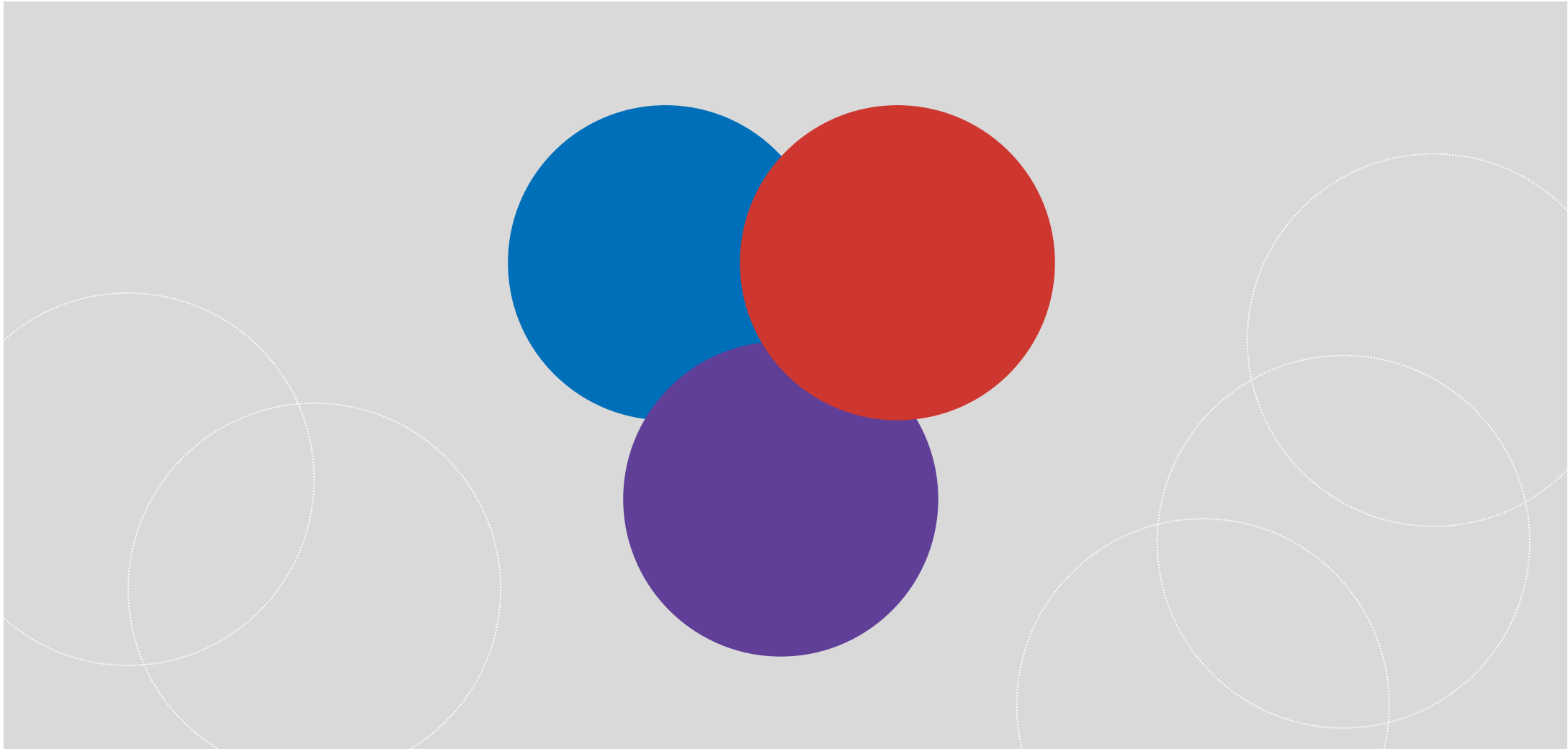


School plan 2015 – 2017

BEAUMONT ROAD 3956





School vision statement

Beaumont Road Public School has a high reputation for academic excellence and provision of quality programs. It aims to meet the needs of students from well educated, dedicated and committed parents.

The involved and committed staff provide students with the capacity and confidence to be successful learners in the 21st Century.

School context

Beaumont Road Public School is a medium sized school situated on the lower north shore of Sydney. It is located on an excellent site and students participate in a learning environment with quality facilities.

The dedicated staff work closely together to implement quality educational programs that ensure appropriate student outcomes.

Student welfare practices ensure students participate in a happy and caring environment that acknowledges achievement and responsibility.

Parents have high expectations for their children's educational progress and participate actively with teaching staff. The school is an active member of the Killara High School's partnership

School planning process

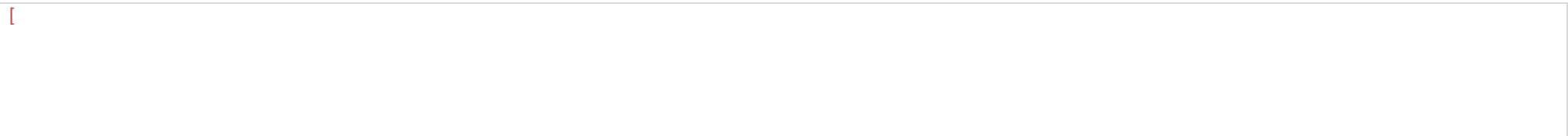
In 2014, a comprehensive process was undertaken across the school to review programs and practices.

The school has an excellent organisational structure which allows for regular feedback.

Whole school staff meetings, professional development meetings, team meetings, stage meetings, specialist teacher and individual meetings provide opportunities for staff feedback and planning.

The school has a very well organised School Council, P & C Executive, P & C subcommittees and a class parent network. These formal parent groups in addition to the open culture that exists at the school ensures parents participate effectively in the implementation of policies and procedures. Parents were invited to complete a survey relating to "Planning" at the school and teachers were invited to provide feedback about specialist programs. Results have been included in the School's Annual Report.

Students in the highly valued school's Student Representative Council also have an opportunity to contribute to school planning.



STRATEGIC DIRECTION 1

To develop confident, highly achieving and successful learners

Purpose:

To develop students at BRPS who enter school with strong literacy and numeracy foundations and a positive attitude to learning. Students are confident about their school environment and are willing learners. The teachers aim to implement school programs that are aligned to the needs of these students through appropriate teaching and learning programs and the provision of adequate facilities.

STRATEGIC DIRECTION 2

To develop a culture of collaboration which encourages professional learning, innovation and leadership

Purpose:

To provide professional development opportunities for staff to participate in ongoing professional development, reflect on their learning and share their expertise. To ensure a collaborative model which encourages professional growth including leadership and seeks to ensure the achievement of individual learning needs.

STRATEGIC DIRECTION 3

To enhance a strong, collaborative and involved educational community

Purpose:

To ensure students' learning is enhanced through the involvement of parents and community members. Provide encouragement and opportunities for contributors to engage in the programs at the school and support the needs of the curriculum. This expertise and participation is seen as a great asset to the school.

Strategic Direction 1: Students confidently achieving and successfully engaging in programs aligned to the 21st Century

Purpose	People	Processes	Products and Practices
<p>To develop students at BRPS who enter school with strong literacy and numeracy foundations and a positive attitude to learning. Students are confident about their school environment and are willing learners. The teachers aim to implement school programs that are aligned to the needs of these students through appropriate teaching and learning programs and the provision of adequate facilities.</p>	<p>Student level of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning programs aligned to the needs of all students.</p> <p>Students will become more responsible for their learning focussing on self-evaluation and peer evaluation more critically analysing their work.</p> <p>Staff will engage in professional learning to implement effective programs utilising increased technology.</p>	<p>Implement specialist programs: Mathematics Problem Solving, Music, Computer Education and Spanish to particular classes.</p> <p>Develop efficient school based systems for the analysis, development and implementation of key learning areas.</p> <p>Organise and implement extra curricula programs utilising class and specialist teachers for a music, choir, school band, dance, public speaking and chess program.</p>	<p>Achievements in literacy and numeracy goals identified in programs and learning plans will be met and growth tracked through regular monitoring and tracking of student data through school based assessment and NAPLAN.</p> <p>An increase in the number of students who demonstrated above average growth between Years 3 and 5 in Reading, Numeracy and Writing NAPLAN.</p> <p>All programs will include 21st Century skills to ensure students achieve effective outcomes.</p>
Improvement Measures	<p>Staff will develop capacity to implement new curriculum models and analyse and communicate whole school data focussed on improving and monitoring student growth and performance.</p> <p>Parents and teachers will work together to increase understanding of key literacy and numeracy programs within the school.</p> <p>Community members will utilise their knowledge and expertise to contribute to students' learning.</p> <p>Teachers are provided with facilitates and resources to meet the needs of students.</p>	<p>Engage and support community members to implement additional programs: Scripture, Ethics, Parents' Literacy Support group.</p> <p>Build proactive learning alliances with other teachers within the school and from other schools.</p> <p>Implement student leadership programs: Student Representative Council, Peer Support and buddy programs.</p>	<p>All teaching staff are reflective in their professional growth in relation to the professional teaching standards.</p> <p>Staff will regularly analyse data in Stage groups to highlight individual strengths and weaknesses.</p> <p>Effective support will be provided to class teachers, specialist teachers and community members to ensure adequate resources and facilities.</p> <p>Students will continue to analyse work through peer and assessment tasks.</p>
<p>Continued improvement in NAPLAN literacy and numeracy data with a particular focus on the growth of individual students from Year 3 to Year 6.</p> <p>A high percentage of students achieving above average results in school based and external assessments eg University of NSW Competitons</p> <p>Ensuring teachers have the skills to implement appropriate programs.</p> <p>Students both individually and in groups continue to gain success in inter school competitions eg band, debating, public speaking and writing</p>			

Strategic Direction 2: To develop a culture of collaboration which encourages professional learning, innovation and leadership

Purpose	People	Processes	Products and Practices
<p>To provide professional development opportunities for staff to participate in ongoing professional development, reflect on their learning and share their expertise. To ensure a collaborative model which encourages professional growth including leadership and seeks to ensure the achievement of individual learning needs.</p>	<p>Students have teachers that increase their expectations, capacity and achievements.</p> <p>Teachers differentiate the curriculum by accessing data, providing relevant feedback, writing programs and lesson adjustments and analysing the effectiveness of their teaching and learning program.</p> <p>Teachers develop their teaching and leadership practices by engaging with NSW teaching standards.</p>	<p>Teachers share best practice and models through QTR, classroom observation and specialist teacher observations.</p> <p>Teachers analyse students' data to assess the success of literacy and numeracy progress.</p> <p>Teachers develop capacity including differentiation of the curriculum, project based learning, 21st Century learning and the Australian/NSW curriculum.</p>	<p>Increased attainment of students in Years 3 and 5 in NAPLAN in the top 2 Bands with a focus on Writing.</p> <p>Increased student engagement in challenging tasks that facilitate project based learning and embedded critical and creative thinking skills.</p> <p>Collaboratively developed units of work and assessment that are across key learning areas linked to the Australian/NSW outcomes.</p>
<p>Improvement Measures</p>			
<p>Teachers participating in professional learning in addition to the regular school Team based program.</p> <p>Teachers regularly participating in sharing programs, ideas and work samples leading to improved teaching practices.</p> <p>Teachers developing skills and knowledge from participation in the Quality Teaching Rounds in the KSP model and the specialist Principal model.</p> <p>Teachers participating in the class observation program with fellow teachers.</p> <p>Teachers will create individualised and group goals for professional growth and leadership.</p>	<p>Teachers participate in professional learning to refine skills and teaching techniques as identified in their individual professional learning plan, personal goals and school priorities.</p> <p>Students develop higher order thinking skills with effective teaching practice and reflecting and evaluating their own learning.</p> <p>Teachers implement new curriculum and utilise technology in their learning.</p> <p>Teachers' leadership capabilities are developed through sharing and leading professional workshops and programs at the school.</p>	<p>Priority literacy strategies identified by staff and embedded into effective teaching practice.</p> <p>Design a performance and development framework that supports professional dialogue, teacher feedback and reflective practice.</p> <p>Teachers work collaboratively to develop the capacity and professional practice aligned to the Professional Teaching Standards.</p> <p>Create a schedule of professional learning linked to the school plan.</p>	<p>Staff and students regularly evaluate assessment practice and units of work.</p> <p>All teachers have developed a differentiated professional learning plan aimed at improving teaching practices.</p> <p>Professional learning committee plans and implements appropriate professional development.</p>

Strategic Direction 3: To enhance a strong, collaborative and involved educational community

Purpose	People	Processes	Products and Practices
<p>To ensure students' learning is enhanced through the involvement of parents and community members. Provide encouragement and opportunities for contributors to engage in the programs at the school and support the needs of the curriculum. This expertise and participation is seen as a great asset to the school.</p>	<p>The learning of students will progress from the involvement and expertise of parents and community members. Students will significantly widen their experiences and improve their knowledge through this expertise and dedication.</p> <p>Teachers capitalise on the expertise and interest of parents and community members by actively encouraging them to be partners in students' learning. A culture of parents being involved in all aspects of the operation of the school will be maintained.</p>	<p>Parents involved in class programs including Literacy, Numeracy, Science and special interest.</p> <p>Parents support special programs including dance, music, excursions and social events.</p> <p>Parents and community members Implement the Parents' Literacy Support program, MiniLit and MultiLit .</p> <p>Parents/ community members implement the Scripture and Ethics programs</p>	<p>The number of parents and community members participating in school programs and initiatives.</p> <p>Parents' attendance and involvement in the School Council, P & C Executive, sub-committees and formal organisation meetings.</p> <p>Regular positive feedback being received from parents through surveys and meetings.</p>
Improvement Measures			
<p>An increased number of parents participating with teachers in class reading, writing and mathematics programs.</p> <p>All positions on the School Council, P & C Executive and subcommittees filled by parents.</p> <p>The canteen and uniform shop with an adequate supply of volunteers</p> <p>An increase in the number of parents supporting teacher initiatives.</p>	<p>The school highly values the involvement of community members. They are encouraged to participate and share their skills and expertise.</p> <p>Community members include well known and successful achievers. The school utilises this expertise whenever possible.</p>	<p>Parents participate in teacher/parent meetings and formal interviews.</p> <p>Ongoing open door policy where parents regularly meet teachers</p>	<p>The number of participants in class based support programs and the Parents' Literacy Support program.</p> <p>Parents remain confident of the school's "open door" policy.</p>