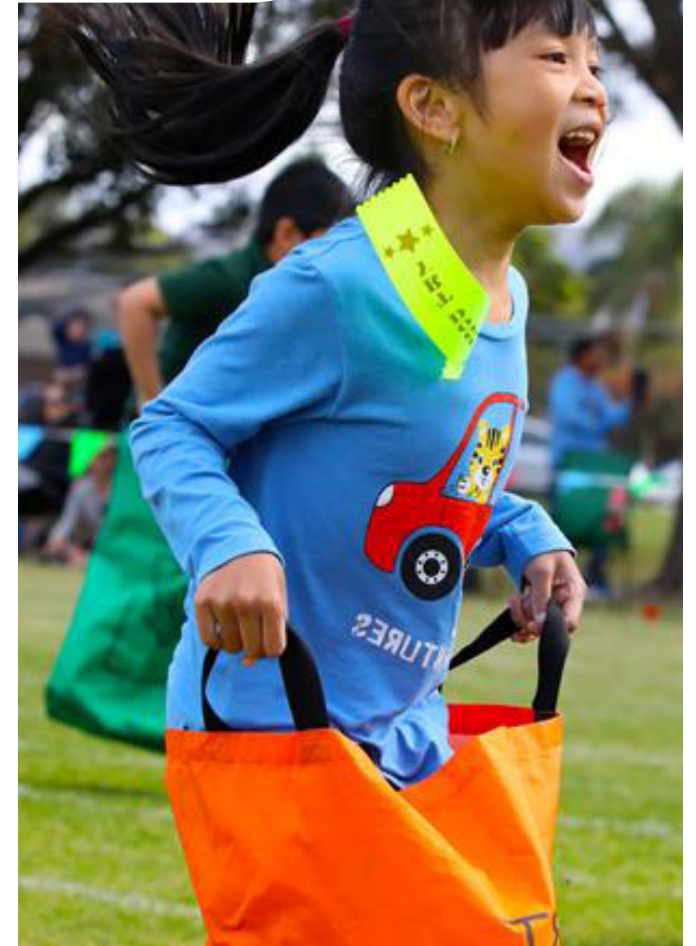




BRAMFIELD PARK PRIMARY SCHOOL



BUSINESS PLAN

2021-2023

OUR BUSINESS PLAN

The 2021-2023 Business Plan was developed in consultation with staff, parents and community members to build upon the previous Business Plans and outlines our strategic pillars, focus areas and targets for the next three years.

SCHOOL VISION

Thinkers, Learners, Doers: mindful of the PATH we create.

Bramfield Park Primary School opened in 1979 and became an Independent Public School in 2015. At Bramfield Park, our school motto of “Strive to Achieve” is part of everyday language where staff, students and families work together to ensure success for every student, in every classroom, every day.



Our Bramfield Park Primary School community believes in a school that:

- Cares about building a strong, engaged community.
- Provides effective teaching that prepares students to be lifelong learners, able to achieve their full potential through creative and innovative learning environments.
- Caters for the individual needs of all students and fosters individuality.
- Offers equal opportunities to students from rich and diverse cultures to ensure they feel accepted.
- Considers high expectations for student achievement, behaviour and citizenship as paramount.
- Provides a safe and caring environment where all students can feel important, cared for, and have their voices heard.



VISIBLE LEARNING: WHAT WORKS BEST...

- Collective efficacy: to achieve collective efficacy, teachers work collaboratively to plan and work together to critique their expectations, evaluate their impact on students, and decide where best to go next in light of their impact. Teachers are one of the most powerful influences on student learning.
- Know student prior learning: when teachers know and understand the prior knowledge of their students and what they bring to the class in terms of dispositions and motivations, and then adapt and respond to this background information, then they can achieve significant gains in student learning.
- When teachers and students use practices that emphasise the appropriately challenging learning intentions and success criteria that are being evaluated or sought in the learning activities, students will be more likely to invest in their learning and make higher achievements.
- Using feedback, welcoming errors, and building trust: learning outcomes improve when teachers and students actively seek, receive and act upon feedback, there is a trusting learning relationship existing between the teacher and the students, errors are welcomed and the learning climate is safe and ordered.
- Structuring for deep, on top of surface learning: when teachers have developed the learning sequence in such a way that students first develop relevant and needed surface knowledge and then go on to develop deeper understandings, this combination of surface to deep learning can have a significant impact on improving student learning outcomes.
- Holding high expectations and the right level of challenge: engaging students in goals and learning that are in the optimal zone of challenge for the student.

(John Hattie & Arran Hamilton - Real Gold vs Fool's Gold)





School Self-Assessment and Accountability

At the beginning of this business planning cycle, Bramfield Park PS will undergo a Public School Review. We will be reflecting upon our school's performance against The Standard. A review team will work with our school staff and Board to validate our reflection. A cycle of assessment will also be in place to review the areas of teaching, learning environment, leadership, resources, and relationships.

Community

Bramfield Park PS recognises, values and celebrates our rich cultural diversity. We work together to improve student outcomes and continue to promote our school community, where everyone is treated as a valued individual. Families are recognised and engaged as partners in their child's learning. We continue to develop strong and sustainable partnerships with the local and broader community to improve programs, facilities, and our reputation.

OUR FOCUS AREAS



STUDENT IMPROVEMENT

Literacy, Numeracy and intervention strategies incorporating 21st Century Learning Skills and AEDC Language and Cognitive skills will ensure students can make informed decisions about their lives and act with responsibility at local, regional and global levels.

01



WELLBEING

Mental and physical health strategies incorporating 21st Century Learning Skills and AEDC Physical Health and Wellbeing and Emotional Maturity will ensure students become individuals who can manage their own wellbeing.

02



STEM

Digital citizenship and the STEM Learning Project incorporating 21st Century Learning Skills and AEDC Social Competence will ensure that students relate well to others and work for the common good.

03



SUSTAINABILITY

Gardening, recycling and other sustainability events and activities incorporating 21st Century Learning Skills and AEDC Social Competence will ensure students become citizens who behave with ethical integrity.

04



CULTURE AND COMMUNITY

English as an Additional Language/Dialect (EAL/D), Aboriginal Education, and Languages-French strategies incorporating 21st Century Learning Skills and AEDC Communication Skills and General Knowledge will ensure students can relate to and communicate across cultures.

05



STUDENT IMPROVEMENT

Literacy, Numeracy and intervention strategies incorporating 21st Century Learning Skills and AEDC Language and Cognitive skills will ensure students can make informed decisions about their lives and act with responsibility at local, regional and global levels.

01

1.1

STRATEGIES: LITERACY

Promoting Literacy Development (PLD), Talk 4 Writing (T4W) and Reading in all classrooms, in dedicated Literacy Blocks: 2 hours x 4 times per week.

1.2

STRATEGIES: NUMERACY

Basic Facts: counting, recognition, writing, reading, fluency and operations in all classrooms, in dedicated Numeracy blocks: 2 hours x 4 times per week.

1.3

STRATEGIES: INTERVENTION

Targeted, evidence-based Literacy support driven by standardised test data: pre and post test addressing individual needs.





WELLBEING

Mental and physical health strategies incorporating 21st Century Learning Skills and AEDC Physical Health and Wellbeing, and Emotional Maturity will ensure students become individuals who can manage their own wellbeing.

02

2.1

STRATEGIES: MENTAL HEALTH

Build mental health awareness and capacity in staff and students to improve and maintain emotional and social wellbeing through use of the BeYou Framework, PAThS curriculum, Respectful Relationships program, Wellbeing4Kids, Zones of Regulation and annual events such as R U OK? Day.

2.2

STRATEGIES: PHYSICAL HEALTH

Promote healthy, safe and active lifestyles through programs such as Your Move, BluEarth and annual events such as Jump Rope For Heart and the Colour Run. Physical Education curriculum, morning fitness, classroom yoga, Wellbeing4Kids, school carnivals and interschool carnivals, interm swimming lessons.





STEM

Digital citizenship and the STEM Learning Project incorporating 21st Century Learning Skills and AEDC Social Competence will ensure that students relate well to others and work for the common good.

03

3.1

STRATEGIES: 21st CENTURY LEARNERS

Professional learning, description of skills, visual displays of skills, links to Technologies curriculum and operational plans.

3.2

STRATEGIES: GOOD DIGITAL CITIZENS

Workflow checklist for students' Information and Communication Technology (ICT) skills, links to Technologies curriculum and operational plans.

3.3

STRATEGIES: STEM LEARNING PROJECT

Explore curriculum resource modules and professional learning modules, integrate STEM teaching and learning approaches that engage students in collaborative learning to solve authentic, real world problems.





SUSTAINABILITY

Gardening, recycling and other sustainability events and activities incorporating 21st Century Learning Skills and AEDC Social Competence will ensure students become citizens who behave with ethical integrity.

04

4.1

STRATEGIES: SCHOOL GARDEN AND SCHOOL GROUNDS

Planeteers, classes and community will create and maintain the garden.

4.2

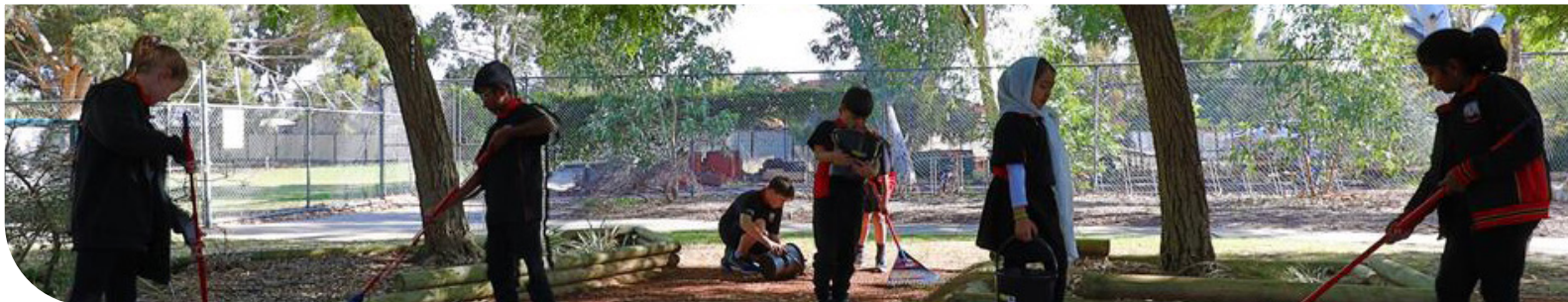
STRATEGIES: RECYCLING

Composting, soft plastic collection, Containers for Change, worm farm, battery collection, and paper collection.

4.3

STRATEGIES: EVENTS AND ACTIVITIES

Your Move, Earth Hour, Clean Up Australia Day, and energy monitors.





CULTURE AND COMMUNITY

English as an Additional Language/Dialect (EAL/D), Aboriginal Education, and Languages-French strategies incorporating 21st Century Learning Skills and AEDC Communication Skills and General Knowledge will ensure students can relate to and communicate across cultures.

05

5.1

STRATEGIES: ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

Progress Maps, EAL/D profiling, explicit teaching, Harmony Day, visible language and signage.

5.2

STRATEGIES: ABORIGINAL EDUCATION

Aboriginal Cultural Standards Framework, culturally responsive and aware community, visible language and signage.

5.3

STRATEGIES: LANGUAGES - FRENCH

Whole school events, visible language and signage, languages assistant.



2021 – 2023 TARGETS

1

50% of Year 3 students improve **3 bands** when tested again in Year 5 in reading, writing and numeracy **NAPLAN** tests.

2

80% of students are at '**C**' grade expected levels, or above, for **Brightpath** Semester Two Narrative and Information Report assessments.

Narrative:	Information Report:
Year 1 – 200	Year 1 – 200
Year 2 – 260	Year 2 – 240
Year 3 – 300	Year 3 – 280
Year 4 – 320	Year 4 – 300
Year 5 – 340	Year 5 – 340
Year 6 – 380	Year 6 – 360

3

80% of students improve **20 or more Brightpath** points on each assessment (Narrative and Information Report) between Terms 1 and 4.

4

80% of students improve by **one-year level** in **Mathletics**.

5

Staff and students will be able to recall **70%** of the **21st Century Learning Skills** overarching descriptors. (5 of the 7 statements).

6

80% of students in the intervention program will show **at least 12 months growth** on **York Assessment of Reading Comprehension** (accuracy and comprehension), and be in an **average range** on the **Sutherland Phonological Awareness Test** after 12 months of intervention.

7

80% of students will be able to link a completed learning activity to a **21st Century Learning Skill** and support their choice.

**BRAMFIELD PARK
PRIMARY**



STRIVE TO ACHIEVE