
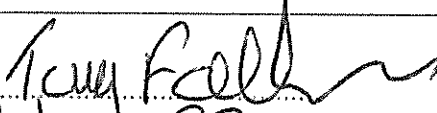



School Strategic Plan
Beaumaris PS
3899
2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed  Name..... Sheryl M. Skewes Date..... 17.3.15</p>
<p>Endorsement by School Council</p>	<p>Signed  Name..... Anthony P. FALKINGHAM. Date..... 18-3-15</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed  Name..... John Allman Date..... 14/4/15</p>

School Profile

Purpose	<p>'Learning Together' 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 will live.</p>
Values	<p>These values are central to our school and how we operate: 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>
Environmental Context	<p>Beaumaris Primary School operates within a unique context, shaped by its one hundred year history and its community. The school is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. The school infrastructure is well maintained and is positioned against a backdrop of beautiful gums, a grassed oval and gardens of natives and indigenous plants.</p> <p>Our school is strengthened by the value placed on community by students, families, staff, local residents and businesses. We highly value the high level of involvement and support from parents and we understand our vision will be achieved through a strong home-school partnership between our students, teachers and parents.</p> <p>Our vision is to create an environment that builds strength of character and dignity in our students to enable them to thrive, lead productive fulfilling lives and honour their obligation to actively contribute to their family, the school, and both the local and global community. Our school values of respect, resilience, responsibility and relationships underpin our vision.</p> <p>Student enrolments are from a range of early education providers as well as from interstate and overseas all throughout the year. Students transitioning to secondary education enrol at a broad range of government and non-government post primary providers.</p> <p>We are committed to continuous improvement through the implementation of contemporary learning and teaching practices. Our shared purpose is our steadfast commitment to build a learning community in which students, teachers and parents learn and develop by continually "Learning Together." We adhere to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalise learning to meet the learning needs of our students. We provide our students, teachers and parents with learning experiences that both support and challenge them. Collectively we share the responsibility to develop our students' knowledge, skills and attitudes that are transferable and adaptable to whatever their future holds. To achieve this, our learning community is committed to the development of a shared understanding of effective learning and teaching. To enable the development of shared understandings and a common language across our school, our focus is the ongoing delivery of a robust professional learning program for our teachers and the provision of learning opportunities for our parents to build their understanding of how children learn best.</p> <p>Three professional learning teams, Foundation to Year 2, Years 3 and 4 and Years 5 and 6 teams, form the organisational structure of the school. The teachers work closely together and acknowledge that their teaching and their understanding of how children learn best are enriched by relational trust, professional learning, collaboration, co-operation, team planning and team teaching.</p>

	<p>Specialist programs include Physical Education, Visual and Performing Arts and Japanese. Our strong focus on Sustainability has linked our students to local and community projects.</p> <p>A broad range of "value added" extra curricula activities is offered to and accommodate the diverse interests, passions and talents evident in our students.</p>
<p>Service Standards</p>	<p>The school services the local community in the provision of a primary school education for children. The school also services the educational community in provoking thinking about contemporary education. The school ensures the broader school community is fully informed through its commitment to provide parent access to a range of innovative, open and regular communication options for information they need.</p> <ul style="list-style-type: none"> • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's Strategic Plan. • The school provides all students access to a broad, balanced and flexible curriculum including skills for learning and life, through engaging learning and wellbeing programs. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • The Australian Curriculum (AUSVELS), is adapted to the learning needs of individual students, with targeted feedback on their work. • School practices are underpinned by a coherent and consistently applied theory and research base, directly translated into the physical, cultural, learning, wellbeing and social fabric of the school. • All teachers are learning leaders, critical to the success of this school. A strong professional learning program provides the foundation for an effective performance and development culture. Our learning community is based on agreed norms, relational trust, collaboration, openness and risk taking to ensure we implement quality research based learning and teaching practices to continually improve learning outcomes for all.

Strategic Direction	Goals	Targets	Key Improvement Strategies
<p>Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.</p>	<ul style="list-style-type: none"> • Student relative learning growth based on the NAPLAN indicates at least 25% high growth in 2015 and improves annually. • Student learning growth in all domains of English and Mathematics to indicate that more than 90% of students make 14 months learning growth in each calendar year. • Student performance achievement levels based on school data sets, Student Performance Analyser (SPA) and student assessment tracking software to improve in Speaking and Listening and Writing. • Ensure the Parent Opinion (PO) Survey data of the school learning and teaching environment is above state means with a higher response rate and improve annually. 	<ol style="list-style-type: none"> 1. Increase student performance in Writing and Speaking and Listening in comparison to other English domains, particularly in Year 3 and beyond. 2. Improve teacher pedagogical practice based on best practice research and that this is included in an ongoing Beaumaris PS Professional Development and Mentoring Plan. 3. Implement a whole school data and student achievement tracking system based on the Student Performance Analyser (SPA) and student assessment tracking software.
<p>Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To improve levels of Student Engagement and Connectedness and enhance school transition programs from Kindergarten to Foundation and beyond.</p>	<ul style="list-style-type: none"> • Parent Opinion (PO) Survey data indicates School Transitions and Reporting to be above state means and improve annually. • Student Attitudes to School Survey (ATS) data (Year 5 and 6) to be above state means for both boys and girls and improve annually. • Staff opinion based on the new Staff Opinion (SO) Survey related to Professional Learning to exceed state means and improve annually on the 2014 benchmarks. 	<ol style="list-style-type: none"> 4. Develop and implement a new School Community Engagement Strategy Plan. 5. Review all school transition programs on a regular basis and adjust accordingly.

<p>Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To maximise Student Wellbeing programs across the whole school community with an emphasis on student resilience and connectedness.</p>	<ul style="list-style-type: none"> • Student Morale and Student Motivation in the ATS Survey (Year 5 and Year 6) to be above state means and improve annually. • PO Survey means in the area of General Satisfaction to be above state means and improve annually. • SO Survey means in the areas of School Climate, Trust and Community Involvement to be above state means and improve annually. These targets should be based on the 2014 initial benchmark means. 	<p>6. Review the school Student Wellbeing Plan and implement a new plan 2015–2018.</p> <p>7. Develop a whole school community student resilience program with a focus on positivity, student self-esteem and related parental support.</p>
<p>Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To provide for the best possible Human Resource, Fiscal and Grounds and Buildings processes in order to maximise student performance, connectedness and wellbeing levels.</p>	<ul style="list-style-type: none"> • SO Survey satisfaction levels in all domains to improve beyond 2014 benchmark levels annually. • PO Survey satisfaction in the domains Input, Reporting, School Improvement and Learning Focus to improve annually on 2014 levels over the period of the Strategic Plan. 	<p>8. Review the School Council purpose, student and related operational structures to effectively resource the Strategic Plan goals and targets.</p> <p>9. Improve communication systems for all parents and the local community.</p> <p>10. Develop an ongoing ICT infrastructure program linked to the Strategic Plan Goals.</p>

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Year 1	Actions	Achievement Milestone
<p>Achievement</p> <ol style="list-style-type: none"> Increase student performance in Writing and Speaking and Listening in comparison to other English domains, particularly in Year 3 and beyond. Improve teacher pedagogical practice based on best practice research and that this is included in an ongoing Beaumaris PS Professional Development and Mentoring Plan. Implement a whole school data and student achievement tracking system based on the Student Performance Analyser and student assessment tracking software. 	<ol style="list-style-type: none"> Review, document and implement school programs and delivery in relation to Writing, Vocabulary and Structure. <ol style="list-style-type: none"> Continue to strengthen the learning community and further develop teachers' understanding of how children learn best using consultants Julie Shepherd, Sue Fine, David Anderson, Lead Teachers and teacher experts. Continue to implement teacher performance and development processes using the AITSL standards to ensure best teaching practices to support student learning. Ongoing development of teachers' knowledge of the scope and sequence of the full range of AUSVELS domains incorporating the Australian Curriculum. Develop an ongoing Beaumaris PS Professional Development and Mentoring Plan based on <i>Professional Learning in Effective Schools (DET)</i>. Review the induction and mentoring program for all staff based on the Victorian Institute of Teaching guidelines. Revisit the School Improvement (SI) Teams and composition and apply processes that maximise the effectiveness of each team. 	<ol style="list-style-type: none"> Whole school writing program documented and implemented. <ol style="list-style-type: none"> Consultants and leading teachers timetabled to deliver ongoing professional learning in situ. Performance and Development Plans reflect the goals and targets of the Strategic Plan and AITSL standards. Introduction of Curriculum Organiser as a planning tool and completion of Year Level yearly overviews in collaboration with in-school consultants. Planning documentation reflects an understanding of the AUSVELS continuum. Professional Development and Mentoring Plan developed. Review conducted and mentoring program documented. SI Teams established and included in the Professional Learning Plan and meeting schedule. South Ciuster meeting schedule included into the Professional Learning Plan. 	

		<p>2.7 Utilise the South Cluster for professional learning opportunities.</p> <p>3.1 Audit the Assessment Schedule and moderation processes to ensure consistent assessment and collection of data.</p> <p>3.2 Whole school implementation of Student Performance Analyser student data tracking system.</p> <p>3.3 Investigate whole school reporting system</p> <p>3.4 Introduce student led conferences to strengthen student goal setting and responsibility for their learning.</p> <p>3.5 Ensure that student data informs program planning and drives student learning and is included in teachers' Performance and Development processes.</p> <p>3.6 Provision of ongoing school achievement information on a regular basis to all members of the Beaumaris PS community.</p>	<p>3.1. Audit completed in collaboration with in-school consultants. Teacher judgement of student achievement show influence of regular moderation in teams. Revised Assessment Schedule in place</p> <p>3.2. All teachers using SPA to track student performance.</p> <p>3.3. System selected by the end of the year.</p> <p>3.4. Student led conferences introduced in Year 5 and 6.</p> <p>3.5. Teacher performance and development plans demonstrate use of data for improved student learning. The Performance and Development cycle follows the calendar year.</p> <p>3.6. Dissemination of information on school achievement aligned with DET requirements.</p>
Year 2	<p>1.1. Review, document and implement a whole school Speaking and Listening Plan and Program.</p> <p>1.2. Embed F-6 speaking and listening component into the reading and writing block.</p> <p>2.1. Continue professional learning and coaching by consultants and teacher experts focussed on highly effective learning and teaching practices.</p> <p>3.1. Whole school review of Student Reports to</p>	<p>1.1. Whole school Speaking and Listening program, including assessment strategies, documented and implemented.</p> <p>1.2. Planning documents reflect a Speaking and Listening component.</p> <p>2.1. Professional Learning and Mentoring Plan reflect ongoing consultant and leading teacher support as coaches, critical friends and mentors.</p> <p>3.1. DET student reporting requirements implemented.</p>	

	<p>align with the DET reporting requirements.</p> <p>Year 3</p> <p>1.1. Ongoing review of student data to monitor whole school and individual student growth and develop processes and practices to address areas for further improvement.</p> <p>2.1. Ongoing review and implementation of the Beaumaris Primary School Professional Development and Mentoring Plan to ensure both support and challenge in building teacher capacity in effective learning and teaching.</p> <p>3.1. Ongoing review of assessment tools to track student achievement to inform programs and enhance student learning outcomes.</p> <p>Review and modify practices from Year 1 and 2 and, as required, reflect in the 2017 Annual Implementation Plan.</p>	<p>Achievements will be linked to progress and reflection on Year 1 and 2.</p>
Year 4	<p>1.1. Ongoing review of student data to monitor whole school and individual student growth and develop processes and practices to address areas for further improvement.</p> <p>2.1. Ongoing review and implementation of the Beaumaris Primary School Professional Development and Mentoring Plan to ensure both support and challenge in building teacher capacity in effective learning and teaching.</p> <p>3.1. 3.1 Ongoing review of assessment tools to track student achievement to inform programs and enhance student learning outcomes.</p> <p>Review and modify practices from Year 1, 2 and 3 and as required, reflect in the 2018 Annual Implementation Plan.</p>	<p>Achievements will be linked to progress and reflection on Year 1, 2 and 3.</p> <p>Strategic Plan targets met.</p>

<p>Engagement</p> <p>4. Develop and implement a new School Community Engagement Strategy Plan.</p> <p>5. Review all school transition programs on a regular basis and adjust accordingly.</p>	<p>Year 1</p>	<p>4.1. Establish a team to analyse student data and parent feedback to inform, develop and implement a new School Community Engagement Plan (parents, teachers, students, School Council members).</p> <p>4.2. Upskill staff on class meetings, team building, cooperative activities.</p> <p>4.3. Research and explore programs (i.e. Girls on the Go, Boys on the Bounce, Reach, KidsMatter) and available resources available to strengthen student connectedness.</p> <p>4.4. Use of parent expertise on school council subcommittees and working parties.</p> <p>5.1 Review and promote current transition program from preschool to Foundation, 1 to 2 and between each level through to secondary schooling, through teacher, student and parent feedback.</p> <p>5.2 Regularly revise transition processes and handover documentation to ensure continuity of student learning and engagement from year to year.</p> <p>5.3 Strengthen community engagement and connectedness through the centenary celebrations.</p>	<p>4.1. School Community Engagement Plan developed and staged implementation underway.</p> <p>4.2. Professional learning delivered by expert teachers and consultants. Implementation evident in planning documents and classroom practices.</p> <p>4.3. Confirm the appropriate programs to be presented to staff and implement in 2016.</p> <p>4.4. Parent expertise evident in school programs and projects.</p> <p>5.1. Data collected and analysed to inform the transition program.</p> <p>5.2. Whole school alignment of processes and documentation evident.</p> <p>5.3. Student engagement data improved annually.</p> <p>5.4. Parent opinion survey data to be above state means and improved annually.</p>
	<p>Year 2</p>	<p>4.1. The School Community Engagement Plan is a component of Parent Information presentations to promote the culture of the school.</p> <p>4.2. School Community Engagement Plan is a component of School Council and Parent Club purpose statement.</p> <p>4.3. Circle time is embedded in all classroom programs.</p>	<p>4.1. Parent information presentations reflect a reference to the School Community Engagement Plan and its implementation.</p> <p>4.2. The School Community Engagement Plan is embedded in the processes and protocols of School Council and Parent Club.</p> <p>4.3. Planning documents and classroom practices reflect regular Circle Time.</p> <p>4.4. Parent expertise evident in school programs</p>

	<p>and projects.</p> <p>5.1. Broadly and frequently communicated through a range of communication options.</p>	
<p>4.4. Further develop the use of parent expertise on school council subcommittees and working parties.</p> <p>5.1. Develop a transition communication schedule and details of our transition program and processes 'How to prepare your child for Year 4 next year', 'Step Up, Start Up, welcome email, brochure or letter to parents before school begins.</p>	<p>Year 3</p> <p>Review and modify practices from Year 1 and 2 and, as required, reflect in the 2017 Annual Implementation Plan.</p>	<p>Year 3</p> <p>Achievements will be linked to progress and reflection on Year 1 and 2.</p>
<p>Year 4</p>	<p>Review and modify practices from Year 1, 2 and 3 and, as required, reflect in the 2018 Annual Implementation Plan.</p>	<p>Year 4</p> <p>Achievements will be linked to progress and reflection on Year 1, 2 and 3. Strategic Plan targets met.</p>
<p>Wellbeing</p> <p>6. Review the school Student Wellbeing and Support Plan and implement a new plan 2015--2018.</p> <p>7. Develop a whole school community Student Resilience Program with a focus on positivity and student self-esteem and related parental support. Strategies will need to focus on identified areas within the overall Beaumaris PS Student Wellbeing Plan.</p>	<p>Year 1</p> <p>6.1. Review the school Student Wellbeing and Support Plan focussing on our school values – respect, resilience, relationships and responsibility and using a positive relationships approach to student wellbeing and management</p> <p>6.2. Align the Student Wellbeing Support Plan with the School Community Engagement Plan.</p> <p>6.3. 'Smiling Mind' professional learning for all staff to deepen their understanding of the philosophy behind the practice.</p> <p>6.4. Train the trainer professional learning focussed on the Kid's Matter program and the implementation of component one- A Positive School Community</p> <p>6.5. Develop consistent approach and practise in Circle time</p>	<p>Year 1</p> <p>6.1. Launch the Student Wellbeing and Support Plan.</p> <p>6.2. Plans are aligned.</p> <p>6.3. Implementation of the 'Smiling Mind' program evident throughout the school.</p> <p>6.4. Professional learning in the implementation of Kid's Matter program delivered to all staff.</p> <p>6.5. Planning documents and practice reflect a consistent approach.</p> <p>6.6. Bully Stopper action plan implemented.</p> <p>7.1. Guest speaker presentations evident in meeting schedule.</p>

		<p>6.6. Continue to implement the Bully Stoppers program across the school.</p> <p>7.1. Guest speakers to address students, parents and teachers, with a focus on how to build resilience in children.</p>	
Year 2		<p>6.1. Revisit the Student Wellbeing and Support Plan as the foundation for positive relationship approach to student wellbeing and management, student, teacher and parent interactions and ways of working together.</p> <p>6.2. Revisit 'Smiling Mind' professional learning for all staff to understand the philosophy behind the practice.</p> <p>6.3. Revisit the implementation of 'Kids Matter' through a Train the trainer professional learning approach and the implementation of component two-Social and Emotional learning for students, and component three-Working with parents and carers.</p> <p>7.1. Continue guest speakers for students, parents and teachers, with a focus on how to build resilience in children.</p>	<p>6.1. The Student Wellbeing and Support Plan posted on the website. All members of our BPS community will interact and work together through a shared understanding of our values.</p> <p>6.2. Whole school planning documentation will show evidence of the implementation of Smiling Mind program.</p> <p>6.3. Whole school planning documentation will show evidence of the implementation of Kid's Matter.</p> <p>7.1. Students develop increased resilience and a more positive attitude to schooling as reflected in the student ATS survey</p> <p>7.1 Student morale and student motivation in the student opinion survey (years 5 and 6) will be above the state means and will improve annually</p> <p>7.2 Parent opinion survey will be above the state mean and improve annually</p>
Year 3		<p>Revisit the implementation of KidsMatter through Train the Trainer and implement component four- Helping children with mental health difficulties.</p> <p>Review and modify practices from Year 1 and 2 and, as required, reflect in the 2017 Annual Implementation Plan.</p>	<p>KidsMatter school accreditation achieved.</p> <p>Achievements will be linked to progress and reflection on Year 1 and 2.</p>
Year 4		<p>Revisit all KidsMatter core components and undertake activities relevant to our community.</p>	<p>Achievements will be linked to progress and reflection on Year 1, 2 and 3.</p>

	Year 1	<p>Review and modify practices from Year 1, 2 and 3 and, as required, reflect in the 2016 Annual Implementation Plan.</p>	Strategic Plan targets met.
<p>Productivity</p> <p>8. Review the School Council purpose, student and related operational structures to effectively resource the Strategic Plan goals and targets.</p> <p>9. Improve communication systems for all parents and the local community.</p> <p>10. Develop an ongoing ICT infrastructure program linked to the Strategic Plan Goals.</p>	Year 1	<p>8.1 School Council develops a school council charter.</p> <p>8.2 School Councilors attend training sessions to further their understanding of the role and purpose of council.</p> <p>8.3 Yearly review and development of physical learning environments.</p> <p>8.4 Yearly audit of resource and policies to support the implementation of the Strategic Plan.</p> <p>9.1 Advocate and support communication systems in place and explore additional systems.</p> <p>10.1. Yearly audit of the ongoing development of the school's ICT infrastructure.</p>	<p>8.1 Charter completed.</p> <p>8.2 Training completed.</p> <p>8.3 Further enhancement of physical learning spaces.</p> <p>8.4 Resourcing of the school aligned to the Strategic Plan.</p> <p>9.1 School Council communicates the work of the school through existing systems and evolving systems.</p> <p>10.1. Resource allocation to the school's ICT infrastructure continues to support the school goals.</p>
	Year 2	<p>8.1. School Councilors attend training sessions to further their understanding of the purpose of council.</p> <p>8.2. Yearly review and development of physical learning environments.</p> <p>8.3. Yearly audit of resources and policies to support the implementation of the Strategic Plan.</p> <p>9.1. Advocate and support communication systems in place and explore additional systems.</p> <p>10.1. Yearly audit of the ongoing development of the school's ICT infrastructure.</p>	<p>8.1. Training completed.</p> <p>8.2. Further enhancement of physical learning spaces.</p> <p>8.3. Resourcing of the school aligned to the Strategic Plan.</p> <p>9.1. School Council communicates the work of the school through existing systems and evolving systems.</p> <p>10.1. Resource allocation to the school's ICT infrastructure continues to support the school goals.</p>
	Year 3	<p>8.1. School Councilors attend training sessions to further their understanding of the purpose of council.</p> <p>8.2. Yearly review and development of physical</p>	<p>8.1. Training completed.</p> <p>8.2. Further enhancement of physical learning spaces.</p>

		<p>learning environments</p> <p>8.3. Yearly audit of resources and policies to support the implementation of the Strategic Plan.</p> <p>9.1. Advocate and support communication systems in place and explore additional systems.</p> <p>10.1. Yearly audit of the ongoing development of the school's ICT infrastructure.</p>	<p>8.3. Resourcing of the school aligned to the Strategic Plan.</p> <p>9.1. School Council communicates the work of the school through existing systems and evolving systems.</p> <p>10.1. Resource allocation to the school's ICT infrastructure continues to support the school goals.</p>
	Year 4	<p>8.1. School Councillors attend training sessions to further their understanding of the purpose of council.</p> <p>8.2. Yearly review and development of physical learning environments</p> <p>8.3. Yearly audit of resources to support the implementation of the Strategic Plan.</p> <p>9.1. Advocate and support communication systems in place and explore additional systems.</p> <p>10.1. Yearly audit of the ongoing development of the school's ICT infrastructure</p>	<p>8.1. Training completed.</p> <p>8.2. Further enhancement of physical learning spaces.</p> <p>8.3. Resourcing of the school aligned to the Strategic Plan.</p> <p>9.1. School Council communicates the work of the school through existing systems and evolving systems.</p> <p>10.1. Resource allocation to the school's ICT infrastructure continues to support the school goals</p> <p>Strategic Plan targets met.</p>

