



School plan 2018-2020

Beecroft Public School 1166



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School background 2018–2020

School vision statement

To strive for continual improvement and excellence for every student in an environment which values inclusion and connectedness within the whole school community. Students will celebrate and value high levels of personal success by being authentically engaged, challenged and self-regulated learners. Dynamic and high quality teachers and leaders work in collaboration to provide innovative, future-focused and supportive learning environments for every student.

School context

Beecroft Public School is located in the Macquarie Park education precinct with a student population of 852, including 57% who have English as an additional language or dialect. The school has a proud record of high academic achievement across all Key Learning Areas. The school has two opportunity classes for gifted students.

High quality curriculum provision, differentiation in literacy and numeracy underpinned by formative assessment practices are key drivers of school growth. The school continues to deliver a balanced education with opportunities in performing and creative arts, debating, chess and sport, including PSSA .

Parents and the community are actively involved in our students' education, support school programs and are proud of the school's achievements. The P&C operates a wide variety of additional services to the students and community, including the Arts and Crafts, Band and Strings' programs, the canteen, school banking, uniform shop and the greening group.

The broad base of educational opportunities offered at Beecroft Public School contributes to our whole of department mission 'To prepare young people to lead rewarding and productive lives in a complex and dynamic world.'

School planning process

The school planning processes broadly follow those provided by the Department of Education.

The 2018–2020 school plan is a continuation of the vision for excellence established in the last plan. The plan is built on three pillars: reforms, evidence-based research and evaluation. The creation of the shared vision for excellence and ongoing improvement was a collaborative process.

Staff have engaged in ongoing reflection into departmental reforms in education, research and evidence-based practices and analysis of a range of student performance measures and feedback from students, parents and staff. The Melbourne Declaration, Centre for Educational Statistics and Evaluation research, and the work of John Hattie and Dylan Wiliam has informed the development of our school plan.

The community has been involved in the development of the plan. Parents have taken an active part in forums that have addressed the development of numeracy skills and social and emotional learning. Parent involvement in focus groups and project teams will continue to drive the work of the new plan.

Ongoing evaluation involving students, parents and staff, has informed the planning. In particular, Beecroft Public School participated in the Department of Education external validation process in 2017. The extensive findings have informed all areas of the new plan.

Each year, through the milestone planning document, project teams formulate a detailed action plan that articulates the actions and resources directed towards achieving the goals of the strategic area. Resources provided from both the department, school community and the P&C will be targeted towards achieving the aims outlined in the plan. Evaluation processes will continue to inform the next steps both on an ongoing basis and as a yearly assessment of annual achievement.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Learning

Purpose:

To maximise all student learning through high quality teaching, curriculum planning and assessment that promotes learning excellence and responds to student need. An innovative learning environment will enhance student engagement.



**STRATEGIC
DIRECTION 2**
Excellence in Teaching

Purpose:

To enhance teacher practice through collaboration and self-reflection. Deep knowledge and understanding of visible learning pedagogy will be embedded in teaching and learning. The capacity of staff to lead and mentor, share and develop expertise at all career stages will enhance professional growth.



**STRATEGIC
DIRECTION 3**
Wellbeing and Community
Connections

Purpose:

To ensure every student is known, valued and cared for in our school community. A strategic and planned approach will develop whole school wellbeing processes to support all students so they can connect, succeed, thrive and learn.

Strategic Direction 1: Excellence in Learning

Purpose

To maximise all student learning through high quality teaching, curriculum planning and assessment that promotes learning excellence and responds to student need. An innovative learning environment will enhance student engagement.

Improvement Measures

All Year 5 students to meet or surpass their expected growth in NAPLAN writing.

To increase the number of students performing in the proficiency bands in writing by 5% each year (2017: Year 3 – 78%, Year 5 – 49%).

80% of students achieve at or above their literacy learning progression expectations in the area of writing.

95% of students achieve at or above their numeracy (EAS 2017 data) learning progression expectations.

100% of teaching and learning programs and practices reflect current syllabus and NESA requirements.

People

Students

Students articulate their learning in relation to their literacy and numeracy progress and their next steps in learning.

Students collaborate, think critically, problem-solve, make choices and take an active role in their learning.

Staff

Teachers develop deep knowledge of syllabus content, sequence and pedagogy to explicitly teach all key learning areas, with a focus on English and mathematics

Teachers use literacy and numeracy learning progressions to map students' progress and cater for the diverse needs of each learner.

Teachers design tasks, learning environments and use a range of resources, including digital tools, to engage students in authentic learning.

Leaders

Leaders practise instructional leadership, guiding teachers to reflect on student growth data in literacy and numeracy, analysing student work and planning differentiated teaching.

Parents/Carers

Parents have an understanding of their child's literacy and numeracy development and partner with the school in supporting and maximising their child's learning progress.

Processes

High Quality Curriculum Delivery

Teachers and leaders are committed to high quality curriculum delivery with a focus on formative assessment, explicit teaching and evidence-based pedagogy.

Differentiation

All individual students are challenged through differentiated curriculum that leads to high engagement and improved learning outcomes.

Learner focused design

Students are confident and creative individuals who are engaged and connected with their learning through innovative use of resources and teaching practices.

Evaluation Plan

Learning progressions data

Five weekly numeracy progressions data (K-2)

NAPLAN data

Writing samples (ongoing)– reflecting range within each class

Teacher reflections

Tell Them From Me (TTFM) survey

Practices and Products

Practices

Students are engaged and self-regulated learners who can articulate their own learning progress.

Teachers use quality and explicit teaching practices, including modelled, guided and independent strategies to promote learning excellence in all classrooms.

Teachers use data to inform and differentiate their teaching and learning by tracking student progress on the literacy and numeracy learning progressions.

Teachers use and design learning spaces and use relevant technological tools to engage students and maximise learning.

The school has processes in place to support teachers' consistent, evidence-based judgements.

Products

Student reports are personalised and comprehensive providing clear information about student learning, growth and next steps.

Teaching and learning programs incorporate quality and explicit teaching practices, including modelled, guided and independent strategies to promote learning excellence.

Digital technology is embedded in teaching and learning programs and practices.

There are school wide systems and processes that support the streamlined operation, management and ongoing upgrade of ICT.

Strategic Direction 1: Excellence in Learning

People

Parents/Carers

Parents share an understanding of and connection with the schools focus on learning innovation and student engagement through the use of both physical spaces and tools for learning, including ICT.

Strategic Direction 2: Excellence in Teaching

Purpose

To enhance teacher practice through collaboration and self-reflection. Deep knowledge and understanding of visible learning pedagogy will be embedded in teaching and learning. The capacity of staff to lead and mentor, share and develop expertise at all career stages will enhance professional growth.

Improvement Measures

Instructional and mini rounds data will show evidence of formative assessment strategies in all classrooms.

Increased use of formative assessment strategies.

Increased number of teachers achieving higher levels of accreditation.

Embedded systems of self reflection (Performance and Development Plans PDPs, Collaborative Program Policy and Instructional Rounds) are evident.

People

Students

Students will communicate to others the what, why and how of their learning and articulate their learning goals.

Students develop their ability to set achievable goals, reflect on their own achievements and participate in self and peer assessment activities.

Staff

Staff develop the skills of observation, reflection, collaborative inquiry and feedback to improve personal and collective practice.

Staff develop a deep understanding of formative assessment practices tailoring them to meet the needs of their own classroom context and teaching style.

Leaders

Leaders develop their mentoring and coaching skills to assist teachers to set goals, gather evidence and reflect on their current practice.

Community Partners

Our network of schools will support innovative professional practice and feedback through ongoing collaboration and reflection.

Processes

Reflective Practice

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Visible Learning:

A whole-school approach ensures the most effective evidence-based teaching methods, including individual goal setting, formative assessment and feedback, are used to improve learning for all students.

Evaluation Plan

Evaluation of PDPs

Reflection on collaborative programs

Student and teacher formative assessment audit surveys

Mini and instructional rounds data

Practices and Products

Practices

Students effectively use learning intentions, success criteria and feedback to regulate and improve their own learning.

Teachers embed formative assessment strategies in their daily teaching practice.

Teachers collaborate, reflect on and adjust their teaching and learning practices to meet the needs of all students.

The leadership team establishes systems and processes that support a culture of reflective teacher practice.

Products

Students are self-regulated learners who can articulate their learning progress and identify their next steps.

A whole school culture of collaboration and reflection enhances teacher pedagogy.

Embedded systems of collaboration and self-reflection are evident and focus on student and school improvement.

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Strategic Direction 3: Wellbeing and Community Connections

Purpose

To ensure every student is known, valued and cared for in our school community. A strategic and planned approach will develop whole school wellbeing processes to support all students so they can connect, succeed, thrive and learn.

Improvement Measures

- 90% of students report positive engagement in school welfare based programs in Tell Them From Me (TTFM).
- 100% of teachers are delivering explicit lessons on social and emotional learning capabilities each year.
- Regular, high quality and needs-based parent/carer information sessions are held on topics related to student wellbeing, success, progress and achievement in learning.
- Students, teachers and parents have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing.

People

Students

Students develop their social and emotional capabilities to that enable them to connect, succeed and thrive at each stage of their schooling.

Staff

Staff have a deep and shared understanding of behaviour, attitudes and expectations that enhance the wellbeing and learning outcomes of every student.

Leaders

Leaders promote student wellbeing and ensure that the school systems and processes support the learning and wellbeing of all students.

Parents/Carers

Parents and carers support and engage in school activities and develop a shared understanding of the school's focus on wellbeing.

Processes

Wellbeing

A whole school integrated approach to student wellbeing will enhance the students' ability to connect, succeed and thrive at each stage of learning.

Community Connections

Trusting and respectful relationships with parents and the wider school community will continue to grow and enhance community confidence in public education. Beecroft Public School will continue to nurture, guide, inspire and challenge every student.

Evaluation Plan

Wellbeing

- Friendly Schools Plus lesson evaluations
- Friendly Schools Plus student focus groups
- Tell Them From Me (TTFM) survey
- Friendly Schools Plus student survey

Community Connections

- KidsMatter parent focus group feedback
- Tell Them From Me (TTFM) survey

Practices and Products

Practices

Teachers implement explicit lessons on social and emotional learning capabilities using evidence-based programs such as Friendly Schools Plus.

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community engagement in supporting the mental health and wellbeing of the students.

Parents and caregivers play an active role in working with the school to develop each child's social and emotional learning capabilities.

Products

Students with identified learning needs benefit from personalised learning and support and English as an Additional Language or Dialect (EALD) programs.

A positive school environment enhances student wellbeing and reinforces a norm of diversity and inclusiveness .

A well-researched, evidence-based, anti-bullying policy is clearly articulated and understood by the whole school community.