

# Beauty Point Public School Plan 2015-2017



Education &  
Communities

Public Schools NSW



***Creating Great Futures Together - “Learning, Teaching and Leading for Excellence”***



# Beauty Point Public School Plan 2015-2017

## School background 2015 - 2017

### SCHOOL VISION STATEMENT

***“Creating Great Futures Together - Learning,  
Teaching and Leading for Excellence”***

***Our vision is to provide a holistic, quality learning environment  
which develops confident and creative global citizens and  
leaders.***

Beauty Point Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child and adult at our school.

All parents want the very best for their children. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed. As students progress, it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

As a school community, our collective goal is to provide an educational environment that supports the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

Our aim is to maximise learning in our school, for students, staff and parents. Inspired by the new School Excellence Framework, staff and parents are committed to ensuring that students achieve at least a year's worth of learning from every year of teaching.

The 2015-2017 School Plan will support our school community in creating better futures together by learning, teaching and leading for excellence.

### SCHOOL CONTEXT



Beauty Point Public School is located in a magnificent position overlooking Middle Harbour. It is an area renowned for its natural beauty and quality lifestyle.

The 315 students enrolled at Beauty Point School are drawn from a high socio-economic population base. During the past 6 years, Beauty Point Public School has achieved excellent state and national results in NAPLAN. On 3 occasions we have topped state results for growth from Years 3 to 5. In 2014, we were ranked in the top 300 schools across Australia for NAPLAN performance. This is due to the quality teaching programs and commitment from our students, staff and parents.

Through a strong focus on literacy, numeracy, science, history, geography, performing arts, sports and creative thinking, we are committed to ensuring that every student has the best possible opportunity to achieve academic success.

The school's population includes a number of overseas students where the family has been relocated due to business. Beauty Point is well known for its high level of student achievement and the educational opportunities provided for the children.

Our school is very fortunate to have a wonderful community of students, with 23% of our students coming from Language Backgrounds Other than English. We have over 25 nationalities represented at our school, with Japanese being our highest language group – followed by the key language groups of Mandarin, Italian, Greek, Spanish and Portuguese.

### SCHOOL PLANNING PROCESS

The School Planning process was a collaborative 8-month effort shared between our students, staff and parents.

The journey began in Term 3, 2014 with staff professional development provided on the new School Planning template and fact sheets.

During Term 4, 2014 consultation with our parent community commenced. Initial staff consultation supported the evaluation of the key educational programs in the school and the development of future priorities.

The journey continued in Term 1, 2015 with the completion of our 2014 Annual School Report. Community surveys, student focus groups and parent forums helped define the 3 key priorities for future school improvement and assisted the development of our strategic directions.

The 2015-2017 School Plan supports our school's pursuit of excellence through the delivery of 3 strategic directions that will ensure high quality practice across the three domains of learning, teaching and leading.

This includes the development of the 5 key components of: Purpose, People, Processes, Products and Practices to support the ongoing tracking of progress milestones to achieve our annual and 3 year strategic directions.

Time and effort has been spent in aligning our school's professional learning strategy, financial budgets and educational improvement priorities through the development of our school plan.

Our community will continue to collaborate in the achievement of our School Plan through the establishment of a school evaluation committee that will monitor the achievement of process milestones every 5 weeks.

Transparency in the strategic leadership, financial management and progression of the strategic directions and annual milestones will be a focus of collaboration with our students, staff and parent community.

# Beauty Point Public School Plan 2015-2017

## School strategic directions 2015 - 2017



### STRATEGIC DIRECTION 1

#### Delivering Quality 21st Century Learning and Teaching

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To ensure that learning is personalised and differentiated for every student.

To deliver learning experiences that give our students the knowledge, skills and expertise to achieve their personal goals and lead successful lives in the 21st Century.

### STRATEGIC DIRECTION 2

#### Enhancing Community Partnerships for Student Achievement and Wellbeing

To create a dynamic learning community that enhances staff and parent expertise to nurture the emotional and social development of our students. To increase community participation in school leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient global citizens.

### STRATEGIC DIRECTION 3

#### Leading a Culture of School Excellence

Establishing a school culture and management practices that effectively leads and delivers school excellence. To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student and teacher to excel and learn to their full potential.

# Beauty Point Public School Plan 2015-2017

## Strategic direction 1: Delivering Quality 21st Century Learning and Teaching

### PURPOSE

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To ensure that learning is personalised and differentiated for every student. To deliver learning experiences that give our students the knowledge, skills and expertise to achieve their personal goals and lead successful lives in the 21st Century.

### IMPROVEMENT MEASURE/S

- Literacy and Numeracy Improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance; and ensuring all students meet literacy cluster measures for their grade level each term of the annual school year.
- Improvement measures in the general capabilities and all key learning areas include all students achieving at 'expected growth or above' in school assessment benchmarks for their grade level.
- To ensure our E/ALD and Learning Support students meet expected growth in all clusters for literacy and numeracy by effectively using equity loading funding from the resource allocation model (RAM) to improve curriculum support in the school.

### PEOPLE

- **Students:** Engage students in being a quality learner, facilitator and co-designer of all key learning areas in the class and home environments.
- **Staff:** Develop staff capabilities to facilitate quality curriculum programs by designing training and school-wide systems and structures to support and extend low-performing students, as well as laterally and vertically extend and/or accelerate high-performing and gifted and talented students.
- **Staff:** Broaden staff professional learning of the educational curriculum in order to extend student learning in 21C mindsets and capabilities – as per the goals of the Melbourne Declaration and School Excellence Framework.
- **Parents:** Establish a collaborative learning community by providing professional learning opportunities for parents and teachers to collaborate together to improve the intellectual quality of educational programs in the school.
- **Parents:** Actively encourage parental participation in school educational programs to build community educational capacities. This will include providing community learning sessions on 21C learning and new NSW BOS syllabus documents.

### PROCESSES

Enhancing teacher practice, curriculum programs and assessment profiles for effective student learning through:

- 1.1 Enhancing 21C Curriculum Delivery -** Professional learning to support 21<sup>st</sup> Century Curriculum Delivery in all key learning areas for school excellence.
- 1.2 Improving Assessment and Reporting -** Designing and implementing holistic Assessment and Reporting profiling tools to improve knowledge and understanding of every child's social, emotional, academic skills, talents and potential.
- 1.3 Implementing Quality Teaching Practice Brighter Futures Project -** Establishing a trans-disciplinary model to improve teacher practice, peer teaching, shared reflection, coaching and mentoring for improved 21C curriculum and assessment processes.

### EVALUATION PLAN:

Strategically monitor student and staff evaluation data progress in curriculum, emotional, social and wellbeing data (e.g. NAPLAN, Tell Them From Me, Instructional Practices Inventory, Affective Domain profiles and school based assessment data) twice per term to analyse student performance in all curriculum areas and 21st Century general capabilities.

Monitoring of E/ALD, Learning Support and mainstream students to ensure students meet expected growth for literacy and numeracy.

### PRODUCTS AND PRACTICES

#### PRODUCTS

- Literacy Improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance; and ensuring all students meet literacy cluster measures for their grade level each term of school.
- Numeracy Improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance; and ensuring all students meet Numeracy cluster measures for their grade level.
- To ensure our E/ALD and Learning Support students meet expected growth in all clusters for literacy and numeracy by effectively using equity loading funding from the resource allocation model (RAM).
- Curriculum programming and delivery that is clearly linked to syllabus requirements for Maths, Science, Technology, English, History, Creative Arts and Sports.
- Successful implementation of the Brighter Futures and STEMS action learning project and design of quality curriculum units.

#### PRACTICES

- K-6 use of the Brighter Futures model for school-wide curriculum and assessment.
- School-wide practice of the Literacy and Numeracy continuum as a formative assessment strategy to support class programs and student accommodations to achieve cluster levels.
- Use of PLAN software to support formative and summative assessments.
- Student support through differentiated units of learning, the use of PLASST tool and specialist strategies where appropriate.



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## Strategic direction 2: Enhancing Community Partnerships for Student Achievement and Wellbeing

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>To deliver an inclusive community approach that enhances staff and parent expertise to contribute to school educational priorities in order to nurture the development of our students as confident and successful global citizens. To increase community participation in school leadership, wellbeing and family partnership projects.</p>	<ul style="list-style-type: none"> <li>• <b>Students and Staff:</b> Developing collaborative coaching and facilitation skills through the PBL and Imagination First programs to improve student and adult wellbeing, creative thinking skills, emotional resilience, social intelligence and engaged learning behaviours at the school.</li> <li>• <b>Parents:</b> Establish a collaborative learning community with students, parents and teachers to support educational and wellbeing programs at the school.</li> <li>• <b>Community:</b> Establish learning networks within and beyond BPPS to support innovative communities of practice with other PBL schools.</li> </ul>	<p>Learning is organised to foster the development of character and community identity through shared practices that strengthen:</p> <p><b>2.1 Implementing Instructional Practices Inventory to enhance student engagement in the classroom</b> - The application of Instructional Practices Inventory strategies and creative higher order thinking skills in all classroom programs.</p> <p><b>2.2 Improving School Wellbeing programs</b> - integration of the new Wellbeing policy and Real Engagement framework to promote positive behaviour and engaged learning in the school.</p> <p><b>2.3 Enhancing student facilitation of wellbeing initiatives</b> - Students to design and lead Imagination First and Leader In Me projects to enhance student voice and community participation in school engagement and wellbeing outcomes.</p> <p><b>EVALUATION PLAN:</b></p> <p>Strategically monitor IPI, Wellbeing, Happiness Index, Student Concept, Tell Them From Me, PBL data, Imagination First student feedback, SRC surveys, parent attendance data and community survey information. The school will develop targeted programs and strategies to improve in these areas as required.</p>	<p><b>PRODUCTS</b></p> <ul style="list-style-type: none"> <li>• There is a clear understanding of the purpose of the Wellbeing framework as an important resource to enhance positive relationships and restorative social strategies, as demonstrated by engagement of all students and teachers, as well as through broad community awareness. School projects and wellbeing programs feature engagement of all staff and students, as well as extensive community participation, as evidenced by BPPS culture surveys, 'Happiness Index' and PBL community survey data.</li> <li>• Increased number of parents engaged and participating in collaborative school projects and community learning sessions.</li> <li>• Establishment of a student and staff wellbeing database against a school-based Affective Domain continuum.</li> <li>• 100% of teachers using classroom practice that are clearly linked to the Instructional Practices Inventory strategies.</li> </ul> <p><b>PRACTICES</b></p> <ul style="list-style-type: none"> <li>• Successful family-school partnership collaboration through school projects and forum groups.</li> <li>• Integration of the Australian curriculum with social and emotional competencies in class curriculum delivery.</li> <li>• Quality assessment practice which integrate student wellbeing data to design effective curriculum and assessment programs for meaningful student evaluations.</li> </ul>
IMPROVEMENT MEASURE/S			
<ul style="list-style-type: none"> <li>• There is a clear understanding of the purpose of the Wellbeing framework as an important resource to enhance positive relationships and restorative social strategies, as demonstrated by engagement of all students and teachers, as well as through broad community awareness.</li> <li>• School projects and wellbeing programs feature engagement of all staff and students, as well as extensive community participation, as evidenced by BPPS culture surveys, 'Happiness Index' and PBL community survey data.</li> </ul>			

# Beauty Point Public School Plan 2015-2017

## Strategic direction 3: Leading a Culture of School Excellence

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>Establishing a school culture and management practices that effectively leads and delivers school excellence. To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student and teacher to excel and learn to their full potential.</p>	<ul style="list-style-type: none"> <li><b>Students:</b> Provide leadership development training for the SRC team to support the Imagination First and The Leader in Me programs.</li> <li><b>Students:</b> To promote active student voice in whole school leadership projects. Workshop students in the nature and value of planning processes before engage them in the design and delivery of the BPPS school plan.</li> <li><b>Staff:</b> Develop staff workforce capabilities by implementing and sustaining quality school-wide systems and performance development procedures for staff accreditation and credentials.</li> <li><b>Staff:</b> To build a shared understanding of personal and collective efficacy for teaching and non-teaching staff to effectively implement the school plan and school vision.</li> <li><b>Parents:</b> To enhance parent capacity to contribute to Family-School partnerships through the design and project management of the School Plan for the educational benefit of all students.</li> <li><b>Parents:</b> To nurture and sustain parent facilitation skills in the delivery of school leadership programs</li> <li><b>Community:</b> Establish proactive learning alliances with other schools and community members for the delivery of leadership innovation projects.</li> </ul>	<p>The school builds a positive and inclusive culture for learning through effective accountability structures that support:</p> <p><b>3.1 Improving Work Health and Organisational Systems And Practices</b> - ensuring school-wide organisational systems and practices attain annual school registration standards.</p> <p><b>3.2 Establishing Performance Development and Accreditation processes</b> - embedding quality performance development and accreditation processes for staff.</p> <p><b>3.3 Shared Leadership For School Excellence</b> - Implementing a shared Student, Staff and Parent approach to enhance the application of the School Excellence reform and self-assessment processes.</p> <p><b>EVALUATION PLAN:</b></p> <p>Ongoing staff and community reviews of administrative and educational practices.</p> <p>Monitoring of SAP/SALM solution to improve administrative and financial management.</p> <p>Teacher and leadership surveys based on the AITSL profiling tools to support Teacher Accreditation and the attainment of professional learning goals. Professional conversations and class observations to support Performance Development processes. School Excellence Framework survey for all students, parents and staff to complete on the quality of the school leadership and management annually.</p>	<p><b>PRODUCTS</b></p> <ul style="list-style-type: none"> <li>To ensure all staff meet BOSTES accreditation standards.</li> <li>To ensure all staff are engaged in school-wide WHS and performance development practices.</li> <li>To ensure extensive awareness of, and involvement in, school-wide leadership programs for parents of the school.</li> <li>To develop shared evaluative processes and governance procedures with the Student Representative Council and School Council to drive School Excellence and annual self-assessment priorities across the school.</li> </ul> <p><b>PRACTICES</b></p> <ul style="list-style-type: none"> <li>Attainment of WHS, organisational management systems and practices.</li> <li>School wide financial and resource management that improves the quality of student learning resources and classroom environments.</li> <li>Attainment of Student leadership projects.</li> <li>Quality attainment of annual school registration standards.</li> <li>Communication practices that promote student learning and school excellence.</li> <li>Participation in aspiring leadership, new teachers and experienced teacher learning networks within the school and beyond.</li> <li>Student, parent and staff engagement in the implementation of the School Excellence Framework and school self-assessment processes.</li> </ul>
IMPROVEMENT MEASURE/S			
<ul style="list-style-type: none"> <li>To ensure all staff meet BOSTES accreditation standards.</li> <li>To ensure extensive awareness of, and involvement in, school-wide leadership programs for parents of the school.</li> <li>To develop shared evaluative processes and governance procedures with the Student Representative Council and School Council to drive School Excellence and annual self-assessment priorities across the school.</li> </ul>			

# Beauty Point Public School Plan 2015-2017

## 2016 STRATEGIC TEAMS

Delivering Quality 21st Century Learning and Teaching	Enhancing Community Partnerships for Student Achievement and Wellbeing	Leading a Culture of School Excellence
<p><b>This team oversees 21C Quality Teaching and Learning in all curriculum areas.</b></p> <p>Adam Baker and Eddie Johnston (Team Leaders)</p> <p>Members:</p> <ul style="list-style-type: none"> <li>• Carole Brown</li> <li>• Brent Robens</li> <li>• Lisa Curvey</li> <li>• Susanna Robertson</li> <li>• Rowan Heath</li> <li>• Peter Griffiths</li> <li>• Robin Bentley</li> <li>• Mirelle Farrell</li> </ul>	<p><b>This team ensures that school learning programs equitably meet the emotional, social and academic needs of all students for quality and engaged learning.</b></p> <p>Kevin Gallagher &amp; Jenny Beynon (Team Leaders)</p> <p>Members:</p> <ul style="list-style-type: none"> <li>• Sandra Flower</li> <li>• Eliza Hall</li> <li>• Robyn Ingram</li> <li>• Carina Weir</li> <li>• Danni Duffield</li> <li>• Amelia Ewan</li> <li>• Nicole Visontay</li> <li>• Vanessa Beenders</li> </ul>	<p><b>The Executive Team oversees the management of Technology programs and infrastructure in the school. It ensures the leadership and management of the school meets NSW DEC criteria for Performance Development, Asset Management, Financial Planning, Curriculum Strategies and Annual Reviews.</b></p> <p>Shanti Clements and Ann-marie Lopez (Team Leaders)</p> <p>All members of the Executive Team and Executive Mentoring Team attend:</p> <ul style="list-style-type: none"> <li>• SAP Finance Committee meetings</li> <li>• Annual School Report meetings</li> <li>• P&amp;C/School Council meetings</li> <li>• Executive meetings</li> <li>• LST meetings</li> </ul>