

Use of National School Improvement Tool

School Improvement has always been a key priority for all involved at Brightwaters Christian College, whether they be teaching staff, families, Board or the broader school community. This tool allows an ongoing greater depth of discussion into the future.

This has been colour coded to correspond to each “domain” that has been set out as in the The National School Improvement Tool (tool) which was developed by the Australian Council for Educational Research for the Commonwealth Department of Education, Employment and Workplace Relations based on a series of national consultations conducted during 2012.

The table below highlights those areas which have been pinpointed by the staff and Board of Brightwaters Christian College as areas for improvement during 2017. You will notice that some areas were marked as completed, while others are still works in progress. The work in progress is not a fail to complete, rather a sense of what was deemed more vital, or became apparently more time sensitive.

At the time of preparing this forward plan for 2017, the Board is making progress towards becoming a more complete Governance structure and reshaping from a model of management and Governance. The Board has put in place several committees which are, at the end of 2016, getting a sense of where to from here. They will continue to strengthen as 2017 unfolds. The committees will be driven, to a large part by the work done by the Vision and Strategy committee, who are responsible for looking to the future beyond 2017.

I trust that as you read through the ideas listed above, that you get a sense of the heart Brightwaters Christian College has for its students, which provides an environment where they are known, noticed and nurtured. The students are very much the “next generation” and how we engage with them will, in no small way, affect how they see their future. We see their future as having enormous potential and full of great possibilities. The students see the teaching staff, their families and the wider school community as being committed to working together and having a single-mindedness of goal. Just as we ask our student to strive, so too, the staff continue to strive for improving every year and never settling for less than their best!

1. An Explicit Improvement Agenda

The school leadership team and/or Board have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

2. Analysis and Discussion of Data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

3. A Culture That Promotes Learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

4. Targeted Use of School Resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

5. An Expert Teaching Team

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

6. Systematic Curriculum Delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

7. Differentiated Teaching and Learning

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

8. Effective Pedagogical Practices

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

9. School-Community Partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

2016 - 2017 GOALS	CURRENT STATUS	Completed ✓	RESPONSIBILITY of WHOM?	Allocated/ required BUDGET Or TIME
Marketing committee continued exposure of school to wider community	Continued use of Facebook, Instagram. Advertising to local churches, preschools Signage around Morisset peninsula	✓	Marketing committee	Budget
Marketing committee continued exposure of school to wider community	Reach out into the southern end of Lake Macquarie and into Blue Haven/Doyalson areas		Marketing committee	Budget
Develop strategic and comprehensive marketing plan for 2016	Ongoing marketing plan: target audience preschools and local churches	✓	Marketing committee	Time
Develop strategic and comprehensive marketing plan for 2017	Ongoing marketing plan: target audience preschools and local churches		Marketing committee	Time
Prospectus update and refocus wording used in advertising	Reviewed annually.		Principal Executive Assistant	Time
Updated website	Ready for launch end 2016/early 2017	✓	Marketing committee	Time
Consider how the school motto and vision statements can link to Morisset Baptist Church.	Pastor Tim and Principal to unveil early 2016	✓	Pastor Tim and Principal	Time
Involvement in Inclusive Schools funding	Inclusive schools project to begin mid May 2015. Ongoing expenditure on areas of resilience, goal setting and teaching practice metalanguage development in 2016	✓	Teaching staff	Budget
Involvement in Inclusive Schools funding	Conclude and assess resilience, goal setting and teaching practice metalanguage development in 2017 Term 1		Teaching staff	Budget
Upgrade/reinvigorate play area/buildings	Painting of external walls, eaves etc. early 2016	End 2016 or early	Building committee	Budget

	Repaint doors into learning spaces	2017		
New fencing to define office area/visitor car spaces	Plans are in place- designs and quotes yet to come.		Building committee	Budget
Achievement of a higher profile in the local community through participation in a range of community events.	Ongoing. ANZAC day march; Remembrance Day service.	✓	Principal	Time
Have a larger community presence in Morisset and surrounding suburbs.	Continued participation in Morisset Festival.	Unable to in 2016 – not held	Principal	Budget/ Time
Board governance addressing greater communication between interested parties	Use of Church notices, website, newsletter Term report to company members by Board Chair.	✓	Board	Time
Maintenance of School Policies to high standard and keeping staff aware of any relative changes.	Ongoing. Privacy policy updated and included on website	✓	Board	Time
Add Board Governance policies to list of school policies.	Review throughout 2016-2017	✓	Board Compliance Officer	Time
Participate in annual BOSTES accredited “responsible persons” training	12 hours every 3 years		Board	Budget/ Time
Develop a 2-5 year plan for Brightwaters	Underway and in development. Continue in 2016.	✓	Board	Budget
Continued work by Vision and Strategy Committee	8 year plan developed by VSC and being adopted by Board. Ready for practical strategies in 2017		Board V&S Committee	Time Budget
Use of SeeSaw to articulate goals and link to outcomes (and with a strong focus on writing clusters in 2017)	Began set up and implementation in 2016. Assess and continue to increase parent “buy in” in 2017.		Board Staff	Time
Offer training courses to parents in understanding outcomes and targets for improvement	Early 2017 and each term as required on set topics e.g. Goal Setting/Use of SeeSaw as interactive tool		Principal Staff	Time

	for communication			
Increase profile of school within the context of Early Childhood centres and preschools.	<p>School Readiness Program continued – return to Preschools yearly in May/June.</p> <p>Preschools invited each term to visit Brightwaters and join in activities with whole school.</p> <p>Graduation Scholarships offered to each preschool end of 2017.</p> <p>Reoffer again in 2017 Term 2</p>	<p>✓</p> <p>✓</p>	Principal	Time Budget
School grounds- landscaping.	Ongoing maintenance and painting	✓	Building committee	Budget
Increase access for wheelchairs and prams. Implement disability access project funding	Complete building of access ramps and lift early 2016.	Still ongoing in 2017	Building committee	Budget
School tree audit – round 3	Engage professionals for tree work. Final tree removal end of term 1 2015. Completed.	✓	Principal Board	Budget
School Tree Audit – Round 1	Engage professionals for initial tree audit for next three years. Engage arborists for lopping - 2017		Principal Board	Budget
Prepare and implement new History syllabus for 2016	Beginning term 1 2016	✓	Teaching staff	Time
Prepare and implement new Geography syllabus for 2016	Beginning term 1 2016	✓	Teaching staff	Time
Assess and review History and Geography syllabus from 2016	Year 1 of teaching new syllabus. Review curriculum in light of integration across KLAs		Teaching Staff	Time

Teachers take part in QTC Registered professional development (addressing 5.3.2 and 6.3.2 from the Australian Professional Standards for Teachers) towards maintaining Proficient Teacher Accreditation in NSW	<p>Staff participate in BOSTES program using BOSTES site. 2016</p> <p>Staff undertook training in Parent Council course (25 hours)</p>	✓	Teaching staff	Budget
Teachers take part in QTC Registered professional development (addressing 5.3.2 and 6.3.2 from the Australian Professional Standards for Teachers) towards maintaining Proficient Teacher Accreditation in NSW	Undertake BOSTES online training in writing for NAPLAN		Teaching staff	Budget
Build and improve teacher quality in the classroom	Ongoing teaching staff maintenance of professional competence using BOSTES standards.	✓	Teaching staff	Time
Launch Smaller Schools Data Collaboration group	Combine with other small CSA schools and discuss data collected/means of data collection/availability of comparative data/effective implementation of data collection within small cohort.		Principal Staff	Time
Build and improve Principal training and equipping	<p>Principal attended Principal Retreat in 2016 and will attend in February 2017</p> <p>Principal on retreat committee - 2016/2017</p>	✓	Principal	Budget
Build and improve Principal training and equipping	Take part in mentoring with other Principals in THACCSA meetings and POSCS	✓	Principal	Budget
Access AIS consultants for training in writing IEP and NCCD	Take part in PD on writing IEPs and understanding NCCD in finer detail	✓	Teaching staff	Budget
Implement upgraded IEPs and assess efficacy of training	Throughout the year, implement, monitor and tailor IEPs in more detail	✓	Teaching Staff	Time
Upgrade IEPs and review process of programming with students having IEPs in mind.	Early 2017 – review programming and collaboratively design		Teaching Staff	Time

	structure to identify IEP needs			
Undertake Inclusive funding in the area of Goal setting.	Draft formats and trials occurred during 2015. Further implementation throughout 2016. Review end 2016.	✓	Teaching staff	Time
	Draft formats and trials occurred during 2015. Further implementation throughout 2016. Review end 2017		Teaching staff	Time
Monthly staff meetings to discuss effectiveness of teaching and evaluate strategies being used	Regular meetings, often weekly that evaluate daily/weekly occurrences.	✓	Teaching staff	Time
Twice yearly peer teaching reviews	Each teaching staff member will have a mentor staff member view a lesson and give feedback on lesson and delivery		Teaching Staff	Time
Design new weekly teaching format to include school-community partnerships in the areas of student driven learning	Engage with students and community to g=create links that allow the students external "knowledge and skills" to be part of their learning e.g. woodwork		Principal Teaching staff	Time
Invite other CSA small schools to join with BWCC.	Inaugural STEM day held end 2016	✓	Teaching Staff	Time Budget
	Build on links and relationships to address other areas of interest in 2017		Teaching Staff	Time Budget
Mentoring Pre service teachers	Partnership with Avondale College (and other local Universities) to accept and mentor preservice teachers. We had 2 throughout 2016.	✓	Teaching staff	Time