

## Brookside College 8909 Strategic Plan 2017-2020

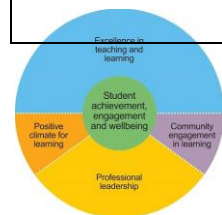
Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Simon Sherlock 14/03/2017	.....[name].....[date]	.....[name].....[date]
School council: Darren Hackworthy 14/03/2017	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Tony Simpson 14/03/2017	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Brookside College we recognise that the future is shaped by globalisation and provides our learners with both opportunities and challenges. It is a new world of increased entrepreneurial opportunities through automation and the digital economy leading to innovation and higher living standards coupled with the greater international movement of people. At Brookside College we believe that in a globalising world the challenge is to build and maintain social cohesion, equity and sustainability. We aim to develop in our young people global competency underpinned by a commitment to Science, Technology, Engineering and Mathematics (STEM), Positive Psychology and evidenced-based pedagogy.</p>	<p>Our school is a friendly place where the needs of the students come first. We help our students develop high self-esteem, expecting them to be respectful of others. Our students learn to think for themselves and they understand the benefit of working together in teams. Our students learn how to think creatively and critically, how to make sound judgments, and how to apply their knowledge in real life situations. We have high social, moral and academic expectations of our students. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences. Our community celebrates all kinds of student success and appreciates that adults, too, are learners. Our common future requires that we all look beyond our immediate needs. Our students learn that they have a duty to the wider community and to the environment. They learn to give service to others, and to work towards a better world. We expect our students to learn about our society and reflect on how they can make informed and ethical choices as future leaders in our changing world. Our school values are SUPPORT, TEAMWORK, ACHIEVEMENT and RESPECT and we endeavour to incorporate these into our daily work.</p>	<p>The demographic of the College has been relatively constant over the last four years. The SFO measure is in line with the State median. Indigenous enrolments are low. EAL enrolments are above the State average. Refugee and PSD enrolments are in the median range for State schools. Overall enrolments are rising by approximately 100 per year and are forecast to reach 1400 in 2020. The College community is increasingly socially and culturally diverse. The 2016 School Review and Self-Evaluation noted that there had been significant progress in terms of consistent and collaborative teacher practice leading to above State student learning growth. The Panel commented that students were well behaved, friendly and cared for one another. A number of areas were identified for further development.</p> <ul style="list-style-type: none"> <li>The Early Years and Middle Years sub-schools have developed different cultures and practices that have impacted on student transitions and learning progress.</li> <li>The Brookside Instructional Model requires further development and embedding.</li> <li>Work on a Guaranteed and Viable Curriculum is under way but further work is required to ensure fidelity of curriculum</li> <li>Teacher judgments tend to underestimate student achievement raising questions about assessment practice, data literacy and professional learning team practices</li> <li>Survey data suggests students do not feel as connected to school as their peers in other similar schools and opportunities for student voice and leadership have been limited</li> <li>The rich diversity of our College community has not been harnessed to support student learning.</li> </ul>	<p><b>1. Create Professional Learning Teams focused on building consistency in classroom management and instructional practices and designing learning opportunities that explicitly develop students' global and intercultural capabilities</b></p> <p>Evidence from leading academics has highlighted the importance of developing a consistent approach to classroom instructional across the school. The College is part way through its plan to deliver a Brookside Instructional Model (BIM) to achieve consistent instructional strategies within each classroom. Whilst the practice of teachers documenting learning intentions and success criteria appears to be widely adopted, other strategies underpinning the BIM are not. In order to achieve greater consistency and collective expertise in the adoption of the various elements of the instructional model the development of the model is a focus for this strategic plan. The Review revealed that the school does not have a systematic plan for ensuring that students are assisted to develop global and inter-cultural capabilities. The school's engagement with global citizenship has been rated as 'emerging'. Internationalising the curriculum is an improvement focus in this strategic plan. The Review and the Self Evaluation revealed that the College has a commitment to developing and implementing a <i>Brookside Student Management Model</i> but as yet not done so. The school's Student Attitudes to School Survey results reveal that years 5-9 students do not appear to have a strong connectedness to school and have school related 'wellbeing' concerns. Research reveals that quality school leadership is a precondition to establishing and sustaining high performance across a school. The disconnect between leadership and teacher groups in years P-4 and years 5-9 was seen to be a major factor contributing to the poor linkage between the P-4 and 5-9 curriculum; in many ways the school was operating as 'two self-supporting schools within the school'. Re-structuring the College is a strategic priority in 2017.</p> <p><b>2. Establish processes and practices that generate greater engagement with the school and local community and provide opportunities for students to participate in decisions and exercise leadership responsibilities?</b></p> <p>The strategic review demonstrated that opportunities to strengthen links with families and the broader community need to be pursued. This will enable the school to function as a community hub and develop strong partnerships with families and the broader community. The school's Student Attitudes to School Survey results for both years 5-6 and years 7-9 reveal that these students do not appear to have a strong connectedness to school. Student ratings for <i>Student relationships</i> and <i>Wellbeing</i> in years 5-6 were below the state average over the period 2014-16. Years 7-9 student ratings for the factors <i>Student relationships</i> and <i>Wellbeing</i> were below the state average in 2014-15 but improved in 2016 to be above the state average. Discussion about student connectedness canvassed the need for student voice to be encouraged and for students to be provided with more opportunities to participate in decisions and exercise leadership responsibilities. This improvement focus addresses the FISO priority of <i>Community engagement in learning</i> and the dimensions of <i>Building communities and parents and carers as partners</i>.</p> <p><b>3. Instil in students the belief that with effort they can achieve their learning goals?</b></p> <p>Research reveals that people believe traits such as intelligence or talent are fixed traits, set at birth. Students with a fixed mindset describe themselves as either 'dumb' or 'smart' and are less likely to say "yes" to something that challenges them. Students with a growth mindset</p>



			<p>believe they can learn &amp; develop their intelligence through dedication where &amp; hard work. They see failure and set-backs as opportunities to learn &amp; improve.</p> <p>Research suggests that the development of a culture where teachers and students have a growth mindset is an important strategy for improving teacher and student effort and their sense of wellbeing.</p> <p>The development of a positive psychology model of education is a priority for 2017.</p>
--	--	--	--

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To accelerate the learning growth of every student in English, Mathematics and Science.	<p>Excellence in Teaching and Learning priority; <i>Building practice excellence dimension</i> <i>Curriculum planning and assessment dimension</i></p> <p>Professional leadership priority; <i>Instructional and shared leadership dimension</i></p> <p>Community Engagement in Learning priority; <i>Global citizenship dimension</i></p>	<p>Establish across all professional learning teams clear and consistent practices that strengthen teaching and learning</p>	<ol style="list-style-type: none"> <li>Each student makes at least one Victorian level of learning progress in each school year in English, Mathematics and Science as measured by teacher judgment and internal school assessments.</li> <li>The NAPLAN Year 3 to 5 Relative Gain measures to show: <ul style="list-style-type: none"> <li>more than 25 per cent of students making high relative gain</li> <li>less than 25 per cent of students making low relative gain</li> </ul> </li> <li>The percentage of Prep to Year 9 students achieving 'A' and 'B' grades in English, Mathematics and Science to be above State median based on 2016 benchmark results</li> <li>The proportion of Year 3 students achieving NAPLAN bands 4, 5 and 6 for Reading, Writing and Numeracy at or above 80 per cent during the strategic plan period</li> <li>The proportion of Year 5 students achieving NAPLAN bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 70 per cent during the strategic plan period</li> <li>Improve the dip in student performance as students transition from Year 4 to Year 5 against 2016 baseline results</li> <li>Student performance in top two levels of proficiency for Critical and Creative Thinking to be above 20% on VCAA benchmark</li> </ol>
		Build a shared leadership model that creates a strong College-wide leadership culture	<ol style="list-style-type: none"> <li>College leaders report high levels of individual and collective capacity focused on improved student outcomes in Staff Survey</li> <li>Staff surveys show above State median for climate, collective capacity, trust and fidelity of curriculum</li> </ol>
		Strengthen transition arrangements into, through and out of the College	<ol style="list-style-type: none"> <li>Internal surveying of students shows year on year improvement in perceptions of the transition process measured against a 2017 benchmark</li> <li>Parent Attitude to School Survey shows 'Transitions' satisfaction at or above the 75<sup>th</sup> percentile</li> </ol>
		To improve student global awareness	<ol style="list-style-type: none"> <li>Global Competency measures to be above State median</li> <li>PISA Global Competency measures show year on year improvement benchmarked against 2017 scores for years 5 to 9</li> </ol>
To improve student learning engagement To have all students stay highly connected and fully motivated as they move through the College	<p>Positive climate for learning priority; <i>empowering students and building school pride dimension</i> <i>intellectual engagement and self-awareness dimension</i></p>	Promote student voice in the learning process and in their participation in school life	<ol style="list-style-type: none"> <li>Student Attitude to School Survey 'Stimulating Learning', 'School Connectedness' and 'Student Motivation' at or better than 2016 State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively</li> </ol>
		Develop strong mutually beneficial links with the community	<ol style="list-style-type: none"> <li>Parent Attitude to School Survey 'Parent Input' at or above the 60<sup>th</sup> percentile and 'School Improvement' at or above 75<sup>th</sup> percentile</li> </ol>
		Strengthen family partnerships	<ol style="list-style-type: none"> <li>Parent Attitude to School Survey shows; 'Learning Focus', 'Stimulating Learning' and 'Approachability' all at or above 75<sup>th</sup> percentile</li> </ol>



To develop in students a strong sense of personal responsibility for their choices, behaviour and interactions	Positive climate for learning priority; <i>health and wellbeing dimension</i>	Explore and implement Positive Psychology and the development of a Growth Mindset approaches	<ol style="list-style-type: none"> <li>1. Student Attitudes to School Survey 'Classroom Behaviour' at or better than the 2016 State mean of 3.36 at Years 5 and 6, and 3.10 at Years 7 to 9</li> <li>2. Student PAT Wellbeing measures show year on year improvement against 2016 benchmarks</li> </ol>

