School plan 2015 – 2017

Beverly Hills Public School 1215
### School vision statement

**"INSPIRING A PASSION FOR LEARNING"**

Building a Learning Community

At Beverly Hills Public School we aim to deliver quality education in order to develop the talents, interests and abilities of our students. We are committed to providing a dynamic, caring and innovative environment that fosters engaged and informed learners and highly effective teachers. Through a culture that promotes 'lifelong learning' our students will have the capabilities and confidence to succeed in the 21st century.

### School context

Beverly Hills Public School is a metropolitan government public school in southern Sydney. The school serves a diverse multicultural community. The current school enrolment is 513 students (85% Non-English Speaking Background). Students are currently educated in twenty-one class groupings.

Our banner statement, 'Quality Teaching in a Dynamic, Caring and Innovative Environment' encapsulates our educational focus.

Beverly Hills Public School has a highly qualified and dedicated staff working closely together to generate quality educational programs that deliver appropriate student outcomes.

Successful student welfare practices promote a sense of wellbeing, happiness and responsibility in all students.

Parents and carers have high expectations of and aspirations for their children. There is a strong parent involvement in school life. Beverly Hills Public School has an established and supportive P & C Association.

### School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance and behaviour.

The school sought the opinions of students, teachers and parents in terms of strengths, areas for improvement and priorities for the future. Surveys, parent focus groups, staff and student consultation and student annotated writing work samples informed our decision making.

As a result, three strategic directions were identified as a basis for a shared commitment to future developments. These are:

1. Developing confident, creative resourceful learners
2. Building individual and collective capability
3. Enhancing a strong, collaborative educational community.

The Beverly Hills Public School Plan 2015-2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development for the next three years. Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.

Our progress in the three strategic directions is monitored and evaluated throughout each year.
Purpose: STUDENT LEARNING
To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century learners.

Purpose: STAFF and LEADER LEARNING
To develop a culture of collaboration, evidence-based decision making, educational innovation, professional learning and leadership.

Purpose: SCHOOL LEARNING
To develop community trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way.

STRATEGIC DIRECTION 1
Developing confident, creative, resourceful learners

STRATEGIC DIRECTION 2
Building individual and collective capability

STRATEGIC DIRECTION 3
Enhancing a strong, collaborative educational community
**Strategic Direction 1: Developing confident, creative resourceful learners**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century learners</td>
<td>Student level of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals</td>
<td>Devise efficient school systems for the development, implementation and analysis of student learning. Utilise a whole school approach using Planning Literacy and Numeracy (PLAN). Implement individual learning plans</td>
<td>Achievements in literacy and numeracy goals identified in learning plans will be met and growth tracked using PLAN. Regular and ongoing monitoring and tracking of student data through school-based assessment and NAPLAN</td>
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<td>Students will become active participants in their own learning focussing on assessment as learning and developing a 'voice' in their own learning (Formative Assessment)</td>
<td>Implement the Taking Off With Numeracy (TOWN) program in 2015 and the Targeting Early Numeracy (TEN) program in 2016 (Mathematics) Implement Language, Literacy, Learning (L3) in 2016 (Literacy)</td>
<td>Increase the number of students who demonstrate above average growth between years 3 and 5 in writing, reading and numeracy</td>
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<td>Staff will engage in professional learning to develop and implement their understanding of 21st century skills and utilise this within a framework of increased technological capability.</td>
<td>Build capacity to differentiate teaching using the Quality Teaching elements</td>
<td>All teacher programs will include the teaching and incorporation of 21st century skills into all curriculum areas</td>
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<td>Staff will develop the capacity to implement new curriculum models and develop the ability to engage students in critically analysing their own learning.</td>
<td>Build proactive learning alliances with colleagues (PEAKE Learning Community) to share expertise, resources and ideas</td>
<td>All teaching staff are reflective in their professional growth in relation to the Australian Professional Standards for Teachers</td>
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<td>Staff will develop capacity to analyse and communicate whole school data, focussed on improving and monitoring student growth and performance.</td>
<td>Parents assist teachers becoming more aware of embedding literacy and numeracy in classroom programs</td>
<td>Staff will regularly analyse data with executive team to highlight student and whole school areas for development</td>
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<td>Parents/carers and staff will work together to increase parent understanding of key literacy and numeracy programs within the school</td>
<td>Evaluation Analysis of NAPLAN data Consistent Teacher Judgement (CTJ) Share and promote student-learning successes with the school community Systems to ensure all aspects of numeracy/literacy are taught effectively Track movement of students on the continuums Monitor learning plans for students</td>
<td>Parents will assist teachers in reading groups, sporting groups and mathematics groups. They will be given the opportunity to attend parent information sessions on literacy and numeracy at school.</td>
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**Improvement Measures**

- NAPLAN literacy and numeracy data continues to trend upwards in 2015 - 45% proficiency bands in reading for Year 3 and 40% for Year 5 - 45% proficiency bands in writing for Year 3 and 25% for Year 5 - 50% proficiency bands in numeracy for Year 3 and 35% for Year 5
- 80% student growth in school-based assessments at the completion of each year in literacy and numeracy
- 5% increase of students achieving above expected growth in NAPLAN
- 5% increase in the number of students achieving in the top three skill bands in NAPLAN for reading, writing and numeracy
- 100% staff understand and implement the skills needed for the 21st century learner
## Strategic Direction 2: Building individual and collective capacity

### Purpose
To develop a culture of collaboration, evidence-based decision making, educational innovation, professional learning and leadership

### Improvement Measures
- 100% of staff has individual Performance and Development Plan (PDP) that is aligned to the Australian Professional Standards for Teachers. These plans are designed collaboratively with and supported by school leaders.
- 100% leaders and aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.
- 100% of staff feel confident in providing a differentiated teaching/learning program.
- 100% of staff display evidence of collaborative feedback and reflection to promote and generate learning and innovation in their planning and teaching.

### People
- Students can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement.
- Staff differentiate the curriculum by accessing data, assessing for, as and of learning, providing relevant feedback and making program and lesson adjustments.
- Staff develop their teaching and leadership practice by engaging with the Australian Professional Standards for Teachers and focussing on growth and collaboration.
- Staff leading improvement, innovation and change for teaching and learning in classrooms.
- Staff undertake professional learning to refine skills and teaching techniques as identified in their individual professional learning plan, in response to personal goals, student needs and school priorities.
- Staff (SASS) professional learning to refine skills in response to personal goals and school priorities.
- Staff (Early Career) and Leaders undertake comprehensive induction programs to introduce them to their new school and roles.
- Parents/Carers will engage with their children’s learning and new and innovative programs will continue to build the expectations of parents.

### Processes
- Staff share ‘best practice’ using the Quality Teaching Framework.
- Staff analyse data in conjunction with the continuums to underpin literacy and numeracy teaching. Targeted intervention is evident in classrooms.
- Staff develop their capacity with curriculum differentiation and 21st century learning. Priority literacy strategies are embedded into practice.
- Promote dialogue, feedback and reflection through the Performance and Development Framework. Staff develop capacity and practice by working with school priorities and the Australian Professional Standards for Teachers.
- Deconstruct Melbourne Declaration to enhance understanding of the capabilities of a 21st century learner.
- Building teacher and leadership capacity through professional learning.
- Sustainable processes developed to enable regular curriculum-based interactions with parents/carers.

### Products and Practices
- Increased achievement of students in NAPLAN: Sustained positive growth in the top three bands in NAPLAN with a focus on reading and mathematics (number).
- Increased student engagement in challenging tasks that facilitate project-based learning and embedded critical and creative thinking skills.
- Collaboratively developed units of work and assessments that are across curricula containing Australian/NSW outcomes.
- Students and staff regularly evaluate assessment practices and units of work as part of assessment process.
- Staff confidence in new syllabus based adjustments to the reporting system will allow an easy transition to writing Semester 1 reports.
- Staff develop a deep understanding of the Melbourne Declaration and its implications.
- All staff members have developed and access a differentiated professional learning plan targeted at improving pedagogy.
- Continuation of workshops in numeracy and literacy to enhance the ability of parents to become more involved with their child’s learning.
Strategic Direction 3: Enhancing a strong, collaborative educational community

**Purpose**
To develop trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way

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<td>Staff, student and parent relationships are based on mutual respect using the core expectations: Be safe, Be respectful, Be a learner</td>
<td>Use the Positive Behaviour for Learning (PBL) systems approach for teaching and analysing behaviour</td>
<td>Consistent school-wide expectations and approaches are embedded in school practice</td>
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<td>Parents and staff will collaboratively develop and implement the Social Emotional Learning (SEL) programs Kidsmatter and Bounceback</td>
<td>Explicit PBL lessons are taught each year</td>
<td>Students consistently demonstrating appropriate behaviours in all settings</td>
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<td>Students will acquire the skills needed to participate in 21st century life through the development of their emotional and social wellbeing</td>
<td>New staff are inducted into PBL</td>
<td>The school community will embed the Kidsmatter and Bounceback programs in all practices and policies</td>
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<td>Parents and community will engage with the school in a learning capacity. Parents will have input into community learning</td>
<td>Staff and parent training in Phase 4 of the Kidsmatter program. Implementation of the Bounceback program concurrently</td>
<td>Students develop high quality relationship skills through explicit teaching</td>
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<td>Staff, students and parents will help inform the content of workshops through discussions and surveys</td>
<td>Develop and implement parent workshops identifying needs and levels of interest through surveys</td>
<td>Workshops/learning sessions presented to parents/carers regularly on topics identified from surveys presented</td>
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<td>Staff, students and parents will continue their participation in the Peake Learning Community (PLC) and other Community of School opportunities</td>
<td>Strong connections are made with the PEAKE Learning community and other local schools</td>
<td>Develop parent and community partnerships. Connect with other agencies eg. St George Family Services</td>
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**Improvement Measures**
- 100% of students, staff and parents/carers are aware of the three core school expectations of PBL
- 100% of students, staff and parents/carers have a strong awareness of Social and Emotional Learning (SEL) and mental health issues and strategies to support
- 20% increase in parent attendance at all events to achieve an improved community/school identity through a focus on inclusion
- Our school is rated as ‘building’ or ‘sustaining’ on all seven dimensions of the School Assessment Tool
- 20% increase in parent participation in our school-home learning partnerships to support engagement in student learning and wellbeing programs at the school

**Evaluation**

**Internal**
- School and Community Engagement Matrix/School Assessment Tool: Reflection Matrix
- Analysis of School Website use
- Tell Them From Me surveys

**External**
- Self Assessments measured against the School Excellence Framework domains and elements

**Evaluation**
- The school will continue as a Kidsmatter school. A two year process which requires a joint community partnership to develop student and staff awareness of mental health issues and social and emotional wellbeing
- Staff and parent training in Phase 4 of the Kidsmatter program.
- Implementation of the Bounceback program concurrently
- Develop and implement parent workshops identifying needs and levels of interest through surveys
- Strong connections are made with the PEAKE Learning community and other local schools

**Evaluation**

**Internal**
- Our school is rated as ‘building’ or ‘sustaining’ on all seven dimensions of the School Assessment Tool
- 20% increase in parent participation in our school

**Evaluation**
- Time and ongoing communication of class, school and community events
- Continue to provide formal and informal involvement of our community in the identification and implementation of the future directions of Beverly Hills P.S.