



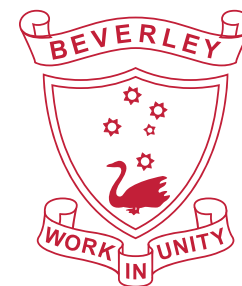
Our Plan

2020 - 2022

Beverley District High School

Working in unity to make a difference for every child

Be very successful
Western Australia





Our 2020-2022 Plan is fully endorsed and supported by the School Board and is in line with the strategic direction for public schools 2020-2024, *Every student, every classroom, every day*. We welcome you to read the plan, invite you into our school and look forward to working with you to achieve the best outcomes for our students and community.

OUR VISION

The Beverley community is committed to ensuring that its school is; Successful, Supportive and Sustainable.

OUR MOTTO

Working in unity to make a difference for every child.

OUR CONTEXT

Beverley District High School serves around 150 students and their families in the Wheatbelt community of Beverley. Our school prides itself on being the heart of our community. Our Plan details the strategic direction of our school over the next three years and is focused on constant improvement and building on strength. It has been developed collaboratively by our school community; school leaders, staff, the School Board, parents and wider community members.

This plan details our four strategic priorities and reflects our vision of ensuring that our school offers a successful, supportive and sustainable environment for Beverley's students to learn and thrive, now and into the future. It looks toward the future ensuring that students are being prepared to become inquisitive, confident, lifelong learners in a dynamic and ever changing world. Through academic rigour, strong partnerships, embracing innovation and by providing a safe learning environment, students are supported to challenge themselves, work collaboratively and express their creativity and voice.

School Principal: *Ben Ratz*

School Board Chair: *Damien Murray*

OUR STAFF BELIEVE



At Beverley we have..

• **SPARK** •

We are..

Successful

When we are..

**Prepared
Aspiring
Respectful
Kind**

- Learning programs are enhanced when they are delivered by passionate and professional teachers
- All children can achieve success when provided with rich learning programs appropriate to their individual needs and abilities
- All children are entitled to a quality education in a safe and nurturing environment where they are encouraged to take risks and express themselves
- Our focus on 'Up-Stream' thinking ensures that students in Early Childhood Education have access to high quality programs and early intervention, which will set them up for sustained success
- Successful, future focused students are critical and creative thinkers
- We are a team of expert, passionate educators who work collaboratively to build our capacity to challenge, support and enrich learning for all students
- Teachers have a responsibility to engage in continual reflection and professional learning, modelling a growth mindset
- Students, teachers and all staff should be valued, respected and celebrated in our school and community
- Students, staff, parents and the community need to work in partnership to provide the best learning environment and opportunities for students and that this fosters engagement and inclusivity.
- Trust is built through transparent and respectful communication between all partners; students, staff, parents and the wider community
- Differences are respected, valued and celebrated
- Students are most successful when we develop the whole child; socially, academically, emotionally, creatively and physically
- Positive student/teacher relationships underpin successful learning
- To be at our best, the health and wellbeing of students and staff is always a priority.
- Through establishing a balance between play based/inquiry learning and explicit teaching across the school students will achieve a more comprehensive and holistic education

“Our school makes a point to listen to student's opinions and tries to incorporate them.”
- Sheera



OUR PRIORITIES

SUCCESSFUL • SUPPORTIVE • SUSTAINABLE



Developing
successful
students



Supporting a
positive
learning
environment



Supporting
innovation
in teaching &
leadership



Strong,
sustainable
school
community

“ Every student, every classroom, every day ”

DEVELOPING SUCCESSFUL STUDENTS

STRATEGIC PRIORITY

We believe that all students are entitled to receive a quality education and should achieve success across all curriculum areas.



TARGETS

1. Rich and engaging learning is taking place in all classrooms
2. Use of evidence based whole school approaches are evident throughout all classrooms
3. A team approach and clear processes in place for identifying and supporting students at educational risk
4. Continue to promote the importance of Early Years Education
5. Monitor individual student progress and emotional development through the ABE component of reporting modules

MILESTONES

1.
 - Set an upward trend toward higher progress and higher achievement in all NAPLAN areas when compared to WA public schools.
 - Set an upward trend in the amount of students achieving Stanine 4 and above in all PAT tests
 - Set an upward trend in the amount of students achieving a C grade or higher in all learning areas
 - School wide commitment to STEAM pedagogy and the development of students critical thinking and problem solving skills
 - Delivery of quality specialist learning through the planning for, delivery and monitoring of high quality learning in STEAM, Health and Physical Education and LOTE (Italian)
2.
 - Academic rigour is evident through a whole school assessment schedule, collaborative meetings, professional learning and moderation
 - Delivery of evidence based high quality teaching and learning programs across all year levels, supporting the achievement of excellence and improvement
 - EDI remains a focus for all teachers, specifically in Literacy and Numeracy
 - Support the collaboration of EDI and Inquiry Based Learning
 - Visible learning is evident throughout every classroom
3.
 - A range of sources are used to identify students at risk, including; LAP, NAP, PAT, NAPLAN and teacher judgement
 - Students have access to intervention programs that "bridge the gap" or extend students
 - Increase the use of SEN reporting for students identified as 'at risk'
 - All students on documented plans are monitored and progress is measured through the collection and analysis of ongoing individual assessments and whole school SAER tracking profiles
4.
 - 100% of NQS areas are met in Early Childhood Education
 - Delivery of high quality teaching and learning programs in Early Childhood classrooms which follow the Early Years Framework
 - Early Childhood staff are supported by the LSC and school leadership
5.
 - Enhance and increase opportunities for student achievement and effort recognition
 - Semesterised data analysis of ABE descriptors to identify, monitor, support and mentor students at risk

SUPPORTING A POSITIVE LEARNING ENVIRONMENT

STRATEGIC PRIORITY

We are committed to ensuring that our school is a safe, caring and inclusive environment where students, parents, staff and community members feel a sense of belonging, purpose and a positive sense of self.

TARGETS

1. Embed a culture of high care throughout the school
2. Continue to embed our PBS SPARK mantra throughout school ethos
3. Embrace inclusivity and diversity
4. Develop an environment that is vibrant and has motivating spaces to optimise student learning

MILESTONES

1.
 - Value and promote positive staff health and wellbeing
 - Creation of a student services team to ensure that all students at risk; academically, socially, emotionally and behaviourally, receive the intervention and support that they require
 - Continue to embed the teaching of social skills and building of student self-regulation and resilience using the Zones of Regulation and U R Strong programs
 - Reduce the percentage of students in the low and emerging categories on the PAT SEW survey
2.
 - Implementation of a Behaviour Support Policy that is aligned to our PBS mantra, focusing on acknowledging and celebrating positive behaviour and promoting restorative practices to resolve behaviour breaches
 - A reduction in the types of behaviour that leads to suspension
 - Attendance to be at or above the state average
3.
 - Provide teaching and learning opportunities which celebrate difference and diversity, recognise respect, and respond to identity and cultural background
 - Staff are familiar with the ACSF, undertake self-reflection, measure school performance on the continuum and use reflections to inform school planning and practice
4.
 - Physical school environment conducive to student engagement and creativity
 - Ongoing improvements and development of the physical learning environments and grounds which reflect student and community needs in addition to current trends and research
 - Implement a three year plan for the maintenance and grounds development to include areas of outdoor play/learning and technology



SUPPORTING INNOVATION IN TEACHING & LEADERSHIP



STRATEGIC PRIORITY

We are committed to ensuring that our school is staffed by passionate professionals who are equipped with the knowledge and skills required to ensure that all of our students are being prepared to become thriving, confident lifelong learners in a dynamic and ever changing world.

“We are a small country school, all the students and teachers know each other and it is easy to make friends”
- Zeke

TARGETS

1. STEAM integrated programs and inquiry based learning is evident across the whole school
2. Build staff capacity to meet the diverse and changing needs of our students
3. Improve the school community's impact on the environment (sustainability)
4. Effective leadership of innovation and staff development

MILESTONES

1.
 - Embed authentic learning experiences in an inquiry model of teaching to support the development of student creativity, innovation, collaboration, communication and critical thinking skills
 - STEAM pedagogy used alongside EDI to create a holistic approach which caters for the whole student
 - Formation of a STEAM program and appointment of a STEAM coordinator
 - School wide understanding of the importance of STEAM and critical thinking skills
 - Dedicated indoor and outdoor learning spaces that develop and foster creativity, playfulness, critical thinking and openness to STEAM learning
2.
 - Professional learning opportunities are provided which highlight evidence based programs and are aligned to school priorities
 - Staff innovation and creativity will be nurtured and supported
 - Implement performance development practices that are reflective and encouraging of self-assessment, growth targets and linked to the AITSL standards with a focus on supported development, not management
 - Provision of time for sharing professional learning via PLCs
 - Peer observation will be an invaluable contributor to staff development
3.
 - All classes are involved in sustainability initiatives
 - Integration of sustainability practices across the school
 - Develop a whole school sustainability plan to reduce our environmental footprint
 - School based initiatives inform our community about sustainability practices
4.
 - Distributive leadership model is used in leadership and collaborative teams
 - Develop skills and leadership capacity through mentoring and provision of leadership opportunities within the school
 - Leadership team to engage in annual development processes and 360 Feedback
 - Development of a supportive school performance development process
 - Attract, develop and retain the best possible staff

STRONG, SUSTAINABLE SCHOOL COMMUNITY

STRATEGIC PRIORITY

We believe that strong partnerships with all stakeholders in our community are essential to provide optimal learning conditions for students, support for staff and ensure that we as a school are a functional and positive factor in our community.

TARGETS

1. The School Board has a lead role in the accountability processes of the school
2. Draw upon the expertise and engage the wider Beverley community to enhance the range and delivery of learning experiences
3. Enhance the positive public image of our school within and beyond the school community
4. Provide a variety of opportunities for parents and families to be engaged with student learning and our school community

MILESTONES

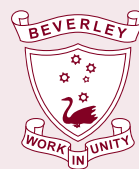
1.
 - Highly functional School Board comprised of engaged, visible and committed members of our school and local community
 - The role and achievements of the School Board is documented and shared within the school community. Meetings facilitate professional dialogue and rigour to ensure reflections of school improvements and tracking the achievement of our plan's aspirations
 - Ensure that new members to the Board have an induction and that training is offered
2.
 - Actively reach out to the wider Beverley community to create two-way relationships in which students are able to add value to projects in the community and vice versa.
 - School facilities are made available to local community members and groups are able to conduct activities which provide educational and social benefits for students
 - Increased engagement with building community and citizenship for students through engagement with local, national and global initiatives
3.
 - Use a range of strategies to communicate, connect with and inform parents and the broader community
 - Concerted effort is made to widely promote, acknowledge and celebrate school events and success
 - National surveys conducted biannually reflect parent and community satisfaction and data gained is used to inform direction
 - A school marketing and engagement plan is developed to build the school brand with its aim to understand and deliver upon community expectations
 - School enrolment numbers to remain steady or increase
4.
 - Increase the amount of opportunities for parents and families to become active partners in learning
 - Increase the amount of opportunities for community members to attend school based events
 - Attendance at school events increases each year



GLOSSARY OF TERMS

ABE	ABE refers to the Attitude, Behaviour and Effort indicators on student reports that are generated twice per year
ACSF	Aboriginal Cultural Standards Framework - A framework which supports schools and staff to reflect upon their approaches to the educational of Aboriginal students with the intent to identify opportunities for improved action
AITSL	Australian Institute for Teaching and School Leadership
Bridge the gap	A focus on ensuring that gaps in student knowledge are 'bridged' before they become too wide
EDI	Explicit Direct Instruction
Inquiry Based Learning	Is a learning and teaching method that prioritises student questions, ideas and analysis
LAP	Literacy Acquisition Profile
LOTE	Language Other Than English
LSC	Learning Support Coordinator
NAP	Numeracy Acquisition Profile
NAPLAN	The National Assessment Program – Literacy and Numeracy - A series of tests focused on basic skills that are administered annually to all Australian students
NQS	National Quality Standards - A high national benchmark for early childhood education in Australia. The NQS includes 7 quality areas.
PAT	Progress Achievement Test - A series of tests by ACER that provide objective, norm-referenced information to teachers about their student's skills and understandings in a range of key areas
PBS	Positive Behaviour in Schools - A whole school framework which supports schools to create positive learning environments
Pedagogy	A method or practice of teaching
PLC	Professional Learning Community
SAER	Students at Educational Risk
SEN	Special Educational Needs - A planning/reporting tool that allows teachers to plan for and report to student specific learning goals
SEW	Social-Emotional Wellbeing survey - part of the ACER suite of PAT tests.
SPARK	Through our PBS matrix Beverley students show SPARK. We are Successful when we are Prepared, Aspiring, Respectful, Kind
Stanine	A method of scaling test scores on a nine-point scale. Commonly used in PAT testing
STEAM	Is an approach to learning that uses Science, Technology, Engineering, Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking
Upstream thinking	The idea of bridging a gap in student knowledge in early childhood (upstream) before it becomes an issue and requires major intervention in later years
Visible Learning	A methodology where students take ownership for their learning





"HEART OF THE COMMUNITY"

Beverley District High School

20 John Street, Beverley, WA, 6304