



School Business Plan
2015 - 2017



Aspire • Innovate • Succeed



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our vision



To be recognised as a high achieving school where all students reach their potential academically, creatively and socially.



motto

Aspire, Innovate, Succeed

Aspire - We aspire to be the best that we can be - not just students, but staff as well.

Innovate - We embrace new ideas and are committed to doing things differently. This allows us to respond to the unique needs of our community.

Succeed – Achieving success is underpinned by our virtues of:
Excellence ... Courage... Respect... Perseverance... Kindness...
Cooperation... Honesty... Enthusiasm



our commitments

West Beechboro Primary School is committed to teaching and learning excellence. We believe this can only be achieved by developing meaningful partnerships, ensuring our future direction is reflective of the changing needs of the local and global community.

We strive for excellence by ensuring that our practices are based on current educational research and strategies. We aim to become a high performing public primary school; competitive with the highest performing schools in Australia. We hold ourselves accountable for the outcomes we achieve.

We are a professional learning community that implements inclusive practices, innovation, collaboration and flexibility, while inspiring and nurturing lifelong learning and leadership for students and teachers.



Department of Education Values

At West Beechboro Primary School we are aligned with the Department of Education (WA) values.

- Learning
- Excellence
- Equity
- Care

West Beechboro Primary School's Corporate Values

The ethos and culture of West Beechboro Primary School is based on the ethical principles of justice and equity, responsible care and respect for people's rights and is exemplified by:

- Trust, honesty and integrity.
- Mutual care and respect.
- Creativity and innovation.
- Pursuit of excellence.
- Service to public education, our school and the community.
- Transformational and instructional leadership.
- Ethical and distributed leadership practices.



Mantras

- Every child matters every day.
- All students can be high achievers.

Imperatives of Student Engagement

All staff will ensure that:

- Students are safe, have trust, respect and feel valued.
- Students have work at their level.
- Students have friends at school.

Pillars of School-wide Pedagogy

- Teacher directed learning.
- Explicit instruction.
- Moving students' knowledge from short-term to long-term memory.
- Positive teacher-student relationships.

Givens for Every Learning Environment

- Strong relationships.
- High expectations and excellent classroom practice.
- Excellent presentation – Uniforms, bookwork and daily correction.
- Appealing classroom display.
- Positive classroom tone.
- Quality feedback to students.

Purpose of Business Plan

The school leadership team, with the endorsement of the school board, has established and are driving a strong improvement agenda for the school; grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents, families, teachers and students, with accompanying timelines.



Implementation

West Beechboro Primary School has an evidence-based approach to the self-assessment of our performance. The National School Improvement Tool (NSIT 2012) was used as a scaffold for school review throughout the 2012-2014 business planning cycle and was validated by the Department of Education Services (DES) 2014 school review. The NSIT will again form the underpinning assessment and monitoring tool throughout the life of the 2015-2017 Business Planning Cycle.

2015-2017 Integrated Priorities

- Develop and implement reliable monitoring tools to track the progression of students in Science, Visual Arts, Humanities and Physical Education.
- Develop and implement a tool to monitor student health and well-being.
- Integrate an enquiry model and develop higher order thinking skills.
- Refine and embed our whole school assessment practices.
- Continue to build our Professional Learning Community (PLC).





Focus Area 1

An Explicit Improvement Agenda

The school leadership team has established, and are driving a strong improvement agenda, grounded in evidence-based practices and expressed in terms of improvement in measurable student outcomes. A high priority is given to school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, well-being and behavioural outcomes (NSIT: Focus Areas 1 & 2).

Strategic Intent

- There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.
- Teachers take responsibility for changes in

practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

- The school leadership team continues and is explicit about the school improvement agenda, aligned with national and state system priorities, that includes clear targets with accompanying timelines which are rigorously actioned.
- Data from Progressive Achievement Tests (PAT), benchmark monitoring and NAPLAN is used throughout the school to identify gaps in student learning, to monitor progress over time and across the years of schooling.
- Implement professional learning for staff to use electronically produced software to analyse data on individual and class performance to enhance teaching practices.

Key Performance Indicators

- Staff surveys show an improvement in all NSIT focus areas towards becoming an outstanding school.
- Value adding data shows continued same cohort growth of NAPLAN and PAT results between testing periods.
- Staff professional learning is acknowledged, recorded and aligned with the school improvement agenda.

Focus Area 2

Successful Students

A Culture That Promotes Learning

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across year levels. We encourage the use of successful research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning (NSIT: Focus Areas 6 & 8).

Strategic Intent

Early intervention screening and support

- Assess all students in Kindergarten using school based screening tools.
- Learning support referrals are made for students requiring speech, occupational therapy or paediatric assessments.
- Early support for new EAL/D students, including on-entry testing and speech screening for ECE students.
- Assess all Pre-Primary students using the Performance Indicators for Primary Schools (PIPS) and the Department's on entry assessment to identify students requiring extension or accelerated learning programs to catch up to their peers and to compare how our school is performing against other schools in the state.

Implement differentiated curriculum to meet student needs

- Continue to build the capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans.
- Embed monitoring of students' progress to determine achievement of individual and group identified learning goals.
- Continue the whole school implementation of the Three Tier Response to intervention, embedded into classroom practice.
- Modelling and coaching of differentiated practices to cater for all students in every classroom.
- Maintain teaching practices across the school that reflect all students as capable of learning and being successful, and that differentiation for students is catered for in literacy and numeracy warm-ups, in the teacher's questioning when checking for understanding and in the planning of independent activities.

Pursuit and celebration of personal excellence and provision of leadership opportunities

- Promote individual success in academic and non-academic achievements - inside and outside of the classroom - via a range of communication strategies.
- Provide leadership development through leadership courses and associated classroom activities.
- Provide opportunities and training for students to develop leadership qualities, including public speaking and organising school events through designated roles.





Promote a culture of inquiry and innovation where independent learning is valued

- Investigate and implement a whole school inquiry model.
- Provide opportunities to develop metacognitive strategies across all learning areas, including higher order thinking and problem solving skills.
- Provide staff with training in the updated “Bloom’s Taxonomy Revised” higher order thinking skills.

Key Performance Indicators

- Increase the number of students identified for academic extension.
- Maintain the number of Pre-Primary students who have a score of 50+ in the PIPS end of year assessment.
- Increase and or maintain the number of students in the top 20% of the NAPLAN scales in Literacy and Numeracy.
- Maintain or exceed the percentage of students that are satisfied with our school.
- Targeted higher order thinking skills are evident across the curriculum in every classroom.
- Ongoing support of teachers pursuing higher education

Focus Area 3

Excellence in Teaching and Learning

The school will continue to find ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements (NSIT: Focus Area 5).

Strategic Intent

Support and develop teacher leadership

- Provide all staff with high quality professional learning opportunities, including coaching, mentoring and the introduction of Joint Practice Development (JPD).
- Continue with Level 3 Classroom Teacher program and develop individual leadership pathways for aspirant leaders.
- Mentor teachers who take on active curriculum leadership roles beyond the classroom.
- Use national principal and teacher professional standards as a basis for coaching and performance management.

Develop improvements in curriculum and assessment

- Continue the sequential implementation of the Western Australian Curriculum and Assessment Outlines to ensure it is embedded in teachers' planning, lesson delivery and assessment.
- Refine our continuous professional learning cycle to include: workshops to build teacher knowledge; seeing best practice modelled and supported with ongoing feedback and reflection linked to classroom coaching.
- Implement the educational program and practice elements of the Early Years Learning Framework and National Quality Standards in the early years.
- Ensure all teachers understand and use effective, research-based teaching methods to maximise student learning.
- Provide opportunities for Education Assistants to participate in targeted professional learning, share best practice and observe peers in intervention and support roles.

Ensure the school is well resourced with ICT that enriches the learning opportunities for students and staff

- Continue integration of the iPad programme to enhance teaching and learning.
- Utilise online resources to be accessed in every classroom.
- Maintain and extend, where needed, the wireless connectivity throughout the school.
- Ongoing professional learning to integrate ICT into teaching practices.

Key Performance Indicators

- West Australian Curriculum is aligned with our school curriculum across all year levels and with the implementation guidelines of the School Curriculum and Standards Authority.
- Extent of professional development undertaken by principals, teaching and support staff.
- Classroom coaching conducted at least once per semester, including feedback provided to teachers.

- Regular review of student progress embedded in teaching practice across the school.
- Increased number of staff taking on formal and informal leadership roles.

Focus Area 4 A Safe, Supportive and Sustainable Learning Environment

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and promotes intellectual rigour and applies its resources in a targeted manner to meet the learning and wellbeing needs of all students (NSIT: Focus Areas 3 & 4).

Strategic Intent

Effective Social and Emotional Learning (SEL) for all students

- Maintain and improve delivery of an evidence-based whole school approach to social/ emotional and bullying education – Friendly Schools Plus.
- Explore initiatives that promote and celebrate the values and beliefs of students from different cultural and faith backgrounds, and build the cultural competence of school staff.
- Utilise school chaplaincy program to build resiliency and social skills for identified students.
- Continue to provide awareness training on cyber safety and management of the ICT school/home interface.
- Introduction of whole school approach to conflict resolution in the playground, supported by self-talk language and strategies for students.

Key Performance Indicators

- Comparison of pre and post student survey results to determine effectiveness of whole school approach.
- Maintain or exceed the percentage of parents that are satisfied with the school's overall performance (parent survey).
- Maintain or exceed the attendance rates of students against WA public schools especially those in the moderate and severe risk categories.

Focus Area 5

Strong sustainable partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships (NSIT: Focus Area 9).

Strategic Intent

Identify potential community partners to contribute to improved student achievement and/ or wellbeing

- Continue to build strong networks with staff from our professional learning community and partner schools.
- Continue to work with Meerilinga and Nyoongar Well Being and Health in addressing the needs of Aboriginal students and families in our community.
- Continue to forge partnerships with universities for action research projects and two way learning opportunities.

Build partnerships with parents, families and community organisations to improve outcomes for students

- The school provides opportunities for parents and carers to connect with each other and external agencies to develop support networks, actively seeking ways to minimise barriers to participation.
- The school has protocols and processes for recognising and responding to students experiencing mental health difficulties, including helping students to remain engaged in their education.
- Continue and develop further collaboration with parents to develop best practice to ensure inclusivity and acceptance of all cultures and faiths.

Share our expertise and classroom innovation across schools and networks of schools

- Apply to become a Department of Education, Teacher Development School.
- Continue developing partnerships with schools for the purposes of: sharing expertise in best practice pedagogies; planning and provision of professional learning.
- Continue to mentor leadership teams from WA public, private and interstate schools, in school improvement and share best practice teaching and learning strategies.
- Provide professional learning opportunities to assist schools to improve teaching and learning practices in K –Year 6.

Key Performance Indicators

- Students, parents and teachers indicate high levels of satisfaction with the learning and working environment of the school

Student Achievement Targets 2015 - 2018

Literacy & Numeracy

To improve and/or maintain the percentage of students from the stable cohort in the top two bands of NAPLAN compared to like schools, over a two year cycle.

To maintain or reduce the percentage of students from the stable cohort in the bottom two bands compared to like schools, over a two year cycle.

To maintain our tracking processes for our EALD and Indigenous students to ensure their performance is comparable to all students.

Other Curriculum Areas

Investigate and implement minimum standard benchmarks of skills required in our specialist areas of Visual Arts, Technology and Enterprise and Physical Education.

Develop assessment tasks to measure student progress in interpreting and using Social Studies skills effectively.

Develop and implement tasks to measure student progress in scientific enquiry skills and writing methods.

Health and Well-being

Develop information for parents regarding absenteeism and its effect on student learning.

Reduce the amount of students in the moderate and severely at risk categories in attendance data.

Survey all students from Year 2 – 6 using the Australian Council of Educational Research (ACER) health and Well-being survey. Monitor students behaviour using Integris.



Our Self Assessment

Report plan for West Beechboro Primary School Board and Staff

Meeting	Report
2015 Term 1	<ul style="list-style-type: none"> • Budget Approval • SFSA report • Financial Report
Term 2	<ul style="list-style-type: none"> • Leadership Review 360° • SFSA report • Financial Report including SFSA • 2014 School Report
Term 3	<ul style="list-style-type: none"> • Business Plan Approval • Financial Report including SFSA • NAPLAN performance
Term 4	<ul style="list-style-type: none"> • Teacher Survey NSIT review • Student Survey reviews • Report on Student Performance PAT Testing, minimum benchmark achievements and PIPS • Staffing 2016 • Finances including SFSA • Budget Approval including fees and charges
2016 Term 1	<ul style="list-style-type: none"> • Yearly Targets • 2015 School Report • 2015 Attendance Data • PIPS Data initial results of new cohort
Term 2	<ul style="list-style-type: none"> • Board review • Leadership Review • Parent Survey • Finances including SFSA
Term 3	<ul style="list-style-type: none"> • Semester 1 Attendance • 2015 AEDI • Finances including SFSA • Reporting to parent data • NAPLAN Data
Term 4	<ul style="list-style-type: none"> • Proposed Budget including fees and charges • Report on Students Performance including PAT, Benchmarks and PIPS • NSIT Survey - staff

Meeting	Report
2017 Term 1	<ul style="list-style-type: none"> • Budget Approval • Yearly Targets • 2016 School report • 2016 Attendance data • PIPS New cohort review • Finances including SFSA
Term 2	<ul style="list-style-type: none"> • Board Review • Financials • Leadership Reflection 360°
Term 3	<ul style="list-style-type: none"> • Teacher NSIT Survey • Semester 1 Attendance Data • NAPLAN DATA • Financials
Term 4	<ul style="list-style-type: none"> • Proposed 2018 Budget including fees and charges • Report on student performance • Evidence progress towards SBP Independent Public School Review.





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