

School Strategic Plan 2024-2028

Brookside P-9 College (8908)



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School Strategic Plan - 2024-2028

School vision	Brookside College empowers every learner to fulfil their potential and positively shape the future.
School values	Our College values are RIGHTS, RESPECT, RESILIENCE and RELATIONSHIPS - we endeavour to incorporate these into our daily work for all Community members.
Context challenges	<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 enrollment of 1240 students from Prep to Year 9, 160 total staff, and an SFOE index of 0.3809. Brookside College is a culturally and ethnically diverse community with 21% our children identified as EAL learners, and 2% of our children coming from an Aboriginal or Torres Strait Islander background. 34% of students have been identified as needing various support via NCCD collection.</p> <p>The 2024 School Review and Self-Evaluation identified various of areas of focus:</p> <ul style="list-style-type: none"> • Further develop the educational knowledge and expertise of leaders and teachers across the school of quality instructional practice through engagement with the VTLM, and deep knowledge of the updated Victorian Curriculum 2.0. • Revise and refine the instructional model for reading, aligned to the VTLM and Victorian Curriculum 2.0, and strengthen the alignment of learning resources and assessment. • Strengthen the deliberate and planned use of assessment including ongoing, formative assessment in classrooms, to deepen teachers' ability to identify each student's point of need, aligned to the proficiencies in the Victorian Curriculum 2.0. • Refine and continue to embed PLCs to integrate curriculum, assessment and content pedagogies. • Continue to scale up identification, documentation and support for students with additional needs. • Strengthen practices across the school in the development of succinct and purposeful IEPs and further develop processes for monitoring student progress against learning and wellbeing goals. • Continue to refine and strengthen practices for engaging with students to support their attendance, learning growth and development, including opportunities for students to engage as partners in monitoring their own progress. • Continue to strengthen universal support practices in classrooms, and further develop teacher knowledge and support for tier 1 and 2 students learning and wellbeing needs.
Intent, rationale and focus	<p>1. Improve Literacy and Numeracy learning outcomes An analysis of the school's NAPLAN data identified a proportion of students performing in the Exceeding or Strong Proficiency levels was lower than similar schools in reading, writing and numeracy at Year 5 and Year 7 levels. As such, it has been identified that literacy and numeracy are both areas requiring continued focus. Throughout the next 4 years the College will focus on engaging with the Victorian Teaching and Learning Model 2.0, embedding the Victorian Curriculum 2.0 in both English and Mathematics, revising and refining the instructional model for reading in P-2, and continuing to develop effective PLC practices. Furthermore, a continued focus will be maintained on embedding an effective and comprehensive EAL program across all levels.</p> <p>2. Strengthen student Wellbeing and Engagement An analysis of Attitudes to School data showed that the college has consistently scored higher than the state average in multiple areas. However, in the areas of 'Differentiated Learning Challenge', 'Stimulated Learning', 'High Expectations for Success', positive endorsement is slightly lower than that of similar schools in Years 4-7, and 'Sense of Connectedness' in Year 7. To address this the college will commence work on including student voice more effectively in classrooms, and continue to strengthen universal support practices in classrooms, including further implementation of the Zones of Regulation, classroom systems in SWPBS and the explicit teaching of expected behaviours.</p> <p>3. Strengthen Inclusive Practices In line with the Disability Inclusion Reform, the college will continue to strengthen practices to support students with additional needs. This includes scaling up identification, documentation and support for students with additional needs, as well as strengthening the development of succinct and purposeful IEPs and processes for monitoring student progress against learning and wellbeing goals.</p>

Goal 1	Optimise learning growth for all students.	
Target 1.1	Placeholder targets for NAPLAN relative growth and NAPLAN benchmark growth TBC when baseline data available (anticipated 2025): By 2028, increase the *2025 percentage of students in NAPLAN 'high relative' growth: <ul style="list-style-type: none"> • Year 5 (domain/s as relevant) from xx% to xx% • Year 7 (domain/s as relevant) from xx% to xx% • Year 9 (domain/s as relevant) from xx% to xx% By 2028, increase the *2025 percentage of students in NAPLAN 'above benchmark' growth: <ul style="list-style-type: none"> • Year 5 (domain/s as relevant) from xx% to xx% • Year 7 (domain/s as relevant) from xx% to xx% • Year 9 (domain/s as relevant) from xx% to xx% 	
Target 1.2	By 2028, maintain the 2024 percentage positive endorsements on the student Attitudes to School Survey (AtoSS, Years 4 to 6): <ul style="list-style-type: none"> • Effective teaching time at 83% • Differentiated learning challenge at 86% • Stimulated learning at 75%. By 2028, maintain the 2024 percentage positive endorsement on the AtoSS (Years 7 to 9): <ul style="list-style-type: none"> • Effective teaching time at 74% • Differentiated learning challenge at 79% • Stimulated learning at 64%. 	
Target 1.3	By 2028, increase the percentage positive endorsement on the School Staff Survey: <ul style="list-style-type: none"> • Collective efficacy from 66% (2024) to 68% • Use of student feedback to inform teaching practice 50% (2023) to 54% • Moderation of student assessment from 67% (2023) to 69%. 	
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		Further develop the educational knowledge and expertise of all staff to deliver high quality instructional practice.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment		
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		Strengthen the whole college culture of inclusion.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion		
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment		

Goal 2	Enhance student wellbeing and engagement.	
Target 2.1	By 2028, reduce the 2023 percentage of students with 20+ days absence per year: <ul style="list-style-type: none"> • F to 6 from 46% to 42% • Years 7 to 9 from 52% to 48%. 	
Target 2.2	By 2028, maintain the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS, Years 4 to 6): <ul style="list-style-type: none"> • Sense of connectedness at 78% • High expectations for success at 90% • Teacher concern at 77% • Managing bullying at 82%. By 2028, maintain the 2024 percentage positive endorsement on the student AtoSS (Years 7 to 9): <ul style="list-style-type: none"> • Sense of connectedness at 52% • High expectations at 79% • Teacher concern at 47% • Managing bullying at 65%. 	
Key Improvement Strategy 2.a		Implement evidence-based wellbeing strategies.
Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		
Key Improvement Strategy 2.a		
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion		
Key Improvement Strategy 2.a		
The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment		