School Strategic Plan
Beaconsfield Upper Primary School
2560

2014 - 2017

Endorsements

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed</th>
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<tbody>
<tr>
<td></td>
<td>Name: Nick Karanzoulis.</td>
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<td></td>
<td>Date: 15th December 2014</td>
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<thead>
<tr>
<th>Endorsement by School Council</th>
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<tbody>
<tr>
<td></td>
<td>Name: Gavin McGill</td>
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<td>Date: 15th December 2014</td>
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<th>Endorsement by the delegate of the Secretary</th>
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<td>Name</td>
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**School Profile**

### Purpose

Beaconsfield Upper Primary School prides itself on being not just a school but part of the wider community. Our purpose is to support students:

- to develop to their full potential by providing opportunities
- be independent learners for life and problem solvers
- be socially competent and demonstrate empathy towards others
- be responsible and resilient
- be able to contribute as a member to the school and wider community and global society in the future.
- strive for excellence

### Values

We expect all our community members to follow core values:

**Respect**—Listening to others in a non-judgmental way. Understanding and accepting the differences and needs of other people. Taking/accepting actions for their common good. Looking after our environment.

**Persistence**—trying hard to do our best when things get difficult.

**Confidence**—having belief in their abilities and willingness to “have a go”.

**Organisation**—having materials and having an attitude of readiness to achieve goals.

**Excellence**—having an aim of achieving our best and developing our skills and talents.

**Resilience**—keep trying under adverse conditions and not being discouraged.

**Getting along**—working together, learning cooperatively and helping one another.

**Honesty**—speaking openly whilst showing empathy and respect for others, being trustworthy and truthful, seeking and giving feedback in a constructive way to self and others.

### Environmental Context

Beaconsfield Upper Primary School is located on the edge of the south-east growth corridor of greater Melbourne about 50 kilometres east of the city. Situated close to the Cardinia Reservoir, the school nestles amid attractive natural bush surrounds. Students are drawn from the local township and surrounding semi-rural area as well as the towns of Emerald, Cockatoo, Berwick and Pakenham. The well maintained grounds and strong focus on environmental programs engage students in caring for their learning environment. Student numbers peaked in 2004 when 340 students were enrolled at the school and the confirmed February enrolment in 2014 was 279 students.

The School Family Occupation (SFO) density is 0.35 and since 2006 this indicator has increased slightly.
indicating a decline in the socio-economic status of some families.

There are no students enrolled with a language background other than English and eight students are enrolled under the program for students with a disability (PSD).

The school has undergone a facility upgrade which has included the middle school, early years and the administration wings. New classroom facilities are outstanding and learning spaces have been designed to cater for increased ICT usage and flexible student groupings. Each learning complex is inviting and vibrant displays of student work are features. Funding through the Building the Education Revolution program has provided an exciting new stadium complex which has enhanced facilities for students and also serves as an outstanding community facility. Outdoor spaces cater for active and passive play and include a courtyard developed by the local community featuring seating and a covered sandpit with the You Can Do It foundations prominently displayed. The school has installed tanks to harvest water from the extensive roof area to service the toilet block, provide water for the planted areas, including the vegetable garden, and to store large volumes of water (54000 litres) for bushfire defense purposes.

The school has twelve classes and these are organised as multi-aged grades catering for AusVELS levels except for the single year level for the two Foundation classes. A priority for the school has been to maintain low class sizes in junior grades. The staffing profile includes a principal, assistant principal and a mix of experienced and graduate teaching staff. Specialist teaching areas include Performing Arts, Visual Arts, Indonesian (LOTE), Information and Communication Technology and Physical Education. Literacy support with a focus on students in the junior school and a High Achievers program catering for students from years 3 to 6 provide support and challenge. In addition, ES staff provide administrative support and integration aides provide support for the PSD program.

Extra curricula programs are a feature at the school and include camps, excursions, swimming, equestrian events, RACV Energy Challenge, chess, interschool sport, cross country, public speaking and an Arts Festival.

There is a commitment to fostering student wellbeing through a range of support programs; Program Achieve - You Can Do It, Restorative Practices and a values program are promoted. Student leadership is promoted through a leadership program of School captains, House captains, Junior School Council and Environment captains.

Through the Upper Beaconsfield Education Group (UBEG), partnerships have been established with the local preschool, Pre-kinder and Kinder as well as Berwick College. A transition network has enabled the school to build links with other primary and secondary schools. Membership of the Cardinia Network enables the leadership team to work cooperatively with other school leaders and to share professional learning.

The Upper Beaconsfield Education Group has brought together all local 0 -12 education groups, linking all
services with a common purpose. The foundations have been established to enable “Better Links, Better Services” to the children from Upper Beaconsfield.

An enthusiastic and committed school council and a parent and friends club (PFA) provide support and fundraising for programs and whole school activities.

<table>
<thead>
<tr>
<th>Service Standards</th>
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<tbody>
<tr>
<td>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</td>
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<td>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</td>
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<td>• The school provides all students with access to a broad, balanced and flexible curriculum including skills for learning and life.</td>
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<td>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</td>
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<td>• All students will receive instruction that is adapted to their individual needs.</td>
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## Strategic Direction

<table>
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<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td><strong>1. Build a high level of knowledge of AusVELS including English (Reading, Writing) and Mathematics.</strong></td>
<td>• Focus on the instruction of Mathematics including number facts, automatic response and measurement.</td>
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<td></td>
<td><strong>By 2017, Year 3 students will achieve NAPLAN targets in bands 5 and 6-</strong> <em>(2014 figure) (2017 target)</em></td>
<td>• Develop teacher capabilities in ICT.</td>
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<td></td>
<td>Reading (51%) (56%)</td>
<td>• Expand the development of learning intentions in lessons to include the development of success criteria.</td>
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<td>Writing (43%) (48%)</td>
<td>• Develop strategies to attain medium to high growth in high achieving students.</td>
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<td>Spelling (35%) (40%)</td>
<td>• Develop Team SMART goals in Maths, English followed by Specialist areas.</td>
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<td>Grammar &amp; Punctuation (49%) (54%)</td>
<td>• Teacher PDP SMART goal to relate to growth of students.</td>
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<td>Numeracy (49%) (54%)</td>
<td>• Provide students with appropriate challenges to extend their learning.</td>
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<td><strong>By 2017, Year 5 students will achieve at band 7 and 8 the following-</strong></td>
<td>• Develop strategies that allow students to apply their knowledge and track their own learning.</td>
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<td>Reading (38%) (43%)</td>
<td>• Ensure ongoing use of the School Research Evaluation</td>
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<td>Writing (20%) (25%)</td>
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<td></td>
<td>Spelling (23%) (28%)</td>
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<tr>
<td></td>
<td>Grammar &amp; Punctuation (33%) (38%)</td>
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<td></td>
<td>Numeracy (27%) (32%)</td>
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<td><strong>Potential Survey</strong> – to see teacher growth**</td>
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<td>By 2017, the % of students assessed at or above a “B” score for expected AusVELS levels will be <em>(entered once the 2014 teacher judgements are known)</em>-</td>
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<tr>
<td></td>
<td>• Reading (50%) (55%)</td>
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<tr>
<td></td>
<td>• Writing (35%) (40%)</td>
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<td></td>
<td>• Number (36%) (41%)</td>
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<td></td>
<td>• Measurement (35%) (40%)</td>
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<td></td>
<td><strong>2. Build the capacity of teachers in assessment processes and practices.</strong></td>
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To establish benchmarking data using **PATMATHS & PAT COMPREHENSION** to ascertain value added – starting with grade 1/2
Specific targets to improve current survey measures by 2017 including the **Attitudes to School Survey:**
- Learning confidence (4.26) (4.36)
- School Connectedness (4.34) (4.44)
- Stimulating Learning (4.17) (4.27)
- Student Motivation (4.57) (4.67)
- Teacher Effectiveness (4.41) (4.51)
- Teacher Empathy (4.40) (4.5)

**Engagement**

3. Develop an agreed approach to Personalised Learning that will engage students in their learning.

4. Broaden opportunities and modes of student voice.

To improve current survey measures by 2017 in the **Staff Opinion Survey:**
- Professional Learning: Renewal of knowledge and skills (5.26) (5.36)
- Applicability of PL (5.10) (5.2)
- Collective Participation (5.64) (5.74)
- Active Participation (5.19) (5.29)
- Coherence (5.17) (5.27)

360 degrees survey for PLT leaders

To improve current survey measures by 2017 in the **Attitudes to School Survey:**
- Learning confidence (4.26) (4.36)
- School Connectedness (4.34) (4.44)
- Stimulating Learning (4.17) (4.27)
- Student Motivation (4.57) (4.67)
- Teacher Effectiveness (4.41) (4.51)
- Teacher Empathy (4.4) (4.5)

- Revisit the pedagogical masterplan.
- Audit the current personalised approach throughout the school.
- Embed the e5 instructional model in the personalised learning approach.
- Build the capacity of PLT Leaders as instructional leaders.
- Develop the teacher capacity to integrate ICT into teaching and learning programs.
- Develop feedback processes to and from students.
- Formalise roles and responsibilities for student leaders.
| **Wellbeing** | 5. Continue to build on the safe and orderly environment. | On the **Parent Opinion Survey**:  
School connectedness (6) (6.1)  
Student safety (5.8) (5.9)  
On the **Student Attitude to School Survey**:  
Student distress (6.06) (6.16)  
Student safety (4.46) (4.56)  
Student Morale (6.04) (6.14)  
School Connectedness (4.34) (4.44) | • Audit current practices in the “You can Do It” program.  
• Investigate other social skills programs such as “Bounce Back” and “Play is the Way”.  
• Refine the current social skills program.  
• Refine processes for tracking student management details on CASES 21.  
• Build the capacity of staff to ensure consistency of whole school welfare processes.  
  • Develop and strengthen welfare networks. |
| **Productivity** | 6. ** Provision of the appropriate resources for the school to implement the school’s strategic plan.** | **Staff Opinion Survey**  
School Climate:  
Collective efficacy (600) (610)  
Collective focus on student learning (553) (563)  
Teacher Collaboration (528) (538)  
Professional Learning  
Applicability of Professional Learning (510) (520)  
Coherence (517) (527)  
**Parent Survey**  
School Improvement (5.76) (5.86)  
General Satisfaction (5.63) (5.73) | • Identify a leader for the area of ICT.  
• Provide professional learning to support goals in the strategic plan.  
• Develop a 4-year resourcing plan including personnel and equipment.  
• Provide extra time if needed to plan for the implementation of key initiatives in the strategic plan. |
## Key Improvement Strategies

### Achievement

1. Build a high level of knowledge of AUSVELS including English (Reading, Writing) and Mathematics.

2. Build the capacity of teachers in assessment processes and practices.

### Actions

**Year 1**
- All planning document to include AusVELS statements and differentiation.
- Ensure revision occurs weekly
- Compulsory and optional teaching clinics to be implemented.

**Year 2**
- Identify an ICT Leader
- Techie Brekkies to be held minimum 3 times a term
- Staff to include ICT SMART goal in PDP
- Learning intentions & success criteria to be addressed at the beginning of every lesson
- Review high achievers program
- Professional Development for staff on how to cater for high achievers
- Programs to be modified to provide challenging activities for high achieving students
- Develop moderation sessions in writing and number across the school.
- Begin to unpack AusVELS statements in Numeracy and develop continuum in ‘kidspeak’
- Vision developed for whole school teaching of Literacy and Numeracy
- PD on Student Performance Analyser

### Achievement Milestone

**Year 1**
- Weekly planning documents to include revision, AusVELS statements and activities for low, medium, above and high achievers.
- Communication boards to have clinics posted on them

**Year 2**
- ICT Planners
- A Professional development plan developed for the year
- Staff Performance and Development Plans
- Learning intentions/success criteria displayed in every room
- Policy on High Achievers Program
- Planning documents to include how they are catering for high achievers
- PD program to include moderation sessions for Writing and Number
- Continua for students published
- SPA to be up to date with student information.
- Vision statements published for Literacy and Numeracy
### Engagement

3. Develop an agreed approach to Personalised Learning that will engage students in their learning.

4. Broaden opportunities and modes of student voice.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>Review pedagogical plan</td>
<td>Develop a uniform understanding by staff of our pedagogical plan</td>
<td>Review and refine roles and responsibilities of student leaders</td>
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<tr>
<td>Feedback collected from staff</td>
<td>Peer/class observation program trialled and documented</td>
<td>Feedback from student leaders on roles and expectations.</td>
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<tr>
<td></td>
<td>Action research plans completed</td>
<td>Strategies developed for student peer/self-assessment</td>
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<td>Increase in ICT equipment in rooms</td>
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<td></td>
<td>Published roles and expectations of student leaders</td>
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<td></td>
<td>Results of student survey</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Student led clinic groups to be developed.</td>
<td>Students to use ‘kid speak’ AusVELS documents to assist in tracking their learning and developing goals.</td>
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<tr>
<td>Further develop success criteria</td>
<td>Students using Rubrics to assist in self/peer assessment</td>
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<tr>
<td>Rubrics to develop to assist in student self and peer assessment</td>
<td>PD sessions to include moderation</td>
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<td>Extend moderation sessions</td>
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<tr>
<td>Begin to unpack AusVELS statements in Literacy and develop continuum in ‘kidspeak’</td>
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<tr>
<td>Communications boards to include student led conferences</td>
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<tr>
<td>Students using Rubrics to assist in self/peer assessment</td>
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<tr>
<td>PD sessions to include moderation</td>
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### Year 3

- Review and refine roles and responsibilities of student leaders
- Develop strategies for student self and peer assessment
- Introduce student portfolios

### Year 4

- Students to use ‘kid speak’ AusVELS documents to assist in tracking their learning and developing goals.
- Students using the continuums to track their own learning.
Wellbeing

5. Continue to build a safe and orderly environment.

Year 1
- Review Student engagement and wellbeing policy

Year 2
- Wellbeing committee to review practices in relation to YCDI
- Research into available programs such as ‘Bounce Back’ and ‘Play is the Way’ and report to staff
- Develop processes for recording student management data for Cases 21
- Develop a list of incidents to be recorded onto Cases 21
- Revisit Restorative Practices

Year 3
- Trial and review social skills program
- Review processes for recording data for Cases 21

Year 4
- Embed social skills program into daily practice
- Embed practice for recording data on Cases 21

Productivity

6. Provision of the appropriate resources for the school to implement the school’s strategic plan.

Year 1
- Develop a 4 year resourcing plan for personnel and equipment.
- Survey staff for PD requirements

Year 2
- Identify an ICT leader – Expression of interest
- Provide PD for ICT and committee
- Roles descriptions – expectations for the year
- Specified time to be allocated to complete additional responsibilities

Year 4
- Audit personalised learning approach
- Survey of teachers on personalised learning
- Recommendations to be developed and implemented to improve personalised learning.

Completed staff survey
Completed audit
Planning documents to reflect changes in practice.

Updated policy
Presentation to staff on available programs.
Processes for recording student data onto Cases 21 documented and published
PD program to include Restorative practices.
PD sessions to allow for discussions on social skills program
Weekly planning documents to include social skills program
Data recorded onto Cases 21

4 year resourcing plan published
Results of survey published and PD plan developed for 2015
ICT Leader nominated
ICT PD included in planner.
Leaders identified
Role descriptions published
Results of survey published and PD plan developed for 2016
Roles and responsibilities to include
| Year 3 | PD plan developed for Tuesday PD & curriculum days | **leaders and their roles.**
| Identify Leaders within the school – provide PD and mentors | Results of 360 survey
| Leaders to complete 360 survey | **Year 3**
| Survey staff for PD requirements | Results of survey published and PD plan developed for 2017
| PD plan developed for Tuesday PD sessions and curriculum days | Data collected on time management
| Review time management across the school | **Year 4**
| Review role descriptions and expectations | PD sessions to allow for feedback
| Review 4 year resourcing plan | Documented feedback
| Review program budgets |