

BRISBANIA PS



SCHOOL PLAN

2014

DEC CONTEXT

Department of Education and Communities – Schools Portfolio

The Public Schools NSW – Strategic Directions 2012-2014 document include six strategic priorities.

1. Leadership and management
2. Curriculum and assessment
3. Engagement and attainment
4. Literacy and numeracy
5. Aboriginal education
6. Organisational effectiveness

SCHOOL CONTEXT

Brisbania Public School is a caring community school with 414 students organised into 16 classes. The school's mission is to develop personal potential through providing diverse learning opportunities.

In 2014, Brisbania PS is one of the 229 trial schools implementing LMBR. There is a new principal and three newly appointed teachers as well as a change in the LAST teachers. There are 3 shared classes. One Assistant Principal is working part time. There is a Kindergarten coordinator and a relieving Assistant Principal (AP), who are aspirant teachers.

Brisbania PS is an active member of the Erina Learning Community (ELC). A combined Staff Development Day is planned for Term 3 on the new Maths syllabus. Additionally, Brisbania will support the ELC via, NAIDOC, Choral performances and AP networks.

The implementation of the new English, Maths and Science syllabus documents will require a significant commitment of Professional Learning resources and other resources to ensure full, quality implementation both this year for English and in 2015 for Maths and Science.

The school community has also identified the use of information technology for connected learning as a continuing area for development. The school will be upgraded to full wireless in Term One to support 21st Century learners.

Brisbania has a strong history of better than average growth for low achieving students. However, analysis of results has identified the need to continue a focus on shifting students from middle levels of achievement to higher levels. 2014 will also see a Gifted and Talented focus throughout the year.

SCHOOL IDENTIFIED PRIORITY AREA/S	Curriculum - New Syllabus Implementation and familiarisation in English, Maths and Science	Visual Teaching Rounds related to new syllabus and differentiation	Sustainability
		Intellectual Quality and Working Mathematically	Innovative Practice - Connected Learning and LMBR implementation

INTENDED OUTCOME/S

NS 1 - Teachers have the knowledge and skills to effectively program, teach, assess and report with the new syllabuses in English and feel confident to implement Maths and Science in 2015.

NS 2 - All programs, units of work, teaching resources and assessment tasks are consistent with the new syllabus requirements and reflect Quality Teaching pedagogy.

NS 3 - Every teacher supports and scaffolds learning, in reading, through modelled, guided and independent experiences.

NS 4 - New Brisbane PS Scope and Sequences written for English, Maths and Science.

NS5 - Identified students get support in class via specific LAST or Reading Recovery intervention strategies or GATs programs.

VT 1- Mentoring, critical reflection, deep pedagogical dialogue, team planning and improved outcomes in teaching English with the new syllabus.

S1- Sustainability identified, practised and valued by all community members, including the realisation that Aboriginal Australians were the first to practise sustainability.

S2- Beautification of Brisbane PS's environment to enthuse students' sustainability in the wider community.

IQ 1 - Differentiated learning is evident in all teaching programs and assessment tasks.

IQ 2 - Higher order literacy and numeracy skills are identified, taught and assessed across the curriculum.

WM1 - All students use the skill of working mathematically to increase numeracy skills.

CL 1 - All staff have developed a personal learning network. Teachers regularly connect with local, state, national and international colleagues.

CL 2 - Teachers regularly collaborate via technology. There is a demonstrated growth in the number of teachers creating innovative learning opportunities.

LM1- Brisbane PS successfully implementing LMBR whilst supporting all personnel and providing opportunities for a valued, productive education to all students.

PRINCIPAL'S SIGNATURE:

Miss Annette Parrey

SED ENDORSEMENT:

Mrs Karen Jones

DATE

SCHOOL IDENTIFIED PRIORITY		New Syllabus implementation and familiarisation																								
OUTCOME/S	TARGET/S	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET																					
<p>NS 1 - Teachers have the knowledge and skills to effectively program, teach, assess and report with the new syllabuses in English and feel confident to implement Maths and Science in 2015.</p> <p>NS 2 - All programs, units of work, teaching resources and assessment tasks are consistent with the new syllabus requirements and reflect Quality Teaching pedagogy.</p> <p>NS4- New Brisbane PS Scope and Sequences written for English, Maths and Science.</p>	<ul style="list-style-type: none"> Supervisors report that teachers have fully implemented the requirements of the new syllabus. 100% of staff trial Brisbane PS's Scope and Sequences based on new syllabus documents for English, Maths and Science. 	<p>All teachers report that they have a strong knowledge of the syllabus requirements.</p> <p>All teachers demonstrate that they have adjusted learning programs to meet the new syllabus requirements</p> <p>Collegial discussions reflect pedagogical shift.</p> <p>Scope and Sequences trialled and modified as needed.</p>	<table border="1"> <tr> <td>1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>Principal</td> <td rowspan="2">TPL- Literacy, Numeracy and Quality Teaching/ Syllabus implementation \$10 000</td> </tr> <tr> <td>2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>APs</td> </tr> <tr> <td>3</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>Teachers</td> <td rowspan="2">VTR- \$14 000</td> </tr> <tr> <td>4</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>Literacy team/ Stage teams</td> </tr> </table>	1	✓	✓	✓	Principal	TPL- Literacy, Numeracy and Quality Teaching/ Syllabus implementation \$10 000	2	✓	✓	✓	APs	3	✓	✓	✓	Teachers	VTR- \$14 000	4	✓	✓	✓	Literacy team/ Stage teams	<p>Literacy team/ Stage teams</p> <p>Maths syllabus trainers/ stage teams</p>
1	✓	✓	✓	Principal	TPL- Literacy, Numeracy and Quality Teaching/ Syllabus implementation \$10 000																					
2	✓	✓	✓	APs																						
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<p>Curriculum teams take new syllabus documents and adjust school plans, scope and continuums and units to meet the requirements of the new syllabus.</p> <p>Training in the requirements of each syllabus is provided through planned Stage or Whole School Professional Learning meetings.</p> <p>Opportunities are taken for key personnel to participate in DEC training in new syllabuses.</p> <p>English syllabus implemented 2014.</p> <p>Maths and Science familiarisation 2014, for implementation in 2015.</p> <p>Scope and sequences written for Brisbane PS using new syllabus documents and <i>Focus on Reading- Super Six</i> -strategies for English.</p> <p>Scope and sequences written for Brisbane PS using new syllabus documents for Maths and Science.</p>																										

<p>Co-ordinate implementation with Erina Learning Community partners to utilise more diverse expertise and collaborative development of resources.</p>	<p>APs, aspirant teachers and Principals match PL to teacher needs across ELC</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>ELC members</p>	<p>SDD Term 3 ELC AP network</p>
<p>Personalised learning plans for each teacher based on current knowledge via access to self-paced learning modules and Executive support.</p>	<p>All teachers have undertaken professional learning and feel comfortable to implement each of the new syllabuses.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Principal APs Aspirants Teachers</p>	

SCHOOL IDENTIFIED PRIORITY	Visual Teaching Rounds with a focus on new syllabuses and differentiation	
<p>OUTCOMES/</p> <p>VT 1 – Mentoring, critical reflection, deep pedagogical dialogue, team planning and improved outcomes in teaching English with the new syllabus.</p> <p>NS 3- Every teacher supports and scaffold learning, in Reading, through modelled, guided and independent experiences.</p> <p>NS 5- Identified students get support in class via specific LAST or Reading Recovery intervention strategies or GATs programs.</p>	<p>TARGETS/</p> <ul style="list-style-type: none"> Supervisors report that 100% of teachers use Super Six strategies to improve comprehension. Students receiving Learning and Support intervention show a individualised growth in accordance with targets set by LaST, class teacher and parents. Supervisors report that 100% of targeted Gifted and Talented students will be supported through explicit programs and differentiation of class programs throughout the year. 100% of teachers increase their skills in teaching English using new syllabus via stage meetings, whole school inservices, consistent teacher judgement of work samples and collegial discussions. Supervisors report that the New English syllabus is delivered by all staff to students utilising collaboratively planned differentiated programs. 	
<p>STRATEGIES</p> <p>Continuation of a “modified version” of the <i>Focus On Reading</i> program. All staff trained in the “Super Six” comprehension strategies. Introduction of “Super Six” strategies into K-2.</p> <p>Planned Stage based Visual Teaching Rounds followed by critical reflection and stage planning using new English syllabus</p>	<p>INDICATORS</p> <p>Student use of the Super Six comprehension strategies is demonstrated by all students K – 6 with improved comprehension. Use of evidence based planning to identify specific teaching points. Growth in confidence, knowledge and use of English syllabus.</p>	
	<p>TIMEFRAME</p> <p>1 ✓ 2 ✓ 3 ✓ 4 ✓</p>	<p>RESPONSIBILITY</p> <p>APs Literacy team</p>
		<p>FUNDING SOURCE/BUDGET</p> <p>Empowering Local Schools \$14 000</p>

<p>Development of a school scope and continuum and program overview for each Year level. Overview aligned with text program and integrated learning program. Use of monitoring and registration procedures to ensure implementation. Link existing resources to plan and develop/purchase new resources where necessary.</p>	<p>The implementation of the scope and continuum for reading comprehension is in evidence in all programs and through work samples.</p>	<p>✓</p>	<p>Literacy team</p>	<p>Stage meetings and Visual Literacy Rounds funded by Empowering Local Schools - \$14 000</p>
<p>Regular newsletter items on supporting literacy and comprehension learning. Expand parent's understanding of what texts their children should be reading and discussing. Move the focus from only reading imaginative texts to informative, visual and digital texts.</p>	<p>Increased level of parent/carer involvement in the development of literacy skills</p>	<p>✓</p>	<p>APs Principal Literacy team Class teachers</p>	
<p>Continue to explore and implement ways to use technology to support programs. For example ipads, scanning texts/ document camera, YouTube, Class Blogs, Web2.0, Googledocs etc etc. Establish a blog through the Library to allow sharing of texts that students enjoy reading.</p>	<p>Increased use of technology across Key Learning Areas.</p>	<p>✓</p>	<p>Connected learning team Librarian</p>	<p>Wireless connection upgrade Technology coordinator</p>

SCHOOL IDENTIFIED PRIORITY		Innovative Practice- Connected Learning and LMBR implementation						
OUTCOME/S	STRATEGIES	INDICATORS	TIMEFRAME				RESPONSIBILITY	FUNDING SOURCE/BUDGET
			1	2	3	4		
<p>CL 1 - All staff have developed a personal learning network.</p> <p>CL 2 - Teachers regularly collaborate via technology. There is a growth in the density of teachers creating innovative learning opportunities</p> <p>CL 3 - Student outcomes and engagement is enhanced through more authentic, connected learning opportunities.</p> <p>LM1- Brisbania PS successfully implementing LMBR whilst supporting all personnel and providing opportunities for a valued, productive education to all students.</p>	<ul style="list-style-type: none"> 100% of classes undertake at least one connected learning experience via the connected classroom each semester. 100% of teachers/classes use blogs, iPads and Interactive whiteboards as a collaborative learning space and tools while following Brisbania PS's Technology Scope and Sequence. The LMBR package continues to be implemented at Brisbania PS. 100% of Stage 2 students and teachers engage with a combination of technology, recycling and music, culminating in a performance at Erina Fair in Semester One. 	<p>100% of classes undertake at least one connected learning experience via the connected classroom each semester.</p> <p>100% of teachers/classes use blogs, iPads and Interactive whiteboards as a collaborative learning space and tools while following Brisbania PS's Technology Scope and Sequence.</p> <p>The LMBR package continues to be implemented at Brisbania PS.</p> <p>100% of Stage 2 students and teachers engage with a combination of technology, recycling and music, culminating in a performance at Erina Fair in Semester One.</p>	✓	✓	✓	✓	Connected Learning team & APs	
<p>Early adapters buddied with other teachers. Each Stage to have an identified technology leader.</p>	<p>Staff upskilled and using LMBR</p>	<p>Mentoring of staff to increase skills and usage.</p>	✓	✓	✓	✓	Principal, SAM	LMBR
<p>Effective implementation of LMBR packages through staged implementation, training at point of need and ongoing evaluation of effectiveness.</p>	<p>Use of SALM by staff</p>	<p>Staff upskilled and using LMBR</p>	✓	✓	✓	✓	Principal, APs	
<p>Training in the use of the new Student Administration and Learning Management suite of applications.</p>	<p>Multi-media utilised by staff and students across KLAs</p>	<p>Use of SALM by staff</p>	✓	✓	✓	✓	Principal, APs	
<p>Increased access to tools that allow the use of multi-media creations. Purchase more iPads to use their digital capabilities and editing software.</p>	<p>Multi-media utilised by staff and students across KLAs</p>	<p>Multi-media utilised by staff and students across KLAs</p>					Connected Learning team	Computer Coordinator and P&C funds \$2000
<p>iPad use. Purchase more iPads to use on a rotation across the school in all KLAs.</p>	<p>Staff and students use iPads to increase engagement and skills across KLAs</p>	<p>Staff and students use iPads to increase engagement and skills across KLAs</p>	✓	✓	✓	✓	Principal P&C	P&C \$5000 Computer Coordinator funds \$3000

Junkyard Orchestra for Stage 2	Staff and students increase skills in music, technology and recycling. Students perform their musical piece using recycled materials made into instruments at school assemblies, Erina Fair and fete.	✓	✓	Principal Angie Simon	Erina Fair \$3000
Maintain use of Facebook page and Twitter account.	Brisbania PS community utilise technology as a communication tool.	✓	✓	SAO Principal APs	
Encourage students to use technology in intelligent, critical, creative and challenging ways for learning and presentation of their work.	Students use technology to increase presentation and thinking skills	✓	✓	All staff	
Ongoing training in the use of Notebook, the Interactive Whiteboard and The Connected Classroom.	Staff increase skills and teach students using latest technology and experiences.	✓	✓	Technology coordinator Technology Mentors	Computer Coordinator Funds \$1000
Brisbania PS's Technology Scope and Sequence written and followed	Students progress at their own level with technology skills. Teachers write and follow Scope and Sequence.	✓	✓	APS, Stage teams and Computer coordinator	
Commitment to Cyber Safety. Use of latest information to inform students and community on safe practices to use with technology. Use of information and interactive lessons from www. cybersmart.gov. au Information in newsletters for parents.	All staff and students aware of and practise Cyber Safety. Community support for cyber safety focus.	✓	✓	All staff Parents	
Stage 3 to participate in the Inspire Aspire Program working with Glasgow 2014 Commonwealth Games to inspire and connect young people throughout the Commonwealth.	All Stage 3 students and staff involved in the program, raising awareness of the Commonwealth Games and using technology effectively to promote and inspire.	✓	✓	Stage 3 teachers	

SCHOOL IDENTIFIED PRIORITY	Intellectual Quality and Working Mathematically																									
<p>OUTCOME/S</p> <p>Q 1 - Differentiated learning is evident in all teaching programs and assessment tasks.</p> <p>IQ 2 - Higher order literacy and numeracy skills are identified, taught and assessed across the curriculum.</p> <p>WM1 – All students use the skill of working mathematically to increase numeracy skills.</p>	<p>TARGET/S</p> <ul style="list-style-type: none"> Supervisors report that 100% of teaching/learning programs have evidence of differentiation. Formal assessment tasks, collaboratively planned in stage teams, across all Key Learning Areas allow students to demonstrate skills and knowledge beyond the stage standards. 100% of students demonstrate -Reasoning, Problem Solving and Communicating skills in Working Mathematically, at their ability level. 																									
<p>STRATEGIES</p> <p>Stage teams to identify ways to scaffold lower level skills to allow students to access higher order skills.</p> <p>Explore new syllabus standards and content to identify higher level skills.</p> <p>Exploration of the marking criteria for NAPLAN writing to explore the skills needed to access higher levels of achievement.</p> <p>Use of higher level literacy devices to better engage students..</p> <p>Use of Bloom's Taxonomy to "audit" current programs. Identification of learning tasks that access higher order thinking skills.</p> <p>Revision of learning tasks to include higher order skill development.</p> <p>Development of assessment rubrics for learning sequences.</p> <p>Rubrics given prior to activity so that achievement standards are explicitly known by students.</p>	<p>INDICATORS</p> <p>Stages 2 and 3 teach the skills and knowledge required for their stages of learning.</p> <p>Students not working at their current stage are supported and scaffolded to access the content of their stage.</p> <p>Higher order thinking skills included in programs to provide higher order opportunities.</p> <p>Assessment rubrics are evident across all programs. Achievement standards are explicitly explained to students.</p>	<table border="1"> <thead> <tr> <th data-bbox="587 60 683 338">TIMEFRAME</th> <th data-bbox="587 338 683 566">RESPONSIBILITY</th> <th data-bbox="587 566 683 741">FUNDING SOURCE/BUDGET</th> </tr> </thead> <tbody> <tr> <td data-bbox="683 60 722 338">1</td> <td data-bbox="683 338 722 566">APs</td> <td data-bbox="683 566 722 741"></td> </tr> <tr> <td data-bbox="722 60 762 338">2</td> <td data-bbox="722 338 762 566">Principal</td> <td data-bbox="722 566 762 741"></td> </tr> <tr> <td data-bbox="762 60 802 338">3</td> <td data-bbox="762 338 802 566">All teachers</td> <td data-bbox="762 566 802 741"></td> </tr> <tr> <td data-bbox="802 60 842 338">4</td> <td data-bbox="802 338 842 566">LAST</td> <td data-bbox="802 566 842 741"></td> </tr> <tr> <td data-bbox="842 60 882 338"></td> <td data-bbox="842 338 882 566">Reading Recovery teacher</td> <td data-bbox="842 566 882 741"></td> </tr> <tr> <td data-bbox="882 60 922 338"></td> <td data-bbox="882 338 922 566">GATS coordinator</td> <td data-bbox="882 566 922 741"></td> </tr> <tr> <td data-bbox="922 60 962 338"></td> <td data-bbox="922 338 962 566">All teachers</td> <td data-bbox="922 566 962 741"></td> </tr> </tbody> </table>	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET	1	APs		2	Principal		3	All teachers		4	LAST			Reading Recovery teacher			GATS coordinator			All teachers	
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<p>Increased sharing of developed resources and learning objects so that more time can be spent on differentiation.</p> <p>Meet regularly with ELC network colleagues to develop shared resources, plans and strategies.</p>	<p>The sharing and promotion of effective evidence based teaching practices is occurring across our network of schools</p>	✓	✓	✓	APs All teachers	Stage/staff meeting time
<p>Professional learning in staff and stage meetings for all teachers to increase their capacity to write differentiated programs (the use of higher order thinking skills, 4 Ma, Kogan) that meet the needs of a diverse range of learners, including 21st Century skills and involving deep/rich learning.</p>	<p>Student work samples and teaching programs clearly show differentiated learning.</p>	✓	✓	✓	All teachers APs	
<p>Supervisors to include differentiation as one of their review points. Teachers to indicate differentiation strategies in their programs. Differentiation included in TARS and EARS processes.</p>	<p>Supervision evidence clearly shows that differentiation is displayed in programs.</p>	✓	✓	✓	APs Principal	
<p>Students given opportunities to work mathematically in each lesson. Continuum of learning followed. Kindergarten, Year One and Two students tracked on continuum at end of each term.</p>	<p>Reasoning, Problem Solving and Communicating in Mathematics practised daily. Updated tracking on Maths continuum throughout year.</p>	✓	✓	✓	All teachers	

SCHOOL IDENTIFIED PRIORITY		Sustainability		
OUTCOME/S S1- Sustainability identified, practised and valued by all community members, including the realisation that Aboriginal Australians were the first to practise sustainability. S2- Beautification of Brisbane PS's environment to enthuse students' sustainability in the wider community.	TARGET/S	100% of Stage 2 students practise and understand the importance of sustainability. 100% of Stage 2 students and teachers engage with a combination of technology, recycling and music, culminating in a performance at Erina Fair in Semester One. Throughout the year, all students participate in activities supporting sustainability.		
		INDICATORS	TIMEFRAME	RESPONSIBILITY
Stage 2 responsible for recycling, water tanks, paper waste.	Stage 2 set example for rest of the school to follow.	1 ✓ 2 ✓ 3 ✓ 4 ✓	Stage 2 teachers	
Establishment of a Vegetable garden. Cooking with the vegetables to promote ownership and fresh produce.	Students plant, tend, cultivate and use vegetables. Other students' interest is raised	✓ ✓ ✓	Stage 2 teachers	\$1000 Grants and approaching local businesses/ clubs
Junkyard Orchestra for Stage 2	Staff and students increase skills in music, technology and recycling. Students perform their musical piece using recycled materials made into instruments.	✓ ✓	Stage 2 teachers	\$3000 Erina Fair
Across KLA focus on sustainability across the school, including Aboriginal Australians use of and care for the environment.	All students aware of importance and practise sustainability at school.	✓ ✓ ✓ ✓	All teachers	

<p>Whole school commitment to create an awareness of the need to reduce waste/ packaging. Term "Nude food" days. Canteen to trial of online ordering, recyclable lunch bags.</p>	<p>School Community practise sustainability with waste and food packaging. Growth in number of staff/ students participating in Nude food days throughout the year.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Environment coordinator All staff, students and community members Canteen Coordinator</p>	
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