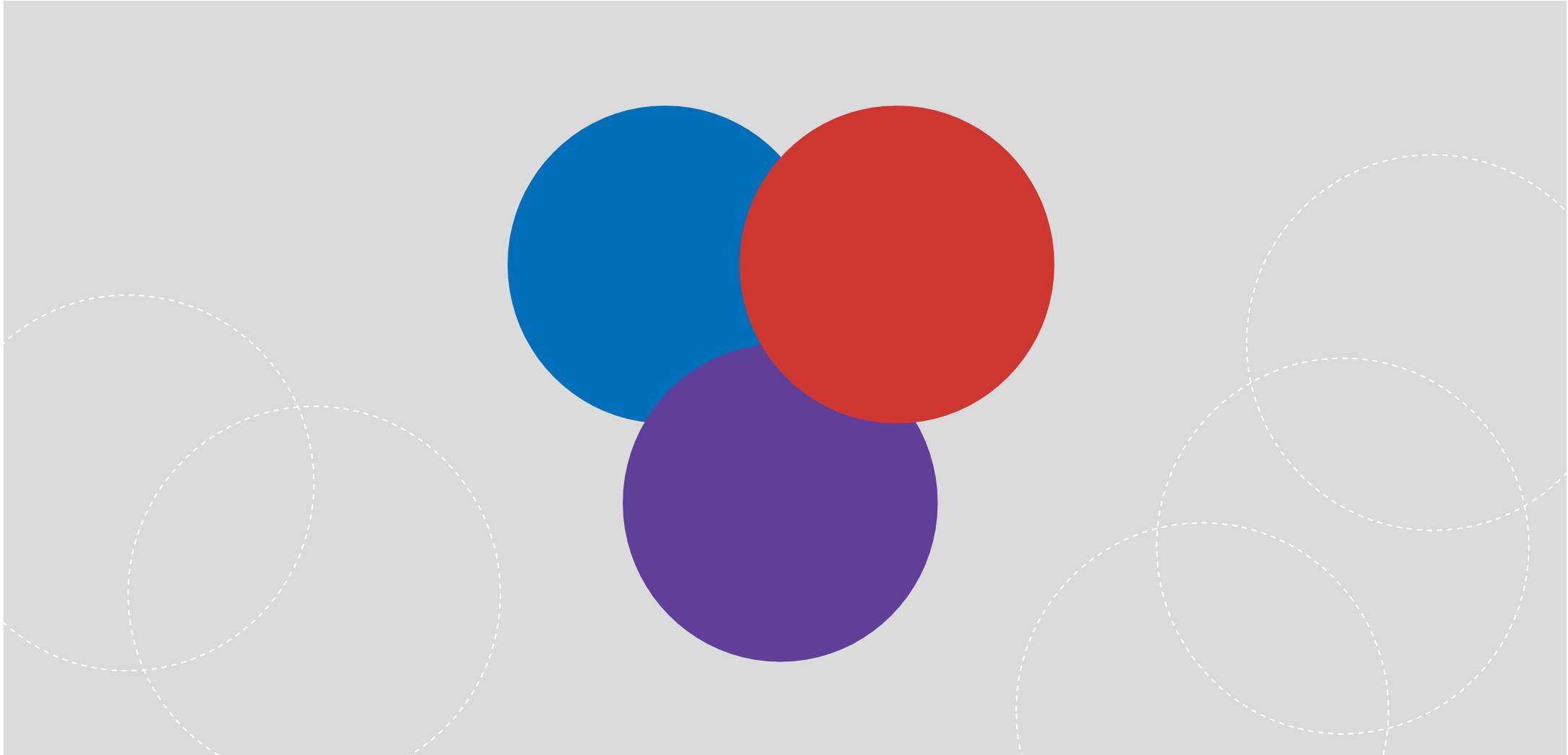


School plan 2015 – 2017

Beacon Hill Public School





School vision statement

At BHPS we work collaboratively with staff and students in partnership with the community to provide engaging and personalised learning experiences which promote individual achievement and success.

School context

Beacon Hill Public School is a unique NSW public school that maintains high quality teaching and learning programs and high academic outcomes through utilising innovative technologies which support classroom teaching and learning and a whole school focus on literacy and numeracy.

The staff at Beacon Hill Public School are committed to creating a safe, happy and academically challenging environment for children. The school offers a wide range of learning opportunities and enrichment programs to inspire each child to reach their full potential. The school has excellent traditions and aims for excellence academically, in performing arts and sport. 'Be Proud to Achieve' is the school's motto and we are known as 'The friendly school'.

Beacon Hill Public School has an active school community who value team work, collaboration and high expectations. The school prides itself on high levels of cooperation, support and compassion where there are positive relationships between the diverse body of students, staff, families and friends that make us this educational community.

Our school is a member of the Northern Beaches Learning Alliance (NBLA) which is a community of schools committed to working together to support the needs of all members. The NBLA fosters positive school communities and consists of local primary schools and campuses of the Northern Beaches Secondary College. Shared professional learning opportunities enhance teaching and learning practices and improve student wellbeing.

School planning process

This school plan is the result of ongoing consultation with the community and rigorous collection and analysis of data. Parents, staff and students were invited to participate in a survey using "Survey Monkey". Parents were asked about the school's greatest strengths, areas for improvement, and overall school vision. Staff were asked the same questions as well as influences on achieving our goals and how students learn best. Students were asked; what were the best things about our school, one thing you could change and what would make BHPS the best school ever? Working parties of staff and parents analysed the results to identify key trends and feedback at staff and P & C meetings and through the school newsletter.

At teacher professional learning sessions, staff engaged in collegial discussion and reflection based on key aspects of the Melbourne declaration before working together as a whole staff to develop the school vision and strategic directions.

A school planning committee was formulated consisting of school leadership team and other interested staff members to collaborate and develop our three strategic directions, including their purpose, people, processes, practices and products. Improvement measures for each strategic direction were identified through analysis of data.

Consultation, participation and feedback has been ongoing with the staff at stage and whole school management meetings and with the community at P & C meetings and through regular school newsletter updates.



Purpose:
Meaningful learning outcomes and processes ensure every student is an engaged, confident life-long learner who successfully contributes productively to the community and society.

Purpose:
To ensure a whole school approach towards the implementation of quality teaching and learning so that there is consistency in expectation, professional dialogue, and reflective practice. Commitment to ongoing professional learning fosters positive relationships and builds the capacity of all team members.

Purpose:
To establish a culture of engagement, fostering collaborative learning processes and facilitating meaningful partnerships and connections with the wider community. Striving for excellence through valuing family and community, to enhance and develop the skills, talents and interests of individual students.

Strategic Direction 1: Personalised and transformative learning

Purpose

Meaningful learning outcomes and processes ensure every student is an engaged, confident life-long learner who successfully contributes productively to the community and society.

Improvement Measures

- ❖ 95% of students achieving expected growth in literacy and numeracy areas of NAPLAN
- ❖ 100% of students achieving at or above cluster level benchmarks in Literacy and Numeracy using PLAN

People

Students:

- ❖ Students reflect and report on the achievement of their own learning and leadership goals. They engage actively in learning and understand that by working towards achievement of criteria (rubric) they will achieve their learning goals.

Staff:

- ❖ Staff develop the mindset that growth of learning outcomes can occur as a result of formative assessment.
- ❖ Staff meet the needs of students through the collegial development and implementation of differentiation strategies in all classrooms, to ensure it is purposeful and engaging and directly related to each students stage of learning.

Leaders:

- ❖ Leaders will be mentored through student focused action research projects to build their leadership skills and capacity according to the National Standards at Lead Teacher Level.
- ❖ Leaders will initiate and develop specific and whole school programs to meet the needs of our students' learning
- ❖ Leaders provide mentoring and facilitation to staff on best practice in catering for student needs.

Parents/Carers

- ❖ Parents actively engaged and work in partnership with school for the development of individual student learning programs (IEP/ PLP).

Processes

Implement assessment and tracking strategies using the PLAN data and common assessment tasks to inform teaching and learning programs K-6 and drive differentiation and quality teaching.

Through mentoring and professional learning, strengthening the implementation of differentiated learning to meet the needs of all students including learning and support and gifted and talented students.

Through action learning, mentoring and professional learning, develop and implement evidence based teaching practices for quality teaching and differentiation (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) to support successful learning in Literacy, Numeracy, 21st Century skills including inquiry based learning and other key learning areas.

Evaluation Plan

- ❖ Review and analysis of NAPLAN data.
- ❖ Regularly monitor student levels of achievement in PLAN data.
- ❖ Review and monitor teaching programs and practices.
- ❖ Monitoring and review of the effectiveness of our common assessment tasks and rubrics.

Products and Practices

Products

- ❖ 95% of students achieving expected growth in literacy and numeracy areas of NAPLAN.
- ❖ 100% of students achieving at or above cluster level benchmarks in Literacy and Numeracy using PLAN
- ❖ Improved performance in NAPLAN comparison to similar school groups in the areas of reading and spelling with a particular emphasis on reading for meaning, finding the main idea and making inferences.

Practices

- ❖ Students have an understanding of how they learn, demonstrating independent selection and use of quality learning tools and attitudes towards learning.
- ❖ Students are creative and productive users of technology and confident communicators.
- ❖ Students set personal learning goals, assessing and reflecting on their achievement and make choices about their learning.
- ❖ Teachers develop and clearly communicate consistent teacher judgement and clear processes including rubrics for students to understand learning outcomes.

Strategic Direction 2: Purposeful collaboration of teams

Purpose

Through a whole school approach towards the implementation of quality teaching and learning there is consistency in expectation, professional dialogue, and reflective practice. Commitment to ongoing professional learning fosters positive relationships and builds the capacity of all team members.

Improvement Measures

- ❖ 100% attendance and participation in scheduled professional learning.
- ❖ 100% of teachers committed to attaining and maintaining AITSL certification.

People

Students:

- ❖ Students engage and actively participate by learning through a collaborative 21st Century approach and a commitment to a variety of curricula and extra curricula programs to achieve our purpose.

Staff:

- ❖ Staff engage in professional development that is relevant, meaningful and driven by 21st century research and practice.
- ❖ Staff engage in the process and development of goal setting and reflection in order to foster collaborative planning and positive mindsets focused on the implementation of new National curriculums and Australian standards.
- ❖ Staff regularly use student performance data and student feedback to evaluate the effectiveness of their own teaching practices.

Parents:

- ❖ Parents are actively engaged and participate in meaningful partnerships through P & C, school programs and voluntary support.

Leaders:

- ❖ Leaders develop a highly skilled workforce that implements quality teaching programs and an engaging learning environment.
- ❖ Leaders utilise coaching and mentoring to develop skills and give feedback, demonstrating instructional leadership, promoting and modelling effective, evidence based practice.

Community partners:

- ❖ Community networks work together to foster positive relationships and build the capacity of teams.

Processes

Develop and implement a professional development plan which reflects the needs of staff ensuring access to meaningful and relevant training (school based, NBLA networks, BOSTES courses).

Facilitate purposeful collaborative practice through individual and collaborative professional action learning plans which incorporates lesson observation and reflective practice.

Development of individualised professional development plans explicitly targeted at developing teacher capacity to cater for learner diversity and improved leadership capability.

Facilitating collegial partnerships through coaching and mentoring at the school level and with the NBLA network of teachers achieving and maintaining accreditation.

Evaluation plan

- ❖ Review and monitor teaching programs and practices.
- ❖ Regularly review and monitor individualised professional development plans aligned with the Performance Development Framework through self-assessment.
- ❖ Engage in annual review and written assessment on reflection of goals.

Products and Practices

Products:

- ❖ 100% attendance and participation in scheduled professional learning.
- ❖ 100% of teachers committed to attaining and maintaining AITSL certification.
- ❖ Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

Practices:

- ❖ Differentiated teaching and learning programs that met the learning needs of all students (L&S, GATE)
- ❖ Development of stage based assessment rubrics to ensure consistency in assessment and expectation.
- ❖ Staff develop individualised professional development plans as part of the Performance Development Framework, taking shared responsibility for personal and student improvement contributing to a transparent learning culture.
- ❖ Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- ❖ Through purposeful collaborative practice staff develop the mindset that forming respectful relationships of trust is important to achieve growth.

Strategic Direction 3: Excellence through community engagement

Purpose

To establish a culture of engagement, fostering collaborative learning processes and facilitating meaningful partnerships and connections with the wider community.

Striving for excellence through valuing family and community, to enhance and develop the skills, talents and interests of individual students.

Improvement Measures

- ❖ Increased participation with 85% of parent involvement at P & C, school programs and voluntary support in classrooms.
- ❖ Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.

Evaluation plan

- ❖ Regular and continuous consultation and feedback with the community through focus groups and survey mediums.
- ❖ Community evaluations to review parent engagement levels and learning improvements.

People

Students

- ❖ Students actively participate as successful and confident learners in in a diverse range of enrichment and extra-curricular programs which foster and develop their talents and interests.
- ❖ Students demonstrate confidence as learners and map their progress against their personal learning goals and school values.

Staff

- ❖ Staff recognise and foster student talents and encourage student participation in extra-curricular and enrichment programs.
- ❖ Staff participate in learning partnerships and contribute beyond their classrooms to broader school programs, valuing staff expertise and talent.

Leaders

- ❖ Leaders design and develop high quality enrichment and extra-curricular learning programs which actively engage parent participation and involvement.

Parents

- ❖ Parents volunteer and actively participate in classrooms, P & C initiatives and enrichment and extra-curricular programs across the school.

Community partners

- ❖ Community pre-school networks and NBLA networks assume shared responsibility for promoting individual and collective practice, valuing family and community to enhance and develop the skills, talents and interests of individual students.

Processes

Regular communication, connection and partnership with parents to meet individual students' needs and enhance well-being.

Facilitate opportunities for students with talents to participate in GATE, tailoring enrichment and extra-curricular program participation.

Communicate and engage parents through provision of opportunities for parents to work in meaningful partnership for differentiated groupings in classrooms, as well as supporting learning support initiatives.

Facilitating increased opportunities for parent involvement in school life in a variety of ways including utilising parent and community expertise and skills as mentors to bring mutual benefits and maximise student engagement and achievement.

Engage parents as active partners in their children's education by delivering and sharing information about learning development and curriculum.

Facilitate opportunities for all stakeholders in the community to reflect and comment on school life.

Foster effective partnerships with pre-school networks and NBLA community of schools networks to facilitate the provision of high quality pathways for effective and successful transitions to future learning and as citizens.

Products and Practices

Products:

- ❖ Increased participation with 85% of parent involvement at P & C, school programs and voluntary support in classrooms.
- ❖ Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.

Practices:

- ❖ Parents actively engaged and involved in school life in a variety of ways.
- ❖ Increasingly self-motivated learners-confident and creative individuals, with the personal resources for future success and wellbeing.
- ❖ Personalised and authentic learning experiences for students resulting in increased student engagement and citizenship.
- ❖ Staff and leaders are collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision making.
- ❖ Engaged parents understand the learning progress of their children and how to effectively support them to learn.
- ❖ Regular communication and consultation to engage parents meaningfully as partners in education through a variety of communication mediums.