

School Strategic Plan 2020-2024

Beaumaris North Primary School (4803)



Submitted for review by Sherril Duffy (School Principal) on 17 August, 2021 at 01:31 PM
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Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	<p>VISION 'To inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance'</p> <p>OUR VISION Our vision is to develop, in partnership with the whole community, an effective, caring and dynamic learning community. The learning community is founded on an educational philosophy centred on the child, and grounded in the belief that all students can learn and all students have the right to become effective learners. It is important to continue to strengthen the partnership between staff, the students and their parents if this vision is to be achieved. Through our school Strategic Plan, which is underpinned by our Annual Implementation Plan, we will endeavour to develop the teaching practices and learning that supports this philosophy. We will use a model of professional learning that promotes and develops these effective practices and has at its core, the essential elements for learning; constructivism, inquiry, collaboration, self-responsibility and personal development in an environment of challenge and support. These core practices enable us to build a community of global learners. The professional learning of teachers will be both focused and tied to our agreed direction of improving learning and teaching, and as a result, improving student outcomes. We value opportunities for student voice, choice and ownership of their own learning. We strive to inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance.</p> <p>International Baccalaureate Mission Statement</p> <p>The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</p>
School values	<p>COMMUNITY ESSENTIAL AGREEMENT. We will CARE for others, showing EMPATHY, compassion and RESPECT towards the needs and feelings of others. We will show</p>

	<p>RESPONSIBILITY to our own learning and belongings, showing self-discipline and commitment. We will show TRUST acting with integrity, honesty and a strong sense of fairness.</p>
<p>Context challenges</p>	<p>Beaumaris North Primary School (BNPS) was established in 1959 and is a well-maintained and safe environment located in a quiet, treed, residential Bayside suburb, surrounded by golf courses and large nature reserves. It is situated 15 kilometres south east of the Melbourne City Centre. The school is situated in a middle to high income area. There is a mix of spaces that cater for both passive and active recreation by students in all year levels.</p> <p>Beaumaris North Primary School is an International Baccalaureate (IB) World School authorised to teach the IB Primary Years Programme (PYP). It is an internationally recognised programme and provides the framework for implementing the Victorian Curriculum. PYP learning is approached with a spirit of inquiry. Students complete 6 transdisciplinary themes each year. Through inquiry we promote a sense of curiosity- which allows students to explore and investigate the world around us. We teach students the skills to locate information safely, so that they can make connections between their own personal experiences and local and global challenges. We encourage our students to think challenge and extend their ideas. BNPS provides Specialist subjects in Visual Arts, Library, Languages- Japanese, Performing Arts- Music and Physical Education. Many year levels access the local community and surrounding streets to enhance units of inquiry. The majority of children at the school have English as their first language. There are no students requiring extra tuition in English.</p> <p>Challenges:</p> <ul style="list-style-type: none"> ~Building consistency in teaching practice and improving student engagement (including engaging boys) ~Effective use of assessment data to plan and measure student growth in numeracy and literacy, with a focus on writing ~Provide opportunities for students to become active agents in their learning ~Establishing a PLC Culture
<p>Intent, rationale and focus</p>	<p>Intent To increase teacher knowledge of high impact teaching strategies in order to develop actively engaged students and to optimise learning growth for all students in literacy and numeracy.</p> <p>Rationale Teachers will build on their engagement with Visible Learning research which concludes that one of the most important influencers of student achievement is how teachers think about learning and their own role. Identified mindframes impact teaching and learning and provide a basis for improving outcomes. (John Hattie and Klaus Zierer 2017)</p> <p>These include:</p> <ul style="list-style-type: none"> • thinking of and evaluating their impact on students' learning;

- the importance of assessment and feedback for teachers;
- working collaboratively and the sense of community;
- providing challenging learning
- engaging in dialogue and the correct balance between talking and listening;
- conveying the success criteria to learners;
- building positive relationships.

Priorities

In order to develop these mindframes, teachers will engage in professional learning which will provide the basis for improving student outcomes and will drive the direction of the strategic plan. The HITS requires teachers to draw on both their deep curriculum knowledge and skills in both formative and summative assessment. Applying the HITS effectively, relies on tapping into expertise to develop and implement rich, authentic learning tasks. Adept application of the HITS will stimulate students to take agency for, and reflect on, their own learning. Deliberate practice and feedback on HITS in a trusted and collaborative environment will help teachers to develop new skills and extend existing ones, impacting both teacher and student learning over time

Effective teachers set and communicate clear lesson goals to help students understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge. Learning goals provide challenge for all students. By setting challenging goals, the teacher develops and maintains a culture of high expectations. Learning goals should be achievable for students of varying abilities and characteristics.

Teachers must also have a firm base in assessing student needs. Assessment provides teachers with evidence of prior learning, and the information they need to set goals that offer each student the appropriate level of stretch/challenge. Effective teachers design assessment tasks that require students to demonstrate knowledge and skills at many levels. Tasks will include lower order processes like comprehension, and higher order processes like synthesis and evaluation. When teachers explain the connections between learning goals, learning activities and assessment tasks, then students can use learning goals to monitor and progress their learning.

Focus

Excellence in teaching and learning

- Curriculum planning and Assessment
- Evaluating impact on learning
- Building practice excellence
- Evidence based high impact teaching strategies.

Positive Climate for learning

- Empowering students and building school pride

2021

~The immediate focus will be on PLC training in order to establish a PLC Culture at BNPS

- ~Professional learning opportunities in effective application of the HITS
- ~Professional learning in analysing assessment data
- ~Developing and using online resources to support a whole school approach to writing- create rubrics to support writing assessment
- ~Establishing a whole school instructional model
- ~Providing programs to increase student engagement with a focus on boys.

2022

- ~ Gain feedback from initiatives
- ~Continue to build consistency in teaching practice and improving student engagement
- ~Assessment data effectively used to plan and measure student growth in numeracy and literacy
- ~Further opportunities for students to become active agents in their learning
- ~ Establishing BNPS PLC
- ~Engaging boys- building positive relationships

2023

Consolidating initiatives in

- ~Teaching practices
- ~Writing
- ~Instructional Model
- ~Data analysis
- ~Feedback on HITS
- ~Student engagement

2024

Review practices

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Goal 1	Optimise learning growth for all students in literacy and numeracy.
Target 1.1	<p>NAPLAN Relative growth:</p> <ul style="list-style-type: none">• To exceed of the percentage of students making above relative growth in NAPLAN from Year 3 to Year 5 in:<ul style="list-style-type: none">○ Reading from 25 per cent in 2019, to more than 28 per cent in 2024○ Numeracy from 20 per cent in 2019, to more than 27 per cent in 2024.• To exceed of the percentage of students making above NAPLAN Relative growth in the Year 5 to Year 7 (matched cohort) in Reading from 15 per cent in 2019, to more than 20 per cent, in 2024.• To match or exceed of the percentage of students making above NAPLAN Relative growth from Year 5 to Year 7 (matched cohort) in Numeracy from 31% per cent in 2019, in 2024.
Target 1.2	<p>To increase the percentage of students at each year level making at or above expected growth over one year in the Victorian Curriculum as assessed by teachers in Semester 2 for:</p> <ul style="list-style-type: none">• Reading and Viewing from the Years 1 – 6 average of 84 per cent in 2019 to 89 per cent in 2024• Number and Algebra from the Years 1 – 6 average of 84 per cent in 2019 to 89 per cent in 2024. <p>Note: The percentage was determined by averaging the Semester Two, 2018 to Semester Two, 2019 results for Years 1 to 6 students making at or above expected growth.</p>

Target 1.3	<p>Percentage of students achieving in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> • Year 3 Reading, to maintain or exceed the 80 per cent achieved in 2019, in 2024 • Year 5 Reading, to increase from 55 per cent in 2019 to 60 per cent in 2024 • Year 3 Numeracy, to maintain or exceed the 63 per cent achieved in 2019, in 2024 • Year 5 Numeracy, to increase from 40 per cent in 2019 to 46 per cent in 2024.
Target 1.4	<p>To increase the percentage of positive endorsement in the Staff Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Teacher collaboration from 61 per cent in 2019 to 66 per cent in 2024 • Time to share pedagogical content from 50 per cent in 2019 to 55 per cent in 2024 • Understand how to analyse data from 58% in 2019 to 67% in 2024 • Professional learning through peer observation from 65% in 2019 to 70 per cent by 2024.
Key Improvement Strategy 1.a Building practice excellence	Develop and implement an agreed Instructional Model
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher efficacy in using data
Key Improvement Strategy 1.c Evaluating impact on learning	Establish a PLC culture, inclusive of a cycle of inquiry
Goal 2	Improve writing outcomes for all students.

<p>Target 2.1</p>	<p>Percentage of students achieving in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> • Year 3 Writing, to maintain or exceed the 73 per cent achieved in 2019 in 2024 • Year 5 Writing, to increase from 23 per cent in 2019 to 28 per cent in 2024 • Year 3 Spelling, to increase from 62 per cent in 2019 to 65 per cent in 2024 • Year 5 Spelling, to increase from 32 per cent in 2019 to 42 per cent in 2024 • Year 3 Grammar and Punctuation, to maintain or exceed the 84 per cent achieved in 2019 in 2024 • Year 5 Grammar and Punctuation, to increase from 52 per cent in 2019 to 55 per cent in 2024.
<p>Target 2.2</p>	<p>To increase the percentage of students at each year level, making at or above expected growth over one year, in the Victorian Curriculum, as assessed by teachers in Semester 2 for Writing from the Years 1 – 6 average of 82 per cent in 2019 to 87 per cent in 2024.</p> <p>Note: The percentage was determined by averaging the Semester Two, 2018 to Semester Two, 2019 results for Years 1 to 6 students making at or above expected growth.</p>
<p>Target 2.3</p>	<p>To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Writing from 24 per cent in 2019 to 29 per cent in 2024 • Grammar and Punctuation from 25 per cent in 2019 to 30 per cent in 2024 • Spelling from 26 per cent in 2019 to 30 per cent in 2024.

Key Improvement Strategy 2.a Building practice excellence	Develop a whole school evidence-based approach to writing
Key Improvement Strategy 2.b Curriculum planning and assessment	Build effective assessment and planning practices
Key Improvement Strategy 2.c Curriculum planning and assessment	Embed a cycle of peer observation and feedback
Goal 3	Empower students to be active agents in their learning
Target 3.1	To increase the percentage of positive endorsement in the Attitudes To Schools Survey for: <ul style="list-style-type: none"> • Stimulated learning from 75 per cent in 2019 to 79 per cent by 2024 • Motivation and interest from 81 per cent in 2019 to 86 per cent by 2024 • Effective teaching time from 79 per cent in 2019 to 83 per cent by 2024 • Self-regulation and goal setting from 80 per cent in 2019 to 85 per cent by 2024 • Student voice and agency from 63 per cent in 2019 to 68 per cent by 2024.
Target 3.2	To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> • Effective teaching from 76 per cent in 2019 to 79 per cent by 2024 • Stimulating learning environment from 82 per cent in 2019 to 85 per cent by 2024 • Student Motivation and support from 76 per cent 2019 to 81 per cent by 2024 • Student agency and voice from 82 per cent in 2019 to 87 per cent by 2024.
Key Improvement Strategy 3.a	Build a shared understanding of student agency and voice

Empowering students and building school pride	
Key Improvement Strategy 3.b Empowering students and building school pride	Implement strategies to support student voice and agency
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build teacher professional knowledge in the use of metacognitive teaching strategies