

# School plan 2018-2020

## Beaumont Road Public School 3956



# School background 2018–2020

## School vision statement

Beaumont Road Public School has an excellent reputation for providing programs aligned to the needs of its students. The learning community is fortunate to consist of well educated, dedicated and committed parents.

Teachers meet the needs of students through evaluation, planning and the implementation of interesting and challenging programs to ensure all participants become successful 21st Century learners. There is a very close link between parents and teachers at the school.

## School context

Beaumont Road Public School is a medium sized school located on the lower north shore of Sydney. It is located on an excellent site and students participate in a learning environment with quality facilities. The dedicated staff members work closely to implement quality educational programs that ensure appropriate student outcomes.

Student welfare practices ensure students participate in a safe and caring environment that acknowledges achievement and responsibility.

Parents have high expectations for their children's education and participate actively with teaching staff. The school is an active member of the Killara High School Partnership.

## School planning process

In 2017, the school participated in an external validation process which involved reviewing programs and practices at the school. Feedback received has provided a forum for future planning.

The school has an excellent teacher and parent organisational structure which allows for regular feedback in the school's planning processes.

Teachers are involved in planning and feedback in whole school staff meetings, professional development meetings, team meetings, stage meetings, specialist teacher and individual meetings.

Parents are dedicated and actively contribute to the planning process through the P & C Executive, subcommittees and the class parent

network. These formal parent groups in addition to the

open culture that exists at the school ensures parents participate effectively in the planning and implementation of policies and procedures.

Students participated in the "Tell Them From Me" survey and results are an opportunity to be incorporated into the planning process. The Student Representative Council has also been valuable in gaining feedback from students.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

To develop highly achieving and successful 21st Century learners.

### Purpose:

To provide an outstanding education to students who generally enter school with strong literacy foundations and a positive attitude to learning and school routines. Teachers aim to build on this background and implement 21st Century teaching and learning programs utilising technology and high level facilities.

Effective student welfare policies and procedures ensure students participate in a safe and caring learning environment.

## STRATEGIC DIRECTION 2

To develop with staff a culture of collaboration which encourages effective teams, professional learning, reflection innovation and leadership.

### Purpose:

To support and inspire all staff to professionally develop and implement programs aligned to the individual needs of all students. There will be a culture of staff collaboration resulting in sharing staff expertise, reflection and responsive practices to maximise learning outcomes. Leadership opportunities and the achievement of professional learning goals will be encouraged and supported.

## STRATEGIC DIRECTION 3

To enhance the participation of a dedicated, supportive and involved learning community.

### Purpose:

To provide a culture where parents and community members are actively involved in the education of students at the school. Contributors are encouraged and supported to engage in specific programs and support the needs of students and staff. This expertise and participation is seen as a valuable asset to the school.

# Strategic Direction 1: To develop highly achieving and successful 21st Century learners.

## Purpose

To provide an outstanding education to students who generally enter school with strong literacy foundations and a positive attitude to learning and school routines. Teachers aim to build on this background and implement 21st Century teaching and learning programs utilising technology and high level facilities.

Effective student welfare policies and procedures ensure students participate in a safe and caring learning environment.

## Improvement Measures

Continued improvement in NAPLAN Literacy and Numeracy data with a particular focus on the growth of individual students from Year 3 to Year 5.

A high percentage of students achieving above average results in school based and external assessments.

Ensuring class teachers and specialist teachers have the required expertise to implement programs aligned to students' needs.

Ensure all students have access to the wide variety of programs and competitions.

Increased percentage of students reporting a sense of belonging, expectations for success and advocacy at school.

## People

### Staff

Staff evaluate the needs of students and implement/manage programs that effectively build confidence, knowledge and skills.

### Staff

Kindergarten students will participate in programs to support their transition to school.

### Staff

Specialist teachers, technicians and SLSOs are utilised to implement programs for individual students and groups of students.

### Students

Students contribute to learning goals and effectively participate in teaching/learning programs.

Students learn in an environment that has a strong welfare focus.

### Parents/Carers

Parents have a clear understanding of the aims of programs and contribute with their time and expertise.

### Leaders

School leaders and staff monitor and support student wellbeing in learning and leadership of cognitive, social, emotional, physical and spiritual initiatives.

## Processes

Implement effective Literacy and Numeracy programs

Implement specialist programs – Mathematics Problem Solving, Spanish, Visual Arts, Coding, Robotics, Band, Dance, Public Speaking

Implement personalised learning goals

Implement transition programs for Kindergarten students..

Implement Learning Support and EALD programs

Develop efficient school based systems for the analysis, development and implementation of key learning areas.

Build proactive learning alliances with other teachers within the school and neighbouring schools.

Implement Student Leadership programs

## Evaluation Plan

Evidence of the achievement of programs gained through the PDP process, classroom observation, shared planning and data collection.

Engage with staff to review the quality and effectiveness of assessments.

## Practices and Products

### Practices

Achievements in Literacy and Numeracy identified and tracked through regular data collection and school based assessments.

Improved NAPLAN Literacy and Numeracy results for students in Year 3 based on their development in Kindergarten and Years 1 & 2. NAPLAN results for Year 5 students show improved growth from Year 3.

Regular analysis of data in Stage groups to highlight students' strengths and weaknesses and consider the effectiveness of programs.

Students successfully achieving and improving in programs that cater for individual needs.

Effective outcomes achieved through 21st Century learning programs.

All staff professionally contribute within DEC professional teaching standards.

Staff provided with appropriate facilities and resources.

Student Welfare policy effectively implemented and adhered to by students.

### Products

Students participating in a quality learning environment where they are receiving the best opportunities to maximise their outcomes.

# Strategic Direction 1: To develop highly achieving and successful 21st Century learners.

## Practices and Products

Student welfare policies and procedures effectively support students' learning and contribute to a safe and caring school environment.

# Strategic Direction 2: To develop with staff a culture of collaboration which encourages effective teams, professional learning, reflection, innovation and leadership

**Purpose**

To support and inspire all staff to professionally develop and implement programs aligned to the individual needs of all students. There will be a culture of staff collaboration resulting in sharing staff expertise, reflection and responsive practices to maximise learning outcomes. Leadership opportunities and the achievement of professional learning goals will be encouraged and supported.

**Improvement Measures**

Teachers participating in weekly professional learning programs led by the Professional Learning Team.

Teachers in Stage meetings participating in sharing programs, students' work samples and expertise leading to improved teaching practices.

Teachers participating in additional PL initiatives including tertiary studies, KSP model, QTR and classroom observation program to develop skills and knowledge.

Teachers created individualised and group goals for professional growth and leadership.

**People**

**Students**

Students learn from teachers who increase their expectations, capacity and achievements.

**Staff**

Teachers differentiate the curriculum by accessing data, providing relevant feedback and adjusting teaching practice as required.

**Staff**

Teachers implement their teaching and leadership practices by complying with the NSW Teaching Standards.

**Students**

Students develop higher order thinking skills from effective teaching practice and evaluating their own learning.

**Staff**

Teachers utilise technology to implement curriculum.

**Staff**

Focus on staff knowing, valuing and caring for students and providing engaging and challenging programs.

**Staff**

Teachers leadership capabilities are developed through sharing and leading professional workshops and programs at the school.

**Processes**

Teachers share best practice and models through QTR, classroom observation and specialist teacher observation programs.

Teachers analyse students' data to assess the success of Literacy and Numeracy programs.

Teachers develop capacity to implement differentiated curriculum, project based learning, 21st Century learning and the Australian Curriculum.

Implement an effective school-based professional learning program.

Teachers work collaboratively to develop the capacity and professional practice aligned to the Professional Teaching Standards.

**Evaluation Plan**

Using data of PDP, effectiveness of staff participation in various meetings and involvement in professional learning sessions to ensure best teaching practice and professional roles at the school is evident.

**Practices and Products**

**Practices**

All staff confidently contribute to professional learning initiatives and participate in reflective and planning sessions.

Staff attend PL sessions and other meetings and effectively contribute to discussions, reviewing and planning policies and procedures and implementation of a wide range of school programs.

Teachers have developed professional learning plans aimed to improve teaching practices.

Staff contribute to the effectiveness of their teaching and learning programs through an adherence to the goals outlined in the DEC Strategic Plan.

**Products**

There is a culture of effective support for the professional growth of teachers, their level of experience and the implementation of their programs.

The sharing of teaching practice, student work samples, ideas and expertise is encouraged and is highly supported by parents and community members.

# Strategic Direction 3: To enhance the participation of a dedicated, supportive and involved learning community.

## Purpose

To provide a culture where parents and community members are actively involved in the education of students at the school. Contributors are encouraged and supported to engage in specific programs and support the needs of students and staff. . This expertise and participation is seen as a valuable asset to the school.

## Improvement Measures

An increased number of parents and community members supporting teachers in class programs including Literacy, Numeracy, Creative Arts, Computer Education and excursions.

All positions on the P & C and its sub-committees are filled with positive and dedicated parents.

There is a number of parents volunteering to assist in day and overnight excursions, creative arts events and special events.

There is a large number of parents positively contributing to the school's decision making processes, school surveys and social and fundraising events.


## People

### Parents/Carers

Teachers utilise the expertise and time parents and community members are able to contribute to class programs. There is a significant focus on parents supporting class reading programs.

### Staff

Staff provide a focus on maintaining community confidence including the reduction of the impact of disadvantaged students and families.

### Parents/Carers

Parents and community members actively contributing to the many curriculum, social, fundraising and organisation initiatives.

### People

Parents contribute to the organisation and implementation of before and after school programs. Many students take the opportunity to participate in the band, dance, chess, visual arts and after school programs.

## Processes

Parents involved in class programs with a focus on Literacy and Numeracy..

Parents' support special programs including dance, music, excursions and social functions.

All P & C Executive and sub-committee positions are filled. The class parent network has two representatives from each class and are contributing with class communication and school social and fundraising events.

Parents and community members implement the Parents' Literacy Support program, Minilit and Multilit programs.

Parents and community members implement the Scripture and Ethics programs.

Parents participate in teacher/parent meetings, formal interviews and Student Led Reporting sessions.

Open door policy where parents and community members are integral to the school.

## Evaluation Plan

Surveys and parent feedback sessions are used to gain the level of support and confidence of parents and community members in the operation of the school.

Data is collected from class teachers indicating level of support.

## Practices and Products

### Practices

Parents and community members highly value the opportunity to contribute to students' learning and generously communicate their willingness to participate with teachers and the Principal.

There is a positive culture at the school where parents and community members aim to support its functions.

Teachers are active in supporting and acknowledging the contribution of parent and community helpers.

### Products

The school continues to maintain a reputation for high level parent and community support who are welcomed and acknowledged.

The education of students is significantly enhanced through the sharing of expertise from parent and community members.