly focused on wellbeing and self-regulation. To achieve this, staff will be informed in the deeper use of Sentral as a data source for learning and The Zones of Regulation.
- Review all wellbeing programs including Positive Behaviour for Learning.
- Provide professional learning about trauma-aware practice.
- Design and implement an engagement initiative, with student choice a component, to support the full and motivated engagement of students.

Success criteria for this strategic direction

- Increased rates of attendance are recorded across all grades and effective school wide attendance systems are in place.
- The school has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Aboriginal students find schools to be engaging, culturally safe places to learn.
- 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.

Evaluation plan for this strategic direction

Q - How have evidence-based practices and initiatives that promote social, emotional, behavioural and intellectual engagement been implemented and utilised to foster a sense of connectedness and positive relationships across the school community?

D - Regularly analyse the effectiveness of the initiatives to guide the school's future directions using the following data sources:

- Tell Them From Me
- School Attendance data
- Sentral wellbeing data

A - The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- The executive team and whole staff reflective sessions.

I - Ongoing professional reflection with whole staff on

Strategic Direction 2: Student Engagement and Wellbeing

Evaluation plan for this strategic direction

improvement measures and analysis of data will ensure decisions are well informed and drive future directions.

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

Achieve by year: 2026

Achieve by year: 2026

Initiatives

Partnerships in Learning

Ensure opportunities and structured systems exist for developing positive partnerships with all stakeholders. Staff are actively supported and encouraged to develop high expectation relationships with the wider community. This will be achieved by:

- Embedding effective practices to ensure two-way communication with parents and the P&C, learning community and wider community partners through the BAPS school website, Facebook page, Skoolbag App and Seesaw App.
- Aboriginal families and community members are well informed and supported through the use of 'BAPS Aboriginal and Torres Strait Yarning' Facebook page.
- Establishment of an Aboriginal Community Room to strengthened ties with community. (To be formally named by community at a later date.)
- Support staff to liaise and develop targeted programs with the Community Partnership Worker, School Wellbeing Chaplain and Aboriginal Education Officer to provide support for families.
- Build networks outside of BAPS, including (but not limited to) the Tuggerah Lakes Learning Community to improve practice and student outcomes.
- Participation in 'Explicit Instruction Primary Learning Community' EIPLC. BAPS staff have visited open days at Toukley and Budgewoi PS to view Explicit Instruction being demonstrated by teachers as well as John Fleming.
- Ensure regular and planned opportunities exist for the authentic use of community voice in school decision making.

Continuity of Learning

Planning, developing, and refining teaching and learning programs, particularly at transition points, through collaboration and partnerships with colleagues to ensure continuity of learning:

Success criteria for this strategic direction

- Parents are connected to BAPS through the various avenues of media to be well informed and to be able to communicate with the school.
- **Percentages to be added**
- Parents and carers of Aboriginal children will find the school a welcoming and respectful place.
- The Aboriginal Community Room has been well received with members of the Aboriginal team and community working from the space. In addition, up to ten families visit/meet in this space each afternoon.
- Aboriginal students have had participated in Dance and Didg lessons.
- The community partnership worker coordinates a targeted 'Drumming' wellbeing program for students experiencing anxiety.
- The school engages in strong collaborations between parents, students, and the community that inform and support continuity of learning for all students at transition points.
- Regular P and C meetings held to allow the community to have a voice in decision making.
- Data from 'Tell them from Me' survey shared with staff.
- Students attend relevant transition programs.
- The APCIs, DP and Principal as well as up to ten teaching staff have attended open days to further their knowledge of Explicit Instruction.

Evaluation plan for this strategic direction

What percentage of the school community is accessing the various website.

Facebook-

'BAPS Aboriginal and Torres Strait Yarning' Facebook page.

Seesaw

Initiatives

- Build staff capacity to collaboratively identify and create appropriate plans to support student transition that prepares students and their families for the next chapter in their schooling career. Sharing and collaborative practice.
- Personalised Learning Pathways for Aboriginal students have been digitally recorded as a video to hand over to families in Year 6, documenting their goals and achievements throughout their K-6 years.
- Create opportunities for parent and community members to attend school for celebrations and gatherings. (eg Easter Hat Parade, Education Open Day, NAIDOC week, Family Picnic Day, Father's Day breakfast, ANZAC Day)
- Professional learning for staff in Early intervention programs for identified students moving towards a transition point, allowing for collaborative practices to support students.
- CUBS and Kindystart transition programs to operate each year from 2022. (Affected by COVID19 in 2020 and 2021)
- Year 6 students participated in High School transition eg Tumby Tasters and Berkeley Vale transition days.

Evaluation plan for this strategic direction

Schoolbag

School website

A number of staff have attended 'Connecting to Country'. Professional Learning each term . The intention is that all school staff will have this opportunity. This supports staff in understanding culture and maintaining positive relationships with our Aboriginal and Torres Strait Islander community.

The documentation of Personal Learning Pathways for all Aboriginal students was started in 2022. This will be updated for each student annually.

During COVID19 restrictions from 2020 to 2022 many family and community events were unable to proceed. In 2022 we were able to Have families attend our Easter Hat Parade, Education Open Day, NAIDOC week, Family Picnic Day, Father's Day breakfast and ANZAC DAY.

Just over 40% of school families attended the Family Picnic Day and Father's Day breakfast.

CUBS and Kindystart programs were well advertised and communicated within the community.

BAPS teachers visited and observed students at preschool and Kindystart to provide appropriate intervention and support for the transition to ES1.

Tuggerah Lakes Learning Community-Tumby Umbi campus teachers

created and implemented transition programs for vulnerable students entering Year 7.

Collect relevant information from 'Tell Them From Me' data and Parent Surveys .