

# School Strategic Plan 2018-2022

Brighton Beach Primary School (2048)



Submitted for review by Kim Ancrum (School Principal) on 16 November, 2018 at 09:14 AM  
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 16 November, 2018 at 04:06 PM  
Endorsed by Lisa Mitchell (School Council President) on 30 November, 2018 at 10:50 AM

# School Strategic Plan - 2018-2022

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<p><b>School vision</b></p>	<p style="text-align: right;">Building Better Pathways to Success to Create a Community</p> <p>Learning Globally Brighton Beach Primary School develops students as learners for the world in which they live. We think of our students as curious, creative and caring, passionate about wanting to make a difference for themselves and others. The school has a rich historical context originating in 1878 as the Melbourne Orphanage School. Becoming Brighton Beach Primary School in 1915, we are located in the Beachside Network of schools, geographically positioned on Port Phillip Bay fifteen kilometres from the GPO. Recent staged building upgrades is transforming traditional classrooms into modern flexible learning spaces, whilst maintaining the school's original historic façade. With a strong focus on community, we are committed to nurturing, extending and challenging our students encouraging and leading them to be inquirers, reflective thinkers and active and responsible citizens in a local, national and global capacity. The academic program is complimented by a strong emphasis on social and emotional learning and the integration of digital learning tools with a one to one iPad program in Years four to six. Our strategic school plan is focused on building capable learners who seek to challenge themselves to be the best that they can be. Our school values of: Respect, Resilience, Relationships, Responsibility and Reflection, underpin these efforts. We are committed to continuous improvement and maximizing achievement levels for all our students by striving for excellence in teaching and learning. The school has two principal class leaders, sixteen classroom teachers, a reading recovery teacher, four specialist roles responsible for programs in physical education, performing arts, Japanese and visual arts. The teaching team is supported by two administration staff and additional education support staff who work in the library, first aid and in classrooms.</p> <p>We are proud to have a strong partnership between parents and staff, and a high level of parent participation. Parents are valued contributors in their child/children's education and can be actively involved in a diverse range of areas. These include formal roles on School Council, including relevant sub-committees, the Parent Association, an invaluable liaison role of the class parent representatives, and all manner of additional roles as classroom helpers, parent support for excursions, parent led wellbeing groups and participation in our many community events and fundraising activities. The school has close ties to neighbouring schools through Communities of Practice such as the Literacy and Numeracy Professional Learning Teams, the Bully Stoppers Network and is an active member of the beachside network of schools and the beachside cluster group.</p> <p>The school offers a number of extracurricular activities which include an instrumental music program, running club, walking school bus, whole school musical and art show (on alternate years) and a camping program from Year 2 through to Year 6.</p>
<p><b>School values</b></p>	<p>Brighton Beach Primary is a respectful community school with an inclusive ethos underpinned by a strong commitment to the school's 5R values - Respect, Responsibility, Resilience, Reflection and Relationships.</p> <p>Brighton Beach Primary School recognises the importance of the partnership between the school and the parents to support student</p>

learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

#### **BRIGHTON BEACH PRIMARY SCHOOL has a COMMITMENT TO CHILD SAFETY**

Brighton Beach Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Brighton Beach Primary has zero tolerance for child abuse.

Brighton Beach Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Brighton Beach Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

#### **RESPONSIBILITIES**

##### **AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:**

Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone, with priority given to the fulfilment of the Child Safe Standards.

Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.

Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.

Identify and support students who are or may be at risk.

Do our best to ensure every child achieves to their personal and learning potential.

Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.

Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate

interventions and sanctions when required.

Make known to parents the school's communication and complaints procedures.

Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

#### AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

Model positive behaviour to students consistent with the standards of our profession and the schools Statement of Commitment to Child Safety.

Proactively engage with parents about student outcomes.

Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.

Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

Communicate with the Principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.

Treat all members of the school community with respect.

#### AS PARENTS, WE WILL:

Model positive behaviour to our child and adhere to the school's Statement of Commitment to Child Safety.

Ensure our child/children attends school on time, every day the school is open for instruction.

Take an interest in our child/children's school and learning.

Work with the school to achieve the best outcomes for our child/children.

Communicate constructively with the school and use expected processes and protocols when raising concerns.

Support school staff to maintain a safe learning environment for all students.

Follow the school's complaints processes if there are complaints.

Treat all school leaders, staff, students, and other members of the school community with respect.

Not conduct personal business on the school premises or invite persons to do so on our behalf eg. Soliciting contacts for financial gain or non-school domestic or personal matters

#### AS STUDENTS, WE WILL:

Model positive behaviour to other students.

Speak up and tell an adult at school when myself or others are not safe.

Comply with and model school values.

Behave in a safe and responsible manner.

Respect ourselves, other members of the school community and the school environment.

Actively participate in school and make the most of our educational opportunities by respecting the learning for all.

Practice behaviours agreed to in the Acceptable Use Agreement and the Student Engagement Policy.

#### AS PARENT HELPERS

	<p>Model positive behaviour reflective of our values to the students and staff and adhere to the school's Statement of Commitment to Child Safety.</p> <p>Maintain a trusting relationship with teachers and other parents by maintaining confidentiality at all times.</p> <p>Treat students and staff with respect by not discussing students or staff with other parents. Speak to the Class Teacher, Assistant Principal or Principal.</p> <p>Support the class teacher to maintain a safe and orderly learning environment for all students.</p> <p>Follow the directions of the class teacher and assist where necessary.</p> <p>Arrive on time.</p> <p>Sign in and out at the school office.</p> <p>AS COMMUNITY MEMBERS, WE WILL:</p> <p>Model positive behaviour to the school community and adhere to the school's Statement of Commitment to Child Safety.</p> <p>Treat other members of the school community with respect.</p> <p>Support school staff to maintain a safe and orderly learning environment for all students.</p> <p>Utilise the school's communications policy to communicate with the school.</p> <p>THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:</p> <p>Provide support and advice to the Principal to equip them to manage and respond to challenging behaviour of students, parents and staff.</p> <p>Provide practical guidance and resources to support the school to manage and respond to challenging behaviour of students, parents and staff.</p> <p>Provide practical guidance and resources to support the school to respond to and prevent bullying and promote cyber-safety and wellbeing.</p> <p>Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.</p> <p>Provide the school with practical and legal support as required.</p> <p>Provide parents with practical guidance and resources to resolve conflicts with the school.</p> <p>By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.</p> <p style="text-align: right;">Dewey: "We learn nothing from experience - only by reflecting on that experience"</p>
<p><b>Context challenges</b></p>	<p>Current Context - Key Challenges</p> <ul style="list-style-type: none"> <li>* Predicted student enrolment to gradually decline due to location in a high socio economic area i.e. cost of housing limits new families</li> <li>* Transient ex-pat population also causes fluctuation in enrolments</li> </ul>

	<ul style="list-style-type: none"> <li>* Data sets confirm students operate on average 12 months ahead</li> <li>* Differentiation of the programming to meet point of need, particularly high performing students, and ensuring 12+ month growth for all students is achieved</li> <li>* Supporting early career teachers with thorough induction and ongoing professional learning</li> <li>* Supporting all teaching staff to build leadership capabilities</li> <li>* Building partnerships with parents to enhance all learning for their students: social, emotional, physical and academic</li> <li>* Building community partnerships and communities of practice</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent  "Every student can learn, just not on the same day or in the same way" George Evans  At BBPS our purpose is to enable all students to appreciate their individual disposition and to see themselves as successful learners, able to self regulate and personalise their learning. Our goal is to build caring respectful relationships and to create an inspiring learning environment built on challenge and support.</p> <p>Rationale  Vision/ Mission statement: Building Better Pathways to Success to Create a Community Learning Globally - This reflects our beliefs that it does take a village to raise a child and we value a strong partnership with parents and the broader community.</p> <p>Priorities</p> <ul style="list-style-type: none"> <li>• Enabling teachers to work with research, specialist curriculum leaders/consultants in highly effective teams to plan engaging learning programs, differentiated to meet the needs of all learners</li> <li>• Building a data informed culture to inform explicit teaching in key curriculum areas English, Mathematics, STEAM and General Capabilities.</li> <li>• Foster a culture of ongoing professional learning using the FISO Continuum of School Improvement to evaluate, diagnose, prioritise, set goals and plan; building teacher professional knowledge and efficacy.</li> <li>• Leading and managing assessment and continuous reporting to improve communication to parents about learning.</li> <li>• Enabling staff to develop student agency and self-regulation capabilities - to become self-responsible learners able to articulate their learning goals, respond to feedback and use evidence to identify their progress.</li> </ul>

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<b>Goal 1</b>	To achieve high learning growth for all students, with the minimum of 12 months learning growth in literacy and numeracy every year.
<b>Target 1.1</b>	To increase the number of students in the top band of NAPLAN in Year 3 through to Year 5. Increase in percentages of students in the top two bands of NAPLAN against similar schools.
<b>Target 1.2</b>	Relative growth for NAPLAN across the curriculum to be at or above that for similar schools. Achieve less low relative growth in comparison to similar schools.
<b>Target 1.3</b>	Improve the accuracy of teacher judgement data comparison to NAPLAN to less variability. The learning growth for students across the curriculum will be a minimum of one Victorian Curriculum level each year as measured by teacher judgement.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	1. Embed a holistic approach to the monitoring and evaluation of curriculum planning, the use of assessment data to inform learning, and the inclusion of student agency in their learning.
<b>Key Improvement Strategy 1.b</b>	2. Implement Instructional models which are supported by evidence-based high impact teaching strategies.

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 1.c</b> Building practice excellence	3. Enhance teaching and learning, which is informed by the collection and analysis of student data.
<b>Goal 2</b>	To strengthen the partnership with the school community to achieve expected learning growth for all students.
<b>Target 2.1</b>	Achieve 100 per cent continuous reporting by 2022.
<b>Target 2.2</b>	Increase parent opinion measures of Reporting, General satisfaction and Learning focus.
<b>Target 2.3</b>	Increase student opinion measures of Differentiated learning challenge, Stimulating learning, Motivation and interest, and Self-regulation and goal setting.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Further develop, embed and evaluate a whole school approach to ongoing, continuous reporting that allows for up to date sharing of student assessment.
<b>Goal 3</b>	Enrich student engagement through enhanced opportunities for student voice and agency in learning.
<b>Target 3.1</b>	Increase higher levels of student voice through cognitive engagement, challenge, self-directed inquiry and deep thinking across the curriculum.

<b>Target 3.2</b>	The percentages of positive responses on the AToS will increase for Differentiated learning challenge, Stimulating learning, Motivation and interest, Self-regulation and goal setting, Student voice and agency.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Further develop, embed and evaluate components of all learning programs which offer opportunity for student voice and agency in learning.
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Develop the school-wide approach to teaching and learning in Science and Digital Technology, through the lens of STEAM.