



Business Plan 2022-2024





Our Vision

To be recognised as a high achieving school where all students reach their potential academically, physically, 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





2 Mantras

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

4 Pillars of School-wide Pedagogy

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

3 Imperatives of Student Engagement

All staff will ensure that:

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

6 Givens for Every Learning Environment

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

8 Virtues

- Excellence
- Courage
- Respect
- Perseverance
- Kindness
- Cooperation
- Honesty
- Enthusiasm

Introduction

At West Beechboro Primary School (PS), we are driven by a shared and clearly articulated commitment to excellence. We are cognisant of the importance of ensuring that opportunities to engage in meaningful learning experiences are at the forefront of all our decision making, and that improved student learning is our highest priority. Our purpose is to ensure that every student is a successful learner and every teacher is a highly effective teacher.

The Business Plan describes the priority areas we will focus our work on over the coming years. These areas have been identified through careful analysis of student and school performance data and are aligned with the priorities identified in the Strategic Plans for WA Public Schools.

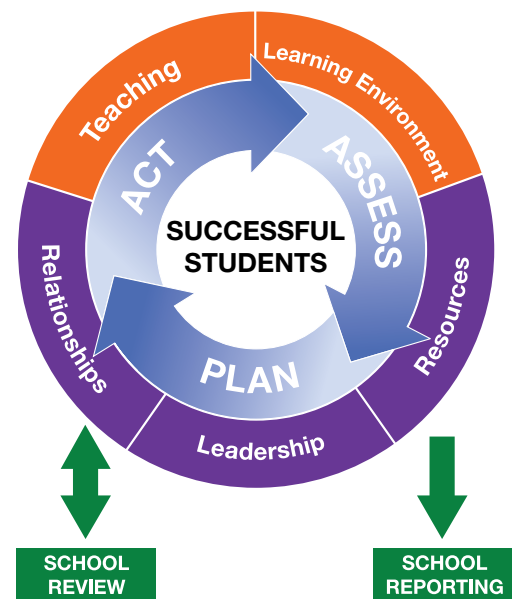
We place high expectations on ourselves and then seek to exceed them. We believe that for every student to

achieve their potential, we must create an environment that enables our teachers and allied staff to do just that.

West Beechboro PS plans for school improvement using continuous self-reflection. Central to this, is an understanding of the elements and drivers of school improvement.

Overview of Self-Assessment Cycle

As an Independent Public School, West Beechboro PS has a rigorous process in place to monitor and review student performance in academic and non-academic achievement and progress. The model for School Improvement and Accountability below underpins all that we do.





We have identified seven key components for the sustained improvement we wish to see at West Beechboro PS.

Shared Vision & Goals

The priorities are focussed on the things that are most important to student learning:

- Improving literacy & numeracy achievement
- Positive and inclusive learning environments
- Instructional leadership
- Effective implementation of the West Australian Curriculum
- Meaningful assessment that informs planning.

Leadership

Our leadership across the school is like-minded, shared, collaborative, strategic and instructional. Our school is committed to strong leadership, with clear vision and direction. It is underpinned by what DeWitt (2021) described as Collective Leader Efficacy. This ensures a common message and understanding of how we bring about change and improvement in the school.

Expert Teaching & Learning

We are focused on shared pedagogy, accountability for student learning, effective research-based professional learning, coaching and mentoring. We are data driven. We have set standards that have become the minimum expectations for students; these are year-level, specific and clear.

We lead a structured approach to teaching and learning, which includes an emphasis on ensuring all children are successful and no one is left behind. We use evidence based explicit teaching of key concepts and skills, especially in the foundational areas of literacy and numeracy in the early years of school. Teaching strategies are grounded in evidence and are underpinned by the Department's Teaching Framework. These include:

- Setting minimum benchmarks for content delivery and student knowledge
- Fast-paced learning to manage the core curriculum
- Explicit instruction
- Revision and reinforcement
- Teaching that is skills based
- A focus on phonemic awareness, phonics, spelling, sentence construction, grammar and mathematics.

High Expectations

We believe that all children should achieve the minimum benchmarks set by the Education Department, and that teachers are accountable for student performance. We expect our teachers to strive to motivate and engage every student in learning. Learning is differentiated and at the student's level and all students must have friends at school. Teachers have high expectations for themselves and are continuously learning and improving their practice.

Learning Communities

We work to build teacher capacity around our core priorities, including the development of leadership skills. The school places an emphasis on recruiting for the expertise needed and building the capacity of our existing staff. Coaching is embedded across the school.

Accountability & Data

Sharing and using data to analyse school and student performance is paramount to driving improvement. We are systematic in the way in which the data is shared and discussed by the staff, ensuring that we look to additional sources of evidence to provide a comprehensive picture of student performance and individual student needs.

Stimulating & Safe Environment

Orderly learning environments across the school is a precondition for improved teaching and learning.

Positive, inclusive and welcoming classrooms provide a means of personalising learning and meeting individual student needs.

The interconnectedness of these seven components in promoting the quality of teaching and the provision of a safe, caring and inclusive learning environment, enables students to be successful. We scaffold success by ensuring the efficient allocation and use of resources, providing high quality and distributed leadership, and building and maintaining positive and effective relationships between staff and students.

We are cognisant of how learning occurs and the conditions required for optimal learning. Our commitment to embedding evidence-based practice for an effective instructional framework is ongoing. Our intention is to further refine our practice for ongoing school improvement.

This Business Plan identifies five priority areas:

1. Successful Students
2. High Quality Teaching
3. Highly Effective Leadership
4. Safe and Inclusive Learning Environment
5. Positive Partnerships and Strong Governance.

The Business Plan ensures that our vision & values are upheld and that school improvement is continuous. The plan was developed by the school's Senior Executive Team in consultation with the School Board and staff.





2022 – 2024 Integrated Priorities

- Review, develop and implement a comprehensive Information Communications Digital Technology plan (ICT) including a Digital Technologies Teaching plan
- Continue to build our Professional Learning Community.
- Maintain and improve evidence-based explicit teaching methodology in every classroom
- Review and refine our whole school assessment practices within each phase of learning
- Develop and integrate an inquiry learning model that promotes and encourages the development of Higher Order Thinking Skills (HOTS)
- Review and refine the school's approach to behaviour management, including a review of the school's approach to bullying
- Review, refine and improve Values Education and health and wellbeing for all students and staff
- Develop a strategic plan for connecting with parents and community
- Review the Aboriginal Cultural Standards Framework (ACSF) to clearly articulate how our school meets the needs of Aboriginal students, parents and families.

Focus Area 1

Successful Students

We have high expectations for all students in our school. We recognise that highly effective teaching is the key to improving student learning. We expect the use of evidence-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learns successfully. All teachers understand and use effective explicit instruction and inquiry learning teaching methods.

What we will do

- ✓ Develop Early Childhood Curriculum documents that reflect our Early Childhood philosophy and to guide our K-2 Instructional framework and content.
- ✓ Plan opportunities across the curriculum for students to apply innovation and creativity in order to develop their Science, Technology, Engineering, and Mathematics (STEM) competencies.
- ✓ Develop students' skills and abilities in teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.
- ✓ Develop effective processes for the identification of, and educational support for, students who speak English as an Additional Language/Dialect (EAL/D).
- ✓ Whole school implementation of the Three Tier Response to Intervention is embedded into classroom practice.
- ✓ Review and refine our approach to the identification, monitoring, targeted intervention and evaluation of students at risk.
- ✓ Enable Special Needs Education Assistant's (SNEA's) to work collaboratively to develop resources, strategies and other effective ways of supporting students with disabilities and additional learning needs.
- ✓ Build the leadership capacity of students so that every Year 6 child is considered a leader.
- ✓ Continue to build the capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans.

What this looks like

- ✓ Increased number of students who have 85% or more competency in Phonological Awareness Assessment at the end of Pre-primary.
- ✓ Maintained or exceeded the percentage of students satisfied with our school.
- ✓ Digital technologies are embedded across the school.
- ✓ ICT is seamlessly incorporated in effective teaching and learning practices across the school.
- ✓ Integration of HOTS in teaching practice through the inquiry approach in every classroom, and there is a targeted focus on developing problem solving and independent, critical, and creative thinking skills in classroom practice.
- ✓ Targeted HOTS evident across the curriculum in every classroom.
- ✓ Students who are identified as 'at risk' on their Pre-primary On Entry assessment (0.4 and below) are monitored, tracked and reassessed annually.
- ✓ Students have resources at level, individual plans and SNEAs are trained and highly competent. SNEA coaching is in place as required.
- ✓ Year 6 students undertaking leadership roles across the school.
- ✓ Targeted professional development is offered to staff that supports differentiated learning in the classroom context of the school's instructional framework.

Focus Area 2

High Quality Teaching

The school will continue to develop a professional team of highly effective teachers, including teachers who take active leadership roles beyond the classroom. We will continue to develop a culture of collective responsibility for student learning with a strong focus on continuous self-improvement, the delivery of high quality teaching and targeted, engaging teaching and learning programs.

What we will do

- ✓ Continue to enhance staff capacity to implement visible learning strategies based on explicit instruction.
- ✓ Identify literacy and numeracy lead teachers to provide professional support, coaching and mentoring to ensure consistency of approaches across the school.
- ✓ Provide targeted professional learning, differentiated at point of need, to support the implementation of the school vision and whole school instructional approaches using current best practice strategies.
- ✓ Further strengthen induction and mentor processes for beginning teachers and teachers who are new or returning to the school.
- ✓ Engage in moderation strategies that enhance consistency and comparability of teacher judgements of students' grades.
- ✓ Enable teachers to observe colleagues in areas of whole school and individual need. Provide opportunities for ongoing feedback and reflection linked to classroom coaching.
- ✓ Enhance teacher capacity and ensure structures are in place, to collaboratively and individually use data from whole school assessment to analyse and diagnose student learning and assess the impact of teaching.
- ✓ Refine structures and processes that enable staff to collaborate more easily and effectively.
- ✓ Investigate, develop and implement a whole school assessment policy to include rigorous interrogation of the National Assessment Programme / Literacy & Numeracy (NAPLAN) and Progressive Achievement Tests (PAT) assessment data.
- ✓ Provide opportunities for allied staff to participate in targeted professional learning, share best practice and observe peers in intervention support roles.

What this looks like

- ✓ Assessment data is used to determine our effectiveness and to inform teacher planning and practice.
- ✓ Classroom teachers and education assistants observe colleagues teach.
- ✓ Data collection is completed annually and used to inform the direction and implementation of teaching and learning across the school.
- ✓ Western Australian Curriculum (WAC) is implemented across the school in line with the implementation guidelines of the School Curriculum and Standards Authority (SCSA).
- ✓ Coaching is embedded across the school. Staff are engaged in conversations to improve curriculum delivery using the school's instructional framework.
- ✓ There is regular review of student progress to inform teaching practice across the school.
- ✓ Staff provided with opportunities to attend professional learning to improve teaching and learning across the school.

Focus Area 3

Highly Effective Leadership

We have high expectations for all students in our school. We recognise that highly effective teaching is the key to improving student learning. We expect the use of evidence-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learns successfully. All teachers understand and use effective explicit instruction and inquiry learning teaching methods.

What we will do

- ✓ Embed classroom observation and feedback ensuring teachers and allied staff are provided with feedback on their performance.
- ✓ Performance management is a seamless extension of the observation and feedback culture and enables teachers and education assistants to identify relevant professional growth goals aligned to school priorities.
- ✓ Refine and embed peer coaching, observation and feedback across the school.
- ✓ Continue to distribute leadership across the school for teachers and allied staff, including the identification of curriculum leadership.
- ✓ Provide authentic leadership opportunities for aspiring staff to build their capacity to carry out their leadership roles effectively.
- ✓ Senior Executive Leadership Team (Principal and Deputy Principals) undertake self-reflection against the Principal Performance Improvement Tool and/or 360 Degree Feedback.
- ✓ The Aboriginal Cultural Standards Framework (ACSF) is implemented and the school explores the possibility of a Reconciliation Action Plan (RAP).

What this looks like

- ✓ Performance Management is underpinned by reflection against the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards.
- ✓ A suitable leadership identification process is being utilised for example, the WA Future Leaders Framework (WAFLF) and staff are identifying areas for professional growth within the leadership framework.
- ✓ There is fostering and enhancement of staff leadership opportunities across the school.
- ✓ Senior Executive Team are informed and up-to-date on school context and all decisions are driving high performance in teaching practice and student outcomes.
- ✓ Monitor ourselves on the ACSF and are making progress towards cultural responsiveness.
- ✓ Staff are provided with professional learning opportunities and classroom environments are inclusive and welcoming for Aboriginal students.
- ✓ The establishment of student leadership programs within the school, including Year 6 School Councillors and Faction Captains. Explore the development of the School Council having more say in the school.
- ✓ Students engaging in genuine opportunities that enhance and promote leadership development and bring in more student voice.



Focus Area 4

Safe and Inclusive Learning Environment

West Beechboro PS staff believe 'every student, every classroom, every day' is central to all that we do. We believe that every student is capable of successful learning, which in turn supports positive self-esteem.

We prioritise building and maintaining positive and caring relationships between staff, students and parents. We will continue to build on our strong, collegial culture of trust. The school aspires for all learning environments to be safe, respectful, tolerant, inclusive and promote intellectual rigour. We direct resources in a targeted manner to meet the learning and wellbeing needs of all students and staff.

What we will do

- ✓ Further utilise the school chaplaincy program to build resilience and social skills for identified students.
- ✓ 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.
- ✓ Using a digital technology focus continue to provide awareness training on cyber safety and management of Seesaw, the ICT school/home interface.
- ✓ Refine and embed the whole school approach to conflict resolution in the playground, supported by self-talk language and strategies for students.
- ✓ Ensure Values Education is explicitly taught within a whole school approach embracing all facets of school life.
- ✓ Provide an explicit focus on student health and wellbeing that addresses the growing demand for mental health care, pastoral care, student safety and psychological and social support for students and their families.
- ✓ Strengthen our awareness of and processes that provide support for staff mental, physical and social emotional health and wellbeing.

What this looks like

- ✓ Chaplain is actively involved in conversations with students that are reflective of improving self-regulation and positive mental health.
- ✓ Attendance rates exceeding that of WA Public Schools.
- ✓ Values Education is evident in daily interactions with students through their behaviours and conversations.
- ✓ Values Education is embedded in classroom practice and evident through observable interactions between staff and students and staff and staff.
- ✓ School psychologist works with students, families and teachers to support students in accessing the curriculum in order to lift individual achievement rates.
- ✓ Case conferences with multiple agencies that are focused on improving students ability to engage in educational programs.
- ✓ Zones of Regulation and Protective Behaviours are explicitly taught and embedded across the school.
- ✓ Wellbeing Advisory Group is established and provides staff with professional development in trauma informed practices in classrooms.
- ✓ Staff health and wellbeing survey results positively reflect our intentional efforts to improve staff wellbeing in the workplace.

Focus Area 5

Positive Partnerships and Strong Governance

We are a highly capable and responsive school characterised by strong, supportive relationships and a culture of care and connection to the community. Staff actively seek 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 will be strategically established to address identified needs. Procedures will be established with the School Board to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

What we will do

- ✓ Continue to build the profile of the School Board and P&C and communicate their roles and decisions effectively to the school community.
- ✓ Provide induction and training for all new and existing School Board members.
- ✓ Build mutually beneficial partnerships with universities.
- ✓ Strengthen practices that lead to improvement in the rate of authorised and unauthorised attendance.
- ✓ Enhance learning opportunities for school staff and others through external partnerships.
- ✓ Enhance the capability of school support staff to add value to classroom effectiveness, care and school management.
- ✓ Recognise the diverse cultural and linguistic needs of students and build on relationships with relevant cultural groups in the school community.
- ✓ Establish strong, positive relationships between students. Continue to forge strong and sustainable community partnerships to create engaging learning opportunities for students.
- ✓ Increased levels of collaboration and professional learning opportunities with other schools and their staff.

What this looks like

- ✓ School Board members and the principal are engaged in discussions around school improvement in terms of evidence of effective practices.
- ✓ Pre-service teachers engaged in induction and mentoring by school staff.
- ✓ Attendance rates at or above WA State School averages. Authorised absences show an upward trend in semester attendance reports.
- ✓ Parents are represented on the School Board in line with the Board Terms of Reference.
- ✓ Teachers are able to articulate their student's aspirations and strengths.
- ✓ Events and activities bring families and community together to celebrate cultural diversity.
- ✓ School psychologist, Chaplain, Department specialists and other support agencies are integral to work with school staff in strategies and practices to support students with trauma, disabilities, and other concerns as identified.



School Targets

By 2024

- NAPLAN numeracy, reading, writing and grammar and punctuation results will exceed that of like schools in Year 3 and Year 5
- Numeracy performance will exceed WA state schools in Year 3
- Students meet or exceed expected progress in literacy and numeracy in Pre-primary On Entry Assessments.

2022 - 2024

- Maintain or exceed the percentage of students satisfied with the school on a student survey
- Maintain or exceed the percentage of parents satisfied with the school's overall performance on a parent survey
- Maintain or exceed the percentage of staff satisfied with the school on a staff survey
- Maintain or exceed the attendance rate of students against WA Public Schools
- Improve student achievement in NAPLAN to be comparable with all WA State Schools
- Increase the percentage of students in the top 20% of WA students
- Decrease the percentage of students in the bottom 20% of WA students.







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