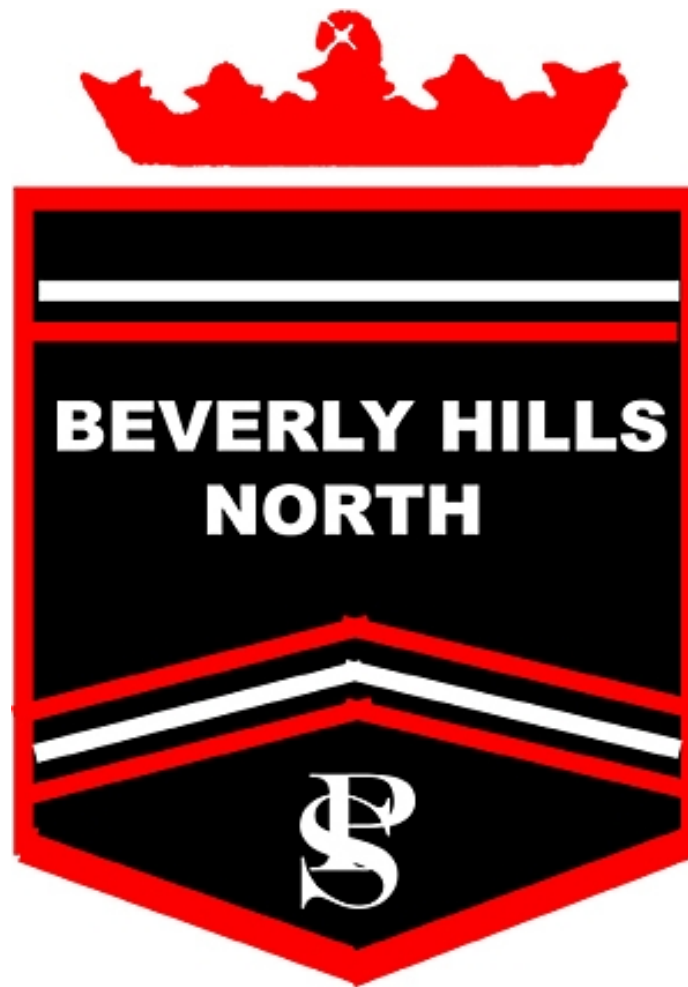


# School plan 2015-2017

## Beverly Hills North Public School 3944



**EVER READY**

# School background 2015–2017

## School vision statement

As a school community we will inspire students to become successful learners and assist them to become confident and creative individuals who act with integrity and contribute positively to society.

## School context

Beverly Hills North Public School is a large school (P2) which is part of the Canterbury Network of Schools. It provides quality education programs for approximately 660 students, 81% of whom are from a non-English speaking background.

Beverly Hills North Public School is a vibrant community-focused school with a commitment to quality teaching and learning practices informed by proven educational research to meet students' needs. There is extensive provision for extracurricular activities to foster the whole-child's talents and interests. The school has a dedicated staff of highly skilled teachers who are committed to offering a wide range of learning opportunities for the students. They reflect on their teaching practices and look for strategies to improve student outcomes. Students are well supported to maximise their learning in a safe and secure environment. extracurricular activities to foster the whole-child's talents and interests. The school has a dedicated staff of highly skilled teachers who are committed to offering a wide range of learning opportunities for the students. They reflect on their teaching practices and look for strategies to improve student outcomes. Students are well supported to maximise their learning in a

## School planning process

Staff, students and parents have been broadly consulted to determine the 3 key strategic directions for the 2015 – 2017 School Plan. This has included all staff involved analysing SMART and school assessment data, evaluating strategies utilised and making recommendations for future directions.

Surveying of parents, students and staff, parent forums and discussions through P & C meetings. Many parents were surveyed through translation by our student leadership group.

The collection, analysis and evaluation of significant data was used to establish the three strategic directions as priority areas for school improvement for 2015 – 2017.

The school will continue to utilise the School Excellence Framework as a filter to ensure we have high realistic expectations with excellent strategies and accountability built in to the plan.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Community engagement and  
partnerships

### Purpose:

By partnering with parents, families, local businesses, government and community organisations we will improve opportunities and outcomes for students.

## STRATEGIC DIRECTION 2

Successful learners, active  
citizens

### Purpose:

To develop confident, well-rounded individuals with a strong sense of identity who think critically, are resilient and empathic, and are life-long learners who make a positive contribution within and beyond the school.

## STRATEGIC DIRECTION 3

Informed and empowered  
teaching

### Purpose:

To create a learning culture which inspires and nurtures all teachers to continue to make a difference in the lives of students.

# Strategic Direction 1: Community engagement and partnerships

Purpose	People	Processes	Practices and Products
By partnering with parents, families, local businesses, government and community organisations we will improve opportunities and outcomes for students.	<b>Students</b> <ul style="list-style-type: none"> <li>• SRC class representatives trained in role of active participation in SRC decision making and communication back to class.</li> <li>• Development of student leadership roles and responsibilities across the school through community mentoring</li> </ul>	Engage and strengthen the relationships between school and home Enhance communication to support school community Increase student voice and leadership in school decision making process	<b>Practices</b> <p>Positive, productive culture within community meetings which address issues in an equitable, timely manner with consideration of current school policies and procedures.</p> <p>The provision of a diverse range of communication strategies that are culturally sensitive, responsive to our community needs which utilise appropriate use of interagency support</p> <p>Implement a student leadership mentoring program through community leaders and local high schools.</p> <p>Implement a school wide system of communication to effectively reflect student issues and raise community awareness.</p>
Improvement Measures	Leaders	Evaluation Plan	Products
<ul style="list-style-type: none"> <li>• Increased parental/carer participation in school decision making and school activities – audit of school parental involvement conducted annually</li> <li>• Increase in formal and informal communication from the school community utilising all available methods.</li> <li>• Student forums regarding effectiveness of SRC, School Leadership and Student Leadership Mentoring Program show an increase in student involvement in school decision making</li> </ul>	<b>Leaders</b> <p>Executive – development of online surveys to gauge parental opinions on relevant school issues / policies.</p> <ul style="list-style-type: none"> <li>• Translation of important school communications into main community languages</li> <li>• School executive trained in operation of digital school noticeboard.</li> <li>• Promotion of school community support networks and training of Community Engagement team (CET)</li> </ul>	Survey students, staff and parents. Collate school based and external data Conduct focused feedback sessions with the P & c and at Annual Parent Forum	A supportive school community evidenced by increased Parent participation in P&C, Parent Auxiliary, school decision making and community events/fundraisers. Enhance home/school partnerships through the provision of responsive effective communication to meet the needs of families. Enhance student voice, leadership and consultation by student input through the SRC, Student Leadership and leadership mentor program.
	<b>Staff</b> <ul style="list-style-type: none"> <li>• Development &amp; implementation of community communication on digital media and social media (school Facebook page)</li> <li>• Translation of important school communications into main community languages</li> <li>• Provision of website maintenance and protocol training</li> <li>• Promotion of school community support networks and training of Community</li> </ul>		

# Strategic Direction 1: Community engagement and partnerships

## Improvement Measures

### People

Engagement team (CET)

#### Parents/Carers

- Parent school community interpreters trained.
- Parents aware of school support networks available

#### Community Partners

- Training of community mentors for student leadership

### Processes

### Practices and Products

## Strategic Direction 2: Successful learners, active citizens

Purpose	People	Processes	Practices and Products
To develop confident, well-rounded individuals with a strong sense of identity who think critically, are resilient and empathic, and are life-long learners who make a positive contribution within and beyond the school.	<p><b>Students</b></p> <p>Students take responsibility for their learning. They reflect on and articulate their own learning using learning intentions and success criteria.</p> <p><b>Staff</b></p> <p>Teaching and non-teaching staff develop technological skills to enhance teaching, learning, communication and management systems.</p> <p>A culture of learning places student achievement and wellbeing at the forefront. Staff are active learners, researching, trialling and sharing transformational practices within and beyond the school.</p> <p><b>Parents/Carers</b></p> <p>Parents believe education is a partnership and actively engage in school life and decision-making to support student learning</p> <p><b>Community Partners</b></p> <p>Community partnerships are strengthened to facilitate learning innovation for social, cultural, health and economic benefits.</p> <p>The school community practices the new BHN Learner Profiles: Be a thinker, be responsible, respectful and safe.</p>	<p>Transform TPL with a focus on building staff capacity in QT, new NSW syllabuses, differentiation and 21st Century learners to deliver quality learning experiences.</p> <p>Review school's policy of Assessment and Reporting to improve communication and feedback on performance with students and parents.</p> <p>Enhance student citizenship and engagement by strengthening existing leadership and extracurricular programs, and implementing the new Wellbeing Policy and Learner Profiles</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Staff analysis of NAPLAN and school assessment data to inform teaching and learning programs that cater for all students</li> <li>• Survey students, parents and staff regarding effectiveness of school programs, changes in pedagogy and levels of student engagement</li> </ul>	<p><b>Practices</b></p> <p>Teachers know their students' individual learning needs and instruction is designed and resources are allocated according to evidence-based practices. Teachers provide timely performance feedback to enhance student learning.</p> <p>Students engage in authentic, relevant and differentiated learning experiences based on the NSW Syllabuses and engage in reflective, peer and self-assessment practices.</p> <p>Students' decision-making, self-identity, wellbeing, citizenship and leadership are strengthened through active participation in school life.</p> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Students engaged in their learning, positive student wellbeing and increased leadership in school life</li> </ul> <p>Students know why and what they are learning and take greater responsibility for their learning</p> <p>Increased in students' literacy and numeracy growth from Year 3 to Year 5 and from Year 5 to Year 7</p> <p>Demonstrated excellence in teaching as evidenced by improved pedagogy, student performance and culture of collaboration</p>
Improvement Measures			
Increase in students' literacy and numeracy growth from Year 3 to Year 5 and from Year 5 to Year 7			
Increase in student engagement in their learning			
Increase by 3% proportion of Year 3 and 5 students achieving proficiency level in NAPLAN Numeracy and Reading			
90% all students achieve Cluster and Level targets in Literacy and Numeracy.			

# Strategic Direction 3: Informed and empowered teaching

Purpose	People	Processes	Practices and Products
To create a learning culture which inspires and nurtures all teachers to continue to make a difference in the lives of students.	<b>Students</b>  Students trained in providing feedback about teaching strategies which have impacted their learning.	Develop and implement teacher wellbeing policy.  Establish professional learning model to engage staff in differentiated learning which is responsive to PDP goals.  Develop leadership capacity to build staff capabilities and meet school and individual goals.	<b>Practices</b>  All staff are actively engaged in authentic and relevant professional learning based on Performance and Development goals.  BHN is linked into a broader network of schools to provide opportunities for growth in leadership and practice.
Improvement Measures	<b>Staff</b>  Teacher Wellbeing Team established to develop and implement teacher wellbeing policy.  All staff will actively work towards achieving Performance and Development program goals and evidence based teaching practice.  Professional Learning Team evaluates professional learning sessions on an ongoing basis to ensure sessions are responsive to need.	<b>Evaluation Plan</b>  Survey teachers  Analyse school data from the review of the Performance and Development Framework.  Structures are developed to recognise staff (informal and formal).  Canvass staff to identify opportunity to boost social cohesion.  Regular evaluations of what we do as a school (Professional Learning, extra-curricular activities, administration	<b>Products</b>  Individual and collective leadership capacity is enhanced to drive sustainable change.  Efficient and evaluative whole school processes allow the majority of teachers' time to be focused on learning.  Individual and collective staff wellbeing is a priority. All staff are valued as partners in decision making processes.
Increased staff wellbeing, collaboration and sense of ownership to improve teaching practice.	<b>Leaders</b>  Executive and Teacher Wellbeing Team design and facilitate whole school evaluation of systems and processes in collaboration with staff.  Executive team develops a consistent approach to implementing the Performance and Development Program.  Executive team explore different solutions to develop leadership capacity.  Principal to liase with other schools to connect into a professional learning network.		
All staff show evidence of professional growth by meeting or exceeding PDP goals.	<b>Parents/Carers</b>  Parents actively engaged in school life and		
Diverse range of opportunities for leadership development for all staff.			

# Strategic Direction 3: Informed and empowered teaching

**Improvement Measures**

**People**

decision-making to support student learning.

**Processes**

**Practices and Products**