

# School Strategic Plan for Brighton Primary School ~ 2015 - 2019

## Number: 1542



### Endorsements

<p>Endorsement by School Principal</p>	<p>SIGNED..... NAME Anny Lawrence DATE 10.December, 2014</p>
<p>Endorsement by School Council</p>	<p>SIGNED..... NAME Joshua Edney DATE 10.December, 2014</p>
<p>Endorsement by Regional Network Leader</p>	<p>SIGNED..... NAME DATE</p>



## School Profile

<p><b>Purpose</b></p>	<p>Brighton Primary School, a community of</p> <ul style="list-style-type: none"> <li>— Critical thinkers</li> <li>— Interactive learners</li> <li>— Global citizens</li> </ul> <p style="text-align: center;">Think, Act, Become</p>
<p><b>Mission</b></p>	<p>Brighton Primary School: As an internationally minded school, our reputation stands on honouring our history, focusing on the present and preparing for the future.</p> <p>We believe that the growth of our children is at the heart of our community.</p> <p>By focusing on the whole child, we facilitate a sense of belonging and achievement through powerful interactions with other learners and rich learning tasks.</p> <p>Our school culture of shared responsibility and collaboration ensures that the Hearing Unit functions as an integral part of the school community, supporting students to fully access mainstream education.</p> <p>We value our colleagues as reflective educators who are open to new ideas and focused on best practice as they educate our students to develop as critical thinkers and lifelong learners.</p> <p>We are committed to highly effective learning and teaching which is built on relational trust. We have positioned ourselves globally through our membership of Council of International Schools and the IB so we develop global citizens.</p> <p>We invite you to join us.</p>

<p><b>Values</b></p>	<p>The values embodied in the International Baccalaureate learner profile are underpinned by the attitudes of the Primary Years Program and will guide the community during the next five years.</p> <p><u>Learner Profile</u> – inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced &amp; reflective.</p> <p><u>Attitudes</u> – appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect &amp; tolerance.</p>
<p><b>Environmental Context</b></p>	<p>Brighton Primary School has an enrolment of 750 students. It was established in 1875 and is situated in the Bayside suburb of Brighton, 12 kilometres from the CBD. Brighton fronts Port Phillip Bay. With almost 6 kilometres of coastline within Brighton's suburban boundary, there is a diverse range of attractions and activities for all. Brighton Primary School is internationally accredited as a member of the Council of International Schools and is authorised by the International Baccalaureate (IB) to teach the primary Years Program.</p> <p>The school has strong generational ties and is well supported by the School Council and parents.</p> <p>Brighton Primary School's design is traditional. It has been redeveloped with attention to maintaining the architectural integrity of the two brick Victorian buildings. The exterior of the building that houses the junior hall and seven classrooms have been fully restored with the funding from both the federal and state governments in 2009. Brighton Primary School has a large number of re-locatable buildings. Generally, they are grouped in year levels to support the team approach to learning and teaching and maximise the student playing space. The school is fully air-conditioned and all rooms are uniformly furnished to provide a familiar environment for students as they progress across the school.</p> <p>As part of the federal initiative, Building the Education Revolution (BER), Brighton Primary School received a full size gymnasium, kitchen and music room. The foyer of the BER building is used for Professional Learning sessions for teachers. The school community raised the funds to fit-out the spaces and construct the covered walkway that connects the BER building to the rest of the school. The school has a purpose-built Science room, literacy and numeracy resource rooms and a large shared learning space in the junior</p>

<p><b>Environmental Context</b></p>	<p>hall. The Library is centrally located and available to students at lunchtime, as well as in class time. Adjoining it is a large building which houses the Performing Arts Centre, the Italian room and the school canteen. There are indoor and outdoor Visual Arts facilities. Our Outside School Hours Care program, BPOSH, is accommodated in the Italian room and the Gym.</p> <p>A variety of spacious and shaded areas that are landscaped provide a safe and well-equipped play area for students. There is a turfed oval and an athletics track, two adventure playgrounds, and a fitness circuit for senior students, netball and down-ball courts and a quiet garden for the younger students. The generous support of the Brighton Primary School community has provided outdoor equipment and the development of the grounds. The playgrounds, gardens and ovals are maintained by School Council through the Facilities Committee, regular community working bees and the employment of a groundsman.</p>
<p><b>Service Standards</b></p>	<p>At Brighton Primary School, we:</p> <ul style="list-style-type: none"> <li>— are committed to open and regular communications across the school community and this is enhanced by our password protected portal and through the use of the apps: QKR and Konnective;</li> <li>— are committed to building a shared understanding of our guiding statements: the School Strategic Plan, Vision and Mission, curriculum model and pedagogical framework, which focus on the development of the whole child; intellectually, socially and emotionally;</li> <li>— use the Australian Curriculum and the Primary Years Program to plan, deliver and assess student learning;</li> <li>— are committed to providing an inclusive curriculum that mainstreams all students including those in the regional Hearing Unit;</li> <li>— cater for students' learning needs with timely, accurate and ongoing teacher assessment;</li> <li>— provide a safe and stimulating learning environment to support students to achieve their full potential;</li> <li>— are committed to a culture of shared responsibilities and use Restorative Practices to address inappropriate behaviour which are supported by the attitudes and attributes of the IB learner profile.</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To develop a curriculum model and pedagogical framework that enhances teacher capacity to plan effectively for learning and assessment; socially, emotionally and academically to ensure sustained student achievement and growth.	<p>By 2019 teacher assessments for reading and viewing will be:</p> <ul style="list-style-type: none"> <li>— 45% of students at A</li> <li>— 30% of students at B.</li> </ul> <p>By 2019 teacher assessments for writing will be:</p> <ul style="list-style-type: none"> <li>— 35% of students at A</li> <li>— 33% of students at B.</li> </ul> <p>By 2019 teacher assessments for Speaking and Listening will be:</p> <ul style="list-style-type: none"> <li>— 50% of students at A</li> <li>— 50% of students at B.</li> </ul> <p>By 2019 teacher assessments for number and algebra will be:</p> <ul style="list-style-type: none"> <li>— 35% of students at A</li> <li>— 40% of students at B.</li> </ul>	<ul style="list-style-type: none"> <li>— Alignment of Primary Years Program, Australian Curriculum, Specialist programs, social and emotional learning and international mindedness through collaborative practice.</li> <li>— Brighton Primary School curriculum model and pedagogical framework documented.</li> <li>— Sustain Teacher capacity to meet students' needs in Reading and Viewing and Writing and build teacher capacity in Mathematics and Speaking and Listening.</li> <li>— An Expert in Mathematics working at Brighton Primary School on an ongoing basis.</li> </ul>

<p>Achievement</p>			<ul style="list-style-type: none"> <li>— A centralized data system to track student achievement and wellbeing.</li> <li>— <i>To build the capacity of the leadership team to facilitate whole school understanding of what highly effective learning and teaching means in action at Brighton Primary School.</i> Amendment November 2015</li> </ul>
<p>Engagement</p>	<p>To ensure student engagement and interaction through personalised learning within a learning environment that demonstrates a school wide understanding of international mindedness.</p>	<ul style="list-style-type: none"> <li>— Clearly articulated statement of understanding of international mindedness at Brighton Primary School.</li> <li>— Improve the <i>stimulating learning</i> results from 1<sup>st</sup> quartile into the third quartile.</li> <li>— Collaborative planning and program development timetabled weekly and planned in the Professional Learning schedule.</li> <li>— Deep understanding of communication, collaboration and inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>— A shared understanding of personalised learning to cater for student needs and ensure engagement, with an emphasis on the use of formative assessment.</li> <li>— A whole school understanding of the intercultural competencies of the Australian Curriculum.</li> <li>— The language of the Primary Years Program learner profile embedded within our community of learners, making explicit links to international mindedness.</li> </ul>

<p>Engagement</p>		<ul style="list-style-type: none"> <li>— Support and Challenge the guiding principles of all learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>— Identify opportunities and investigate methods of effective collaborative planning, teaching and learning with educational consultant David Anderson.</li> <li>— Broaden our understanding of the cycle of inquiry.</li> <li>— <i>To build the capacity of leadership to support teams to plan and deliver the Primary Years Program.</i> Amendment November 2015</li> </ul>
<p>Wellbeing</p>	<p>To continue to build an inclusive community of learners that embeds a sense of belonging where the whole child is supported, challenged and monitored.</p>	<ul style="list-style-type: none"> <li>— Reduce the discrepancy between the variable scores in the Attitudes to School survey in grades five and year six.</li> <li>— Increase variable score in the parent opinion survey for extra-curricular to the third quartile and above state average.</li> <li>— Increase our year 2 to 3 and year 4 to 5 retention rates. Historically we lose between 10-14 students between year 2 and 3 and years 4 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>— An articulated school wide understanding of the social, emotional, academic and spiritual development of the whole child.</li> <li>— An inclusive school wide culture that values difference and embraces cultural diversity.</li> <li>— Staff members know and follow clear processes for referring and tracking student wellbeing and intervention support.</li> </ul>



		<p>Our target is to retain 10 students as students move between each year level.</p> <ul style="list-style-type: none"> <li>— Set student wellbeing targets with full implementation of student tracking system.</li> <li>— Support and Challenge the guiding principles of student wellbeing team.</li> </ul> <p>— At least three Community Conversation per year</p>	<ul style="list-style-type: none"> <li>— Skills and strategies to promote social and emotional learning and mindfulness within the school community are explicitly taught.</li> <li>— <i>To provide members of the leadership team with the opportunity to lead the student wellbeing team and participate in professional learning and coaching in order to up skill the members of their team.</i> Amendment November 2015</li> <li>— <i>To establish whole school community events that focus on the wellbeing of the community and are driven by community interests and connections.</i> Amendment November 2015</li> </ul>
<p>Productivity</p>	<p>To effectively allocate and use Resources to achieve the goals of the Brighton Primary School Strategic Plan, 2015 -2019.</p>	<ul style="list-style-type: none"> <li>— Prep – 6 student achievement data demonstrates at least twelve months growth each year.</li> <li>— The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan.</li> </ul>	<ul style="list-style-type: none"> <li>— Resources allocated effectively to optimise the achievement, engagement and wellbeing of all students.</li> <li>— Build the capacity of teachers in their instructional practice in order to improve student learning outcomes.</li> </ul>

		<ul style="list-style-type: none"> <li>— A central tracking system implemented to track student achievement, engagement and wellbeing.</li> <li>— BYOD program implemented.</li> <li>— Increased access to digital learning tools in classrooms and programs.</li> <li>— School communications streamlined and current.</li> <li>— Parent satisfaction as measured by the variables of 'General Satisfaction' to demonstrate annual improvement in the Parent Opinion Survey.</li> </ul>	<ul style="list-style-type: none"> <li>— Teacher understanding of the SAMR model evident in the planning and delivery of programs.</li> <li>— Comprehensive and in time communications policy.</li> </ul>
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## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>1. Alignment of Primary Years Program, Australian Curriculum, Specialist Programs, social and emotional learning and international mindedness through collaborative practice.</p>	<p>Years One, two three &amp; four</p>	<p>— Develop a shared understanding of how to integrate student wellbeing and international mindedness/ Intercultural understanding and the Australian Curriculum.</p>	<p>— A whole school (teachers, students and wider community) articulation of our understanding of international mindedness/ Intercultural understanding.</p>
<p>2. Develop a Brighton Primary School curriculum model and pedagogical framework.</p>	<p>Year one</p>	<p>— Whole School Professional Learning on the Australian Curriculum.</p> <p>— Professional Learning to develop a shared understanding of highly effective pedagogy, including the use of digital learning as a learning tool.</p> <p>— Introduce the SAMR model to build teacher understanding of effective use of digital technologies.</p>	<p>— A deeper understanding of the Australian curriculum across the school.</p> <p>— Consistent use of pedagogies, including the use of digital learning as a learning tool across the school as outlined in the Brighton Primary School curriculum model.</p>

	Year two	<ul style="list-style-type: none"> <li>— Review alignment of the Primary Years Program, the Australian Curriculum, Specialist programs, social and emotional learning and international mindedness through collaborative practice.</li> <li>— Understand and implement collaborative practice which ensures the delivery of the Brighton Primary School curriculum model across year levels including specialists.</li> </ul>	<ul style="list-style-type: none"> <li>— A published document outlining the Brighton Primary School curriculum model aligning the Australian Curriculum and the Primary Years Program.</li> <li>— The specialist program is aligned with the teaching and learning in the classroom through the Primary Years Program planning documentation.</li> </ul>
	Year three & four	<ul style="list-style-type: none"> <li>— Review Brighton Primary School curriculum model and pedagogical framework in terms of alignment with the Australian curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>— Brighton Primary School curriculum model shows alignment between Australian curriculum and Primary Years Program.</li> </ul>
3. Sustain teacher capacity to meet students' needs in Reading and Viewing and Writing and build teacher capacity in Mathematics and Speaking and Listening.	Year one	<ul style="list-style-type: none"> <li>— Provide Professional Learning on the effective use of formative assessment, in particular in reading and viewing.</li> <li>— Investigate assessment tools for Speaking and Listening.</li> </ul>	<ul style="list-style-type: none"> <li>— Formative assessment documented in planning documents.</li> <li>— Assessment tools for Speaking and Listening trialled.</li> </ul>

	Year two	<ul style="list-style-type: none"> <li>— Professional Learning on Speaking and Listening.</li> </ul>	<ul style="list-style-type: none"> <li>— Assessment practices for Speaking and Listening added to Assessment Schedule.</li> </ul>
		<ul style="list-style-type: none"> <li>— Review and develop current Assessment Schedule - ensure it includes a balance of effective diagnostic, standardised, formative and summative assessments that will effectively guide and determine teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>— Assessment Schedule revised</li> </ul>
	Year three & four	<ul style="list-style-type: none"> <li>— Project Teams.</li> <li>— Peer observation and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>— Teams formed based on identified need.</li> <li>— Timetabled and resourced.</li> <li>— Documented as part of the Performance and Development Process.</li> </ul>
4. Engage an Expert in Mathematics to work at Brighton Primary School in an ongoing basis.	Year one	<ul style="list-style-type: none"> <li>— Identify expert based on staff feedback.</li> <li>— Timetable Professional Learning with Michael Ymer.</li> <li>— Michael Ymer models best practice.</li> <li>— Build understanding of Mathematics in</li> </ul>	<ul style="list-style-type: none"> <li>— Michael Ymer engaged at Brighton in an ongoing capacity.</li> <li>— Professional Learning delivered to F-2 and 3-6 throughout the year.</li> <li>— Timetabled to work in class rooms.</li> <li>— Trial Michael Ymer's planners.</li> </ul>

		the Australian curriculum.	
	Year two	<ul style="list-style-type: none"> <li>— Continue to have Professional Learning with expert.</li> <li>— Continue expert modelling in class.</li> <li>— Develop common planning documentation for Mathematics for all year levels.</li> </ul>	<ul style="list-style-type: none"> <li>— Professional Learning delivered to F-2 and 3-6 throughout the year.</li> <li>— Timetabled to work in class rooms.</li> <li>— Continue to Trial Michael Ymer's planners.</li> </ul>
	Year three	<ul style="list-style-type: none"> <li>— Review and investigate Mathematics assessment tools that are consistent with the Australian Curriculum.</li> <li>— Trial the assessment tools.</li> <li>— Review the Assessment Schedule for Mathematics.</li> <li>— A shared whole school agreement on a Mathematics planning template.</li> <li>— Continue to have Professional Learning with expert.</li> <li>— Continue expert modelling in class.</li> </ul>	<ul style="list-style-type: none"> <li>— School wide agreement on Mathematics assessment tools.</li> <li>— Assessment Schedule revised.</li> <li>— Consistent planning templates across the school; in particular, literacy and numeracy.</li> </ul>
	Year four	<ul style="list-style-type: none"> <li>— Continue to have Professional Learning with expert.</li> </ul>	<ul style="list-style-type: none"> <li>— Professional Learning delivered to F-2 and 3-6 throughout the year.</li> </ul>

		<ul style="list-style-type: none"> <li>— Continue expert modelling in class.</li> <li>— Embed personalised, differentiated and individualised learning in the teaching of Mathematics.</li> <li>— Review Mathematics data for the past four years.</li> </ul>	<ul style="list-style-type: none"> <li>— Personalised, differentiated and individualised learning detailed in planning documents.</li> <li>— Continuous improvement.</li> </ul>
5. To provide a centralised data system to track student achievement and wellbeing.	Year one	<ul style="list-style-type: none"> <li>— Regular whole school review of the assessment and reporting policy.</li> <li>— Investigate centralised data tracking system.</li> <li>— Introduce the analysis and interpretation of cohort data.</li> </ul>	<ul style="list-style-type: none"> <li>— Cycle of review established.</li> <li>— Action learning team formed to investigate data systems.</li> <li>— Professional Learning detailed in published Professional Learning schedule.</li> </ul>
	Year two	<ul style="list-style-type: none"> <li>— Implement a centralised data tracking system for collating student data.</li> <li>— Provide Professional Learning on how to use the system for student achievement and student wellbeing.</li> <li>— Professional Learning using the centralised data system for report writing.</li> </ul>	<ul style="list-style-type: none"> <li>— Student achievement and report writing modules of the data tracking system fully implemented.</li> <li>— Reports generated by the centralised data system.</li> </ul>

	Years three & four	<ul style="list-style-type: none"> <li>— Review implementation with regard achievement and student wellbeing.</li> <li>— Identify if additional modules required in the data system.</li> </ul>	<ul style="list-style-type: none"> <li>— The system is fully implemented for student achievement and wellbeing.</li> <li>— Additional Modules purchased as required.</li> </ul>
<p><b>Engagement</b></p> <p>1. Develop a shared understanding of personalised, differentiated and individualized learning to cater for student needs and ensure engagement, with an emphasis on the use of formative assessment</p>	Year one	<ul style="list-style-type: none"> <li>— Build school wide understanding of formative assessment.</li> <li>— Review the current Assessment Schedule with an emphasis on effective use of formative assessment.</li> <li>— Begin to build a school wide understanding of differentiated, individualised and personalised learning with David Anderson.</li> <li>— Implement the BYOD program in Grades five and six in 2015.</li> </ul>	<ul style="list-style-type: none"> <li>— Evidence in all planning documentation that formative assessment is being used to inform teaching and learning.</li> <li>— Planning and reporting reflects effective use of assessment data to guide and determine personalised learning and teaching.</li> <li>— Document teacher needs, strengths, skills and interests in relation to highly effective teaching and learning, with specific mention of a digital learning goal.</li> <li>— Students responsibly and effectively use their own devices as a tool in learning programs across the curriculum.</li> </ul>



	Year two	<ul style="list-style-type: none"> <li>— Continue to build school wide understanding of formative assessment.</li> <li>— Continue to build a school wide understanding of differentiated, individualised and personalised learning with David Anderson.</li> <li>— Implement BYOD in Grade three and four.</li> <li>— Effective use of digital learning as a tool to enhance the social and emotional wellbeing of the child.</li> </ul>	<ul style="list-style-type: none"> <li>— Formative assessment evident in student record keeping and work programs.</li> <li>— Reflected in teacher work programs and units of inquiry.</li> <li>— Teacher programs that show the effective use of digital learning as a tool to enhance the social and emotional wellbeing of the child</li> </ul>
	Year three	<ul style="list-style-type: none"> <li>— Continue to build school wide understanding of formative assessment.</li> <li>— Continue to build a school wide understanding of differentiated, individualised and personalised learning with David Anderson.</li> <li>— Review BYOD in terms of further implementations.</li> <li>— Effective use of digital learning as a tool to enhance the social and emotional wellbeing of the child.</li> </ul>	<ul style="list-style-type: none"> <li>— Formative assessment evident in student record keeping and work programs.</li> <li>— Reflected in teacher work programs and units of inquiry.</li> <li>— School wide decision regarding whole school implementation.</li> <li>— Teacher programs that show the effective use of digital learning as a tool to enhance the social and emotional wellbeing of the child.</li> </ul>

	Year four	<ul style="list-style-type: none"> <li>— Professional Learning to build teacher discipline knowledge for full implementation of personalised, individualised and differentiated learning.</li> <li>— Explore, develop and understanding of the similarities and differences between personalised, individualised and differentiated learning.</li> </ul>	<ul style="list-style-type: none"> <li>— School wide understanding of personalised, individualised and differentiated learning evident in planning and practice.</li> </ul>
2. Develop a whole school understanding of the intercultural competencies of the Australian Curriculum	Year one	<ul style="list-style-type: none"> <li>— Introduce the cultural competencies of the Australian Curriculum.</li> <li>— Provide Professional Learning.</li> <li>— Work with Museum Victoria to increase Indigenous Australian content in program of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>— Professional Learning detailed in the Professional Learning Planner</li> <li>— Form ongoing relationship with Museum Victoria.</li> </ul>
	Year two	<ul style="list-style-type: none"> <li>— Making links between intercultural competencies and units of inquiry.</li> <li>— Teaching the competencies of intercultural understanding.</li> </ul>	<ul style="list-style-type: none"> <li>— Intercultural competencies detailed in the units of inquiry.</li> </ul>

	Years three & four	— Explicitly teach the competencies of intercultural understanding within the program of inquiry.	— Competencies evident in all planning documentation.
3. Embed the language of the PYP learner profile within our community of learners making explicit links to international mindedness	Year one	— IB Evaluation.	— Authorised to deliver the Primary Years Program.
	Year two	— Develop regular routines, processes, scaffolds and structures at the class and whole school level; enable students to explicitly use language to promote understanding of international mindedness.	— Students participating in processes and routines as well as using scaffolds and structures in the classroom to deepen their understanding of international mindedness.  — Consistent and regular use of PYP documents e.g. MPYYPH booklet and development of transdisciplinary programme of inquiry as points of reference when planning, delivering and reviewing units.
	Year three & four	— Implement the recommendations of the Evaluation.	— Recommendations implemented.

4. Identify opportunities and investigate methods of effective collaborative planning, teaching and learning with educational consultant David Anderson.	Years one, two, three and four	<ul style="list-style-type: none"> <li>— Implement a program of peer observation to enhance teaching and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>— Timetabled and resourced.</li> <li>— Documented as part of the Performance and Development Process.</li> </ul>
5. Broaden our understanding of the cycle of inquiry.	Year one	<ul style="list-style-type: none"> <li>— Depth teacher understanding of inquiry across the curriculum.</li> <li>— UOI to reflect all phases of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>— Phases of Inquiry documented in planners.</li> <li>— Increased and more efficient use of questioning.</li> </ul>
	Year two	<ul style="list-style-type: none"> <li>— Depth teacher understanding of going further, drawing conclusions and taking action.</li> </ul>	<ul style="list-style-type: none"> <li>— Evidence of the inquiry cycle in the planning and delivery of units of inquiry.</li> <li>— Cycle of inquiry visible in classroom.</li> </ul>
	Year three & four	<ul style="list-style-type: none"> <li>— Consolidate teacher understanding of inquiry across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>— Evidence in planning documentation and delivery of the POI across all year levels.</li> </ul>
<p style="color: green; margin: 0;"><b>Wellbeing</b></p> <p>1. An articulated school wide understanding of the social, emotional, academic and spiritual development of</p>	Years one, two, three &	<ul style="list-style-type: none"> <li>— Use the curriculum overview to position the specialist’s programmes as being integral to the education of the whole child.</li> </ul>	<ul style="list-style-type: none"> <li>— The curriculum overview reflects specialist’s programmes as being integral to the education of the whole child.</li> </ul>

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2. An inclusive school wide culture that values difference and embraces cultural diversity.	Year one	<ul style="list-style-type: none"> <li>— Provide Professional Learning to support teachers to use the resources and develop programs to incorporate the child's heritage.</li> <li>— Utilise the Primary Years Program to effectively incorporate the cultural heritage of the students.</li> <li>— Increase use of digital learning in the classroom to represent a broader cross section of mother tongues and cultural groups.</li> </ul>	<ul style="list-style-type: none"> <li>— Detailed on the Professional Learning Planner.</li> <li>— The Primary Years Program planners will incorporate the cultural heritage of the students.</li> <li>— Evidence of teachers using digital resources to support mother tongue and cultural groups.</li> </ul>
	Year two	<ul style="list-style-type: none"> <li>— Increase the variety of texts in the library to represent a broader cross section of mother tongues and cultural groups.</li> <li>— Develop collaborative ways between teachers, the library, and LOTE staff to utilise mother tongue resources.</li> </ul>	<ul style="list-style-type: none"> <li>— An increased variety of books in the library which represent a broader cross section of mother tongues and cultural groups.</li> <li>— The Primary Years Program planners will be show evidence of collaboration between teachers, the library, and LOTE staff to utilise these resources.</li> </ul>

3. Staff members know and follow clear processes for referring and tracking student wellbeing and intervention support.	Year one Year one	<ul style="list-style-type: none"> <li>— Investigate a Student Wellbeing tracking program with effective Professional Learning for staff.</li> <li>— Provide Professional Learning on how to effectively create and utilise an ILIP.</li> </ul>	<ul style="list-style-type: none"> <li>— Action research team formed.</li> <li>— Writing ILIPs for EAL, hearing unit, diagnosed learning needs, PSD, 6 months below the level and 18 months above the level is detailed in the Professional Learning schedule.</li> </ul>
	Year two	<ul style="list-style-type: none"> <li>— Implement a Student Wellbeing tracking program with effective Professional Learning for staff.</li> <li>— Develop and implement a central register of all students in receipt of learning support with ILIPs.</li> <li>— Utilise the Primary Years Program to effectively incorporate the cultural heritage of the students.</li> <li>— Develop and implement a flow chart for referrals to student services and communicate this effectively to staff and the community.</li> <li>— Improve the nature and amount of support available to EAL students.</li> </ul>	<ul style="list-style-type: none"> <li>— Implemented as part of the centralised data tracking system.</li> <li>— A central register of all students in receipt of learning support with ILIPs.</li> <li>— The Primary Years Program planners will incorporate the cultural heritage of the students.</li> <li>— A flow chart for referrals to student services available to staff and the community.</li> <li>— Build teacher understanding of how children acquire language with the support of the English Language school and EAL ILIPs.</li> </ul>

	Years three and four	<ul style="list-style-type: none"> <li>— Bring together a cohesive overarching policy that outlines the process for student referrals, student support services, ILIPs, PSGs, data tracking program and the role and the responsibilities of the Student Wellbeing team.</li> <li>— Review flowcharts.</li> </ul>	<ul style="list-style-type: none"> <li>— A cohesive overarching policy that outlines the process for student referrals, student support services, ILIPs, PSGs, data tracking program and the role and the responsibilities of the Student Wellbeing team.</li> </ul>
4. Skills and strategies to promote social and emotional learning and mindfulness within the school community are explicitly taught.	Years one and two	<ul style="list-style-type: none"> <li>— Provide effective Professional Learning to enable teachers to fully implement a range of practices to support social and emotional learning.</li> <li>— Embed a range of practices to support social and emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>— The Professional Learning Planner will show evidence teachers have received Professional Learning that promotes a range of practices to support social and emotional learning.</li> <li>— The regular use of ‘circle time’ in the classroom.</li> <li>— Mindfulness strategies detailed in teacher work program.</li> <li>— Classroom teachers using Restorative Practices.</li> </ul>
	Year three and	<ul style="list-style-type: none"> <li>— Review all aspects implemented in years one and two.</li> </ul>	

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<b>Productivity</b> 1. Resources allocated effectively to optimise the achievement, engagement and wellbeing of all students.	Year one, two, three  and four	<ul style="list-style-type: none"> <li>— Review resource allocation and budgeting procedures.</li> <li>— Review the staffing profile in order to adequately resource personalised learning.</li> <li>— Review timetabling, organisational structures, use of learning spaces.</li> </ul>	<ul style="list-style-type: none"> <li>— 2015 budget developed using resource allocation/budget review recommendations.</li> <li>— Workforce plan developed for Strategic Plan.</li> <li>— Outcomes of review into timetabling, organisational structures and use of learning spaces recorded.</li> </ul>
2. Build the capacity of teachers in their instructional practice in order to improve student learning outcome.	Years one, two, three and four	<ul style="list-style-type: none"> <li>— Allocate resources to build capacity of teachers to meet students learning needs, in particular in Mathematics and Speaking and Listening.</li> </ul>	<ul style="list-style-type: none"> <li>— Professional Learning process established to ensure all staff has access to appropriate Professional Learning.</li> </ul>
3. Teacher understanding of the SAMR model evident in the planning and delivery of programs.	Years one, two, three and four	<ul style="list-style-type: none"> <li>— Review the effectiveness of the use of digital technologies to improve student learning.</li> <li>— Employ consultant to develop a streamline communications plan for the digital technologies at Brighton Primary School.</li> </ul>	<ul style="list-style-type: none"> <li>— Use of digital technologies at Brighton Primary School published.</li> <li>— Plan presented to school council.</li> </ul>



<p>4. Comprehensive and in time communications policy.</p>	<p>Years one, two three and four</p>	<ul style="list-style-type: none"> <li>— Establish a cycle of review for policies.</li> <li>— Work with all stake holders to develop a comprehensive Communications policy.</li> </ul>	<ul style="list-style-type: none"> <li>— Review date documented on all policies.</li> <li>— Formal presentation to school council about future direction of website.</li> <li>— Communications policy written and ratified.</li> </ul>
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# Appendix: Recommendations of the Council of International Schools as areas that needed Strengthening

## Achievement

### Section B – Teaching and Learning

While the VT is in broad alignment with other Strengths identified by the SSC, there is more work to be done to make these Major Strengths. This includes: to develop scope and sequence documents, differentiation and assessment strategies to further develop challenging learning experiences. An overarching Curriculum Plan and opportunities for teachers to collaborate more fully, through such practices as peer observation and feedback, is recommended in order for the teachers to develop fully their ideas and enthusiasm to improve. Whilst applauding the high academic achievements of students, manifest in both school and externally based testing, we suggest the focus can encompass more process alongside achievement goals in reaching the school's curriculum vision.

The VT concurs with the school's perception that the list is justified and complete in relation to Areas that Need Strengthening in curriculum and pedagogical frameworks, Professional Learning, Resource Management and Mathematics. The VT was pleased to note that teachers recognised the need for these to be addressed in both horizontal and vertical articulation.

Standard B1b: the PYP Coordinator leads the teachers in developing a BPS Curriculum Model, incorporating scope and sequence documents and a cycle of curriculum review and development.

Standard B1b: the teachers further develop scope and sequence documents to support the delivery of current and future curriculum.

Standard B3a: the teachers use common planners within Mathematics and Literacy.

Standard B6a: the PYP Coordinator works with Year Level Teams to develop an authentic understanding of collaborative practice which ensures the delivery of the same curriculum across year levels and reduces the isolating effect currently observed.

Standard B8a: the teachers familiarise themselves with the Assessment and Reporting Policy to be more aware of the role and goals of assessment and reporting at BPS.

Standard B8b: the Leadership Team arranges Professional Learning opportunities for teachers to help them gain a deeper understanding of, and expertise in, the use of the backward design models, and a variety of strategies such as rubrics to enhance the learning outcomes of their students.

## Achievement

Standard B10a: the Principal investigates ways that the collection of achievement data is utilised by teachers.

Standard B10a: the PYP Coordinator leads a review of the structure of the Assessment Schedule to ensure that the balance of diagnostic/standardised testing and formative and summative assessments effectively enhance Teaching and Learning.

Standard B10b: If the portfolios are to be used as a tool for teachers to show growth in students, then teachers can have a clearer understanding as to their purpose and use through targeted meetings.

## Engagement

### A Guiding statements

The VT concurs with the school's perception that evidence is justified and complete in relation to the alignment of Guiding Statements to IB PYP and the three CIS drivers. However, the VT believes more work needs to be done in developing Guiding Statements for the school's own unique context and culture that will give a greater sense of 'ownership' across the school community.

The VT concurs with the school's perception that the list is justified and complete in relation to a school-wide understanding of internationalism and school culture, and explicit teaching of the competencies of interculturalism. In addition, the VT believes this should include clear and guiding definitions of international-mindedness, internationalism/interculturalism relevant to the school's context and culture. The school should go beyond adopting the IB Mission Statement, and formulate its own, customised Mission, in consultation with all stakeholders, including students.

Standard A2a: the Principal, in collaboration, develops and disseminates a clear and concise definition of internationalism/interculturalism relevant to the school's context and culture.

### B Teaching and Learning

The VT also considers differentiation in regard to student needs is not as embedded as teachers perceive, and should be a key area for attention in future planning. The VT notes, however, that assessment practices, whilst thorough and frequent, are not reflected upon in depth in relation to diagnosis and future planning for differentiation.

Standard B1c: the PYP Coordinator leads the teachers in fostering the development of students as global citizens more fully across all subject areas.

# Engagement

Standard B2c/d: the PYP Coordinator and Team Leaders continue to develop a shared understanding of the inquiry process.

Standard B2a/b: the Leadership Team provides teachers with Professional Learning opportunities to develop further awareness of, and expertise in, a variety of differentiation and assessment strategies to develop their capacity to plan appropriately challenging learning experiences for the range of students in their classes.

Standard B3i: the Leadership Team facilitates collaborative planning sessions between Specialist Teachers to further develop the integration of the Program of Inquiry.

Standard B4a/b: F - 6 Teams continue to develop authentic connections to the cultural diversity of the local community to enhance the Global Citizenship learning opportunities in their Units of Inquiry.

Standard B4b: the teachers further enrich the curriculum and enhance student learning by using the local culture and physical environment.

Standard B8c: The PYP Coordinator lead teachers to review the documentation of assessments in the Units of Inquiry.

The PYP Coordinator and teachers regularly review vertical articulation of the PYP UOI.

That the school would benefit from developing fuller guidelines for completing PYP planners.

The teachers continue to develop programs that foster and develop an understanding of Global Citizenship.

Standard B8d: the Leadership Team arranges Professional Learning opportunities for teachers to develop their expertise in the effective use of formative assessment.

## D Faculty and Support

Standard D2a: the teachers continue to identify opportunities and investigate methods of effective, collaborative Teaching and Learning.

Standard D2a: the Leadership Team focuses on upskilling and empowering teachers to utilise the most appropriate methodologies to differentiate effectively their teaching and better meet the abilities and learning styles of all students.

## E Access to teaching and Learning

The VT concurs with the school's perception that evidence is justified and complete in relation to access to programs and a strong, on-going commitment to meeting student needs. This area is very much a work in progress in some respects, and differentiation needs further development.

## Engagement

It is worth noting that the school states that the CIS Preparatory Report identifies differentiation as a Strength, while that Report, in fact, suggests the school “Identify ways in which the curriculum and its delivery can be differentiated to match individual student needs and learning styles and is translated into effective classroom practice.” The VT concurs with the Preparatory Report.

### F School Culture and Partnerships for Learning

The VT concurs with the school perception that communication processes need clearer articulation and formalisation cross the school community. There is plenty of recent evidence to indicate that this is being addressed through communication technologies and initiatives of School Council which are being noted and appreciated by the school community.

## Wellbeing

### A Guiding Statements

Standard A3d: the Teachers and Librarians develop collaborative ways to resource and celebrate the value of continuing mother tongue and LOTE engagement within and beyond the school.

### E Access to Teaching and Learning

The VT concurs with the school perception regarding several key Areas that Need Strengthening, including more effective communication with parents regarding access to Learning Support. Whilst acknowledging work needs to be done, and recognising the teachers’ concerns, the VT saw some evidence that the school is addressing support needs available to students with English as an Additional Language, and should continue to do so. This view also applies to developing teacher skills in social/emotional development, where there is evidence to show the school is managing social and emotional student needs through a range of practices such as inclusivity and student leadership opportunities. It is laudable that this is an area where teachers want to develop further skills, and this is encouraged by the VT.

Standard E1c: the Principal Team brings together all articulation of Learning Support into a cohesive, overarching Student Support Services Policy, which includes the Student Engagement Policy, to facilitate communication and planning.

The school create a Student Support Services personnel chart to clarify how roles and responsibilities interconnect.

Standard E3b: the Principal Team reviews the support available for students with English as an Additional Language and their teachers to better cater for the needs of these students.

## Wellbeing

## Wellbeing

Standard E3c/d: the Librarian reviews the variety of texts in the Library in order to represent a broader cross-section of mother tongues and cultural groups represented within the student population.

### G Operational Systems

The school identified no Areas that Needed Strengthening, but the VT does not concur with school's perception in relation to some safety procedures and potential hazards. VT concerns have been itemised in the Section G Report, and should not pose any problems for the school in taking immediate and appropriate action. The VT alerted the Principal to these concerns as soon as they were noted and a prompt response followed. This included enlarging evacuation procedure signage, re-writing the lockdown procedure and posting it in all classrooms (though it can be improved further) and accessing some missing documentation. The VT expects any outstanding concerns to be addressed and rectified as a high priority.

The principal team to investigate the implementation of processes to collect exit information from post grade six to inform decisions about the effectiveness of the school's programs in preparing students for their post Brighton Primary School experiences.

Standard G3c/d: the Principal takes action on all identified hazards as a high priority.

Standard G3e/f: the Principal takes immediate steps to act on VT and school community feedback from the lockdown rehearsal.

Standard G4e: the Principal ensures articulated risk assessments are carried out prior to all excursions/incursions.

## Productivity

### B. Teaching and Learning

Standard B3a/b: the PYP Coordinator and teachers review the recording of trans-disciplinary inquiry on a PYP planner.

Standard B5c: the Principal Team implements a program of peer observation, supported by training, to develop appropriate observation and feedback skills, to enhance Teaching and Learning.

Standard B3h: all Year Level Teams have calendared combined meetings to collaborate on and strengthen the vertical articulation of the curriculum.

Standard B3h: the Leadership Team enables teachers to meet more regularly to plan and strengthen the vertical curriculum.

## Productivity

All teachers look for opportunities to further their Professional Learning through a program of collaborative teaching and lesson observation at Brighton Primary School.

Standard B5c: the Leadership Team to ensure that any technology initiatives implemented by the school are supported by training programs for teachers.

Teachers would benefit from more access to the leading teacher for ICT to further their training.

Standard B7b,c,d: the Leadership Team oversees an audit of equipment available to support classroom teachers, particularly in the Literacy and Numeracy areas, and develops a maintenance, storage and access plan for this equipment in order to support Teaching and Learning goals.

The Leadership Team to instigate a review of EAL provision across the school and to support the teachers with strategies to support EAL students in the mainstream class.

### C Governance and Leadership

The VT concurs with the school's perception that evidence is justified and complete in relation to development of an effective and positive working relationship between governance and leadership. It has identified, however, that lines and practices of delegation need clarifying and strengthening with the object of developing future embedded leadership opportunities at different levels.

Standard C2a: the School Council prepares and implements an annual review and appraisal of its own performance.

Standard C3a: the principal team collaborates with teachers to develop a clear delegation of responsibilities.

### D Faculty and Support

Standard D1b: the Principal reviews the level of support required to ensure effective teaching and learning in Grades 1, 3 and 4 where class sizes range from 26 – 30.

Standard D1b: the Leadership Team continues to work with the School Council to engage parents in discussions around their preferences for the education of their children in order to boost retention rates in Grades 5 and 6.

### F School Cultures and Partnerships

## Productivity

Standard F2a: the Principal and the School Council create a Communications Policy, essential agreements on communications and an Action Plan for future developments in communicating with all stakeholders.

Standard F2e: the Principal to consider expanding the use of technologies in strengthening the school's global partnerships.

Standard F3b: the school to explore more substantial ways in which students can develop community partnerships