



BEECHBORO PRIMARY SCHOOL

SCHOOL BUSINESS PLAN

2023-
2026



Respectful relationships and interactions are the foundation of the school's collaborative processes, engagement with the community and the strong sense of 'belonging'. Our families and staff work together, putting students front and centre of all we do.

At Beechboro Primary we are proud of our school populations' diversity, across language and culture. Almost 50% of our students are bilingual with many being trilingual, with as many as 35 distinctly different languages and dialects other than English spoken in the home.

We value our community connection and recognise the need to work in partnership with parents, the local and wider community to maximise success for all students.

An Acknowledgement of Country is a way of demonstrating awareness of and respect for Aboriginal protocols and for the Aboriginal people on whose land a school is located.

We acknowledge the Whadjuk Noongar people as the traditional custodians of this country and its water and that Beechboro Primary School stands on Noongar country. We pay our respects to Noongar elders past, present and emerging. We acknowledge their wisdom and tradition in our teaching and cultural knowledge activities.



OUR MOTTO

Caring and Sharing

OUR VISION

To build strong meaningful connections between staff, students and families in an environment of trust and mutual respect.

We will provide a safe, caring, challenging and inclusive learning environment for all students to achieve success, build confidence, resilience and creativity.

OUR VALUES

- Confidence - we strive to improve and to achieve our goals, in all aspects of life.
- Persistence - we aim for our students and staff to not give up, try different strategies when problem solving and not be discouraged by failure.
- Organisation - we come up with, plan and follow through to get work done. We know what we need and where to find it to complete tasks successfully
- Getting Along - we work together to ensure success for all, acknowledging the rights of others to have different views and opinions.
- Resilience - we bounce back from our adversity, learn from our mistakes, and challenge ourselves to overcome obstacles.



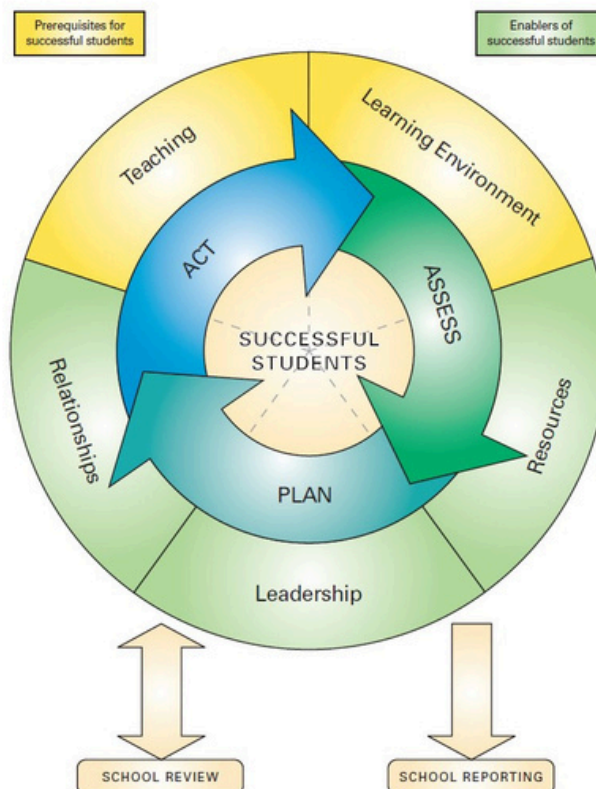
KEY FOCUS AREAS



Our Business Plan identifies a school improvement strategy through these three key focus areas. Explicit targets, strategic foci and core strategies have been established in collaboration with the staff, in academic and non-academic domains.

The school has analysed the academic and non-academic data to identify key targets and improvement strategies. Academic data includes NAPLAN and On-Entry results, school-based assessments, and moderated teacher judgements. Non-Academic data refers to behaviour and attendance data, NCCD and data collected from the National Schools Opinion Survey. These targets are addressed across all year levels, through the implementation of operational plans, specific classroom strategies, and targeted school resourcing.

SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK



SELF-ASSESSMENT

Rigorous self-assessment and regular review is completed annually, and reported through the Annual Report. Beechboro Primary School is establishing a new School Council. The councils constitution will value parent & community voice in the school review. This process of self-assessment will ensure our teaching and learning programs have a positive impact on student achievement and progress, and works towards achieving the targets and strategic foci within the Business Plan. Our whole school self-assessment cycle incorporates the perspectives of staff, students and the community. It is underpinned by the three components of the Department of Education's School Improvement and Accountability Framework: Assess-Plan-Act.

Assess

Assess and analyse student academic and non-academic data to inform priorities and target group

Plan

Plan improvement of the standards of student academic and non-academic achievement through annual Operation Plans

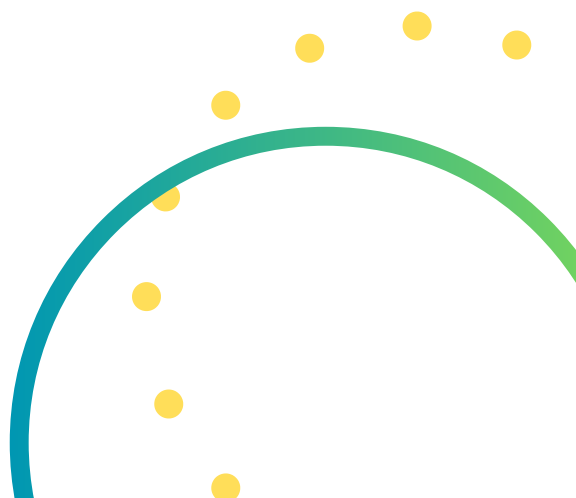
Act

Act to implement planned improvement strategies

All staff participate in the collection, analysis and ongoing review of school data, which contributes to planning for improvement in academic and non-academic areas. NAPLAN and On-Entry form a key part of our data analysis process, providing information on student progress and achievement in Pre-primary, Year 3 and Year 5. Data reflects progress in reading, writing, spelling, grammar and punctuation, and numeracy.

This information, when combined with school-based data collection, provides an accurate analysis of student performance to inform **forward** planning.

The opinions of the school community are valued and specific information is regularly collected from staff, students and community to inform school practices.





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FOCUS AREA #1 SUCCESSFUL STUDENTS

ENGLISH

All teachers will use the following strategies regularly in the delivery of the English curriculum

- Modelled Reading
- Language Experience
- Shared Reading
- Guided Reading (at least three times per week)
- Book Discussion groups
- Independent Reading
- Reading Strategies posters will be displayed and explicitly taught during reading lessons.
- PLD Synthetic Phonics
- Talk 4 Writing program
- Word of the Week program
- Progress Maps for planning and assessment of EAL/D students in Stage 1 and 2

PROFESSIONAL LEARNING CONSIDERATIONS

- Collaborative and moderated use of WA English/Kindergarten Curriculum, Early Learning Years Framework, NAPLAN data and On Entry data drive planning
- PLD and Talk 4 Writing induction and ongoing professional learning
- Staff collaborate to effectively implement and assess using the Progress Maps for students in stages 1 and 2
- Staff collaborate to effectively implement whole school english strategies

TARGETS

01 Years 3 and 5 NAPLAN mean to be equal to or higher than Like Schools

02 75% of Yr 3 students will reach Stage 2 of PLD (Spelling) and 75% of Yr 5 students will reach Stage 4 of PLD (Spelling) by the end of the year.

MATHEMATICS

All teachers will use the following strategies regularly in the delivery of the Mathematics curriculum

- One structured game session each week
- 5 problem solving strategies each semester from the iMaths book/poster (from year 1)
- Explicitly teach mathematical vocabulary with each concept
- Comparative language posters and problem solving posters, will be displayed and explicitly referred to during numeracy lessons
- Basic Number Facts assessment in Term 1 and Term 3 for students in years 4, 5 & 6
- Numeracy On Entry testing in Pre-primary and year 1
- Readiness Test completed by week 5 term 1, and on enrolment for new students
- iMaths end-of-year test by Wk 5 Term 4
- SCSA's Scope and Sequence and iMaths used for planning
- SCSA's Judging Standards and iMaths Tracker Books used to assess student progress.

PROFESSIONAL LEARNING CONSIDERATIONS

- Collaborative and moderated use of WA Mathematics/Kindergarten Curriculum, Early Learning Years Framework, NAPLAN data and On Entry data drive planning
- iMaths induction and ongoing professional learning
- Staff collaborate to effectively implement whole school mathematic strategies

TARGETS

01 Years 3 and 5 NAPLAN mean to be equal to or higher than Like Schools

02 75% of students in years 4-6 will be at normal age level across all four (4) operation levels in the basic number facts assessment



FOCUS AREA #2

CREATING POSITIVE RELATIONSHIPS AND PARTNERSHIPS

Continue to strengthen critical partnerships with families, the local community and other agencies to deliver an education that is reflective of our changing world.

COMMUNITY

- Establish and maintain high quality and effective relationships with all families
- Maintain a cohesive school community where staff, parents and students work together to achieve success
- Encourage and value volunteer relationships to improve student learning and engagement.
- Acknowledgement and celebration of diversity through whole school events (i.e. Harmony Day/Week; NAIDOC Week, Sorry Day/ National Reconciliation week etc).
- Maintain effective relationships with established Department of Education and external support providers
- Re-establish the School Council with training completed by all members
- Value and provide support to the P & C Association
- Parent & Community feedback will be sought through regular National Opinion Surveys and valued during school decision making
- Effective communication between Beechboro Primary and its community will include Connect, Class Dojo, BPS Facebook group, P & C Facebook group, BPS Webpage and Outreach (SMS)
- Identify, establish and maintain effective links with the appropriate support services for Aboriginal and TSI students and families.

STAFF

- Classes will be culturally responsive, acknowledging and respecting student heritage
- Employ AIEO (0.2 FTE) by 2024 to establishing communication and increasing engagement with our Indigenous community
- Staff will develop a working knowledge of the Aboriginal Cultural Standards.
- Aboriginal Cultural Standards will be reflected in classroom curriculum and delivery
- Develop a Reconciliation Action Plan

TARGETS

01

Increased participation of Indigenous and CALD families at school events

02

Staff will evidence their understanding on the Standards of Teaching and Resources in the Aboriginal Cultural Standard Continuum

FOCUS AREA #3

HIGH QUALITY TEACHER AND LEADERSHIP

Staff strive for excellence and provide high quality teaching in every classroom through whole school approaches and collaboration to strengthen teaching, learning and leadership. Staff provide a safe, healthy and supportive environment for all students. Effective leadership is achieved through the development and maintenance of a strong distributed leadership model.

HIGH QUALITY TEACHING

BPS has a consistent, whole school approach to strengthen the teaching and learning of Literacy and Numeracy.

- Curriculum aligned with SCSA requirements and BPS Literacy and Numeracy Operational Plans
- Curriculum Leaders work collaboratively with committees to develop and review whole school improvement strategies.

Promote and resource a school culture where staff feel valued, respected and supported. Provide opportunities for staff to collaborate and develop their professional capabilities.

- Recognition of staff for contributions to BPS through professional feedback, formal letters and staff initiatives
- Wellbeing of staff is monitored and supported by the Wellbeing Committee through inclusion in the Staff Professional Development Plan and staff based social activities
- Staff are provided with regular, streamlined communication to inform them of DoE, BPS and community updates

Teachers maintain high professional standards.

- All teachers and school leaders use the AITSL Standards in their Professional Development process to demonstrate competence
- Performance Management is utilised to identify professional learning needs and ongoing support for staff
- Clear and strategic timelines are embedded into Operational Plans to inform change management
- New staff will be inducted and mentored by senior staff



Maintain high quality teaching and learning programs in Early Childhood Education.

- National Quality Standards and the Early Years Framework will drive continuous improvement in our Kindergarten to Year 2 Programs
- On Entry results will inform targeted planning in PP and Year 1

Ensure teaching staff interpret, respond to and articulate student progress through effective use of data.

- Whole school assessment schedule ensures purposeful and meaningful data is collected and analysed to inform planning.
- Strengthen consistency and understanding of data literacy and analysis
- Develop moderation tasks in Literacy and Numeracy to ensure consistent judgements
- Establish partnerships that support assessment moderation

LEADERSHIP

- Teachers lead curriculum and priority areas within the school
- Aspirant staff are identified through Performance Management, encouraged to develop a Aspirant Performance Development Plan and provided with opportunities whenever possible for internal leadership positions
- Staff are provided with access appropriate Professional Learning to support leadership/ curriculum knowledge, aligned to school improvement and career aspirations
- School Administration support and mentor curriculum leaders
- Staff performance and improvement is managed against the appropriate standards/framework
- Staff receive regular feedback on their Performance Development Action Plan
- Student leadership meetings to discuss student opinions and ideas for school improvement
- Students to participate in activities to developing their leadership. i.e. Re-instate Halogen Youth leadership Course, in-school leadership training day.
- Students Leaders to have specific roles within the school to lead and organise.

TARGETS

01

Increased number of staff will evidence their professional practice in the top 2 tiers of their professional framework

02

Increased participation of staff in identified leadership roles

