
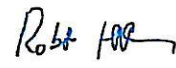





School Strategic Plan for Beaconsfield Primary School Southern Metropolitan Region 2012-2015

Endorsement by School Principal	Signed  Name Gary Methven Date 30 th December 2011
Endorsement by School Council	Signed  Name Rob Hutchinson Date 30 th December 2011 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed  Name Jan White Date 30 th December 2011

School Profile

Purpose	Beaconsfield Primary School is a friendly, vibrant learning community. We are committed to developing a challenging, enriching and supportive learning environment. We encourage our students to become active, creative, compassionate, enthusiastic and resilient life-long learners who strive to achieve their personal best.
Values	<p>Our TRIBES values are a statement of who we are and what is expected of us.</p> <p>RESPECT: We are compassionate and care for others and ourselves. We are sincere and honest with others. Our actions should match our words. We act in a moral and ethical way as we are accountable for our own actions. We resolve differences in constructive, peaceful ways. We value diversity and are aware of, accept, include and welcome everyone with whom we meet.</p> <p>ATTENTIVE LISTENING: We have the right to be heard. We have the right to express ourselves and an obligation to listen to others. We have a voice and a turn to speak. We may not agree with what someone is saying but we respect their right to hold their views and share them.</p> <p>APPRECIATIONS / NO PUT DOWNS: We elevate and build the self-esteem of others when we praise and value them. We build respect, friendship and goodwill through appreciation. We pursue and protect the common good. In a just society, all people are treated fairly. We speak up for the rights of others.</p> <p>THE RIGHT TO PASS / PARTICIPATE: We have the right to pass when we are not ready to contribute; however, we aim to participate as often as we can as it builds and strengthens our learning community and our society. We encourage others to participate. We have an obligation to contribute in a way that is peaceful, respecting our environment and each other.</p> <p>SAFETY: We make wise decisions. We respect and look after ourselves, each other and school and personal property.</p> <p>PERSONAL BEST: We are confident learners; we try our best and pursue excellence. We are resilient and bounce back when we experience difficulties. We have a strong sense of justice, values and beliefs. We are ambitious, imaginative and academically competent. We have a sense of wonder. We are enthusiastic and optimistic about our futures.</p>

Environmental Context	<p>Beaconsfield Primary School was established in 1890, and is located in the far western corner of the Cardinia Growth corridor. Our school fosters close links with the community; we have a fine tradition of cooperation with the local sporting groups, the CFA and Baptist church. Our School Council and Parents & Friends groups are strong and supportive; there is a strong sense of collaboration between parent and staff groups.</p> <p>Beaconsfield Primary School has a current enrolment of 468 children, 74 of whom are Preps. Since 2007 our school has enjoyed significant development of our buildings and grounds including 9 new classrooms, a magnificent gymnasium, art room, gallery space and large music room. In 2010-11, under the BER project, a new undercover basketball court, and a beautiful Music Garden development added significant amenity to our school and allowed the School Council to complete its buildings and grounds vision. Our school also secured an \$8,000 grant from the Commonwealth Bank that has allowed for the purchase of a large number of guitars, ukuleles and other musical instruments. In Years 3-6, children are encouraged to learn a stringed instrument.</p> <p>School Council have been remarkable partners in developing and building and overseeing significant developments in Buildings and Grounds and in Curriculum. In 2010, the School Council worked on creating beautiful shade structures for the play equipment and in 2011 commissioned the Developmental Play area for our Prep children. We have beautiful gardens and play areas and a large oval. On level four, we have our Out of School Hours Care building that provides care for our children after school and through holiday programs. Run by Windermere, the centre is a fantastic asset to our school and our children are well cared for in a comfortable and familiar environment.</p> <p>There are a significant number of teachers who have spent in excess of 10 years at our school, which will impact upon the budget in future years, but will give us a strong foundation of teacher skill and experience upon which this Strategic Plan will be built. We currently have specialist teachers in Sport, Art, Music, Reading Recovery and ICT. In 2011 we developed our Pedagogical Master Plan, which sets a new agenda for collaborative teaching, personalised learning and the engagement of students using ICT and the accurate matching of Student Learning needs to learning programs teachers develop for the group in their care. The School Council has invested heavily in ICT and investment in ICT will be a significant part of our budget for the next 4 years. The development of the Pedagogical Master Plan involved key teachers and team leaders within our school and they worked with the whole staff team over the review period. There is significant understanding of the key aspects of this Strategic plan and significant “buy-in” from staff. A lotus chart of key aspects of our Pedagogical Master plan is printed on the following page.</p>
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Pedagogical Lotus Chart

Date: 21st June 2011

Working Party Participants: Jac Gribc, Sarah Meixner, Meredith Richards, John Legione, Gary Methven and SMR Pedagogy Coaches Meredith French and Marc de Lay

Overarching concept/Themes for Integration based on "big ideas and issues	Teachers identify key concepts and skills and communicate these to students and parents	Teachers assess children's interests and learning needs.	Overarching concept/Themes for Integration based on "big ideas and issues	Teachers identify key concepts, skills and competencies and communicate these to students and parents	Teachers have an excellent knowledge of current curriculum content.	Communicate with parents and students through interviews, written reports and continuous feedback (eg. online)	Use multiple sources of evidence (including conferencing) to gain a valid judgement.	Use multiple sources of evidence to plan goals and teaching strategies for each student.
Teachers collaborate with each other and with their children to co-create curriculum	Personalised Learning	Each PLT takes ownership of all the children at that year level.	Teachers know teaching sequences for developing concepts and skills.	Curriculum Implementation	Literacy and Numeracy PLT's will focus upon the provision of PD to enhance current curriculum content.	Peer review and assessment around clear learning foci and success criteria.	Assessment and Feedback (Teacher, peer, self, parent)	Whole school moderation and collective ownership is used to build teacher capacity to accurately place the students on a developmental continuum and develop teaching strategies.
Flexible grouping of children according to learning needs and interests.		Technology will be seamlessly embedded into learning – with anytime-anywhere access.	Teachers act as "Learning guides" to facilitate learning along student learning needs & interests.		We will use our PLT's to develop a shared sense of curriculum direction.	Multiple points of entry, engagement and exit!		PLT team provide specific assessment, evidence and notes when working with students outside their home group.
PLT's are collaborative Teams responsible for learning of all students.	The Curriculum Leader of a PLT drives the assessment, planning and educational outcomes	The Administration Leader of the PLT drives the operational and organisational components.	Our teaching reflects the manner in which children learn: collaboratively, creatively, peer review and assessment	Inquiry based learning, exploring big ideas. Encouraging students to be curious, creative, challenging.	Encourage the development of Higher order thinking skills by building in time and opportunities for deeper exploration (e5)	Transitions: Ongoing reciprocal process, focussing on close community relationships.	The out of School Care facility is an extension of the school, with students having access to learning experiences.	We share our facilities with others to fulfil community needs.
The timetable allows for common planning and common teaching times.	Organisational Teaching & Learning Structures	Groupings are flexible and reflective of student learning needs	Provide opportunities to explore and develop self concept, values, confidence and social intelligence.	Teaching and Learning		We have links with local government, well-being networks (SFYS, Windermere, CAHMS, CHIPS)	Community Building & Participation	Project based learning links to real needs and improvement in the community.
We will work towards a higher level of collaboration between teachers, specialist and ES staff.		Increased flexibility and use of spaces to enhance student learning.			Multiple modes of Learning such as collaborative learning, on-line resources, mentors,			Links to business and community groups will be encouraged to enhance student learning.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Student Learning</p>	<p>To improve and optimise student achievement and learning growth through the school particularly in Literacy and Numeracy.</p> <div data-bbox="607 703 945 852" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>In the Target Column: Red indicates Targets. Black indicates current status</p> </div>	<ul style="list-style-type: none"> • By 2015, 95% of students will reach or exceed the expected band levels in Reading, Writing and Mathematics. Year 3 students should be working at or above Band 3 and Year 5 students at or above Band 5. • Currently in Reading, 86% of Yr. 3 students and 79.6% of Yr. 5 students attain the expected results. • Currently in Writing 95% of Yr. 3 students and 76.8% of Yr. 5 students attain the expected results. • Currently in Mathematics, 91.5% of Yr. 3 students and 87.3% of Yr. 5 students attain the expected results. • The Attitudes to School Survey- Learning Confidence and Stimulating Learning measures to reach 4.5 by 2015 • Staff Opinion Survey measures for Curriculum Process to trend upwards from 3.6 to 4 	<ul style="list-style-type: none"> • To develop teacher capacity for high level collaborative planning of curriculum for individual and cohorts of students. • To develop in teachers, a sophisticated understanding of our curriculum and the various learning sequences to ensure more personalised learning. • To foster a learning environment characterised by high expectations of student achievement across the whole school community.

<p>Student Engagement and Wellbeing</p>	<p>To provide a safe, stimulating, student-centred learning environment which engages and motivates all students.</p> <div data-bbox="611 647 943 796" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>In the Target Column: Red indicates Targets. Black indicates current status</p> </div>	<ul style="list-style-type: none"> • School Mean for Student Connectedness to peers to be 4.5 or higher by 2015 • Over the past three years 2009 and 2010 lay in the 1st quartile, 2011 lay in the 4th quartile. • School Mean for Stimulating Learning to be consistently 4.20 or higher. • Current level is 4.04 • School Mean for Classroom Behaviour to be consistently 4.20 or higher. • Current level for Classroom Behaviour is 3.13 • Average days of Student Absence to be less than 12 days per student. • Current level for Student Absence averages 12.8 days per student. 	<ul style="list-style-type: none"> • To build teachers' capacity to personalise student learning taking account of student needs and interests. • To develop in teachers, a sophisticated understanding of our curriculum and the various learning sequences to ensure more personalised learning. • To develop structures, activities and programs that allow for exploration and examination of children's own values, to foster inclusiveness and connection. • To build staff capacity to use the Student Management tool to monitor and manage cohorts of children within our school.
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<p>Student Pathways and Transitions</p>	<p>To provide all students at Beaconsfield PS with positive transition experiences into, through and from the school.</p> <div data-bbox="607 520 945 671" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>In the Target Column: Red indicates Targets. Black indicates current status</p> </div>	<ul style="list-style-type: none"> • Parent Satisfaction with Transitions to be consistently above 6 • Current Parent Satisfaction with Transitions sits at 5.34 • To improve Staff Opinion survey results for Parent Partnerships from 3.9 to 4.2 • To improve Teacher effectiveness measure from 4.43 to 4.6 	<ul style="list-style-type: none"> • To rebuild and maintain a strong sense of community engagement. • To re-examine our Student Welfare practices to ensure the needs of our children are supported in their transition to, through and from school. • To investigate data management systems and strategies to improve communications between transition points (eg: use of “Red Files, Student Management tool, wikis and Ultranet.)
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School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ul style="list-style-type: none"> • To develop teacher capacity for high level collaborative planning of curriculum for individual and cohorts of students. • To develop in teachers, a sophisticated understanding of our curriculum and the various learning sequences to ensure more personalised learning. • To foster a learning environment characterised by high expectations of student achievement across the whole school community. 	Year 1	<ul style="list-style-type: none"> • Teachers will understand and utilise the Planning toolkit that we upload to the Ultranet. This kit will place all of our agreed planning tools in one easy to access location. • All teams show evidence of collaborative planning through the use of common planners, shared assessment and awareness of the group of children • Teachers will develop an agreed understanding of the key learning sequences, concepts, skills, teaching strategies and instructional language embedded in each VELs level. • Define “high expectations”. • To review the school leadership model. • PD of teachers to identify the key learning sequences throughout the VELs. • Determine interventions strategies for implementation. • Student mapping tool will be used to monitor interventions. 	<ul style="list-style-type: none"> ▪ Teachers upload all planners and programs onto the Ultranet. ▪ All team members share a common planner, data and knowledge of the cohort. ▪ Teachers use their extensive knowledge of the curriculum continuums to plan appropriate learning sequences. ▪ All children push themselves to achieve their personal best. Teachers are encouraging and provide genuine praise for genuine effort. ▪ A distributive leadership model allows our key people to make decisions in line with the broad parameters of our strategic plan. ▪ Learning sequences in maths and literacy will be agreed upon and well known by staff. ▪ Intervention strategies are put in place.

	Year 2	<ul style="list-style-type: none"> ▪ Revision of the contents of the Electronic toolkit. ▪ Professional Development around the Australian National Curriculum. ▪ Fine tune the collective accountability measures put in place in 2012. ▪ Continue to develop collaboration within each team. ▪ Ensure that documentation of school curriculum is occurring and readily accessible. ▪ Ensure that there is a high level of coordination and collaboration between the teams. ▪ A yearly review of the provision of personalised curriculum for cohorts of students ▪ PD of teachers to identify the key learning sequences throughout the VELs. ▪ Review School Expectations. ▪ PD teachers on how to seamlessly incorporate technology into every session. ▪ To develop a distributive leadership model that allows for collaboration and dialogue. 	<ul style="list-style-type: none"> ▪ Toolkit is referred to and widely used by staff. ▪ Teachers are accountable to their teams for the performances of the children in their care. ▪ A high level of profession discussion is evident. ▪ Planning for and assessment of children is collaborative in nature. ▪ Documentation is stored on the Ultranet. ▪ Personalised curriculum for cohorts of students is evident. ▪ ICT is incorporated into learning sessions. ▪ Teachers consistently expect children's best performances.
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		<ul style="list-style-type: none"> ▪ PD of teachers to identify the key learning sequences throughout the VELs. 	
	Year 3	<ul style="list-style-type: none"> ▪ Whole level discussions concerning the learning needs of all cohorts of students within the levels determine the curriculum and teaching and learning that takes place ▪ Teachers consistently assess and incorporate children's interests and learning needs. ▪ Review and define "high expectations" ▪ Review the technological platforms available to ascertain their suitability and earmark the technologies to be incorporated into future programs. ▪ Revise the process of continuous assessment and feedback. ▪ Revision of the sources of evidence used to form judgements on student learning. ▪ Review the principles and practices of data usage. 	<ul style="list-style-type: none"> ▪ Teachers have a sophisticated understanding of all cohorts of students. ▪ It is evident that children co-create their curriculum. ▪ New technological platforms are incorporated when their usefulness and suitability becomes evident. ▪ Children receive sophisticated feedback from a variety of sources. ▪ Teachers use a variety of sources of evidence to inform their judgements on students learning.
	Year 4	<ul style="list-style-type: none"> ▪ Review School Expectations. ▪ To analyse and evaluate, the extent to which personalised learning has been embedded in our school practices; and fine 	<ul style="list-style-type: none"> ▪ Teachers continually revise and refine personalised learning practices. ▪ Teachers demonstrate a sophisticated knowledge of the Curriculum.

		<p>tune accordingly.</p> <ul style="list-style-type: none"> Continued PD to enhance teacher's understanding and application of the National Curriculum. 	<ul style="list-style-type: none"> Staff will reflect upon their changed pedagogical practices in preparation for the new strategic plan.
<p>Student Engagement and Wellbeing:</p> <ul style="list-style-type: none"> To build teachers' capacity to personalise student learning taking account of student needs and interests. To develop in teachers, a sophisticated understanding of our curriculum and the various learning sequences to ensure more personalised learning. To develop structures, activities and programs that allow for exploration and examination of children's own values, to foster inclusiveness and connection. To build staff capacity to use the Student Management tool to monitor and manage cohorts of children within our school. 	Year 1	<ul style="list-style-type: none"> Students are consulted to co-create a curriculum of genuine interest to ensure children are engaged. Whole school throughlines are developed to coherently package the key concepts, skills, attitudes and values that make up the core understandings of our curriculum. Students will be engaged with creative and collaborative learning opportunities that have an authentic purpose and focus. Teachers will have PD in ICT to encourage the increased use of Technology in their classrooms. PLT's will be encourage to action research Examination of the role of Student voice in our school Collection of data from P-6 pertaining to Student, morale, safety, engagement etc. Identify authentic opportunities for children to contribute positively to school life, through leadership roles, "buddy systems" 	<ul style="list-style-type: none"> Students are genuinely enthralled, engaged and immersed in curriculum for which they feel ownership. Students develop deeper and coherent understanding of the links between key curriculum areas and key community and global issues. Collaborative student work is evident.in some cohorts of students. Teachers are experimenting with authentic learning opportunities. The use of ICT is evident in all classrooms. Teachers are experimenting with ICT and collaborative groupings and sharing their learning re student engagement. SRC will take on a project based approach to changing practices in our school. Students participate in a variety of activities and in a variety of roles across our school community.

		and “give back” programs.	
	Year 2	<ul style="list-style-type: none"> ▪ Professional Development of teachers enabling identification of the key concepts, skills, attitudes and values that makes up the core understandings of our curriculum. ▪ Teachers will receive PD on how to interpret and manipulate data to produce meaningful grouping around key student learning needs. ▪ Each PLT will carry out action research project designed to embed technology into everyday learning in order to build engagement. ▪ Each PLT will report to staff, receive feedback and reengage with their research. ▪ Examination of the P-4 data to identify key issues of success and concern. ▪ Identifying opportunities for children to engage in authentic projects that allow them to positively impact upon their classmates, their school and their community. ▪ The Student Welfare Group will monitor student needs and record interventions on the Student Mapping tool. 	<ul style="list-style-type: none"> ▪ Teachers manipulate data to group children according to learning needs. ▪ Action research is undertaken and reported back to staff. ▪ Student Management team uses P-4 data to fine tune our approach to student management. ▪ Student project are authentic and change behaviour, thinking or have an impact upon others.

	Year 3	<ul style="list-style-type: none"> ▪ PD to develop our instructional model to allow for greater elaboration and depth of engagement (e5 and Bloom's) ▪ Review of Technology platforms used in the school to ascertain engagement and identify future directions. ▪ Teachers will collaborate across their PLT's on how to interpret and manipulate data to produce meaningful grouping around key student learning needs. ▪ Continued identification of opportunities for children to engage in authentic projects that allow them to positively impact upon their classmates, their school and their community. 	<ul style="list-style-type: none"> ▪ Students are heavily engaged in high interest, in depth projects. ▪ Incorporation of the latest appropriate technologies is evident. ▪ High levels of collaboration are evident amongst students. ▪ Students are positive and happy about their learning.
	Year 4	<ul style="list-style-type: none"> ▪ Review and fine tune the school practices of developing our throughlines. ▪ Any new relevant, technology platforms are added and embedded into practice. ▪ Continual PD in ICT. ▪ Continued professional development and refresher courses in grouping children according to learning needs. ▪ Revision of staff collaboration practices to ensure that staff enjoy rich professional discussion and creative and collaborative planning sessions 	<ul style="list-style-type: none"> ▪ Students have a deep and sophisticated understanding of their key curriculum learning and their application to the real world. ▪ Technology is seamless, embedded, plentiful and well utilised. ▪ Staff will reflect upon their changed pedagogical practices in preparation for the new strategic plan.

	<ul style="list-style-type: none">▪ Continued PD and refresher courses in the implementation of the National Curriculum – especially for graduates and new staff.▪ Reviews our TRIBES approach and ensure that the values encapsulated are reflected in practices and that children have authentic opportunities to engage positively with their peers, and in their world community.	<ul style="list-style-type: none">▪ School's values system and philosophy meets the current needs of our learning community.
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<p>Student Pathways and Transitions:</p> <ul style="list-style-type: none"> • To rebuild and maintain a strong sense of community engagement. • To re-examine our Student Welfare practices to ensure the needs of our children are supported in their transition to, through and from school. • To investigate data management systems and strategies to improve communications between transition points (eg: use of “Red Files, Student Management tool, wikis and Ultranet.) 	Year 1	<ul style="list-style-type: none"> ▪ Examination of our current practices to rebuild our engagement with the community ▪ PD for staff in engaging with our community on a positive basis. ▪ Establishment of a separate Student Welfare Committee (SWC) to parallel the Literacy and Maths Groups. ▪ SWC to examine the needs of special needs children as they transition into and through our school. ▪ Review our links to the local kinders. ▪ Identify potential community engagement opportunities, such as maths nights, art displays, performances, dance nights etc. ▪ Teachers identify key aspects of their programs and classroom procedures to communicate to parents. ▪ Inform parents through the newsletter and through information evenings, the structure of classroom learning at each level. 	<ul style="list-style-type: none"> ▪ Increased Community involvement with the school. ▪ Student Management Committee is operating and overseeing internal transitions. ▪ Information Night will be held in term 1. ▪ A whole school open night for the beginning of Term 3.
	Year 2	<ul style="list-style-type: none"> ▪ Engage the community through discussion forums, on-line discussions and Ultranet. ▪ Ensure clear communication of our processes, such as the student management processes so that parents have clear understandings of the support procedures and processes within our 	<ul style="list-style-type: none"> ▪ Teachers have practices and actions are consistent with the TRIBES philosophy. ▪ Staff will reflect upon their changed pedagogical practices in preparation for the new strategic plan. ▪ Parents have a clear understanding of the

		<p>school.</p> <ul style="list-style-type: none"> Collect data for parent involvement to determine whether needs are being met. 	<p>programs and supports for their children at this school.</p>
	Year 3	<ul style="list-style-type: none"> Create a stronger online presence on the internet and Ultranet. Maths, Literacy, Science nights and authentic performances to showcase and promote our school 	<ul style="list-style-type: none"> Our Website is a “go to” place for our parent to engage with our school. A strong online presence to showcase our school. The school provides multiple points of engagement for students and parents to feel a sense of belonging Staff will reflect upon their changed pedagogical practices in preparation for the new strategic plan.
	Year 4	<ul style="list-style-type: none"> Review our use of the media in engaging the broader community. Evaluate parent data to determine the broad thrust of our community engagement practices. Student Welfare team to review internal and external transitions to determine effectiveness. Review and fine tuning of our intervention strategies. 	<ul style="list-style-type: none"> Beaconsfield Primary School will feature prominently in the in a variety of media outlets. Staff will reflect upon their changed pedagogical practices in preparation for the new strategic plan. Continual refine of practices to reflect current community needs. Multiple intervention strategies provide multiple pathways for student success.

