### School vision statement

At Brookvale Public School we are committed to providing an outstanding academic environment that encourages students to become confident, independent and successful learners. We believe that all students benefit from a learning culture which promotes high standards and achievement and develops within them a passion for learning.

As a school built on a strong foundation of family and community values, we support and guide all children in the development of important values such as respect, understanding and responsibility through daily social interactions and specific learning experiences. Being part of Brookvale Public School is being part of a family. At our school, lifelong friendships are forged, families connect and the community grows together.

### School context

Brookvale Public School has a small school setting with an emphasis on personalised learning designed to meet the needs of all students in a safe, happy and supportive environment. The school is situated in the heart of Brookvale and is a member of the Northern Beaches Learning Alliance (NBLA). Our students and their families come from a wide range of cultural backgrounds and we value the diversity and richness that this adds to our learning community.

The school community works collaboratively to ensure that each child achieves their personal best. Our highly qualified and talented staff members are committed to ensuring that each student reaches their academic potential, whilst nurturing and developing the self-esteem, confidence and resilience that is necessary to succeed in our constantly changing world. This occurs through outstanding student-centred teaching, strong student wellbeing programs and high expectations. Differentiated teaching and learning programs cater for all students incorporating the dimensions and elements of the NSW Quality Teaching Framework.

Our learning support team ensures that successful early intervention measures are implemented for students experiencing learning difficulties and that extension and enrichment programs are tailored to the interests and abilities of our gifted and talented students, ensuring that their high potential is fully realised.

At Brookvale we are proud of our strengths in the important area of student wellbeing. Underpinning everything we do is a commitment to core values of public education – integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

### School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data.

A group of parents was introduced to the Melbourne Declaration of Educational Goals for Young Australians written in 2008, which underpins the new Australian Curriculums. These parents were then asked to answer big questions about where they would like our school to be in three years based on the goals and commitments to action in the Melbourne Declaration. The group also identified practices that they felt are successful in the school and then identified areas for improvement.

All teachers in stage teams filled out a questionnaire based on aspects of the Melbourne Declaration. They were asked how their stage team was currently meeting the goals in the declaration and what changes could take place to ensure these goals are achieved in their stage in the future. Specific data from NAPLAN tests, school assessments and special programs was collected to analyse for this strategic plan.

Consultation with all students on a number of aspects of schooling was facilitated by SRC representatives who collected information, opinions and ideas from other students.
Purpose:
To support and develop the cognitive, emotional, social, physical and spiritual wellbeing of all students, leading to improved individual and group outcomes and promoting 21st century learning capabilities.

STRATEGIC DIRECTION 1
Respectful, responsible students, engaged in learning, intrinsically motivated to succeed academically.

Purpose:
To foster collegiality and nurture high expectations of self by providing high quality professional development in a proud and dynamic educational environment, with a clear understanding of directions for continued school improvement.

STRATEGIC DIRECTION 2
Expert teachers, utilising evidence-based quality teaching strategies and reflective pedagogical practice.

Purpose:
To build strong, collaborative and authentic relationships between students, teachers, parents, other educational institutions and local businesses.

STRATEGIC DIRECTION 3
Highly transparent, democratic and ethical leadership, building an engaged and collaborative community with a shared culture of high expectations.
Strategic Direction 1: Respectful, responsible students, engaged in learning, intrinsically motivated to succeed academically

**Purpose**

To support and develop the cognitive, emotional, social, physical and spiritual wellbeing of all students, leading to improved individual and group outcomes and promoting 21st century learning capabilities.

**People**

**Students:** Provide highly engaging learning opportunities with deep intellectual quality and authenticity, in a supportive educational environment that promotes and values an intrinsic motivation to succeed.

**Staff:** Provide quality, differentiated professional learning to assist teachers in meeting their goals set under the Performance Development Framework. Support all staff in strengthening their pedagogical knowledge ensuring that all students are appropriately challenged.

**Parents/Carers:** Maintain positive and productive partnerships between home and school. Provide opportunities for parents/carers to develop their understanding of how children learn and how they can best support their child.

**Community Partners:** Participate in and provide opportunities through local networks which promote the social, emotional, physical and spiritual development of all students.

**Leaders:** Senior leaders will use the solution-focused Growth Coaching model to build the capabilities of aspiring leaders and other teachers to meet their personal learning goals as aligned with the Performance Development Framework.

**Processes**

- Ongoing analysis of PBEL data. Implementation of Mindfulness lessons in all classes. Circle Time sessions focus on resilience building and positive psychology.
- Teachers identify areas of weakness in NAPLAN data and implement explicit teaching strategies provided by SMART to improve outcomes.
- Implementing PBEL, Mindfulness, positive psychology and resilience building programs.
- Provide opportunities for the school community to give feedback through focus groups, online surveys and open workshops.
- Teaching programs facilitate the development of 21st century learning capabilities.
- Professional training in Carol Dweck’s research on Growth and Fixed Mindsets. Evidence of implementation in classrooms.

**Products and Practices**

**Product:**

- Improved outcomes and trends in standardised internal and external testing including NAPLAN (three year combined data).

**Practice:**

- Analysing data to inform quality teaching programs. Pre and post testing of key skills and prior knowledge to ensure that teaching activities are suitably matched to students’ zone of proximal development.

**Product:**

- Teachers are knowledgeable in PBEL methodology around conflict resolution. Data evidence of a reduction in negative behaviours as measured by teacher, parent and student feedback.

**Practice:**

- All staff consistently reinforcing PBEL expectations using the school wide framework.

**Product:**

- Positive feedback through focus groups, surveys and anecdotal evidence that a tangible sense of welcoming inclusion pervades our school community.

**Practice:**

- Growth Mindset language and pedagogy embedded in daily teaching practice.

**Improvement Measures**

- Improved outcomes and trends in standardised internal and external testing including NAPLAN (three year combined data).
- Data evidence of a reduction in negative behaviours.
- Positive feedback through focus groups, surveys and anecdotal evidence that a tangible sense of welcoming inclusion pervades our school community.
- Highly engaged students taking responsibility for their learning goals and achievement.

**Evaluation Plan**

- Monitoring of Teaching and Learning programs.
- Assessment of PBEL data.
- Parent, staff and student surveys conducted annually to evaluate level of satisfaction.

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**Strategic Direction 2:** Expert teachers, utilising evidence-based quality teaching strategies and reflective pedagogical practice

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<th>Purpose</th>
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| **To foster collegiality and nurture high expectations of self by providing high quality professional development in a proud and dynamic educational environment, with a clear understanding of directions for continued school improvement.** | **Students:** Provide rich, authentic learning opportunities enabling students to apply metacognition, making relevant connections between their learning and the world around them.  

**Staff:** Build a collegial and collaborative culture, inspiring and motivating staff to focus on quality teaching and learning and implement new practices resulting from professional development opportunities.  

**Parents/Carers:** Through transparency and accessibility, support and sustain the culture of inclusivity and strong relationships with parents for the benefit of students and the wider community.  

**Community Partners:** Continue our strong connection with the Northern Beaches Learning Alliance (NBLA), local preschools, the Together Network, local businesses and charities to maximise opportunities for our students within their local community.  

**Leaders:** Utilise the NBLA Networks (AP, DP, Curriculum) to develop leadership skills and sharing of best practice. Provide professional development opportunities and mentoring from senior leaders to embed the capabilities aligned with the Australian Professional Standards for Teachers. | **Through the professional learning program, stage meetings, collaborative planning, Quality Teaching Rounds, professional dialogue, mentoring, peer support, Beginning Teacher program and NBLA Network Meetings.**  

**Professional training in John Hattie’s Visible Teaching and Learning focused on explicit quality criteria, effective feedback and self-regulation.**  

**Utilising the Performance Development Framework and Professional Learning Goals to improve practice.** | **Product:**  

- Improve student outcomes in all KLAs.  

**Practice:**  

- Clearly differentiated teaching programs, use of literacy and numeracy continuums to track student progress and develop student learning plans.  

**Product:**  

- Ensure that staff members have a thorough understanding of the three strategic directions and the purposes behind them.  

**Practice:**  

- Delivering meaningful high quality professional development aligned to the directions for school improvement.  

**Product:**  

- 85% of students will achieve at least a year’s worth of learning from every year’s worth of teaching.  

**Practice:**  

- Teaching strategies utilised reflect John Hattie’s research on greatest effect sizes with learning tasks appropriately matched to challenge and extend student achievement. |

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<th>Improvement Measures</th>
<th>Evaluation Plan</th>
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| **- Improved outcomes in standardised internal and external assessment processes including NAPLAN.**  
- Teachers have effective classroom management where students are engaged in learning and there are high expectations of achievement.  
- BPS is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.  
- Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.** | **Assessment data will be analysed each year to track improvements in KLAs.**  

Team Leaders report improved T&L programing with appropriate differentiated learning activities aligned with the new syllabuses and the Quality Teaching Framework.  

Teacher feedback indicates an increase in work satisfaction and increased level of support to achieve Professional Learning Goals.  

Teachers are more enthusiastic to take part in leadership opportunities. |
Strategic Direction 3: Highly transparent, democratic and ethical leadership, building an engaged and collaborative community with a shared culture of high expectations

## Purpose
To build strong, collaborative and authentic relationships between students, teachers, parents, other educational institutions and local businesses.

## People

| Students: | Develop the ability to collaborate, cooperate and communicate effectively with others, respecting and valuing cultural diversity and differences. |
| Staff: | Build a culture of trust and collegiality that encourages teachers to take leadership initiative and develop their expertise. Provide opportunities to make connections with external networks. |
| Parents/Carers: | Build a culture of mutual trust and respect with a common commitment to pursuing the strategic directions of the school’s improvement plan. |
| Community Partners: | Encourage our community partners to be a frequent presence in our school building their knowledge of our school programs and culture. |
| Leaders: | Acknowledge and support inclusive teaching practices and collaboration amongst colleagues, family members and the wider community. |

## Processes

- Providing information workshops for parents to gain knowledge of how and what we teach and learn how to best support their children’s learning at home.
- Building teacher’s confidence and belief in their professional capabilities through mentoring and coaching. Encourage risk taking in a supportive environment.
- Communicate the school vision of high expectations regularly through all available systems including website, app and newsletters.
- Nurture and value our existing partnerships by sharing resources and collaborating in mutually beneficial projects.

**Evaluation Plan**

Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.

Evidence of greater engagement with families and the wider community with more parents and family members participating in school activities.

Current community partnerships are sustained and strengthened over time.

## Products and Practices

### Product:
- A proud school community with high parent satisfaction and a demonstrated shared responsibility for the achievement of high educational outcomes.

### Practice:
- Open door policy, effective communication systems, frequent and ongoing consultation with parents/carers.

### Product:
- A self-sustaining and self-improving community that supports the highest levels of learning.

### Practice:
- Increased leadership capability in all teachers. Successful communication of the school vision. Highly visible leadership facilitating open and easy communication channels across the whole school community.

### Product:
- Strong and active partnerships with other schools, local businesses and organisations.

### Practice:
- Full participation in NBLA networks and professional development opportunities. Involvement in community initiatives. Partnerships with ABCD Portuguese School, XuaXia Chinese Culture School, Together Network, Dee Why Rotary Club and Ray White Real Estate.

### Improvement Measures

- The diverse multicultural composition of the school is celebrated, creating a positive school culture of tolerance and respect.
- Families and the school share the responsibility for student learning and wellbeing through building parental capacity to support learning at home, and improved communication.
- Current community partnerships are sustained and strengthened over time.