



School plan 2018-2020

Beechwood Public School 1165



School background 2018–2020

School vision statement

Evidence based teaching practices enable our students to become confident, critical and analytical thinkers in an engaging, safe and connected environment. We maximise student engagement through strong partnerships with parents, carers and the broader community, enabling our students to connect, succeed, thrive and learn.

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 strong wellbeing processes in conjunction with quality education, which generates, through communication and cooperation, a highly effective and productive environment for students, staff and parents/carers.

In 2018, Beechwood Public School has an enrolment of 163 students, with 12% of these students identifying as having Aboriginal or Torres Strait Islander descent.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 102 with a state wide average of 100.

Beechwood Public School is located in the NSW North Coast, in the Hastings Valley, some 7 kilometres from the township of Wauchope. The school was built in 1869 and will proudly celebrate 150 years of educational delivery in 2019.

School planning process

The planning process for the Beechwood Public School began in September, 2017 with the initial planning held at our school. Throughout Term 4 of 2017 and continuing in Term 1 of 2018, the school sought the opinions of our school community. A combination of evaluating the previous 2015–2017 School Plan, as well as using the School Excellence Framework, then led to the development of two key strategic directions. These are;

1. **Creating Successful Learners**
2. **Quality Teaching, Successful Students.**
- 3.

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. Regular consultation with our school community, and monitoring against the SEF will take place over the next three years.

School strategic directions 2018–2020



Purpose:

All students will become successful learners; confident and creative individuals; and active and informed citizens. We aim to strengthen our existing wellbeing processes so that ultimately every Beechwood student will be challenged and engaged; can connect, succeed, thrive and learn.



Purpose:

Enhance the capacity of all staff to identify, understand and implement evidenced based teaching practice. Teachers refine their skills in using data to drive teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness in literacy and numeracy.

Strategic Direction 1: Creating successful learners

Purpose	People	Processes	Practices and Products
<p>All students will become successful learners; confident and creative individuals; and active and informed citizens. We aim to strengthen our existing wellbeing processes so that ultimately every Beechwood student will be challenged and engaged; can connect, succeed, thrive and learn.</p> <p>Improvement Measures</p> <p>Self assessment against the SEF: Wellbeing – 'A Planned Approach to Wellbeing', indicates that the school has moved from 'Delivering' to 'Sustaining and Growing'.</p> <ul style="list-style-type: none">• All staff are consistently demonstrating Proficient, or greater, in Standard 3 (<i>Plan for and implement effective teaching and learning</i>). Evidenced by a pre and post assessment survey. (Australian Professional Standards for Teachers)	<p>Students</p> <ul style="list-style-type: none">• Understand their learning pathways and take responsibility for their own learning (student self-direction).• Develop their creative thinking skills.• Understand a growth mindset and the importance of it. <p>Staff</p> <ul style="list-style-type: none">• Enhance their skills in designing self-directed learning opportunities for students.• Deeply understand and adopt a consistent approach to positive behaviour for learning.• Understand the concept of growth mindset, mindfulness and the concept of the Learning Pit. <p>Leaders</p> <ul style="list-style-type: none">• Employ their new understanding of student learning, sharing this through providing professional learning opportunities.• Develop skills in delegation and distributing leadership amongst staff.• Show a commitment to developing leadership roles in staff through mentoring staff undertaking leadership roles. <p>Parents/Carers</p> <ul style="list-style-type: none">• Understand and support the school's BPS Wellbeing Framework and processes.	<p>Developing PB for Learning Systems</p> <p>Implement a holistic approach to student behaviour to create a safe, connected, positive and supportive learning culture.</p> <p>Successful learning strategies</p> <p>Develop and explicitly teach learning skills at each stage of students' schooling by:</p> <ul style="list-style-type: none">• Providing research based professional development to staff on Critical and Creative Thinking, The Learning Pit, Growth Mindset and Genius Hour.• Implementing 'Critical and Creative Thinking' program in Stages 2 and 3.• Promoting growth mindset through explicit teaching and modelling. <p>Evaluation Plan</p> <p>The school will regularly evaluate and monitor our progress and achievement using the SEF v2, the implementation and monitoring plan, classroom observations, and Teaching and Learning programs.</p>	<p>Practices</p> <p>Developing PB for Learning Systems</p> <p>All classroom teachers are consistently implementing PBL Tier I Classroom Systems. Evidenced in:</p> <ul style="list-style-type: none">• the explicit teaching of skills for behaviour that develop self regulated students who demonstrate our core values of best effort, care and respect, and safety, that is aligned to our school core values, and that is age/Stage appropriate. <p>The school is regularly communicating information about school values, expectations and PBL practices, with parents, carers and community members.</p> <ul style="list-style-type: none">• teachers are demonstrating a consistent understanding and application of Tier 1 management and development of student behaviour, aligned to school PBL processes. Teachers are also supporting the learning support team processes that underpin the individual needs of students in their behaviour and learning.• <p>Successful learning strategies</p> <p>Students are taking increased responsibility for their learning, demonstrating self-directed, collaborative and self-regulated learning skills, as evidenced by classroom observations during 'Genius Hour'.</p> <p>Students are demonstrating a</p>

Strategic Direction 1: Creating successful learners

People

- Value and encourage students to use their initiative and take responsibility for their learning.

Practices and Products

are 'risk-takers'; evidenced by classroom observations and anecdotal records.

Teachers are providing opportunities to enable students to take ownership over their learning; evidenced by the successful implementation of 'Genius Hour', and within Teaching and Learning programs.

Teachers are demonstrating and modelling a growth mindset, and sharing and communicating this with parents; as evidenced by parent/teacher interviews, PLP meetings, parental feedback and discussions.

Products

Developing PB for Learning Systems

Updated whole school welfare and discipline procedures aligned to department Wellbeing Framework, are being consistently implemented and known by all, evidenced by:

- behaviour data indicating, all students demonstrating understanding and adherence to the school's Wellbeing Framework and school expectations.
- all teachers demonstrating alignment to the School Wellbeing processes, developed and documented in the BPS School Wellbeing Framework, as evidenced by observation of teaching and learning programs, collegial discussions with supervisors and classroom walk-throughs.
- parent/carer survey indicates there is widespread community awareness of

Strategic Direction 1: Creating successful learners

Practices and Products

PBL and school wellbeing expectations.

- a variety of school communication strategies are being implemented to ensure common understanding and consistent application of procedures, values and expectations, evidenced by school bulletin, award systems, skool-bag app and class newsletters.

Successful learning strategies

All students have skills in critical and creative thinking, problem solving and collaborative practice, and growth mindset:

- as measured by movement along the Critical and Creative Thinking learning continuum
- evidenced by demonstrating achievement with the success criteria outlined in 'Genius Hour'.

Strategic Direction 2: High quality teaching

Purpose	People	Processes	Practices and Products
<p>Purpose</p> <p>Enhance the capacity of all staff to identify, understand and implement evidenced based teaching practice. Teachers refine their skills in using data to drive teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness in literacy and numeracy.</p> <p>Improvement Measures</p> <p>Increase the average number of students achieving in Proficiency Bands in NAPLAN (2018–2020):</p> <p><i>All Students:</i></p> <ul style="list-style-type: none">• Year 5 Writing from 6% to 14%• Year 5 Numeracy from 14% to 22% <p><i>Aboriginal Students:</i></p> <ul style="list-style-type: none">• Year 5 Writing from 0% to 8%• Year 5 Numeracy from 0% to 8% <p>School self evaluation against the SEF, indicates a movement from 'delivering' to 'sustaining and growing' in the Learning Domain areas of both 'Curriculum' and 'Assessment'.</p>	<p>People</p> <p>Students</p> <ul style="list-style-type: none">• Understand the learning intentions and use teacher feedback to progress and develop their skills. <p>Staff</p> <ul style="list-style-type: none">• Have a knowledge of evidence based teaching practices; specifically; providing feedback, using data, learning intentions and success criteria. <p>Leaders</p> <ul style="list-style-type: none">• Have a deep understanding of evidenced based practice.• Leaders are confident in their use of school-wide and individual data to drive teaching and learning programs. <p>Parents/Carers</p> <ul style="list-style-type: none">• Have an understanding of how student learning progress and achievement is assessed and how this is used to determine the next steps for learning.	<p>Processes</p> <p>Research Informed Pedagogy</p> <p>To enable teachers to identify, understand and implement evidenced based teaching strategies, that will lead to improving student outcomes in Literacy and Numeracy.</p> <p>Using Data to Improve Literacy & Numeracy</p> <ul style="list-style-type: none">• Teachers understand how to use data and the learning progressions, in order to inform challenging, differentiated learning programs in both Literacy and Numeracy (focus on Writing and Whole Number). <p>Evaluation Plan</p> <p>The school will regularly evaluate and monitor our progress and achievement using the SEF v2, Teaching and Learning programs, student work samples, and systemic data.</p>	<p>Practices and Products</p> <p>Practices</p> <p>Research Informed Pedagogy</p> <p>Teachers are receptive to learning about evidence based practice, and incorporate these into their teaching and learning activities.</p> <ul style="list-style-type: none">• Teachers demonstrating high expectations, developing challenging, differentiated learning intentions and success criteria, for every student, evidenced by Teaching and Learning programs and Supervisor discussions.• Teachers are collaboratively reflecting on the implementation and effectiveness of evidence based strategies, and continually ensuring learning programs have an impact, as evidenced by supervision protocols, and focussed professional dialogue during Stage meetings. <p>Using Data to Improve Literacy and Numeracy</p> <ul style="list-style-type: none">• Teachers regularly use data to inform future teaching and learning directions and develop student learning goals as evidenced in data walls and teaching and learning programs.• Teachers collaborate within and across Stage teams to share knowledge, data, feedback and relevant information about student progress and achievement in Writing and Numeracy, evidenced in teaching programs, PDP processes and discussions with Stage Leaders.
			<p>Products</p>

Strategic Direction 2: High quality teaching

Practices and Products

Research Informed Pedagogy

- Evidence based teaching practices are being implemented in all classes, as evidenced by Teaching and Learning programs, classroom observations and responses to school developed, 'What Works Best' survey .
- Regular K–6 meetings are held, ensuring teachers collaboratively and consistently discuss and analyse data, to drive student learning programs, evidenced by consistency of PLAN data, teacher reflection and focussed professional dialogue, cross-stage collaboration and an open-door culture.
- Regular assessment and data is used to cater for individual learning needs and to develop individual learning pathways, evidenced by teaching/learning programs and Personalised Learning Plans.

Using Data to Improve Literacy and Numeracy

- Teaching and Learning programs include data driven differentiation strategies to cater for individual learning needs, evidenced by regular program monitoring and observation of student work samples.
- A consistent, whole school approach to Writing and Numeracy teaching/learning, which uses effective evidence-based teaching practices, learning intentions and success criteria, ensuring a development of knowledge, skills and understanding for all students. This will be evidenced through teaching

Strategic Direction 2: High quality teaching

Practices and Products

programs, supervision protocols, scope and sequence of syllabus content, and student progress along learning progressions.