## SCHOOL CONTEXT

Beverly Hills Public School is a metropolitan government public school in southern Sydney. The school serves a diverse multi-cultural community. There has been a steady increase in the school population resulting in the enrolment rising from 240 in 1999 to approximately 470 students in 2011. This population increase has been a challenge in terms of orientating new students and their parents to the school culture, policies and routines. Along with changes in the student population there has been a corresponding change and growth in the teaching staff. This has necessitated formal induction policies and programs as well as the formalisation of many school policies and procedures. There has also been a change in the composition of the school community. The impact of higher housing prices in the local drawing area has been significant. This change is reflected in both the multicultural groups represented as well as the socio-economic status of families. Many parents in the school community have high expectations regarding the academic development of their children and the outcomes of school programs. Despite these challenges the school has maintained a focus on school self-improvement and the enhancement of student outcomes. The school has a team focus, both in terms of staff and in terms of staff – parent relationships. Parents are encouraged to work with teachers to ensure the best possible educational outcomes for their child. Staff are organised into both stage teams and whole school teams. This strong team focus provides support for staff and enhances staff development.

### SCHOOL IDENTIFIED PRIORITY AREA/S

<table>
<thead>
<tr>
<th>CURRICULUM &amp; ASSESSMENT</th>
<th>INTENDED OUTCOME/S</th>
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<tbody>
<tr>
<td></td>
<td>Heightened teacher awareness and implementation of the Quality Teaching Framework.</td>
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### TARGET/S

2014 new Australian syllabuses implemented.
100% of staff collect and analyse quality literacy and numeracy performance information.
100% of staff delivering quality lessons within a defined structure and demonstrating Quality Teaching.

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**Principal's Signature**: [Signature]

**SED Endorsement**: [Signature]

**Date**: 31/5/12
### OUTCOME/S
- Heightened teacher awareness and implementation of the Quality Teaching Framework.
- Assessment practices and quality feedback are reviewed and changes implemented.
- The new NSW syllabuses incorporating the Australian Curriculum are implemented.

### TARGET/S
- 2014 new Australian syllabuses implemented.
- 100% of staff collect and analyse quality literacy and numeracy performance information.
- 100% of staff delivering quality lessons within a defined structure and demonstrating Quality Teaching.

### STRATEGIES
- Provide professional learning and support in the implementation of the new NSW syllabuses incorporating the Australian Curriculum.
- Staff supported to develop learning activities and assessment tasks.
- Stage & Cross stage meetings in consistency teacher judgement to develop assessment tasks that reflect explicit standards and assessment criteria/rubrics for each stage.
- The NSW Quality Teaching Model is promoted and supported through professional learning opportunities, resources, teaching programs and practice.

### INDICATORS

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<tr>
<th>Indicator</th>
<th>Timeframe</th>
<th>Responsibility</th>
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<tr>
<td>All staff use a variety of assessments to analyse student performance in literacy and numeracy. Assessment practices and quality feedback improves learning outcomes for every student.</td>
<td>2012: X, 2013: X, 2014: X</td>
<td>English &amp; Mathematics Committees, Leadership Team, Teaching staff</td>
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<td>Quality teaching embedded in the school. Quality Teaching is inclusive in the annual TARS process. All teachers are using the teaching strategies from SMART2.</td>
<td>2012: X, 2013: X, 2014: X</td>
<td>English &amp; Mathematics Committees, Leadership Team, Teaching staff</td>
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### OTHER CONSIDERATIONS:
- Curriculum Differentiation
- Backward Mapping