Beaumont Hills
School plan 2015 – 2017
School background 2015 - 2017

SCHOOL VISION STATEMENT

The staff and community of Beaumont Hills Public School are committed to meeting the needs of all students, to enable them to function effectively in a changing society and to embrace the challenges of life - long learning within a dynamic, well resourced, safe and nurturing environment. The school community is committed to promoting three ideals integral to our purpose:

- **Respect**: for self, others, belongings and the environment, through promoting positive self-esteem and social conscience.
- **Responsibility**: for oneself and one's learning through being an effective contributing member of society.
- **Resourcefulness**: being able to respond, adapt and apply oneself in a challenging environment.

By developing these ideals of respect, responsibility and resourcefulness, our students will be empowered to become confident, creative individuals who value equity and excellence as active, informed global citizens.

SCHOOL CONTEXT

Beaumont Hills Public School's enrolment at the conclusion of 2013 was 613 students. Students attending Beaumont Hills originate from many different nationalities. 42% of our total student population is from a Non English Speaking Background (NESB). Students represent a cohort that value and reflect tolerance and understanding of personal and individual differences.

Our challenging and vibrant learning opportunities cater to the individual needs and talents of all of our students. We welcome parents as valued partners in their child's educational journey. Our school develops leadership and builds individual character through promoting social responsibility. Every child has the opportunity to participate in school decision making while fostering lasting friendships across year groups, including our buddy system, student representative council and peer support programs. Our dedicated teachers and quality programs provide challenging learning experiences that promote high achievement. Our inspiring enrichment programs in performing arts, sport, gifted and talented education, language and leadership offer a balanced experience in all key learning areas. Through a variety of extra curricula activities including debating, verse-speaking, Tournament of the Minds and drama your child will reach their full potential in all that they pursue. Our teaching and learning links between local pre-schools and high schools provide additional learning and social experiences for our students. We provide excellent transition programs into Kindergarten and programs that link Year 6 and the high school. Our school prides itself on being a part of the wider Hills community.

SCHOOL PLANNING PROCESS

In 2014 the school sought the opinions of parents, staff and students in terms of school satisfaction and implementation of English syllabus specifically writing. The school's mission statement was reviewed by staff and parents and amended to reflect The Melbourne Declaration, department realignment changes along with mandatory curriculum implementation. Indicators of successful implementation of the school's mission statement were identified and priority areas were cross checked with data gathered through the analysis of school information, NAPLAN results, surveys and school contextual information. The evaluation process included a review of strengths, opportunities and areas for development across the school. Three key strategic directions were identified.

Enter details of the consultation process that your school community has followed to identify your three key strategic directions, key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products.
To challenge students, build academic confidence, support problem solving and higher order thinking skills to improve student learning and meet the goals of new curriculum. This will be achieved through differentiated programs, collaborative learning environments and the creative use of technology.

To develop responsible and productive global citizens who reflect on life experiences and engage in local and worldwide networks to become technologically competent individuals who succeed in an ever changing world.

To maintain social and emotional wellbeing within a positive school community. The development of the whole child, focussing on student voice, resilience, tolerance, flexibility, confidence and leadership, is paramount.
Strategic direction 1: Develop innovative, dynamic and high quality teaching and learning programs for 21st century learning.

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<td>To challenge students, build academic confidence, support problem solving and higher order thinking skills in order to improve student learning and meet the goals of new curriculum. This will be achieved through differentiated programs, collaborative learning environments and the creative use of technology.</td>
<td>Students: Engage students in collaborative tasks in a variety of formats, eg, groups within classrooms, stages, across stages and across schools (transition to high school, etc) where they are exposed to and taught higher order thinking skills through the new curriculum. Integrate different learning environments and activities which cater to ability levels. Integrate technologies into their learning environment to drive their own learning and identify strengths and weaknesses and set individual learning goals.</td>
<td>All school teams to focus on establishing programs that embed student self-assessment develop higher order thinking skills embed inquiry-based learning and investigative research tasks and use the Quality Teaching Framework. Classrooms will be collaborative and flexible learning environments where students are engaged self-directed learners. Build teacher capacity and professional learning through the Performance and Development Framework and TPL sessions for all staff. Teachers will collaboratively engage in self-evaluation, lesson observations and peer feedback to successfully support staff to monitor and meet the goals set under the PDP. Partnerships within the local school community and beyond that focus on professional learning and student learning. Establish links and participate in collaborative activities across stage 3 &amp; 4 and with local primary schools. Continued involvement with Macquarie University and MacICT centre.</td>
<td>Product: All teaching staff engaged in lesson study cycles /mentoring/ observations/ peer coaching that engage staff in structured professional dialogue, feedback and critical reflection of programs. Practice: School teams lead professional practice and support the design of differentiated learning programs. Practice: Staff and students are able to effectively communicate about their own learning and achievement of learning goals. Staff engaged in Teacher Performance and Development Process reflected in school supervision policy. Practice: Staff refer to and use ASTIL site for professional development, guidance and reference. Practice: Technology is used creatively and effectively to meet learning outcomes as programmed in teaching units. Practice: Flexible learning environments are safe, welcoming, collaborative and effective spaces to engage in higher order learning K-6. Product: Scope and sequence documents, common assessment tasks that display student choice and quality criteria are aligned with all syllabus documents. Practice: Twice per term HUB meetings where staff feedback on lessons and student learning. Practice: Asian Perspective taught throughout the school through Mandarin lessons.</td>
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IMPROVEMENT MEASURE/S

Increase number of students in upper two bands in NAPLAN in all areas.

Staff and student set personal learning goals.

Qualitative and quantitative data inform the learning of students.

Feedback to students is regular and informed verbal and written.

Open ended assessment tasks that embed technology and combine with criteria

School programs display the 5 levels of differentiation.

All students set personal learning goals that display continual improvement in learning.

Successful completion of teacher performance and development processes e.g: the ASTIL self-reflection by tool and the PDF

Rubrics and assessment criteria that displays growth along the continuum.

Scope and sequence

Twice per term HUB meetings

Asian Perspective taught

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# Strategic direction 2: Promote a culture of success and leadership to reinforce global citizenship in an informed school community.

## PURPOSE
To develop responsible and productive global citizens who reflect on life experiences and engage in local and worldwide networks to become technologically competent individuals who succeed in an ever changing world.

## PEOPLE

### Students:
- Increase student responsibility and skills needed to interact, make decisions, collaborate and share across communities and across digital platforms in an ever changing world.
- Increased recognition of ‘student voice’ as measured by the level of student satisfaction with opportunities.
- To build student capacity to become more resilient, self-reflective learners and productive school citizens.

### Staff:
- Develop staff capacity to implement digital technologies into classroom practice. They will gain an understanding of the emotional and social needs of today’s learners whilst creating a nurturing and supportive environment.
- Use effective classroom management strategies that encourage and promote digital and global responsibility.

## PROCESSES

### Participation of students and staff in school and community events.
- Reinforce social conscious and global citizenship through HUB schools, Look Out My Window or similar programs, sister school overseas, etc.
- Student and staff engage on digital platforms to form new learning communities with other local schools and beyond.
- Students will acquire the skills needed to participate in 21st Century life through the development of their emotional and social wellbeing by increasing the responsibility they have to their environment and by developing their ability to interact, collaborate and share in an increasingly digital world.
- Staff will continue to increase their capacity to implement developing technologies and teaching styles through continued innovative professional learning.
- Students are involved and participate in their learning and decision making through a whole school commitment to student voice and leadership.
- Programs are developed for staff to allow high performing teams and build leadership capacity to empower and develop innovative and effective programs being implemented throughout the school.

## PRODUCTS AND PRACTICES

### Practice:
- Students are globally aware and involved/connected with people/groups/organisations outside school/home.
- **Product:** Stage 3 leadership opportunities fun fairs, peer support leaders, fun days etc
- **Practice:** Design and implement blended learning experiences for students that employ technology in innovative ways to ensure technologically competent staff and students using digital platforms to communicate – digital portfolios etc
- **Product:** Updated and informative website that clearly states the schools vision to clearly communicate with the school community. Assemblies and special events that celebrate success and allow student leadership e.g Open Day – student lead.
- **Practice:** Regular and informative interviews and reporting of student learning to inform parents. Implementation of DEC Assessment and Reporting policy, review of school policy and reporting procedures.
- **Product:** Students will be able to apply for additional school responsibilities in student/sport leadership, SRC representative council. Community members invited to speak to students.
- **Product:** Students involved in extra curricula activities involving competition and performances. Student leadership opportunities within community of schools.
- **Practice:** Use the National Standards Accountability Framework to provide staff with development opportunities.
- **Practice:** Engage staff and parents in professional learning.

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**IMPROVEMENT MEASURE/S**

- Increase parent participation by 20% in attendance to P&C meetings.
- Planning meetings held with parent representation to develop school programs that promote equity and excellence.
- Increase provision of workshops to support parents in deep understanding of how students learn - 1 per term - based on new curriculum.
- Students present digital portfolios.
- Class programs display embedded technologies across all curriculum areas.
# Strategic direction 3: Embed a system of values to reinforce social conscience and promote collaboration, resilience and personal responsibility.

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<td><strong>To maintain social and emotional wellbeing within a positive school community. The development of the whole child, focussing on student voice, resilience, tolerance, flexibility, confidence and leadership, is paramount.</strong></td>
<td><strong>Students:</strong> Students demonstrate leadership skills and are aware of school values. They are resilient, responsible learners in the playground and classroom. Students collaborate in a positive school environment and demonstrate empathy with others and value diversity. Students value school and recognise their role in being successful learners by reflecting and regulating their own behaviour. They are taught and understand the core values - be safe, value learning and show respect. <strong>Staff:</strong> Staff model appropriate behaviour and explicitly explain expectations. Staff have a consistent approach to reinforce school rules and maintain high, realistic expectations regarding achievement and behaviour. Demonstrate a thorough understanding of the LaST process and share responsibility for reviewing school welfare and discipline policy.</td>
<td>Collaborative Learning and Support Team that focuses on the well-being of all students. Stage representatives take a lead role in presenting referrals and relaying decisions back to their teams. The team work to find and or design programs that cater for the differing abilities of students using the expertise of the school counsellor, LaST, EALD teachers and outside agencies. Programs that focus on individual and/or groups of students – resilience, anxiety, gifted and talented etc All staff involved in the review of the Welfare and Discipline policy to ensure compliance of DEC guidelines. School rules and reward systems are displayed and consistently used in all classrooms. Staff will provide positive learning environments that establish collaboration, critical thinking, critical feedback and positive social skills. All school teams focus on embedding student self-assessment and self-reflection to ensure students garner responsibility for and set goals to address their own learning and wellbeing. Staff will provide timely and effective feedback to inform students of their strengths and areas to develop. Create a sustainable school environment. Engage in professional development in all DEC policies and practices.</td>
<td><strong>Practice:</strong> An effective and efficient learning and support team that supports meeting the needs of students based on a wide range of external data and school data. <strong>Practice:</strong> Events and programs that assist students to develop positive social and communication skills, eg, end of year performances, peer support program, buddy systems, Bounce Back, and externally provided programs, eg, Interrelate, Cyber Safety. <strong>Practice:</strong> BEAU award system and school behaviour management systems implemented. <strong>Practice:</strong> Evidence-based teaching practices and techniques across the school - data stored on school server. <strong>Practice:</strong> Continue sound financial management approaches to maintain optimum standards in staffing, facilities and resources. Introduction of operational effectiveness through LMBR. <strong>Practice:</strong> Continue to build school-community partnerships for mutual benefit through Parent and Citizen Association. <strong>Practice:</strong> Embed sustainability processes across all areas of the school <strong>Practice:</strong> Students negotiating and creating learning goals based on feedback of assessment tasks. Ownership of their own learning as demonstrated through learning journals. <strong>Practice:</strong> Staff focus is planning is on the creation of authentic learning and student centred assessment.</td>
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## IMPROVEMENT MEASURE/S

- All students present and articulate a learning journal to parents during Open Day.
- 5% increase on number of students achieving a Gold BEAU Award.
- Office staff and senior executive attend training courses to prepare for LMBR.
- Student assessment data displays a minimum of 10% growth across the school from the beginning to the end of year.
- Social skills programs are implemented and referrals to learning support team, DP and P are reduced.

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