

# School plan 2015-2017

## Beechwood Public School 1165



# School background 2015-2017

## School vision statement

At Beechwood Public School we promote a culture of Best Effort, Positive Care & Respect and Safety, across all areas of schooling.

Through personalised learning and high quality schooling, our students will become confident, capable and engaged 21st century citizens.

## School context

Beechwood Public has an excellent reputation across the Port Macquarie district as a dynamic and effective centre of learning where students grow to be strong independent learners. The school endeavours to provide quality education which generates, through communication and cooperation, a highly effective and productive environment for students and staff.

Each year we provide educational programs in both the basic skills and those that expand individual students' talents. Our learning support programs are strong and our discipline and welfare programs are consistent and fair.

Our staff aims to enhance all students' self-esteem, tolerance, self-discipline, respect and pride, fostering a cooperative atmosphere in which they become more proficient academically, culturally, physically and socially. An essential and vital component of the education process is the parent-teacher relationship. Every effort is made to strengthen and nurture this relationship.

## School planning process

The planning process for the Beechwood Public School began in June 2014 with the initial planning meeting held at our school. Throughout Terms 3 and 4 of 2014 and continuing in Term 1 of 2015, the school sought the opinions of the school community.

Parents, staff and students were surveyed using a SWOT analysis during 2014. P&C members also participated in the SWOT analysis to gauge general satisfaction or dissatisfaction with current school practices. The group also identified practices that they felt are successful in the school and then identified areas for improvement.

Teachers were also involved in the collection of data about current school practices and programs, in particular the new Australian Curriculum in English and Mathematics and asked how the delivery of the curriculums could be improved over the next 3 years.

As a result, three key strategic directions were identified as a basis for development. These are;

1. Quality Teaching and Leadership
2. Quality Learning, High Expectations and Different Learning
3. Quality Systems and Relationships.

The Beechwood School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next 3 years in partnership with the students, staff and wider school community. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.

# School strategic directions 2015-2017

**STRATEGIC  
DIRECTION 1**  
Quality Teaching and  
Leadership

**Purpose:**

Improve student achievement through quality teaching in all curriculum areas with a focus on the implementation of the new NSW Syllabus (English, Mathematics, Science & Technology). Development of leadership capacity in all staff, and fostering an environment for teacher mentoring opportunities to promote high-quality teaching and learning outcomes.

**STRATEGIC  
DIRECTION 2**  
Quality Learning, High  
Expectations and Differentiated  
Learning.

**Purpose:**

Engage every child with a differentiated and challenging relevant curriculum which builds the capabilities for all students to be involved in planning their own learning and monitoring their own success, which will help them to succeed at and beyond school.

**STRATEGIC  
DIRECTION 3**  
Quality Systems and  
Relationships

**Purpose:**

Implementation of efficient management practices and partnerships with families and the community which support a creative, inclusive school within a safe, positive and productive learning culture.

# Strategic Direction 1: Quality Teaching and Leadership

## Purpose

Improve student achievement through quality teaching in all curriculum areas with a focus on the implementation of the new NSW Syllabus (English, Mathematics, Science & Technology). Development of leadership capacity in all staff, and fostering an environment for teacher mentoring opportunities to promote high-quality teaching and learning.

## Improvement Measures

- Data wall and PLANS software show 80% of students achieving stage expected clusters on the Literacy and Numeracy Continuum.
- At least 80% of students on PLP's achieve their learning goals.
- 100% of teachers show evidence of differentiated learning opportunities in teaching and learning programs.

## People

### Students

Actively engage students in programs that meet their needs and extend their outcomes across a diverse range of learning experiences.

### Staff

Participate in Quality Professional Learning (goal orientated) to plan, implement and evaluate 21st century learning.

### Staff

To provide supported opportunities to facilitate capabilities that need to be developed for leaders and aspiring leaders.

### Parents/Carers

Parents/Carers will engage with children's learning and will have an understanding of quality teaching practices.

### Community Partners

Strengthening links to work collaboratively with the school to enrich and extend curriculum and welfare programs.

### Leaders

Have the capacity to play a critical role in the quality expectations through developing a culture of mentoring and coaching in the school.

## Processes

Implement professional development opportunities for all teaching staff on the new NSW Curriculum documents and National Curriculum.

Collection and analysis of data from common and consistent approaches to whole school assessment tasks.

Developing teacher capacity to program and provide a challenging, rich and engaging environment for all student diversity, allowing for differentiated learning within a classroom context.

Consolidate and develop strategic partnerships with families and communities in all aspects of schooling.

School leaders will play a critical role in supporting and fostering quality teaching through coaching and mentoring teachers to ensure best practice.

The staff will be provided with increased opportunities to lead and mentor colleagues as project leaders in their field of expertise.

Supervisory roles that support development of staff via coaching and mentoring to assist with preparation for Performance and Development Framework.

## Evaluation Plan

## Practices and Products

### Practices

All students tracked on literacy and numeracy continuums.

All Indigenous students and students working below stage expected outcomes will have PLP's developed.

All teachers show evidence of differentiated learning opportunities for students.

Individualised Performance and Development Plan for staff, satisfactorily completed.

All teachers will invite community and family members to share specialised expertise within the school.

Local ACG and Aboriginal families and communities will support the teaching and celebrating of Aboriginal History and Culture.

### Products

All teachers have a deep knowledge of new syllabus documents to plan, implement, assess and track student achievements.

Improved leadership capacity and professional standards achieved.

School based observations embedded in staff professional learning plans in the teaching learning cycle.

Inclusion of community members in the teaching of specialised programs.

Local ACG and Aboriginal families will be consulted with and involved in the teaching and celebrating of Aboriginal culture and

# Strategic Direction 1: Quality Teaching and Leadership

**Improvement Measures**

**People**

**Processes**

**Practices and Products**

history.

# Strategic Direction 2: Quality Learning, High Expectations and Differentiated Learning.

## Purpose

Engage every child with a differentiated and challenging relevant curriculum which builds the capabilities for all students to be involved in planning their own learning and monitoring their own success, which will help them to succeed at and beyond school.

## Improvement Measures

- 100% of PLP's show evidence of joint planning and collaboration between key stakeholders.
- 100% of indigenous students, students in out-of-home-care, students with a disability and students working below their Stage expected level will have a PLP developed.
- 65% of students will achieve grade appropriate spelling expectations based on PLAN, NAPLAN and school based data.

## People

### Students

An understanding of and commitment to being engaged, successful 21st century learners.

### Staff

Will promote personalised learning that aims to fulfil the diverse capabilities of each student and provides all students with access to a high quality education which is inclusive and free from discrimination.

### Parents/Carers

To establish a collaborative learning community with open lines of communication, and to provide parents and teachers opportunities to work together to support student learning, development and success.

### Community Partners

: Proactive learning alliances with other Bago Community of Schools, to enrich collaborative learning and to facilitate innovation in both students and teachers.

### Leaders

To provide mentoring and opportunities to share best practice through innovative and dynamic teaching and pedagogical practice.

## Processes

Teachers identify the learning capabilities and needs of individual students and collaboratively develop individualised learning pathways to support the achievement of all students.

The implementation of quality learning experiences, aligned with the new BOSTES syllabus documents, and the ongoing tracking of student achievement against outcomes.

The ongoing facilitation of TOWN across Stages 2 and 3 and the re-introduction of TEN in Early Stage 1 and Stage 1.

The development of a whole school plan for the effective teaching and learning of spelling/writing skills.

All students to develop individualised learning goals each semester, to foster high levels of engagement, high expectations and students' self-direction.

Regular communication and celebration of student's learning and achievements with parents and community, through ongoing meetings, parent-teacher interviews, awards, assemblies, formalised reports, etc.

## Evaluation Plan

## Practices and Products

### Practices

All individualised programs are indicative of shared student, teacher and parent/carers input.

Students are connected to, own, respond to and are empowered by their learning

Planning, implementing, assessing and tracking of explicit, quality, authentic learning experiences in spelling/writing to develop the students' knowledge, skills and understanding of spelling/writing.

To increase the percentage of students achieving at or beyond their Stage expected standard.

### Products

PLP's will be developed for all students with a disability, indigenous students, students in out-of-home care and students working below their Stage expected level.

All students will set learning goals each semester and after teacher feedback, review their individual goals.

A whole school spelling policy developed.

Students are achieving syllabus outcomes and are at or beyond their Stage appropriate cluster on the Numeracy Continuum.

# Strategic Direction 3: Quality Systems and Relationships

## Purpose

Implementation of efficient management practices and partnerships with families and the community which support a creative, inclusive school within a safe, positive and productive learning culture.

## Improvement Measures

- An increase in the number of parents/carers involved in daily school life and educational programs.
- Increased home-school communication in web-site hits, school app, subscriptions and online surveys.

## People

### Students

To actively engage in authentic learning programs in order to develop resilience, self-esteem and the capacity to be responsible local and global citizens.

### Staff

To model a culture of consistent trust and collegiality in order to enhance the provision of excellence in public education. To empower staff to improve performance and to recognise those who have a significant input on individual programs.

### Parents/Carers

Will have an awareness and understanding of school programs and initiatives and specific expertise will be utilised.

### Community Partners

Strong community based partnerships will be fostered, for the educational benefit of all students.

### Leaders

Build leadership expertise and promote leadership capacity.

## Processes

Provide all students with extra-curricular opportunities, so that all students experience a balanced education.

Continue to improve, refine and promote the consistency of PBL (Positive Behaviour for Learning) programs and resources.

Cater for indigenous and low socio-economic students and families to ensure inclusivity and equity in learning and opportunities.

Identify ways that parent/community members can have positive involvement in student learning and in a range of school activities.

## Evaluation Plan

## Practices and Products

### Practices

Parents are supported to participate in their child's education and they are encouraged to become partners in the delivery of learning programs.

A culture of welcoming, inclusion and belonging for all families exists, that reflects and respects the diversity within the school's community and is developed around inclusive school policies and

Students will be engaged, enthusiastic, well-rounded and resilient learners, through the celebration of their success and the continual participation in PBL.

### Products

Design, distribute and analyse a parent/carer survey in order to ascertain community skills and expertise.

The cultural aspects of the school culture and wider community are celebrated, creating a positive school culture of tolerance and respect.

A positive learning environment made up of students and teachers who are respectful, inclusive and welcoming to all.