

School plan 2018-2020

Beverly Hills Public School 1215



School background 2018–2020

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 future.

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 532 students (83% 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 2017, 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. Quality Teaching and Learning
2. Building Individual and Collective Capacity
3. Communities Connecting

The Beverly Hills Public School Plan 2018–2020 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.

School strategic directions 2018–2020



Purpose:

Build an inclusive, responsive learning culture that promotes high expectations through purposeful challenging and future-focused learning experiences adding value to student growth.

Purpose:

Build individual and collective capacity of all members of the school community to be informed and engaged as learners and leaders.

Purpose:

Establish and build a culture of collaboration and connectedness within and beyond the school community to broaden knowledge and improve outcomes.

Strategic Direction 1: Quality Teaching and Learning

Purpose

Build an inclusive, responsive learning culture that promotes high expectations through purposeful challenging and future-focused learning experiences adding value to student growth.

Improvement Measures

80% of students achieve expected growth in literacy and numeracy according to the Learning Progressions

100% of staff understand and implement future-focused learning experiences

10% increase in the number of students achieving above expected growth in NAPLAN

People

Students

Engaged in differentiated teaching and learning experiences that are future-focused promoting collaboration, discussion, critical thinking, reflection and creativity.

Students

Plan their own learning goals, monitor success, demonstrate their learning and develop skills to discuss their learning with their peers, teachers and parents.

Staff

Deep understandings of future focused learning, effective evidenced pedagogy, and contemporary curriculum, utilising innovative and collaborative practices to continually refine teaching.

Parents/Carers

Develop understanding of evidence-based research that underpins the school's educational philosophy.

Leaders

Facilitate and support a whole school approach to future-focused learning to improve student outcomes.

Processes

Utilise evidence-based research to develop and implement quality professional learning with the literacy and numeracy progressions, differentiation, visible learning and formative assessment.

Engage in professional learning for the informed and successful implementation of new syllabi (PDHPE and Science & Technology) incorporating communication, collaboration, creativity and critical thinking.

Evaluation Plan

Tell Them From Me Surveys

SCOUT

Parent Forums

School Excellence Framework

Internal & External Data

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions

100% students are utilising visible learning tools to take ownership of their learning and set individual goals

All staff incorporate learning intention/success criteria into their lessons

Teachers will incorporate assessment 'as/of/for' in teaching/learning programs

Opportunities are provided for parents/caregivers to develop knowledge on current evidence-based practices to improve student outcomes

Products

Develop K-6 Scope and Sequence for Science & Technology and PDHPE

All Science & Technology and PDHPE programs embed skills, knowledge and capabilities

100% Literacy and Numeracy programs are data informed and differentiated to meet student needs

Strategic Direction 2: Building Individual and Collective Capacity

Purpose	People	Processes	Practices and Products
<p>Build individual and collective capacity of all members of the school community to be informed and engaged as learners and leaders.</p>	<p>Students</p> <p>Develop and increase student 'voice' and leadership capabilities through a range of opportunities in and beyond the school</p>	<p>Evaluate, develop and implement a supportive leadership culture that provides students with responsibility and opportunities to thrive, succeed and connect</p>	<p>Practices</p> <p>All staff reflect on current practice through the use of self assessment tools (AITSL Teacher Self-Assessment)</p>
<p>Improvement Measures</p>	<p>Staff</p> <p>Enhance leadership through reflection and improvement to build highly effective, skilled staff</p>	<p>Develop, implement and evaluate a collaborative learning culture with opportunities to observe, reflect, refine and provide feedback through Lesson Study.</p>	<p>Develop opportunities for the school to utilise the skills and knowledge of parents and caregivers to enhance teaching and learning in classrooms</p>
<p>80% of staff have engaged in opportunities to build individual and/or leadership capacity</p>	<p>Parents/Carers</p> <p>Develop a learning community by providing opportunities for parents, students and teachers to work together to embed authentic implementation of Department of Education (DoE) initiatives</p>	<p>All staff engage in professional reflection to design individual performance and development plans that facilitate continual improvement and build individual and/or leadership capacity.</p>	<p>The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.</p>
<p>100% of staff use self assessment tools to inform their PDPs</p>	<p>Leaders</p> <p>Building the capacity of school executives and aspiring leaders by providing staff with the opportunity to coach, mentor and guide colleagues</p>	<p>Provide parents with ongoing information in relation to the Australian Curriculum, school performance, DoE priorities and operations of the school</p>	<p>Evidence of induction, mentoring and coaching practices improve performance and enhance a collaborative learning culture.</p>
<p>20% increase in parent/caregiver participation in;</p> <p>Parent Information Sessions</p> <p>Workshops</p> <p>Programs utilising Parents as Partners in Learning, e.g. Being Excited About Reading (BEAR)</p>		<p>Evaluation Plan</p>	<p>Evidence of student voice in a variety of roles such as Student Representative Council (SRC), School & House Captains, in school and community contexts.</p>
<p>80% of students agree that their voice is heard and valued</p>		<p>Tell Them From Me Surveys</p> <p>SCOUT</p>	<p>GTIL and QTSS Funding is utilised to enhance and refine teaching practice</p>
		<p>Parent Forums</p>	<p>Products</p>
		<p>Self assessments measured against the School Excellence Framework domains and elements</p>	<p>Staff members undertaking accreditation at higher levels</p>
		<p>School and Community Engagement Matrix/School Assessment Tool: Reflection Matrix</p>	<p>All PDPs are based on reflection and improvement of professional practice, knowledge and engagement (AITSL Teacher Self-Assessment)</p>
		<p>Analysis of School Website use</p>	<p>Increase the number of staff accepting leadership roles in and beyond the school</p>

Strategic Direction 3: Communities Connecting

Purpose

Establish and build a culture of collaboration and connectedness within and beyond the school community to broaden knowledge and improve outcomes.

Improvement Measures

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

People

Students

Communicate with and build relationships with the wider community.

Staff

Develop the skills and capacity to connect and collaborate within the school and the broader community to drive school improvement and strengthen reciprocal relationships

Leaders

Facilitate opportunities for staff to develop sustainable professional relationships, networks and practices across the school and wider communities

Community Partners

Engage with the local community to access rich learning experiences and resources.

Processes

Evaluate, develop and implement modes of parent communication to enhance school/home partnership

Learning networks developed with schools and other agencies to support the development of an innovative and dynamic learning environment

Evaluation Plan

Tell Them From Me Surveys

Parent Forums

School Assessment Tool

Parent Feedback from Parent Information Sessions (Feedback Template)

Practices and Products

Practices

Well-structured and timely interviews held regularly to inform parents and caregivers regarding their child's progress.

Transition practices evolve and thrive in every stage of schooling.

Parent information and education sessions are regularly held to support parents with school information and current education issues.

Staff engage in learning networks to enhance knowledge and skills

Products

Increase in parental attendance and involvement in school based information sessions and workshops

Increase in opportunities provided for our students to engage and connect with the wider community