

# School Strategic Plan 2020-2024

Brookside P-9 College (8908)



Submitted for review by Violeta Dellidis (School Principal) on 06 April, 2021 at 09:28 PM

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# School Strategic Plan - 2020-2024

Brookside P-9 College (8908)

<b>School vision</b>	Brookside College empowers every learner to fulfil their potential and positively shape the future.
<b>School values</b>	Our College values are RIGHTS, RESPECT, RESILIENCE and RELATIONSHIPS - we endeavour to incorporate these into our daily work for all Community members.
<b>Context and challenges</b>	<p>Brookside College is situated in the north-western suburb of Caroline Springs. Founded as part of the multi-campus Caroline Springs College in 2000, Brookside College became a separate legal entity in 2012. The College has a current enrolment of 1150 students from Prep to Year 9 and 135 total staff, which has been fairly consistent throughout the last 4 years. The SFO index and SFOE index of the College are 0.4709 and 0.3919 respectively. Brookside College is a culturally and ethnically diverse community with 55% our children coming from a language background other than English and 1% of our children coming from an Aboriginal or Torres Strait Islander background.</p> <p>The 2020 School Review and Self-Evaluation identified a number of areas for further development:</p> <ul style="list-style-type: none"><li>• More effective tracking and monitoring of whole college data is needed.</li><li>• Curriculum and assessment documentation is inconsistent across the college.</li><li>• Teacher knowledge and understanding of high impact teaching strategies (HITS) varies, and there is no formal process to strategically address HITS implementation.</li><li>• The whole-college approach to literacy lacks fluidity and clarity.</li><li>• A greater level of learning challenge and differentiation is required, particularly in the area of numeracy.</li><li>• Expectations for PLC practices that ensure collaborative processes and collective decision making are not embedded and vary between teams.</li><li>• High expectations for learning and behaviour have not been consistently held by all students and staff.</li><li>• A greater focus is needed on academic success and reward for students learning and behaviour achievements.</li><li>• Greater communication is needed between parents and teachers regarding student progress and curriculum.</li></ul>
<b>Intent, rationale and focus</b>	<p>1. Improve literacy and numeracy learning outcomes An analysis of the school's NAPLAN data identified a high proportion of students demonstrating benchmark growth was lower than similar schools in reading and writing at Year 5 and Year 7 levels, and Year 5 numeracy and was well below in writing at Year 9 level. Additionally, the school's panorama report indicated the percentage of student achievement in the top two bands was lower than similar schools for all year levels in writing, Year 5 and 7 for reading, and Year 3 and 5 for numeracy. As such, the Review and the Self Evaluation revealed that literacy and numeracy were both areas requiring continued focus. Throughout the next 4 years the College will continue to focus on embedding effective PLC practices, developing and documenting whole-college practices in curriculum, instruction and assessment and strengthening teacher practice capability in whole-college approaches. This includes ensuring true and effective collaboration, consistent understanding and implementation of the Brookside Instructional Model and Guaranteed &amp; Viable Curriculum, and a consistent and focused use of evidence to plan for differentiated learning.</p> <p>2. Strengthen student wellbeing and engagement An analysis of Attitudes to School data showed that the college has consistently scored lower than the state average in positive endorsement of classroom behaviour. To address this the college has commenced work on introducing a school-wide positive behaviour approach and the Review and Self-Evaluation confirmed that a focus for the next 4 years was to continue to embed this SWPBS framework further so as to deliver a consistent approach to student management aligned with current effective practices. The Panel also agreed that building student voice and agency in learning and wellbeing to build engagement should be a focus.</p> <p>Throughout the next 4 years the College will also focus on strengthening parent and college partnerships as the Parent Opinion Survey showed that only 70% of parents who responded to the survey were satisfied with the school overall, and an in-house parent survey to inform the review process demonstrated that only 75% of respondents felt they were kept informed about their child's learning,</p>

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<b>Goal 1</b>	Improve literacy and numeracy learning outcomes.
<b>Target 1.1</b>	<p>By 2024, increase the number of students in the top two bands in numeracy, reading and writing (NAPLAN):</p> <p><b>Year 3:</b></p> <ul style="list-style-type: none"><li>• numeracy: from 32% (2019) to 37%</li><li>• reading: from 53% (2019) to 58%</li><li>• writing: from 38% (2019) to 50%</li></ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"><li>• numeracy: from 20% (2019) to 30%</li><li>• reading: from 25% (2019) to 35%</li><li>• writing: from 8% (2019) to 15%</li></ul> <p><b>Year 7:</b></p> <ul style="list-style-type: none"><li>• numeracy: from 27% (2019) to 32%</li><li>• reading: from 23% (2019) to 28%</li><li>• writing: from 15% (2019) to 20%</li></ul> <p><b>Year 9:</b></p> <ul style="list-style-type: none"><li>• numeracy: from 16% (2019) to 21%</li><li>• reading: from 12% (2019) to 20%</li><li>• writing: from 0% (2019) to 10%</li></ul>
<b>Target 1.2</b>	<p>By 2024, increase the percentage of students above benchmark growth in numeracy, reading and writing (NAPLAN) at:</p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"><li>• numeracy: from 19% (2019) to 25%</li><li>• reading: from 20% (2019) to 25%</li><li>• writing: from 10% (2019) to 20%</li></ul> <p><b>Year 7:</b></p> <ul style="list-style-type: none"><li>• numeracy: from 30% (2019) to 35%</li><li>• reading: from 16% (2019) to 21%</li><li>• writing: from 19% (2019) to 25%</li></ul> <p><b>Year 9:</b></p> <ul style="list-style-type: none"><li>• numeracy: from 21% (2019) to 25%</li><li>• reading: from 23% (2019) to 26%</li><li>• writing: from 7% (2019) to 15%</li></ul>

<b>Target 1.3</b>	<p>By 2024, increase staff positive percentage endorsement as measured by the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>● collective efficacy from 54% (2019) to 70%</li> <li>● academic emphasis from 51% (2019) to 60%</li> <li>● teacher collaboration from 44% (2019) to 60%</li> </ul>
<b>Target 1.4</b>	<p>By 2024, increase student positive endorsement as measured by the Attitude to School Survey factors for:</p> <p><b>Years 4 – 6:</b></p> <ul style="list-style-type: none"> <li>● self-regulation and goal setting from 82% (2019) to 85%</li> <li>● high expectations for success from 91% (2019) to 92%</li> <li>● differentiated learning challenge from 85% (2019) to 88%</li> </ul> <p><b>Years 7 – 9:</b></p> <ul style="list-style-type: none"> <li>● self-regulation and goal setting from 53% (2019) to 60%</li> <li>● high expectations for success from 71% (2019) to 78%</li> <li>● differentiated learning challenge from 70% (2019) to 75%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Embed effective PLC practices
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop whole-college practices in curriculum, instruction and assessment
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Strengthen teacher practice capability in whole-college approaches
<b>Goal 2</b>	Strengthen student wellbeing and engagement
<b>Target 2.1</b>	<p>By 2024, increase student positive endorsement as measured by the Attitude to School Survey factors for:</p> <p><b>Years 4 – 6:</b></p> <ul style="list-style-type: none"> <li>● stimulated learning from 81% (2019) to 85%</li> <li>● sense of connectedness from 75% (2019) to 80%</li> <li>● student voice and agency from 62% (2019) to 66%</li> <li>● managing bullying from 78% (2019) to 82%</li> </ul> <p><b>Years 7 – 9:</b></p> <ul style="list-style-type: none"> <li>● stimulated learning from 52% (2019) to 58%</li> <li>● sense of connectedness from 44% (2019) to 50%</li> <li>● student voice and agency from 35% (2019) to 40%</li> <li>● managing bullying from 63% (2019) to 68%</li> </ul>

<b>Target 2.2</b>	By 2024, increase percentage of <i>staff positive about school climate</i> from 57% (2019) to 70% (School Staff Survey).
<b>Target 2.3</b>	By 2024, increase the percentage of positive parent responses in the <i>parent community engagement module</i> from 61% (2019) to 70% (Parent Opinion Survey).
<b>Target 2.4</b>	By 2024, <ul style="list-style-type: none"> <li>● reduce the number of students experiencing 20+ days of absence per year from 34% to 29%</li> <li>● reduce the number of equity funded students experiencing 20+ days of absence per year from 41% to 36%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Embed SWPBS framework
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Activate student voice and agency in learning and wellbeing
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	Strengthen parent and college partnerships