

School Strategic Plan 2018-2022

Beaumaris Primary School (3899)



Submitted for review by Sheryl Skewes (School Principal) on 12 March, 2019 at 01:26 PM

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School vision	At Beaumaris Primary School (BPS) we want to empower our students to become adults who are self responsible, think critically and who will thrive and make a positive contribution to the world in which they live.
School values	<p>Our learning community, comprising students, staff and parents, provides an environment where students feel safe, valued and included. Students are supported to achieve academic success through the development of a positive sense of wellbeing.</p> <p>Our school values are central to our school vision and provide a framework to guide the ways in which we operate and interact: Respect: Valuing all staff, students, parents and community members Resilience: Being optimistic, developing perseverance and self management skills Responsibility: Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment Relationships: teamwork and tolerance between all school members.</p> <p>Our Statement of Commitment to Child Safety demonstrates our commitment to the safety and wellbeing of our students. This will be the primary focus of our care and decision making. Our Child Safety Code of Conduct demonstrates our commitment to ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self esteem of students and enables them to thrive in their learning and development.</p>
Context challenges	Beaumaris Primary School is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums and gardens of native and indigenous plants. The present enrolment is 570 students, comprising 314 girls and 256 boys from 382 school families, increasing in recent years. Historically each year we experience approximately five percent transience in enrolments attributed to overseas families establishing in Beaumaris for three or four years on contract employment. There is low mobility of neighbourhood students. We have 25 classes,

with reduced class sizes. Our prep students are drawn from five local pre-schools. Transitions to secondary schooling show an increasing percentage of year 6 students enrol at government secondary schools, due to the opening of Beaumaris SC. CSEF funding is accessed by 25 students. Our Student Family Occupation and Education (SFOE) index is at 0.1513 and the proportion of students with English as a second language is in the mid-range. The majority of students are part of two-parent households.

The staff profile includes the leadership team comprised of the principal, assistant principal, 2 Leading Teachers and 1 Learning Specialist, 23 CT2 and 11 CT1 teachers and 8 Education Support (ES) staff. Thirteen teachers are part time, 8 sharing classroom positions and 5 in specialist positions. Six ES personnel are part time.

Our model of collaborative decision making and distributed leadership, underpinned by agreed staff norms and values, empowers and enriches the collective responsibility staff has for the effective operation of this school.

Our school community recognises the importance of a respectful, values based culture that is student centred with a clear focus on our core business, to improve student learning. To support this shared vision, the school community engages in generous volunteer support for the school and annual fundraising traditions, activities and events.

Overall, the school is orderly and calm and our students appear settled and engaged in their learning. Our programs adhere to the prescribed Victorian Curriculum. Teachers differentiate and personalise the curriculum to meet the diverse learning needs of our students.

We implement the contemporary research based teaching and learning practices of the Walker Learning Approach. We provide learning experiences that both support and challenge our students to enable them to develop knowledge, skills and attitudes that are transferrable and adaptable in the years ahead. We have a shared understanding of effective learning and teaching. Our school values of respect, resilience, responsibility and relationships underpin a culture of inclusivity, connectedness and belonging. Our values and beliefs form the foundation of our school, describe who we are and what we stand for.

We enjoy a strong collaborative relationship with our local network of schools and share our professional knowledge, practices and resources across the broader education community.

We offer a range of indoor and outdoor learning environments. Specialist programs include Physical Education, Visual and Performing Arts and Japanese.

Student voice, agency and leadership are enabled through our pedagogy, community engagement and a whole school focus on sustainability to enable students to action environmental awareness and actively contribute to global initiatives.

Digital Technology is embedded within the curriculum through the use of iPads, laptops, interactive whiteboards and interactive TVs. Extra-curricular activities accommodate the broad interests, passions and talents evident in our students. We strive to provide learning experiences and opportunities to engage, challenge inspire and honour our students, our future.

Our key challenges are to:

- reduce variability from year to year in NAPLAN results and teacher judgement data in the area of literacy
- further embed high impact teaching strategies within our instructional model to enhance learner growth
- embed our agreed whole school pedagogical model to ensure consistency and continuity of practice to further learner growth.
- strengthen authentic curriculum and pedagogy with a focus on embedding the four Victorian Curriculum capabilities into whole school planning for teaching and learning

	<p>-develop all students as 21st century learners through the development of creativity, communication, collaboration, critical thinking and problem solving, -further build practice excellence in learning and teaching in the fields of Science, Technology, Engineering and Mathematics including the Arts, STEAM.</p>
<p>Intent, rationale and focus</p>	<p>To support the achievement of our school vision, the following priorities and intent will be our focus for the next four years.</p> <p>Intent: To improve literacy outcomes for all students Rationale: By building consistent practice through embedding our whole school pedagogical model and high impact teaching strategies we will further enable a steady upward trajectory of learner growth. Focus: Excellence in Teaching and Learning: curriculum planning and assessment and building practice excellence Positive climate for learning: empowering students and building school pride Professional leadership: building leadership teams</p> <p>Intent: To develop all students as 21st century learners. Rationale: There is a growing global focus on capability/competence development in learners. Through developing 21st century learners we will ensure students have the knowledge and skills to be successful in the modern workforce. Focus: Excellence in Teaching and Learning: curriculum planning and assessment and building practice excellence Positive climate for learning: setting expectations and promoting inclusion, intellectual engagement and self-awareness Community engagement in learning: global citizenship, building communities</p> <p>Intent: To improve Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes for all students. Rationale: This framework is connected to and supports our focus on developing 21st century learners. Students will develop skills to think scientifically and logically, problem solve and collaborate to create solutions to problems that are posed. Focus: Excellence in Teaching and Learning: curriculum planning and assessment, building practice excellence Positive climate for learning: empowering students and building school pride Professional leadership: building leadership teams</p>

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Goal 1	To improve literacy outcomes for all students
Target 1.1	All students will achieve at least 12 months growth in writing and spelling across a 12 month period.
Target 1.2	By 2022, the percentage positive endorsement in the AToSS by Years 4, 5 and 6 students in the effective teaching practice survey factor for cognitive engagement to improve in the areas of: <ul style="list-style-type: none"> • Differentiation to improve from 85% to 90% • Stimulated Learning to move from 83% to 90% • Effective Teaching Time to improve from 84% to 90%
Key Improvement Strategy 1.a Evaluating impact on learning	Build teacher capabilities to utilise data and a range of assessment strategies to teach to students' point of learning in writing and spelling.
Key Improvement Strategy 1.b Empowering students and building school pride	Build agency, voice and leadership for all students in their learning
Key Improvement Strategy 1.c Building practice excellence	Refine and embed an agreed whole school pedagogical model
Goal 2	To develop all students as 21st century learners.

Target 2.1	By 2022, achieve 12 month level growth for all students in Years 2–6 in the four Victorian Curriculum capabilities: Critical and Creative Thinking, Ethical, Intercultural capability and Personal and Social capability.
Target 2.2	<p>By 2022, the percent of positive AToSS endorsement to improve:</p> <ul style="list-style-type: none"> ● Motivation and Interest from 84% to 90% ● Self-regulation and Goal Setting from 87% to 90% ● Student Voice and Agency from 69% to above 79% ● Resilience from 81% to 88%
Target 2.3	<p>By 2022, the percent of positive endorsement in SSS to improve:</p> <ul style="list-style-type: none"> ● Professional Learning from 58% to 70% ● Teacher Collaboration from 55% to 65%. ● Guaranteed and Viable Curriculum from 56% to 75%
Key Improvement Strategy 2.a Empowering students and building school pride	Build a whole school approach to amplifying student voice, agency and leadership
Key Improvement Strategy 2.b Building practice excellence	Refine and embed an agreed whole school pedagogical model
Key Improvement Strategy 2.c Building practice excellence	Develop curriculum emphases focused on local and global citizenship and 21st century learning priorities through implementation of the general capabilities

Goal 3	To improve Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes for all students
Target 3.1	All students will achieve at least 12 months growth across a 12 month period in science, maths, digital technologies and design
Target 3.2	By 2022, percentage of positive endorsement by Years 4, 5 and 6 students in AToSS learner characteristics and disposition domain to improve in the areas of: <ul style="list-style-type: none"> • Motivation and Interest from 84% to 90% • Self-regulation and Goal Setting from 87% to 90% • Sense of Learning Confidence from 83% to 90%
Key Improvement Strategy 3.a Evaluating impact on learning	Build teacher capabilities to utilise data and a range of assessment strategies to teach to a student's point of learning in relation to STEAM learning.
Key Improvement Strategy 3.b Building practice excellence	Build a whole school approach by developing staff and student understanding of the STEAM aspects of the Victorian Curriculum continuum
Key Improvement Strategy 3.c Empowering students and building school pride	Build agency, voice and leadership for all students in their learning in STEAM