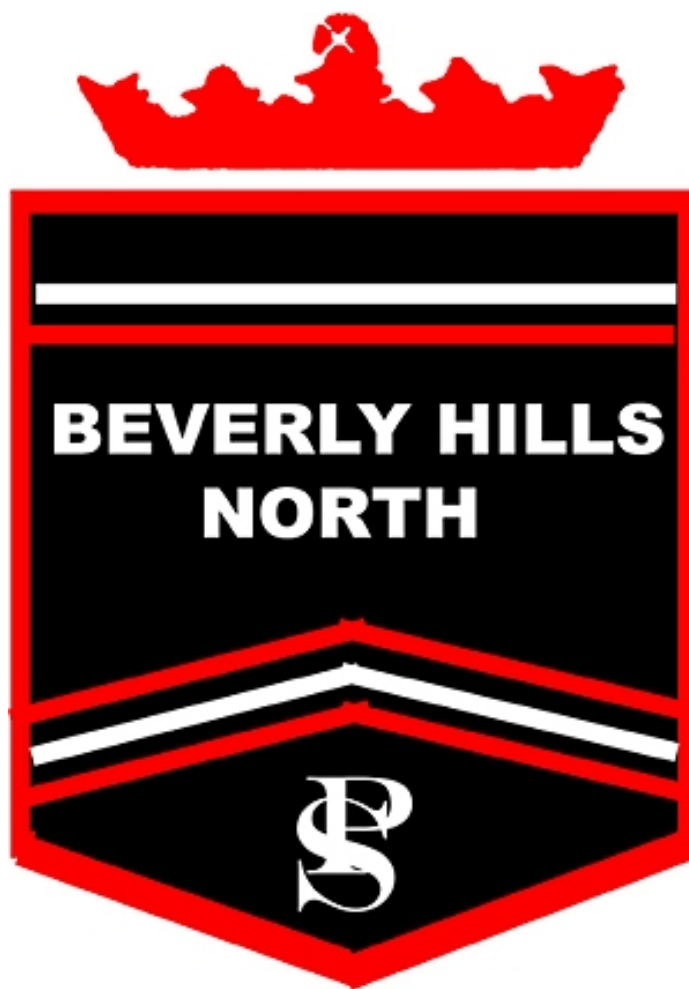


School plan 2018-2020

Beverly Hills North Public School 3944



EVER READY

School background 2018–2020

School vision statement

As a school community we will inspire students to become successful learners and support them to become confident and creative individuals who act with integrity and contribute positively to society.

School context

Beverly Hills North Public School is a large school (P3) which is part of the Canterbury Network of Schools. It provides quality education programs for approximately 580 students, 81% of whom are from language backgrounds other than English.

Beverly Hills North Public School is a vibrant community-focused school with a commitment to quality teaching and learning practices informed by proven educational research to meet students' needs. There is extensive provision for extracurricular activities to foster the whole-child's talents and interests. The school has a dedicated staff of highly skilled teachers who are committed to offering a wide range of learning opportunities for the students. They reflect on their teaching practices and look for strategies to improve student outcomes.

School planning process

The school has engaged with staff, students and parents in developing the key strategic directions for the 2018–2020 school plan. This has included evaluating the 2015–2017 school plan and making recommendations for future directions. In addition, the collection, analysis and evaluation of data through the self assessment process against the School Excellence Framework was instrument in shaping future directions. The school will continue to utilise the School Excellence Framework in the pursuit of excellence in learning, teaching and leading.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Collaborative & Informed
Teachers

Purpose:

To build a collaborative and committed learning culture where teachers use evidence based practice and knowledge of their students to reflect on their impact.

STRATEGIC DIRECTION 2

Engaged and Supported
Learners

Purpose:

To ensure a rich learning culture where students feel engaged and supported socially, emotionally and academically.

STRATEGIC DIRECTION 3

Quality Partnerships

Purpose:

To engage parents in strong partnerships, working together to positively impact on student outcomes. To collaborate with other schools to share, embed and enhance good practice.

Strategic Direction 1: Collaborative & Informed Teachers

Purpose	People	Processes	Practices and Products
To build a collaborative and committed learning culture where teachers use evidence based practice and knowledge of their students to reflect on their impact.	Staff <p>Teachers understand the importance of professional learning to improve practice and student outcomes. They feel supported in their wellbeing. Teachers seek leadership opportunities to benefit their professional growth and the needs of the school.</p>	Professional learning drives continuous improvement. Strategies include: <ul style="list-style-type: none"> • Collaborative approach to professional learning • Teachers authentically engage with the Standards • Early Career Teachers are mentored and supported • Instructional Leadership. 	Practices <p>Staff are engaged in a culture of learning which is evidence based and aligned to school priorities.</p> <p>Staff wellbeing is prioritised within the school community.</p> <p>Leadership capacity is developed through increased opportunities and support.</p>
Improvement Measures	Parents/Carers <p>Parents value the professional expertise of teachers.</p>	Individual and collective staff wellbeing is a priority. All staff are valued as partners in decision making processes. Strategies include: <ul style="list-style-type: none"> • Collaboratively develop, implement and evaluate a teacher wellbeing policy • Ongoing monitoring of staff wellbeing. 	Products <p>Professional learning is aligned with the school plan and its impact on teaching practice and student learning outcomes is evaluated. Explicit systems for collaboration and feedback to sustain quality teaching practice.</p> <p>Staff feel supported and report high levels of wellbeing which translates into increased growth.</p> <p>Sustained and measureable school improvement is increased through distributed leadership.</p>
Increased critical reflection by staff on their practice and its impact on students.	Leaders <p>Leaders drive the development of a learning culture and support continuous improvement and collaboration.</p>	<p>A culture of distributed leadership is developed. Strategies include:</p> <ul style="list-style-type: none"> • Develop, implement and evaluate a framework to support distributed leadership across the school • Leadership mentoring. 	
Increased growth in literacy and numeracy across the school against internal and external measures.		Evaluation Plan <ul style="list-style-type: none"> • Policy evaluation • Surveys • Teacher Reflection Journals • Growth analysis– internal and external • Accreditation logs 	
Increased staff wellbeing, collaboration and sense of ownership to improve teaching practice.			
Greater number of staff participating in leadership opportunities compared to 2018.			

Strategic Direction 2: Engaged and Supported Learners

Purpose	People	Processes	Practices and Products
To ensure a rich learning culture where students feel engaged and supported socially, emotionally and academically.	Students Students understand the importance of self awareness, building positive relationships and actively contributing positively to the school, the wider community and society.	Learning Support Review and refine current learning support processes to ensure that every students learning and wellbeing needs are identified, monitored and reviewed in order to meet their needs. Strategies include: evaluate and refine current learning and support processes.	Practices Teachers utilise effective learning and support processes to address individual student need, ensuring all students are supported and growing.
Improvement Measures	Staff Staff understand the importance of learning and support processes and social and emotional learning to support student wellbeing, engagement and learning.	Innovative Learning Develop and implement a whole school approach to contemporary and innovative teaching practices to engage students. Strategies include:	All teachers employ evidence based innovative pedagogies to engage learners across the curriculum.
Greater number of students identified and supported through learning and support processes.	Staff understand the importance of innovative pedagogies to engage learners to develop the skills and capabilities students need for a successful future.	<ul style="list-style-type: none"> • Explore innovative pedagogies and ICT opportunities • Syllabus and progressions professional learning. 	Social and emotional learning is evident in explicit teaching and learning programs and student leadership opportunities.
Increased number of students report higher engagement in their learning, with improved understanding by teachers of innovative and engaging learning pedagogies.	Parents/Carers Parents develop an understanding of social and emotional learning and contemporary learning skills and capabilities to enable them to be active partners in their child's learning.	Social and Emotional Learning Comprehensive whole school approach to evidence based social and emotional learning. Strategies include:	Products All teachers are supported through learning support processes to differentiate for individual student learning needs.
Increased understanding by teachers of social and emotional learning and increased positive behaviour incidents in Sentral.	Leaders Leaders drive a learning culture which values social, emotional and future focussed learning.	<ul style="list-style-type: none"> • K–6 social and emotional learning program • Peer support and student leadership initiatives. 	Teachers select from a range of strategies, drawing on their knowledge of student needs and talents, across all curriculum areas, to engage and empower learners.
		Evaluation Plan <ul style="list-style-type: none"> • Focus groups • Surveys – student, community and staff • Professional dialogue • Teaching and learning programs • School Excellence Framework self assessment 	All students are socially and emotionally self aware, equipped with a range of strategies to achieve and thrive as learners, leaders and citizens.

Strategic Direction 3: Quality Partnerships

Purpose

To engage parents in strong partnerships, working together to positively impact on student outcomes. To collaborate with other schools to share, embed and enhance good practice.

Improvement Measures

Increased teacher engagement in professional learning networks and enhanced understanding by teachers of effective practices.

Increased community involvement and engagement across the school and greater awareness of the importance of strong partnerships.

People

Students

Students understand the importance of “community” within the school and value parents as learning partners.

Staff

Staff understand that effective communication and positive dialogue with the community supports student learning and wellbeing.

Staff understand that engaging in networks beyond the school is vital for continuous improvement.

Parents/Carers

Parents develop and understand the value and impact of strong connections with the school.

Leaders

Leaders value community engagement and involvement in all aspects of school life.

Processes

Professional Learning Connections

High quality professional connections enable staff to demonstrate, share and build on their expertise beyond the school. Strategies include:

- Exploring connections with other schools implementing Spirals of Inquiry
- Engaging with other schools around innovative practices.

School Community Engagement

A comprehensive school community engagement plan will be designed to develop more productive relationships with the school community. Strategies include:

- Undertaking a cultural audit to better understand the community’s needs and aspirations
- Explore current research around parent engagement and involvement and its impact on student learning and wellbeing.

Evaluation Plan

- Focus group
- Surveys – community and staff
- Teacher reflection journals
- School Excellence Framework self assessment

Practices and Products

Practices

Positive, productive relationships with our school community to ensure high levels of parent engagement and involvement in school life

Teachers engage in purposeful connections beyond the school to share and develop professional expertise.

Products

Our community understands of the importance of strong parent and school partnerships for students, reflected in increased involvement and engagement across the school.

All staff are engaged in professional learning opportunities to build networks beyond the school to improve teaching and learning.