Briar Road Public School Plan
2015 – 2017

Community Excellence

School Excellence

Student Excellence
Briar Road Public School 2015 - 2017

School Vision

A school of excellence; a place where all students will reach their potential. Together we will create and support a successful, innovative and positive culture. We all share a responsibility for success, high expectations and a love of learning. Everyone is welcomed, respected and valued.

School Context

Briar Road Public School (enrolment 279, 32% Aboriginal, 21% non-English speaking background, 3 support classes, preschool, Equity funded and Positive Behaviour Learning (PBL) school, is a place where staff, students and the community strive for excellence by providing a caring and safe learning community that encourages all students and staff to reach their full potential. The staff are aware of the nature of the low-socio economic community and supports its values and needs. The staff are enthusiastic and dedicated professionals who cater for individual students through interesting, structured programs in an environment which promotes high expectations. The school actively seeks improvement through a child-centred approach with supportive student welfare programs. Briar Road Public School implements Positive Behaviour for Learning across the school. As an Early Action for Success (EAfS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching. The school works in close partnership with the Community of Schools to develop strategic and innovative practices that support learning P-12. Our school services a unique and diverse community. The school supports families through cultural and interagency practice to foster academic, social and community success.

School Planning Process

In 2014, the school undertook a valued and comprehensive consultation process with all key stakeholders to review the current evidence, including student results, attendance, engagement and feedback from parents, community, interagency and staff. The information collated from this exercise was utilised at a parent dinner, where staff facilitated deep and meaningful discussions about school performance. The evening resulted in quality feedback from parents and community who identified strengths, opportunities and areas of further development for the school plan 2015 – 2017. As a result, three key strategic directions have been identified that will drive school planning across the school. These include:

- **Community Excellence** - Genuine reciprocal relationships that value the contributions of the Aboriginal and non-Aboriginal community, along with developing high quality collaborations that engage all stakeholders.
- **School of Excellence** - School success is achieved through high quality learning and leadership experiences that are built on differentiation and high expectations through developing and maintaining community and cultural partnerships.
- **Student Excellence** - Student success is achieved through being actively engaged in classroom learning, leadership opportunities and being a responsible and productive 21st century learner.

The Briar Road Public School Plan 2015 – 2017 forms the basis for school improvement and development over the next three years. School excellence will be achieved through authentic and meaningful partnerships between school, parents and community including interagency groups. Each strategic direction identifies the purpose, process, products and practices to be implemented through the plan.
School strategic directions 2015 - 2017

To ensure learning experiences for all students are contextually supportive and culturally relevant. Joint collaborations between the school and local community lead to improved student outcomes and a deeper sense of pride within the school community.

Strategic Direction 1 – Community Excellence
Community success is achieved through genuine reciprocal relationships that value the contributions of community, along with developing high quality collaborations that engage all stakeholders.

Strategic Direction 2 – School of Excellence
School success is achieved through high quality teaching, learning and leadership experiences that are built on differentiation and high expectations.

To inspire and create excellence in teaching and learning through positive, personalised and differentiated experiences through focused professional development. All students will achieve success and become confident 21st century citizens.

Strategic Direction 3 – Student Excellence
Student success is achieved through being actively engaged in classroom learning, leadership opportunities and being a responsible and productive 21st century learner.

To develop approaches which build the capabilities for all students so that they are involved in identifying their own learning goals, celebrating success, monitoring their own success and achieving the skills which will help them to succeed at, and beyond our school.
Strategic direction 1: Community Excellence

PURPOSE

Why do we need this particular strategic direction and why is it important?

To ensure learning experiences for all students are contextually supportive and culturally relevant. Joint collaborations between the school and local community lead to improved student outcomes and a deeper sense of pride within the school community.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: High expectation relationships result in students gaining and developing leadership skills through involvement in internal and external supports including SRC and Junior AECG. Students are supported and engaged in transition programs that assist them to move through the continuum of learning in a successful and informed way.

Staff: Staff supports community empowerment through increased understandings of the needs of the community, involvement in AECG, parent feedback forums, curriculum knowledge and high expectations. Identification and utilisation of specific community groups and the engagement of parents as teachers in their child’s education. Student progress and success is communicated through purposeful two-way communication.

Parents: Parents and staff are actively involved in two-way communication that provides opportunity for decision-making in school programs and processes. Aboriginal and non-Aboriginal community leaders are engaged in the school to support and direct learning and engagement innovation to close the achievement gap for low-socio economic students and students from Aboriginal backgrounds.

Community partners: Develop and maintain collaborative planning approaches with community partners. Services have a role in school decision-making that provides a unique, personalised and culturally supportive framework for students and parents including specific Aboriginal services and services such as The Smith Family.

Leaders: Succession planning, collaborative planning and consulting with professional learning communities externally to build leadership capacity including community partnerships, Aspiring Leaders and the Community of Schools Executive Initiative.

PROCESSES

How do we do it and how will we know?

Transitions

Transitions are strengthened through a collaborative culture with community and interagency support. The programs to support transitions span early years through to post-school pathways. School community stakeholders are provided with contextual and high-quality professional learning to support successful processes, programs and delivery.

Promotion and Marketing

School achievements, values and expectations are communicated to stakeholders through a range of innovative marketing and promotion strategies. School success is acknowledged and valued amongst the wider community and the school is seen as an integral part of the growth of the community.

Feedback

Feedback and consultation is an ongoing and integral part of school evaluation and planning processes. The school is supported by a steering committee comprising of Aboriginal and non-Aboriginal community and agency representatives who support strategies within the community excellence direction. School and community relationships are reciprocal and developed through authentic and meaningful partnerships.

Evaluation plan:

- Survey students, staff and parent/community to evaluate transition, communication and feedback processes across the school.
- Community and parent consultation evenings once a term to provide feedback on strategic directions, what we do well and areas to develop further.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

- The school has 90% of Aboriginal and non-Aboriginal students, parents and interagency services participating in transition programs.
- Whole school communication and marketing policy improves communication by 95%.
- Parent and student feedback is increased by 25% in a variety of forms across the school.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

- Consistent quality transition processes are developed and implemented to support success at key points in student’s education including P-K, 6-7 and 12 – post school pathways through CoS approaches.
- Clear and consistent school wide approach to communication to develop the capacity of staff, community and students. Communication includes school programs, interagency support and programs, student progress and school programming and planning.
- Community views are genuinely and regularly sought and utilised to drive school planning and programming with parents and students.
- Aboriginal community involvement is an integral part of the school fabric that supports two way learning, knowledge and understanding for all students, staff and community.

IMPROVEMENT MEASURE/S

- 90% of Aboriginal and non-Aboriginal students and preschool children are engaged in transition programs.
- 95% of parents/carers and students are satisfied with the effectiveness of communication between school and home.
- 25% increase (26 in 2014 with 30% of parents identified as Aboriginal) in parents and community attending forums for school planning.
**Strategic direction 2: School Excellence**

### PURPOSE

Why do we need this particular strategic direction and why is it important?

To inspire and create excellence in teaching and learning through positive, personalised and differentiated experiences through focussed professional development. All students will achieve success and become confident 21st century citizens.

### PEOPLE

How do we develop capabilities of our people to bring about transformation?

**Students:** Promoting a school culture of high expectations and a place where success criteria and learning goals are clear and collaborative. Explicit teaching that focuses on feedback as an effective form of learning will assist students to become self-motivated and strive to achieve each day.

**Staff:** Engaging in quality TPL that supports differentiation, culturally appropriate teaching strategies, L3 framework, NSW syllabi and supports effective 21st century teaching practices and Aboriginal Education. Staff are supported and consistent standards of teaching are evident in all classrooms. Staff are provided with staff wellbeing programs that supports health and well-being. Staff are engaged in behaviour management support through internal and external structures. An Instructional Leader works directly with K-2 teachers to identify and provide professional development and classroom based coaching.

**Parents:** Two-way communication that successfully supports parent knowledge and understanding of learning intentions and provides increased skills in literacy and numeracy. Parents are actively involved and supported to close the achievement gap for low-socio economic students and students from Aboriginal backgrounds.

**Community partners:** Collaborative approaches with partners including the Airds Community of Schools, The Smith Family, UWS, Burnside, Tharawal AMS, Dharawal Local AECG, Campbelltown Regional AECG and Orongu Wandoan that supports the educational, social, emotional and cultural needs of students and families.

**Leaders:** Collaborative planning and consulting with professional learning communities externally to build leadership capacity laterally across schools including Aspiring Leaders, Community of Schools Executive Initiative and instructional rounds.

### PROCESSES

How do we do it and how will we know?

**Literacy and Numeracy**

Literacy and Numeracy excellence is achieved and maintained through focussed professional learning opportunities for all staff. Staff feel supported through innovative well-being strategies, mentoring, collaborative teaching/planning and targeted individual development. Tiered interventions are provided for students at risk and involve integrated and intensive support in Literacy and Numeracy. These interventions include L3. TEN and Reading Recovery. Students engage in quality learning experiences developed through a strong knowledge of differentiation and high expectations.

**Aboriginal Education**

The six domains of the National Aboriginal and Torres Strait Islander Education Action Plan and the Partnership Agreement between the school and local and regional Aboriginal Education Consultative Group drive improvements in Aboriginal student performance, cultural identity, school engagement and community capacity building.

**Evaluation plan:**

- Feedback from processes including Instructional Rounds and classroom observations.
- Surveys that reflect success of school practices in Literacy, Numeracy and Aboriginal Education.
- Feedback from students, community and staff through consultation in line with Strategic Direction 1.
- The EAS Instructional Leader coordinates the tracking of the literacy and numeracy achievement through the analysis of PLAN data every 5 weeks, data discussions and data walls.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**

- Staff engage in quality professional development and experience success achieving their professional goals that are tailored to meet the literacy, numeracy and cultural needs of students within the school at a rate of 100%.
- Students engage in quality literacy and numeracy learning experiences that involves 100% teachers using Best Start and Plan to inform their teaching.
- Whole school data shows 60% students achieving expected cluster on the literacy and numeracy continuum K-6.
- Differentiated learning tasks, using formative assessment strategies, learning intentions and success criteria are used by 100% of teachers K-6.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

- Clear and consistent expectations and learning experiences that provide consistent opportunities for differentiated learning and individual approaches for all students.
- 21st century learning environments that are accountable, collaborative and place students at the core. Students are challenged and develop a love of lifelong learning.
- Aboriginal education is an integral part of the school fabric that supports two-way learning, knowledge and understanding for all students, staff and community.
**Strategic direction 3: Student Excellence**

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

To develop approaches which build the capabilities for all students to ensure they are involved in identifying their own learning goals, celebrating success, monitoring their own achievement and develop the skills which will help them to succeed at, and beyond our school.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students:** Creating processes and practices that are engaging and employ 21st century learning in a high expectations environment. Programs are differentiated and learning is meaningful and provides opportunity to develop individual strengths, cultural affirmation and interests and promote ownership of learning.

**Staff:** Delivering a range of innovative and engaging teaching practices in conjunction with building individual and meaningful relationships with students and community. All staff are active in developing their professional learning, which includes 21st century learning, Aboriginal Education, instructional rounds, curriculum, research and PBL.

**Parents:** Providing opportunities to explore and utilise parent skills and strengths and develop their knowledge of school processes that allow opportunities for them to become proactively involved across all areas of school life. Parents are a valued part of the school community and engagement processes will meet the needs of the entire community including specific cultural groups.

**Community partners:** Collaborative approaches with partners including the Airds Community of Schools, The Smith Family, Sport and Recreation, UWS, Live Life Well, Waranwarin, Campbelltown AECG, Tharawal AMS, Oorunga Wandarrah and Djurali that support the educational, social, emotional and cultural needs of students and families, along with supporting the individual interests of students, staff and families.

**Leaders:** Mentor and provide individual support to staff to assist develop a consistent and collaborative school learning environment.

**IMPROVEMENT MEASURE/S**

- 1.5% improved student attendance over 3 years (0.5% each year)
- 100% of staff clearly understand and implement Positive Behaviour for Learning strategies and procedures.
- 100% students requiring targeted support will have individual education plans.

**PROCESSES**

How do we do it and how will we know?

**Curriculum**

Curriculum development is continually strengthened through the implementation of innovative, high interest and self-directed learning experiences. Students are provided with a range of individual, academic and high interest programs that promote student engagement and self-directed learning. The school planning and operational procedures enhance, encourage and support innovation.

**Technology**

Staff capacity and competency is exemplary and classrooms employ a range of innovative approaches to embed technology into engaging learning experiences. Students are successful users of technology, while understanding and modelling the skills and strategies to be an effective citizen of a 21st century world.

**PBL**

Staff are mentored and supported to develop their knowledge and capabilities of Positive Behaviour for Learning. Students are provided with supportive and positive frameworks that results in improved performance, engagement and retention.

**Evaluation plan:**

- Feedback from processes including Instructional Rounds and classroom observations.
- Surveys that reflect success of school practices in curriculum, technology and PBL.
- Feedback from students, community and staff through consultation in line with Strategic Direction 1.
- Surveys and data collation and analysis identifies improvements in students accessing individual programs, parent engagement and attendance.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**

- Student attendance is supported through whole school targeted processes with an achievement target of 1.5% over 3 years.
- 100% of staff utilise Positive Behaviour for Learning strategies and procedures.
- 100% of students identified as having specific and targeted needs are supported through individualised processes.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices:**

- Clear and consistent expectations and learning experiences that provide opportunities for differentiated learning and individual approaches.
- Clear and consistent school wide approach to Positive Behaviour for Learning approaches develop the capacity of staff, community and students.
- Staff and students engage in innovative and 21st century learning experiences.