

School Strategic Plan 2020-2024

Brighton Primary School (1542)



An Internationally Accredited School

Submitted for review by Steve Meade (School Principal) on 30 November, 2021 at 11:21 AM

Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 18 March, 2022 at 11:55 AM

Endorsed by Geraldine de Fina (School Council President) on 18 March, 2022 at 01:00 PM

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School vision	<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. We believe that the growth of our children is at the heart of our community. 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 vision is to build a community of active learners who can meet challenges of our rapidly changing world and become responsible global citizens</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 and authorisation by the IB to deliver the Primary Years Program (PYP).</p>
School values	<p>Brighton Primary School has an enrolment of approximately 580 students, which includes 15-18 students with moderate to profound hearing loss enrolled in the regional Hearing Unit hosted at the school. Our school culture of shared responsibility and collaboration ensures that our Hearing Unit functions as an integral part of the school community, supporting students to fully access mainstream education.</p> <p>The school 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 six kilometres of coastline within Brighton's suburban boundary, there is a diverse range of attractions and activities for all. 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 and has twenty-eight classes organised in year levels. The school has been redeveloped with attention to maintaining the architectural integrity of the two brick Victorian buildings. Brighton Primary School has a large number of relocatable buildings. Generally, they are grouped in year levels to support our collaborative 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>Brighton Primary School has a rich, well-resourced Specialist Program. There are purpose-built Science, Music and Art Rooms and a Gymnasium. As well, there are literacy and numeracy resource rooms and a large shared learning space in the junior hall. The</p>

	<p>Library is centrally located and available to students at lunchtime, as well as class time. Adjoining it is the Performing Arts Centre and the school canteen. The school community raised the funds to fit-out these spaces and construct the covered walkway that connects all classrooms and specialist teaching areas. Our Outside School Hours Care program, TeamKids, is accommodated in the Performing Arts Centre 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, a fitness circuit and netball and down-ball courts. Below the junior play equipment is the Wonder garden, designed by our students. It is both a teaching space and a playing area. The Brighton Primary School community has funded the outdoor equipment and development of the grounds and are maintained by the School Council Facilities Committee and regular working bees. The school also employs a groundsman.</p>
Context challenges	<p>The school is faced with a number of key challenges including:</p> <ol style="list-style-type: none"> 1. The need to build a guaranteed and viable curriculum 2. The improve the student learning outcomes for all students 3. To build teacher capacity to strengthen and align teaching and learning across the school from Prep to Grade 6 4. To manage a decline in student enrolment as a result of changing demographics in Brighton and the Covid pandemic
Intent, rationale and focus	<p>The school is working to build a guaranteed, viable curriculum to maximise learning for all students.</p>

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Goal 1	Maximise the learning growth of every student in literacy and numeracy.
Target 1.1	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none">• Year 3 Reading from 72 per cent in 2019 to 77 per cent in 2024• Year 5 Reading from 51 per cent in 2019 to 59 per cent in 2024• Year 3 Writing from 67 per cent in 2019 to 72 per cent in 2024• Year 5 Writing from 26 per cent in 2019 to 30 per cent in 2024.• Year 3 Numeracy from 58 per cent in 2019 to 63 per cent in 2024• Year 5 Numeracy from 51 per cent in 2019 to 56 per cent in 2024.
Target 1.2	<p>To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none">• Reading from 19 per cent in 2019 to 26 per cent in 2024• Writing from 25 per cent in 2019 to 30 per cent in 2024• Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024.• Numeracy from 23 per cent in 2019 to 28 per cent in 2024.
Target 1.3	<p>To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements for:</p> <ul style="list-style-type: none">• Reading & Viewing from 59 per cent in 2019 to 64 per cent in 2024• Writing from 36 per cent in 2019 to 41 per cent to 2024.

	<ul style="list-style-type: none"> • Number & Algebra from 55 per cent in 2019 to 60 per cent to 2024.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capacity to use rigorous assessment practices and feedback to personalise learning
Key Improvement Strategy 1.b Building practice excellence	Develop and consistently implement an agreed instructional model
Key Improvement Strategy 1.c Instructional and shared leadership	Build instructional and shared leadership capacity
Goal 2	To maximise learning growth through increased student agency and voice.
Target 2.1	<p>To increase the positive endorsement of students from Years 4- 6 for the Attitudes To School Survey factors for:</p> <ul style="list-style-type: none"> • Student voice and agency from 72 per cent in 2019 to 77 per cent in 2024 • Differentiated learning challenge from 86 per cent in 2019 to 91 per cent in 2024 • Stimulating learning from 78 per cent in 2019 to 83 per cent in 2024 • Motivation and interest from 80 per cent in 2019 to 85 per cent in 2024 • Self regulation and goal setting from 88 per cent in 2019 to 93 per cent in 2024 • Teacher concern for students from 73 per cent in 2019 to 78 per cent in 2024 • Effort for students from 83 per cent in 2019 to 92 per cent in 2024.
Target 2.2	To increase the positive endorsement of all staff for the School Climate module across all factors in the School Staff Survey from 71 per cent in 2019 to 81 per cent in 2024.

Target 2.3	<p>To increase the positive endorsement of parents/ carers for the Student cognitive engagement module across all factors in the Parent Opinion Survey from 68 per cent in 2019 to 79 per cent in 2024.</p> <p>To increase the positive endorsement of parents/ carers for the Student agency and voice factor in the Parent Opinion Survey from 67 per cent in 2019 to 78 per cent in 2024.</p>
Key Improvement Strategy 2.a Vision, values and culture	Develop a school wide understanding and culture of agency and voice
Key Improvement Strategy 2.b Empowering students and building school pride	Embed structures and processes to enable student agency and voice
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build student capacity to monitor and evaluate their own progress