



# SCHOOL IMPROVEMENT PLAN

2018 – 2020

Using the *National School Improvement Tool* as a template

## School Information

### SCHOOL HOURS

Classrooms Open 8.30am

Class Starts 8.45am

Class Finishes 3.00pm

### Principal

Len Christie

### Deputy Principals

Vanda Mort

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## 1. An Explicit Improvement Agenda

*The school leadership team have 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 improvements have been set and communicated to parents and families, teachers and students, with accompanying guidelines.*

- Targets and timelines for staff and students.
- Explicit lesson structures.
- Explicit use of contemporary research to engage with the requirements of 21<sup>st</sup> century education.
- Analysis of current On Entry Assessment data drives the improvement agenda.
- Analysis of current NAPLAN data drives the improvement agenda.
- TESM professional learning programme in 2010 led to the whole school introduction of the Explicit Synthetic Phonics / Diana Rigg PLD programme.
- Improvement goals set each year for NAPLAN.

## 2. Analysis and Discussion of Data

*A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.*

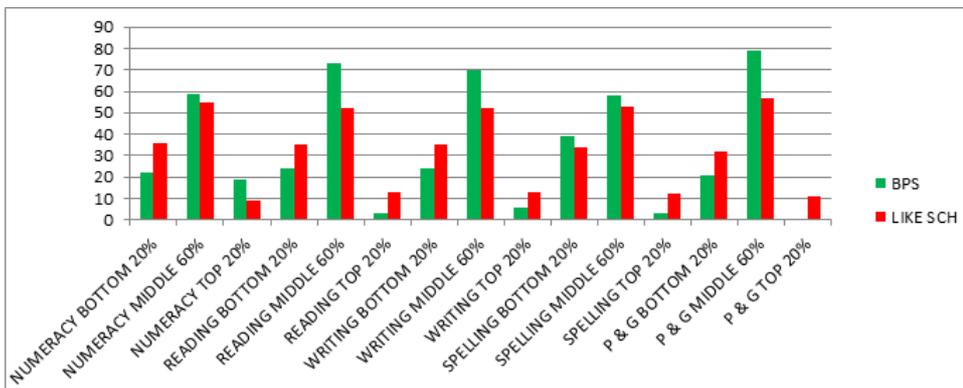
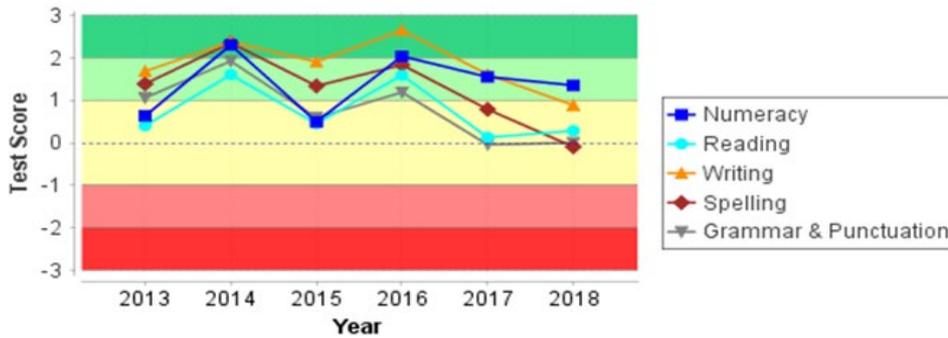
- Collection and analysis of On Entry Assessment and NAPLAN data and feedback for the opportunity to continually improve our teaching and enhance student learning outcomes.
- The analysis process is used to identify new or continuing focus areas and to refresh and reinvigorate curriculum policies and strategies and drive the expenditure agenda to improve student learning outcomes.
- Classroom observations in the form of Peer Observations as part of the performance management process and action research projects through the Swan Valley Network are employed to improve teaching practice.

# NAPLAN 2018

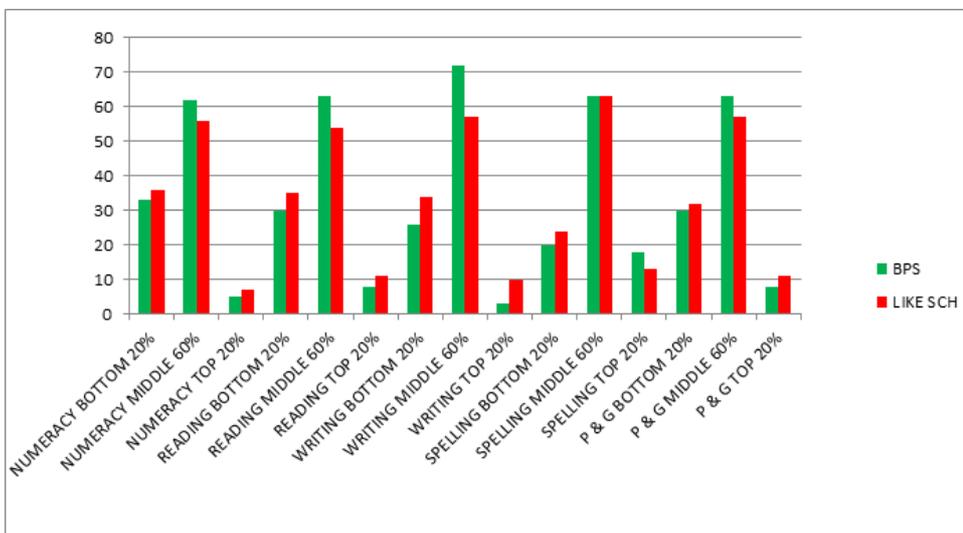
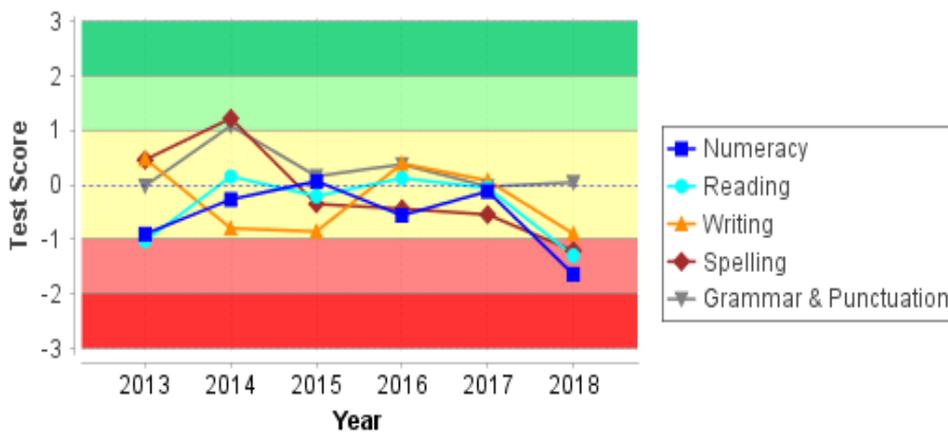
# NAPLAN

Beechboro PS historically performs above its Index of Community Socio-Educational Advantage (ICSEA – similar schools) and often achieves excellent results scoring close to the National Score.

### Year 3 Performance



### Year 5 Performance



## OBSERVATIONS & ANALYSIS

English and Mathematics Strategic Plans were, in direct response to the published 2017 NAPLAN results, were overhauled during the School Development Day held on Monday 9<sup>th</sup> October, 2017.

## NAPLAN 2018

### NUMERACY

#### SYNOPSIS YEAR 3

We have out-performed like schools with double the students in the top 20%. The general trend of our student performance from 2013 to 2018 is positive. Our performance is 'above expected' in this area.

#### SYNOPSIS YEAR 5

Whilst we out-performed like schools in this area, we were below them in the bottom 20% cohort, above in the middle 60% cohort and below in the top 20% cohort. The general trend from 2013 to 2018 is negative. Our performance dropped two (2) standard deviations and is at 'below expected' which is a concern.

### READING

#### SYNOPSIS YEAR 3

Whilst we out-performed like schools in this area, we were below them in the top 20% cohort, but well above in the middle 60% cohort, with over 70% of our students achieving that area. The general trend from 2013 to 2018 is slightly negative. Our performance is at 'expected' levels.

#### SYNOPSIS YEAR 5

Whilst we out-performed like schools in this area, we were below them in the bottom 20% cohort, above in the middle 60% cohort and below in the top 20% cohort. The general trend from 2013 to 2018 is negative. Our performance dropped over one (1) standard deviation and is at 'below expected' which is a concern.

### WRITING

#### SYNOPSIS YEAR 3

Whilst we out-performed like schools in this area, we were below them in the top 20% cohort, but well above in the middle 60% cohort, with 70% of our students achieving that area. The general trend from 2013 to 2018 is slightly negative. Our performance is at 'expected' levels.

#### SYNOPSIS YEAR 5

Whilst we out-performed like schools in this area, we were below them in the bottom 20% cohort, above in the middle 60% cohort and below in the top 20% cohort. The general trend from 2013 to 2018 is negative. Our performance dropped one (1) standard deviation and is on the cusp of 'below expected' which is a concern.

### SPELLING

#### SYNOPSIS YEAR 3

We were out-performed by like schools in this area, where we were below them in the top 20% cohort, above in the middle 60% cohort, and above in the bottom cohort. The general trend from 2013 to 2018 is negative. Whilst the trend is negative our performance is at 'expected' levels.

#### SYNOPSIS YEAR 5

Whilst we out-performed like schools in this area, we were above them in the top 20% cohort, equal in the middle 60% cohort and above in the top 20% cohort. The general trend from 2013 to 2018 is negative. Our performance dropped almost one (1) standard deviation and is at 'below expected' which is a concern.

### PUNCTUATION AND GRAMMAR

#### SYNOPSIS YEAR 3

Whilst we out-performed like schools in this area, we were below them in the bottom 20% cohort, but well above in the middle 60% cohort, with almost 80% of our students achieving that area. None of our students were in the top 20% cohort. The general trend from 2013 to 2018 is negative. Our performance is at 'expected' levels.

#### SYNOPSIS YEAR 5

We slightly out-performed like schools in this area, we were below them in the top 20% cohort, above in the middle 60% cohort and below in the top 20% cohort. The general trend from 2013 to 2018 is negative. Our performance improved slightly from 2017 and is at 'expected' which is a pleasing result.

How do we respond?

A monthly review of staff access to resources and borrowing of hands on resources will be published for all staff with specific relevance to:

1. Explicit synthetic phonics resources e.g. Diana Rigg PLD.
2. Guided and Shared Reading resources.
3. MTS online maths resources based upon the WA Curriculum.

This will reveal to what extent teachers are accessing and using the programmes stipulated in the school policy. As previously stated the school has abundant English and Maths resources which are not being utilised by a small number of staff members in a critical year level.

The performance management process will also include a more rigorous demand that evidence is presented, with student work samples, by the teacher proving that school policies and strategies in English and Maths are implemented.

It is very frustrating for all staff members who have contributed to our recent successes to see the graduated improvements we have recorded with such pleasure dashed by non-compliance.

The Powerpoint presentation delivered to the teaching staff with follow up discussion which took place during the School Development Day on Friday 22<sup>nd</sup> September, 2017 is attached to this document.

### 3. A Culture That Promotes

*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 and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, tolerant, inclusive and that promotes intellectual rigour.*

- Ensuring that teacher standards are met and enhanced through ongoing engagement in professional learning.
- Evaluation and goal setting for staff.
- Social and emotional wellbeing of staff and students.
- Explicit English and Maths external signage throughout the school.
- Individual Education Plans for students.
- Individual Behaviour Management Plans for students.
- Explicit whole school Behaviour Management Plan.
- Whole school assembly awards programmes for students.
- Honour Board recognition and prizes for high achieving students.
- Honour Board recognition of staff member service.

### 4. Targeted Use of School Resources

*The school applies its resources (staff, time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.*

- Providing a coordinated approach across the school for professional learning.
- Improvement of the use of virtual and physical spaces.
- School Improvement Plan is refreshed each year in response to On Entry Assessment and NAPLAN data.
- English (Writing) Specialist teacher since 2015 in response to high NESB student population (45%).
- ICT resources include Prowise Screens in every classroom from Year 1 to Year 6.
- In excess of 300 iPads for student use.
- Banks of PCs for student use in classrooms, wet areas and IT resource room.

## 5. An expert Teaching Team

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## 6. Systematic Curriculum Delivery

*The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Western Australian Curriculum and refined collaboratively to provide a shared vision for curriculum practice. The plan is shared with parents and families.*

- *Alignment with external requirements.*
- *Reviews of academic year e.g. Annual Report.*
- *Review of Curriculum Leadership achievements.*
- *The Western Australian Curriculum is accessed and implemented by all members of the teaching staff.*
- *The performance management process based upon the Australian teacher Performance and Development Framework from the Australian Institute for Teaching and School Leadership.*
- *Planning, Teaching, Assessment and Moderation activities at each*

## 7. Differentiated Teaching and Learning

*The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identifying learning difficulties and tailor classroom activities to levels of readiness and need.*

- Mentoring.
- Collaboration with Phases of Learning team.
- Redefining traditional learning environments to enhance student learning outcomes.
- SEND Teacher Consultant assisted development of Individual Education Plans.
- Department of Communities (formerly Department of Child Protection and Family Support) liaison and assistance in developing IEPs and IBMPs.
- School Psychologist assistance in developing IEPs and IBMPs.
- Case Management meetings including all stake holders held regularly to assist students at educational risk.

## 8. Effective Pedagogical Practices

*The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of 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.*

- Commitment to staff initiated, developed and delivered professional learning with colleagues.
- Emphasis upon proven explicit learning and teaching practices.
- Evidence based practice.
- Teacher self-reflection as part of the Performance Management process.
- Leadership audits of implementation, with fidelity, of school policies and strategies.

## 9. School-Community 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 education. Partnerships are strategically established to address identified student and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.*

- Parents and Citizens Association / School Council participation.
- Local, State and Federal Parliamentary representative participation.
- Learning Journey Evening held in the last Wednesday of Term Three.
- Parent – Teacher Conferences held at end of Semester 2.
- Communication strategies include online access to school website.
- Skoolbag app which immediately publishes relevant information for parents / caregivers.
- Honour Board recognition for Parents and Citizens Association service.
- Honour Board for School Canteen service.