

School Strategic Plan 2022-2026

Beaumaris Primary School (3899)



Submitted for review by David Tapp (School Principal) on 04 November, 2024 at 10:35 AM

Endorsed by Rachel George (Senior Education Improvement Leader) on 04 November, 2024 at 10:46 AM

Endorsed by Steve Marshall (School Council President) on 20 March, 2023 at 02:47 PM

School Strategic Plan - 2022-2026

Beaumaris Primary School (3899)

School vision	Beaumaris Primary School's vision is 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.
School values	<p>Our school values are:</p> <p>Respect * Valuing all staff, students, parents and community members</p> <p>Resilience * Being optimistic, developing perseverance and self-management skills</p> <p>Relationships * Teamwork and tolerance between all school members</p> <p>Responsibility * Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment</p>
Context challenges	<p>The school review challenged our practices and clearly defined the following areas for improvement.</p> <p>PROFESSIONAL LEARNING COMMUNITIES</p> <p>The 2022 School Review reflected on the progress Beaumaris Primary had made in implementing an authentic PLC structure and culture since their participation the Victorian PLC Initiative. To further support our PLC's potential to realise school improvement goals, it has been suggested we engage with further professional development. This could include mentoring from a DET PLC Leader of the coaching program with Cambridge University. In particular working towards higher capacity for teacher's understanding and practice of differentiation would be a priority. This includes development of differentiated learning intentions. Inherent in all PLC cycles should be a consistent whole school approach informed by a focused analysis of data. To this end it was clear teachers should engage with further professional development around effective data analysis to build capacity.</p>

	<p>COMMON LANGUAGE OF LEARNING Reflections regarding a common language of learning were pertinent in two contexts. Firstly, a common language is needed to ensure a whole school approach, so each child's learning narrative is not impeded by differing teaching practices throughout transitions to each new year level. In addition, Beaumaris Primary has a strong community with parents eager to engage with their child's learning. As such this common language should be communicated to parents as well as opportunities for parents to be part of their child's learning experience. The Beaumaris Primary School Way is a sound basis on which to promote our learning culture. In addition, specific units of study and PLC Inquiry Cycles can also provide opportunities to invite parents into the learning experience. This may include promotion of the learning intentions and success criteria</p> <p>WELLBEING and ENGAGEMENT (Learner Agency) The review acknowledged the strong links between student engagement through learner agency and student well-being. The review was able to capture the many opportunities Beaumaris students have for leadership development. Curriculum allowed for students to find avenues to pursue their interests but more limited was the role students played in influencing curriculum design and providing feed back to teachers. Student agency, as opposed to student voice, was determined to be in need of deeper understanding by teachers, students and parents.</p> <p>21st CENTURY LEARNING The review identified that the pedagogy developed as the Beaumaris Way appropriately reflected 21st century learning practices. As this approach is ever-evolving a need was seen to review and refine The Beaumaris Primary Way. Such a review would also provide the opportunity to ensure all teachers and community members had a clear and consistent understanding and therefore supported in capacity to implement it effectively.</p>
<p>Intent, rationale and focus</p>	<p>The review strongly acknowledged the strengths of Beaumaris Primary, but also challenged our practice and clearly defined areas for improvement.</p> <p>INTENT Beaumaris Primary's response to the school review is to review process and pedagogy to ensure consistency and clarity in understanding and implementation. Inherent in this response will be a focussed approach to professional development to build leadership and teacher capacity in targeted areas, including data analysis, differentiation, inquiry learning and learner agency. Learner agency is a priority for our PD, and ensuing opportunities we offer will enhance our student engagement and the culture of student well-being.</p> <p>RATIONALE Embedding this intent into our 2022 - 2026 SSP is essential to ensure our accountability to meet goals and targets in</p>

ensuring continuous improvement. The steps we will take reflect our community's willingness for all member's to be engaged with the learning culture of Beaumaris Primary. We will ensure transparency and inclusion to allow participation. This approach will support the development of collaboration and collective efficacy. The concept of partnership between student, teachers and parents will be the foundation of our growth.

FOCUS

We will prioritise a professional development plan, initially for 2023 but extending over the 4 year cycle. This plan will ensure the focus on building capacity for teachers to ensure we meet student outcome goals and can be linked to our priority of ensuring parent participation in the child's learning. To support this PLC leaders will be supported through external expertise and coaching. In terms of partnerships we will investigate stronger links with local schools through Communities of Practice, including Beaumaris Secondary.

School Strategic Plan - 2022-2026

Beaumaris Primary School (3899)

Goal 1	To improve numeracy outcomes for all students.
Target 1.1	By 2026, 30% of students will be exceeding in Year 3 and Year 5 Numeracy NAPLAN 2023 NAPLAN Data - Y5 18%, Y3 24%
Target 1.2	By 2026 30% of students will achieve high growth in NAPLAN Numeracy from Year 3 to 5 2023 Growth Data 23% High Growth NAP Maths
Target 1.3	TJ Growth - Maths 2.0, By 2026 90% of students will be making At or above expected Growth each year. TJ Growth - 2023 Number and Algebra growth 73%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed a whole school evidence-based approach to numeracy, consistent with the “Beaumaris way”.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Strengthen staff competence in differentiated teaching strategies for numeracy.

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance school, family and community partnerships with a common language around learning.
Goal 2	To improve literacy outcomes for all students.
Target 2.1	By 2026 the percentage of students in Exceeding for NAPLAN Reading Year 3 - 40%, Year 5 - 55% 2023 Data - Y3 Reading, 35%; Y5 Reading 49%
Target 2.2	By 2026 the percentage of students making High Growth in NAPLAN Reading to 40% NAPLAN Reading High Growth 2023 29%
Target 2.3	By 2026 based on TJ - Growth data - Percentage of students to make at or above expected growth each year 90% in Reading TJ Reading Growth 72% in 2023
Target 2.4	By 2026 based on TJ - Growth data - Percentage of students to make at or above expected growth each year 85% in Writing TJ Writing Growth 65% in 2023

<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Refine and embed a whole school literacy plan, consistent with the “Beaumaris way”.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff capacity in differentiated teaching strategies for literacy.</p>
<p>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Enhance capacity to provide effective, learning focussed feedback.</p>
<p>Key Improvement Strategy 2.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop the capabilities of Professional Learning Communities to expertly use data and the FISO improvement cycle</p>
<p>Goal 3</p>	<p>To improve wellbeing outcomes for all students.</p>
<p>Target 3.1</p>	<p>By 2026, increase the percentage of positive responses on the Attitudes to School Survey to the following factors:</p> <ul style="list-style-type: none"> • Stimulated Learning - Target 10% above State in 2026. 76% in 2023

Target 3.2	<p>By 2026, increase the percentage of positive responses on the Attitudes to School Survey to the following factors:</p> <ul style="list-style-type: none"> • Differentiated Learning Challenge - Target 10% above State in 2026. 80% in 2023
Target 3.3	<p>By 2026, increase the percentage of positive responses on the Attitudes to School Survey to the following factors:</p> <ul style="list-style-type: none"> • Sense of Connectedness - Target 10% above State in 2026. 75% in 2023
<p>Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build upon students' 21st century learning skills, consistent with the "Beaumaris way".</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Enhance agency, wellbeing, physical and mental health.</p>
<p>Key Improvement Strategy 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and implement an inquiry based and discipline rich curriculum approach that is responsive, challenging and engaging for students.</p>

