



**School
Business
Plan
2018-2020**





our vision



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



Aspire • Innovate • Succeed

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



Message from the Principal

West Beechboro Primary School (WBPS) continues to seek ways in which to ensure the students who attend the school are provided with the highest quality of teaching and learning opportunities.

Since 2012 the teaching community, led by the school's executive, commenced developing, and subsequently implementing, a signature pedagogy which was underpinned by research based, proven, highly effective teaching practices. As the school community moves into the next planning cycle from 2018 – 2020, it will take with it a number of highly successful strategies from the previous cycle in an effort to not only sustain the high level of teaching and learning it has become associated with, but to further develop these in an effort to build a knowledge rich community for students and staff alike.

West Beechboro Primary School has made significant changes over the years to become a school of choice for the local intake area. I look forward to being a part of the next phase of this exciting journey and extend deep gratitude for everyone who has been involved, and continues to be involved in this journey of excellence.

Forward

This plan sets out the direction for our school from 2018-2020 and serves as a guide to achieving our school vision. Developed by the school executive in consultation with the school's board and staff, the plan articulates the pathway forward in continuing to provide quality and effective teaching and learning experiences that will result in high achievement for all students, emphasising the full development of the intellectual, physical, creative and social potential of the individual with an understanding that each and every student is important in their own right.

Mantras

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

Pillars of School-wide Pedagogy

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

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.

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.

Our Commitment to the School Community

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 our 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.

Our self-assessment Process

A strong self-assessment process is a fundamental part of WBPS's planning and improvement cycle. All staff participates in the collection, analysis and planning for improvement using the following tools:

- The National School Improvement Tool (ACER)
- The National Quality Standards Reflection Tool (ACECQA)
- The Aboriginal Standards Framework (DoE)

Key objectives 2018-2020

- Establish ambitious targets and high expectations, academic and non-academic for our students to aspire to.
- Engage staff in systematic, continuous and comprehensive self-assessment processes related to student achievement and school processes.
- Deliver high quality teaching through planned professional learning modules that align with our focus on explicit pedagogical practices.
- Develop exemplary teachers through the promotion of peer coaching and systematically scheduled instructional rounds.
- Plan for continued implementation of the WA Curriculum specifically in HASS, Languages, Arts and Digital Technologies.
- Provide opportunities for the school community to develop digital literacy through practical and creative application of digital technologies for current and future trends.
- Provide essential resourcing to further enhance student health and well-being and promote positive behaviours, attitudes and effort.
- Identify students at risk in the early years and provide support for students experiencing difficulties in the school environment.
- Deliver programs that continue to improve the academic, social, health and well-being outcomes of our Aboriginal students addressing the Federal Government's Closing the Gap Initiatives.

FOCUS AREAS

Developing Exceptional Teacher Leaders

We believe that quality teaching has the greatest positive impact on learning.

Our emphasis will be to support and provide staff with a comprehensive range of opportunities to further develop the effective teaching model implemented at WBPS.

What we will do	What this looks like
Instil a rigorous and supportive performance recognition process based on the Australian Standards (ATSIL)	Teachers receiving regular and informative feedback that informs their practice towards becoming an exemplary teacher. Teachers engaging in coaching sessions, instructional rounds and continually reflecting on their performance across the ATSIL standards.
Develop exemplary teaching practices and quality learning opportunities aligned with our school pedagogy and curriculum.	Explicit Teaching in Literacy and Numeracy. Integration of HASS subjects with an emphasis on developing higher order thinking skills. Teachers using a guided inquiry in HASS based on the Kath Murdoch Model. In-house professional learning, using qualified and effective teacher leaders to provide and follow up on PL opportunities. A range of external professional learning taking place across the school that support key initiatives.
Continue with the development of a supportive coaching culture across the school.	Educational experts working collectively and individually with staff. Developing and upskilling peer coaches.
Plan for instructional rounds and external school visits.	Teachers reflecting on their performance, improving skills and supporting colleagues.
Continue to analyse data from NAPLAN and PAT to inform planning for student improvement.	Regular examination of data with staff and the school board with the aim to enhance and sustain school improvement.
Develop staff competencies in using digital technologies to enhance student learning.	Staff using Seesaw and other digital resources to develop digital literacy and integration across all subject areas.
Continue Professional Learning aligned with the Aboriginal Cultural Framework to enhance the outcomes of our Aboriginal Students.	The analysis of data indicating where the school sits in relation to understandings of the Aboriginal Cultural Framework. Professional Learning modules developed to assist in understanding and implementing strategies for the school to achieve proficient standard in the five areas of the framework.

Achieving Academic Excellence

Our students will be exposed to high-quality and motivating learning opportunities targeted at year level and beyond, inspiring them to reach their potential.

What we will do	What this looks like
<p>Build rigour into Early Childhood Education. Consolidate the K-1 plan and our explicit teaching model in driving a formal oral language program in English.</p> <p>Develop a Kindergarten hands on approach numeracy programme to prepare students for PRIME Mathematics in Pre-Primary through to Year 2 with reference to the National Quality Standards and the Early Years Framework.</p>	<p>Planning documents from K-1, with an emphasis on developing a formal oral language program – Talk for Writing.</p> <p>Speech screening of all students in kindy in Term 1 to identify those that need referrals to the Child Development Centre.</p> <p>Students in kindergarten experiencing mathematics through hands on approach in number, measurement and geometry.</p> <p>Measures against the NQS as being met.</p>
<p>School-wide pedagogy in explicit teaching to improve results in reading comprehension and writing.</p>	<p>A consistent approach across the school to teaching and learning.</p> <p>Emphasis on Reading and Writing using Shared and Guided reading strategies to improve fluency and comprehension.</p> <p>Daily sentence writing, to improve students' use of vocabulary, punctuation and sentence structure.</p>
<p>Guided inquiry in HASS from Year 3-6 focussing on higher order thinking, analysing, researching and producing high level presentations to an audience.</p>	<p>Integrated units of study developed and resourced taking into consideration the introduction of the Civic and Citizenship, Economics and Business curriculum.</p> <p>Inquiry based summative assessments and marking keys developed in every school year 3-6.</p>
<p>School-wide curriculum and planning documents.</p>	<p>A clear scope and sequences from K-6 with content targeted above year level.</p> <p>Continued use of:</p> <ul style="list-style-type: none"> • Jolly Phonics and Grammar. • PRIME Mathematics • Think Mentals • Cars & Stars • Spelling Mastery • Talk for Writing • Seven Steps to Writing Success • Languagenut – Italian

What we will do	What this looks like
<p>Measure academic performance against NAPLAN, PAT, On-Entry achievement data and Brightpath scales.</p> <p>Band growth will be measured from Year 2 with data obtained through informal NAPLAN testing.</p>	<p>Student value-adding measured by band growth in NAPLAN and scaled scores in PAT.</p> <p>Brightpath scales to be used for assessment in writing text types.</p>
<p>Frequently monitor students' skill levels and progress towards year level targets.</p>	<p>Classroom based monitoring tools being updated by teachers in Literacy, Mathematics and HASS each term.</p>
<p>Achieve an excellent standard of student productions in the Arts.</p>	<p>Displays of and performances of our students' achievements within our local community in both Visual Arts and Dance.</p> <p>Development of a whole school monitoring tool in Art skills.</p>
<p>Provide students with a rich, cultural aspect of language which will be developed over time from oral to written language.</p>	<p>Students from Year 1-6 engaging in Languagenut.</p> <p>Student's language work displayed in classroom and showcased on Seesaw.</p>
<p>Students exposed to a high quality Science program.</p>	<p>Improved PAT Science scaled scores.</p> <p>Partnerships formed with local secondary school in STEM.</p>
<p>Students given the opportunities to engage in Physical Activity promoting a healthy lifestyle.</p>	<p>Active and engaged students.</p> <p>Students participating in competitive in house and interschool carnivals.</p> <p>High student numbers participating in after school sport clinics.</p>



Fostering Talents And Addressing Needs

We will respond to individual needs, foster unique talents and support our students through access to exceptional learning resources and stimulating experiences in order to succeed at the highest possible level.

What we will do	What this looks like
Deliver social skills program that develops confidence and competence of our at risk students to engage in a variety of settings.	Implementation of the Talk About program delivered by education assistants to students requiring assistance in developing essential social skills. Friendly Schools Plus across the whole school. Zones of Regulation used for students to self-regulate their emotions.
Support Students At Education Risk (SAER) and their families by providing a range of tailored and specialist services.	A wrap-around of services offering a range of support and counselling to our students and families at risk. This may include access to: School Chaplain School Psychologist School Nurse Meerilinga Family Centre Child Development Centre NDIS therapy providers
Support students identified as having a learning difficulty to assist them in reaching their potential.	Intervention programs and support to assist teachers with writing documented plans, small group support and one-on-one assistance.
Identify students who are talented, gifted and/or have a desire to exceed in specific curriculum areas.	Student Engagement in programs such as: <ul style="list-style-type: none"> • PEAC externally to the school • TAGS groups within the school • SIDE classes • School clubs and clinics.
Continue the partnership with Nyoongar Sport and Well-being to develop positive outcomes for our Aboriginal students and Aboriginal leaders of the future.	Aboriginal student attendance rates maintained or improved. Aboriginal students being represented in our student leadership teams. Aboriginal student's receiving scholarships to secondary schools based on academic, sporting and leadership qualities.

Providing A Safe And Supportive Environment

We will provide a safe and caring learning environment for students and staff, underpinned by the school's virtues and rich learning culture that supports positive attitudes, behaviours and effort.

What we will do	What this looks like
Revisit our whole school reflective behaviour policy, based on restorative practices.	Reduction in negative behaviours both in the classrooms and in the playground and a coordinated consistent approach to shaping student behaviour. Use of the Zones of Regulation by students.
Promote the development of excellent behaviour, attitude and effort.	Students being rewarded through classroom and whole school reward processes including: <ul style="list-style-type: none"> • Merit certificates for displaying the school virtues • Certificates of High Academic achievement • Aussie of the month • Faction points • Classroom dojos and reward systems.
Continue the monitoring of school attendance data.	Students receiving certificates for 100% attendance each term. Individual Attendance Plans developed for students in the severely at risk category. Notifications to parents of poor attendance. Posters around the school displaying our attendance target of 90%.
Implement the mandated Protective Behaviours program throughout the whole school.	Professional learning provided to all staff. Teachers accessing specific resources purchased to support the program. Students displaying and explaining the skills learned in order to protect themselves in the present and into the future.



Providing A Safe And Supportive Environment

We will provide a safe and caring learning environment for students and staff, underpinned by the school's virtues and rich learning culture that supports positive attitudes, behaviours and effort.

What we will do	What this looks like
Develop positive parent and community engagement forums that support the establishment of beneficial interactions, connections and partnerships.	<p>A school board operating a highly effective school board as a part of the governance group elected to represent the interests of the whole school community.</p> <p>A highly functional representative Parents and Citizens Association, providing opportunity for all parents to proactively engage and support the school through fundraising events and running the canteen.</p> <ul style="list-style-type: none"> • Teacher – parent meetings • Harmony Day celebrations • NAIDOC celebrations • Incursions and excursions • Open night • Assemblies • Sport Carnivals
Promote the use of a variety of communication tools for parents to access communication about school information and initiatives.	<p>Applications of a variety of mediums to inform and engage the wider school community. These may include:</p> <ul style="list-style-type: none"> • Seesaw • Monthly Electronic newsletter • Social media • Updated Web site • Messages on Hold

TARGETS Literacy Targets Year 3-6

Literacy Progressive Achievement Testing.

At a minimum, 60 percent of students will achieve the Australian Norm in PAT Reading, Written Spelling, Punctuation and Grammar test.

South Australian Spelling Test

All students will be at or above their chronological age in spelling unless identified at risk and working on an individual or group education plan.

Naplan Reading

Eliminate the tail (Band 2 in Year 3 and Band 3/4 in Year 5) so the school mean is above both the West Australian and Australian Mean.

Maintain or increase the percentage of students in Year 3 scoring Band 5 and above. In 2017 this was 47%.

Maintain or increase the percentage of students in Year 5 scoring Band 7 and above. In 2017 this was 33%.

Naplan Spelling

Maintain or improve the percentage of students in Year 3 scoring above Band 5. In 2017 this was 81%.

Maintain or improve the percentage of students in Year 5 scoring above Band 7. In 2017 this was 59%.

Naplan Writing

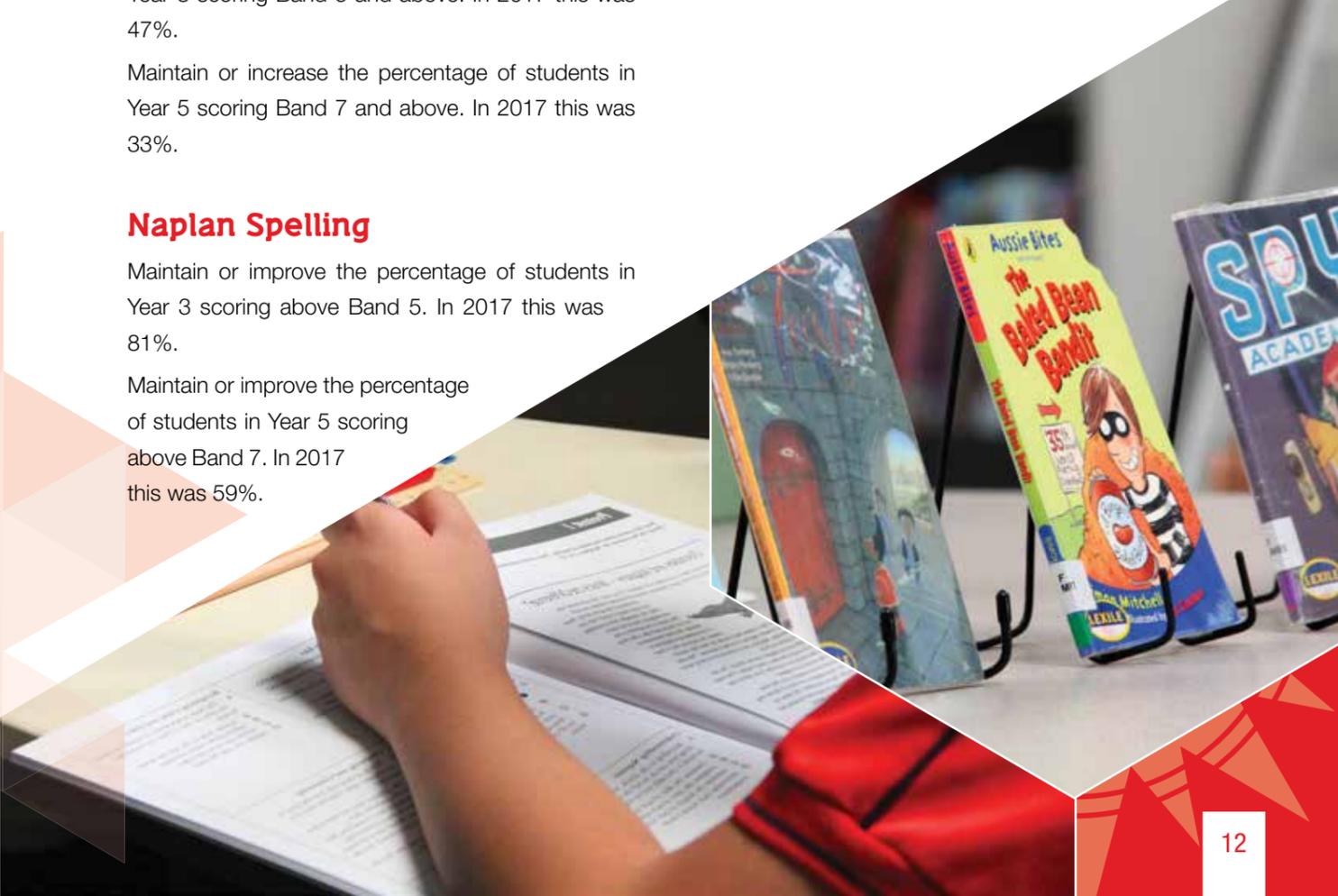
Maintain or improve the percentage of students in year 3 scoring above Band 5. In 2017 this was 70%.

Maintain or improve the percentage of students in Year 5 scoring above Band 7. In 2017 this was 11 %.

Naplan Grammar

At a minimum, 60 percent of students will achieve the Australian Norm in PAT Reading, Written Spelling, Punctuation and Grammar test.

Maintain or improve the percentage of students in Year 5 scoring above Band 7. In 2017 this was 36%.



Numeracy Targets Year 3-6

Mathematics

At a minimum, 60 percent of students will achieve the Australian Norm in PAT Mathematics.

Naplan Numeracy

Eliminate the tail (Band 2 in Year 3 and Band 3/4 in Year 5) so the school mean is above both the West Australian and Australian Mean.

Maintain or improve the percentage of students in year 3 scoring above Band 5. In 2017 this was 50%.

Maintain or improve the percentage of students in year 5 scoring above Band 7. In 2017 this was 26%.

Footnote

All student progress over the 2 year NAPLAN testing cycle will be monitored and analysed, ensuring that achievement results from Year 3 to Year 5 show expected and continuous growth both individually and as a cohort.

Literacy Targets Pre-Primary Year 2

South Australian Spelling Test

All students will be above or at their chronological age in spelling unless identified at risk and working on an individual education plan.

Targets For The Junior Phase Will Be Measured Against The Progressive Achievement Tests Pat.

Pre-Primary - PAT Early Years Reading Early Year 1 Test

Maintain or improve the percentage of students at or above the achievement band of 70-79.

Year 1 PAT Early Years Reading End Of Year 1

Maintain or improve percentage of students at or above the achievement band of 90-99.

Year 2 PAT Comprehension - Test 2.

Maintain or improve the percentage of students scoring at the Australian Mean of 102.6.

Numeracy Targets P-2

Pre-Primary Early Years Mathematics Early Year 1 Test

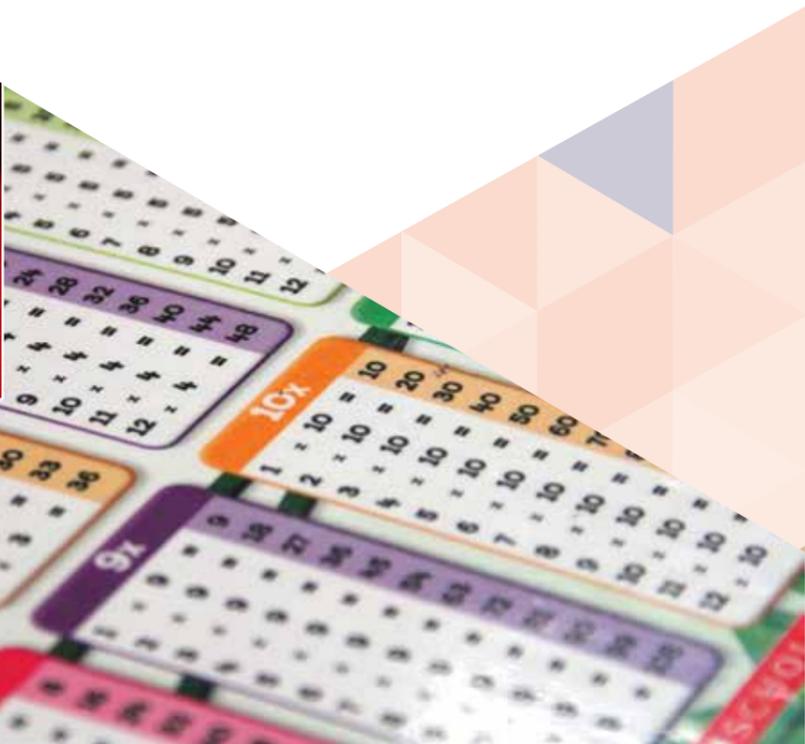
Maintain or improve the percentage of students at or above a scaled score of 86.1.

Year 1 PAT Maths 4th Edition

Maintain or improve the percentage of students at the Australian mean score of 102.6. In 2017 this was 86%.

Year 2 PAT Maths 4th Edition

Maintain or improve the percentage of students at the Australian mean score of 103.1. In 2017 this was 45%.



Proposed School Board Meetings And Agendas School Board Meetings – Proposed Reports

Meeting	Report
2018 Term 1	<ul style="list-style-type: none"> Budget Review SFSA report Financial Report Staffing Students numbers
Term 2	<ul style="list-style-type: none"> SFSA report Financial Report including SFSA 2017 Annual School Report Off cycle NAPLAN reporting – 2,4,6.
Term 3	<ul style="list-style-type: none"> Business Plan Review Financial Report including SFSA NAPLAN reporting – 3,5.
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 Budget Approval students fees and charges
2019 Term 1	<ul style="list-style-type: none"> Budget Review SFSA report PIPS and On-Entry data – Pre-Primary Staffing Student Numbers 2018 Attendance data and recommendations.
Term 2	<ul style="list-style-type: none"> Review of Board Parent Survey Finances including SFSA 2018 Annual School Report Off cycle NAPLAN reporting – 2,4,6.
Term 3	<ul style="list-style-type: none"> Semester 1 Attendance 2018 AEDI Finances including SFSA NAPLAN reporting 3,5.
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 Budget Approval students fees and charges

School Board Meetings – Proposed Reports

Meeting	Report
2020 Term 1	<ul style="list-style-type: none"> Budget Review SFSA report Financial Report Students numbers
Term 2	<ul style="list-style-type: none"> SFSA report Financial Report including SFSA 2019 Annual School Report Off cycle NAPLAN reporting – 2,4,6.
Term 3	<ul style="list-style-type: none"> Business Plan Approval 2021-2023 Financial Report including SFSA NAPLAN reporting – 3,5.
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 Budget Approval students fees and charges





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