

Strategic Improvement Plan 2022-2026

Beaumont Road Public School 3956



School vision and context

School vision statement

The Beaumont Road Public School's vision is to develop children academically, socially, physically and emotionally, resulting in confident and responsive individuals who aspire to achieve their full potential. This will be achieved by providing a productive, happy, safe and supportive learning environment in which every child is known, cared for, valued, and their achievements celebrated. Beaumont Road Public School's vision is for every student and every staff member to improve every year.

School context

Beaumont Road Public School has a reputation for high academic achievements, engaging programs, extra-curricula opportunities, and professional and caring staff who work together to promote school excellence.

The school is located in a quiet suburban location with flat, accessible and open grassy playgrounds and excellent facilities. The school has an "open door" policy where parents and community members are welcomed. The school's attendance rate is very high.

Students entering Kindergarten come with excellent foundations in literacy, numeracy, and other skills to further develop at school. The school is dedicated to ensuring students continue their growth. Programs are implemented to cater for all students, including talented students, students performing in lower bands and EAL/D students. Advice from nearby secondary schools indicates that students from Beaumont Road Public School are well-equipped with the necessary skills and knowledge to successfully further their education.

Parents provide dedicated support to their children at home and school. At a curriculum, organisational and social level, parents are outstanding supporters and contribute to the success of the school's many policies and programs. A high level of consultation ensures successful home/school partnerships.

All members of staff actively contribute in a caring, supportive and professional manner. They have a strong desire to work with parents to provide engaging, individualised and effective learning experiences. The collaborative and loyal culture that exists with staff is impressive.

Situational analysis confirmed the importance placed on effective planning and implementation of literacy and numeracy programs at the school. Future delivery of additional teacher professional learning in data skills and use, and systematic collation and evaluation of data from a range of sources, will further enhance student outcomes. In literacy there will be a focus on the explicit teaching of reading strategies and writing skills, and in mathematics, the situational analysis indicated a focus on assessment data driven instruction to improve student outcomes. Continued consideration of cross-curriculum priorities will enable students to develop understanding about and address the contemporary issues they face.

The school will continue to value the perspectives and opinions of staff, students and parents and act on them in a way that genuinely shapes learning and decision-making at the school.

The school is fortunate to have a wide range of teachers and parents with particular expertise and interests. Efforts will be made to better utilise these strengths in class programs, professional learning and parent led initiatives.

Beaumont Road Public School is a community school encouraging its students to become life-long learners in the 21st century.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy, the school will develop and sustain whole school processes for collecting and analysing assessment data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Student learning outcomes will be improved in literacy and numeracy by developing whole school evidence based teaching practices to ensure all teachers implement appropriate teaching and learning programs aligned to the needs of all students.

Improvement measures

Reading growth

Achieve by year: 2023

Reading

There is an increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

Numeracy

There is an increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Reading

In Reading, the development and implementation of sustainable whole school processes for collation, analysis and evaluation of data will allow, and data used, to inform:

- the selection of high impact research-based teaching and learning strategies linked to student learning needs
- student progress, allowing teachers to reflect on teaching effectiveness and future planning
- teacher professional learning needs, new program initiatives, differentiated learning and resource allocation

Numeracy

In Numeracy, the development and implementation of sustainable whole school processes for collation, analysis and evaluation of data will allow, and data used, to inform:

- the selection of high impact research-based teaching strategies linked to student learning needs
- student progress, allowing teachers to reflect on teaching effectiveness and future planning
- teacher professional learning needs, new program initiatives, differentiated learning and resource allocation

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery, assessment and reporting, promotes learning excellence and responsiveness in meeting the needs of all students (SEF - Curriculum, Assessment).

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods to students at all levels of achievement, with the highest priority given to evidence-based teaching strategies (SEF - Effective classroom practice, Professional standards).

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and to inform future school directions (SEF - Data skills and use).

Whole school systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and timely feedback between teachers; driving ongoing, school-wide improvement in teaching practice and student results. Teaching staff demonstrate and share expertise (SEF - Learning and Development).

The Principal and Assistant Principals model instructional leadership and support a culture of high expectations resulting in sustained and measurable school improvement (SEF - Educational Leadership).

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives in achieving progress and improvement measures for this strategic direction. Analysis of this data will guide the school's future directions.

- Scout data - NAPLAN, Check-in, Best Start
- School Excellence Framework 'School Self-assessment Survey'
- Internal assessments - class, stage, standardised, formative, summative

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student work samples
- Teacher/Student/Parent Surveys
- Observations
- Interviews/Focus groups
- Tell Them From Me Surveys

Evaluation will involve:

- regular review of data sources to check tracking towards achieving improvement measures
- regular professional discussions to unpack School Excellence Framework elements and themes and What Works Best research in relation to progress and improvement measures
- Executive team and whole staff reflective discussions in relation to 'Where are we?' and 'Where to next?'

Strategic Direction 2: Leading for whole school improvement

Purpose

Initiatives will be implemented with the aim for the school to attain excellence in educational leadership. A culture of high expectations, high performance and well-being of students, a professional learning community focused on continuous improvement in teaching and learning, and responsiveness to community needs, will underpin the aim of achieving continuous whole school improvement.

Parent, staff and student voice will inform the direction of 'leading for whole school improvement'.

Improvement measures

Educational Leadership

Achieve by year: 2026

Principal, Middle Leaders and Teacher Leaders model instructional leadership and support a culture of high expectation and community engagement, resulting in sustained and measurable whole school improvement (SEF Educational Leadership - Excelling). A culture of effective evidence-based teaching, and ongoing improvement is embedded across K-6 in literacy and numeracy to maximise student growth and attainment.

Professional Learning

Achieve by year: 2026

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 to drive ongoing school-wide improvement in teaching practice and student results (SEF - Learning and Development - Excelling).

Community Engagement

Achieve by year: 2026

There is a school-wide, collective responsibility for student learning and success. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong ties established and embedded within the wider community

Initiatives

Educational Leadership

Within the school, an embedded culture of distributed instructional leadership, modelled by the principal and school leadership team, to support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement, will be fostered. This will be achieved by:

- implementation of high impact staff professional learning in effective communication and consultation practices
- engaging and embracing the skills and contributions of the community
- keeping students, parents and staff informed
- celebrating and promoting community and student achievements
- enabling community representatives to express their diverse approaches to, and understanding of, participation in the school community
- utilising parent and community members to participate as leaders in their chosen area such as event management, fundraising initiatives, band management

Professional Learning

The leadership team establishes a professional learning community which is focused on continuous improvement in explicit teaching of literacy and numeracy.

The leadership team provides structures for staff to collaborate and share expertise in a range of forums.

Community Engagement

The leadership team will ensure a positive relationship between staff and parents. Effective partnerships in learning, with parents and students, will result in students being more motivated to deliver their best and continually improve.

Success criteria for this strategic direction

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives in achieving progress and improvement measures for this strategic direction. Analysis of this data will guide the school's future directions.

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Evaluation will involve:

- regular review of data sources to check tracking towards achieving improvement measures
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Strategic Direction 2: Leading for whole school improvement

Improvement measures

ensure ongoing opportunities for HPGE across all domains. The leadership team measures community satisfaction and shares findings with the community.

Student Voice

Achieve by year: 2026

Students participate in decision-making at school on things which shape their educational experiences. The school values the perspectives and opinions of students and acts on them in a way that genuinely shapes learning and decision-making at the school. Embedded effective partnerships with students allows students the environment to be motivated to deliver their best and continually improve.

Wellbeing

Achieve by year: 2023

Proportion of students reporting expectations for success, advocacy and sense of belonging at school is moving towards the upper bound target of 94.6%.

Initiatives

There will be a focus on teacher/parent workshops, student-led reporting and a whole school commitment to the pursuit of excellence.

Student Voice

Students will participate in decision-making at school on things which shape their educational experiences.

The school will value the perspectives and opinions of students and act on them in a way that genuinely shapes learning and decision-making at the school.

The following strategies will be implemented to provide opportunities for student voice:

- Student representative council
- Student-led reporting
- Student leader groups
- Student focus groups
- Student surveys
- Tell Them From Me Surveys
- Opportunities for students to engage in teaching and learning design

Wellbeing

Students, parents and teachers will be given the opportunity to participate in the Tell Them From Me Surveys. Data will be used to inform future directions regarding wellbeing.

Strategic Direction 3: Dynamic and engaging teaching and learning programs

Purpose

In order to provide outstanding teaching and learning programs aligned to student needs, teachers will participate in regular collaborative planning. A dynamic cycle of planning, developing, implementing and evaluating will ensure programs engage our learners. Data will provide evidence of impact and inform next steps.

Improvement measures

Collaborative Programming

Achieve by year: 2026

New English and Mathematics curricula are embedded across K-6. Teacher programs show evidence of best practice pedagogy and ongoing evaluation of programs to maximise student growth and attainment.

All teachers continue to engage with the Curriculum Reform micro-learning modules and relevant PL to build staff capacity.

Attendance >90%

Achieve by year: 2023

Proportion of students attending >90% of the time to reach lower bound target of 94%.

High Potential and Gifted Education

Achieve by year: 2026

Best practice in HPGE is embedded across the school. Ongoing professional learning maintains deep understanding of the policy and latest research.

The HPGE Hub and Evaluation and Planning Tool continue to be used to support future HPGE improvement.

Embedded best practice assessment, data use and a culture of high expectations, continues to ensure 'no ceiling' opportunities for students in all HPGE domains.

Extension programs and opportunities embedded across the school.

Initiatives

Collaborative Programming

Effective collaboration time will be specifically allocated for teachers to plan, develop and refine high impact, research-based teaching and learning programs, with the aim of increasing student engagement, school attendance, and maximising student growth and attainment. Funds will be made available to engage outside teaching staff as required.

Relevant data will be regularly collected and analysed to track alignment to progress measures and to inform future planning.

Teaching and Learning Programs

Implementation of engaging in-class, whole-school, specialist and external programs utilising the expertise of internal and external teaching staff, with the aim of increasing student engagement, school attendance, and maximising student growth and attainment.

Teachers will monitor the implementation of programs through the collection of appropriate data including, effective observation of student engagement.

Teachers will be provided with increased opportunity for professional development through classroom observation modelling of effective practice. Teaching staff will also have increased opportunity to share their expertise within the school and with other schools.

Students will have the opportunity to participate in specific workshops and programs at Killara High School and other schools.

Success criteria for this strategic direction

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities (SEF - Effective Classroom Practice).

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth (SEF - Effective Classroom Practice).

Teaching staff demonstrate and share their expertise within their school and with other schools. Teachers collaborate with staff in other schools to share and embed good practice (SEF - Learning and Development).

Specialist teachers are employed to provide engaging programs in Band, Visual Arts, Music, Language, Physical Education and any future new initiatives.

Data collected from students, teachers and parents demonstrates satisfaction with teaching and learning programs.

Data indicates that school attendance targets are being met.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives in achieving progress and improvement measures for this strategic direction. Analysis of this data will guide the school's future directions.

- Scout data - NAPLAN, Check-in, Best Start

Strategic Direction 3: Dynamic and engaging teaching and learning programs

Improvement measures

Aboriginal and Torres Strait Islander Education

Achieve by year: 2026

All students participated in programs to learn about the history of Aboriginal culture, current Aboriginal Australia and the importance of Aboriginal history. Teacher professional learning and time taken to source current resources, enhanced the inclusion of Aboriginal perspectives across the curriculum. Teachers integrated specific discussion and lessons for significant calendar events, including National Sorry Day, National Reconciliation Week and NAIDOC Week.

A culture of inclusion of Aboriginal history and culture is embedded in teaching and learning programs across Key Learning Areas.

Evaluation plan for this strategic direction

- School Excellence Framework 'School Self-assessment Survey'
- Internal assessments - class, stage, standardised
- Student work samples
- Teacher/Student/Parent Surveys
- Observations
- Interviews/Focus groups
- Tell Them From Me Surveys