At Beaumaris we are committed to providing a strong, holistic foundation for relevant learning and living. Our endeavor is to make a difference in a dynamic global environment, encouraging excellence and well-being.

ABOUT BEAUMARIS

Since opening its doors in 1991, Beaumaris has continued to provide opportunities for students to experience variety and success. This is made possible through the flexibility and diversity of our programs; the enthusiasm, commitment and expertise of our staff; and the support of our wider school community.

Beaumaris works in partnership with other public and non-government schools in the local and statewide network and also with a broad cross section of the business community. It is our intention to provide a strong hub of support and leadership to our school and wider education community, and influence community choice in education.

The goals outlined in our Business Plan and Operational Plans are pitched to deliver quality learning outcomes. Our endeavour is to make a difference for all children in our school and to manifest the view that all children can be successful learners.

As a leading first intake Independent Public School, Beaumaris Primary has a reputation in the community for being an excellent school that caters for the needs of all students- academically, physically, socially and creatively.

Beaumaris has in excess of 820 students from Kindergarten to Year 7. In 2015 we will be a K-6 school. Our cultural diversity, with approximately 45% of our students born overseas, includes significant representation from the United Kingdom, South Africa and Asia. This diversity has contributed to a rich learning environment for our students and fosters a unique community feel in a large metropolitan school.

We want all of our students to achieve the highest standards of learning possible so they can deal effectively with the opportunities and challenges that lie ahead.

The dedicated staff team provides quality teaching and learning sequences that explicitly support, challenge and extend our students. A well planned professional learning program, high quality instructional leadership and a whole school delivery structure that ensures predictability and consistency for our students supports the successful implementation of an up-to-date curriculum.

Our open plan teaching and learning environment supports a cooperative learning approach that has been adopted school wide. This is supported through the extensive use of interactive ‘smart’ technology and the introduction of a school wide tablet program in 2014.

The Beaumaris community has guided the development of this Business Plan building on the excellent foundation provided in 2010 and the Independent School Review held in late 2012. It references and implements the corporate framework including the Strategic Plan for WA Schools 2012-2015, the Director General’s Classroom First Strategy and The Early Years Learning Framework. The plan outlines a succinct overview of the strategic intent of the school towards quality improvement strategies within academic and non-academic areas.

This Business Plan forms part of a group of plans including annual Operational Plans, Workforce Plan and Delivery and Performance Agreement 2013-2015.
Our vision is underpinned by a professional learning community model, which is driven by three core elements: A focus on

LEARNING, COLLABORATION, RESULTS

1. A Focus on Learning:
The purpose of Beaumaris Primary is to ensure all students learn at high levels. This is also applicable to the professional learning of our staff as we emerge as a learning organization. The achievement of students is standards based and focused on Australian Curriculum. Similarly, the achievement and professional development of staff is linked to the National Teaching Standards and Principal Standards (AITSL). As we adopt increased visibility in teaching and learning, student voice will emerge.

2. A Focus on Collaboration:
Helping all students learn requires a collective effort of all staff. This is made possible through careful timetabling of classes so that our staff is able to meet regularly to discuss what works in the teaching and learning process, and to forward plan in response to learning data and information. Our refinement in collaborative processes and understandings will lead to more flexible teaching and learning processes for staff and students.

3. A Focus on Results:
To assess our effectiveness in helping all students learn, we will focus on results and use that evidence to inform and improve our professional practice. This means the implementation of a rigorous assessment plan and monitoring regime that connects learning intentions and success indicators, as well as identifies more accurately the interventions required for students at educational risk.

An evidence based approach to the BUSINESS PLAN

Beaumaris Primary is a high performing school that continually strives to be a school of excellence. This is achieved through the efforts of skilled and motivated teachers and school leaders.

To continue this journey we embody the goals that guide Australian education based on the Melbourne Declaration on Educational Goals for Young Australians (2008).
These are:
- Beaumaris promotes equity and excellence
- All Beaumaris students become:
  - Successful learners
  - Confident and creative individuals
  - Active and informed citizens

These goals are achieved through improving the quality of teaching at Beaumaris. This is the core of the leadership and professional activity at our school. There is strong evidence and research to support the notion that the quality of teaching is the most significant in-school factor affecting student outcomes. As such, everything that teachers do, and everything that is done to support them, needs to be linked to increasing the positive impact on student achievement. We assign a numerical concept of 'effect size' to the effectiveness of the program according to student achievement. This is based on the Visible Learning methodology of John Hattie and meta-analysis.

The implementation of the strategic direction of the school is informed by effectiveness research and supported by a change and improvement paradigm. The critical feature of the change and improvement process is that teaching and learning are the focal points and Beaumaris will continue to improve by raising standards of professionalism and building core competencies throughout the workforce.
PLANNING CONTEXT AND FRAMEWORK

Strategic Plan for W.A. Public Schools 2012 - 2015

- Success for all students
- Distinctive Schools
- High quality teaching and leadership
- A capable and responsive organisation

Classroom First Strategy

- Effective teaching and leadership
- School improvement

Focus 2014 - 2015

Beaumaris Primary School

Focus on RESULTS

- BPS Planning Framework
- Community Partnerships
- Australian Curriculum
- Instructional Coaching

Focus on COLLABORATION

- P&O Process
- Professional Learning Program Strategy

Focus on LEARNING

- Wider Student Development
- Open (network) Development

Learning - Collaboration - Results
Quality Teaching and Learning

Goal: By the end of 2016 Beaumaris will have a whole school approach to quality teaching and learning, so that teachers are instructionally intelligent, resulting in improved student outcomes.

BROAD STRATEGIES / ENABLERS

Teaching

1. Implement a whole school approach to pedagogy through instructional strategies and tactics with a focus on cooperative learning
2. Develop and implement a classroom observation and feedback model
3. Implement a whole school approach to the Australian Curriculum, with a focus on the General Capabilities
4. Improve literacy and numeracy standards across the school
5. Embed First Steps Literacy and Numeracy across the school
6. Implement the WA Curriculum and Assessment Outline
7. Continue to build high professional standards across the school aligned to the National Professional Standards for Teachers (AITSL)
8. Ensure rigour through Early Childhood through the Implementation of The Early Years Learning Framework, Australian Curriculum and National Quality Standards

9. Develop staff competencies in using static and mobile devices to improve student learning
10. Teachers develop operational plans to provide direction across key areas of learning

Learning Environment

1. Implement a whole school approach to Positive Behaviour Supports for learning
2. Initiate a consistent approach to Classroom Management Strategies (CMS)
3. Encourage creative use of mobile devices to deliver improved learning opportunities for students
4. Establish a Virtues program through a targeted whole school approach
5. Establish Promoting Alternative Thinking Strategies across K-2

Leadership

1. Provide opportunities for career development and leadership with reference to AITSL standards
2. Continue to develop teacher leadership and distribute this leadership across the school
3. Provide professional learning and action research opportunities for aspirant leaders aligned with school and professional goals
4. Curriculum Committees drive the implementation and review of the Operational Plans on an annual basis.
5. Refine and support leadership of collaborative processes in teams as required.
6. Continue to develop staff leadership in operational areas- e.g. OS & H, Social and Wellbeing initiatives
7. Audit knowledge and expertise of staff annually
8. Propose responsive professional learning program annually

Our Self-Assessment in this Area

Beaumaris Primary School has commenced a continuous review process that focuses on planning and improvement. The following strategies are embodied in our commitment to quality teaching and learning:

- Performance review and development processes
- Professional Learning strategy
- Leadership Development Strategy – L3CT and School Leader development
- Classroom Observation rubrics
Building a Professional Performance & Development Culture

Goal: By the end of 2016 Beaumaris will have built an effective whole school approach to performance and development, so that all staff are motivated, highly efficient, consciously competent and results driven.

BROAD STRATEGIES / ENABLERS

Teaching

1. Establish processes to build a shared understanding of effective teaching as articulated in the AITSL standards
2. Establish processes for internal sharing of expertise – e.g. Hosting meetings, Visible Learning Walks, Watching Others Work, Specialist Teacher observation / validation of practice, Best Practice & Data Wall in staff room
3. Develop assessment know-how to articulate student learning and next steps in the learning
4. Develop data analysis and inquiry to inform classroom planning

Leadership

1. School leaders will engage in learning and lead the development of a learning culture within the school.
2. Year Leaders & Committee Chairs meet with Principal on a fortnightly basis to review implementation of school operational planning - establish in 2014
3. Support for professional learning through team and committee infrastructure, explicit planning and allocation of time for specialist development.
4. Leaders facilitate performance & development processes and collaborative meetings to monitor implementation of Operational Plans, and will adopt a coaching paradigm.
6. Hub Schools are included in moderation processes – establish in 2015
9. Provide opportunities for leadership and career development linked to AITSL standards
10. Build capacity of staff to apply for / or achieve:
   "Senior Teacher Status (State)
   "Level 3 Classroom Teacher (State)
   "Certification of Highly Accomplished (AITSL)
   "Certification of Lead Teacher (AITSL)
Relationships

1. Build relationships with schools across the OREN Network— with a plan in mind (liaison person is a Leadership Aspirant)
2. Profile PLI as viable PL support for aspirant development.
3. Executive Leadership Team shares learning, reflection and action with staff on a regular basis and makes explicit links to improved standards of student achievement. (Leader as Learner)

4. Highlight and celebrate staff achievements through nominations for awards, newsletters, public assemblies, and feedback in Performance & Development

Resources

1. Training and development — Growth Coaching, AITSL standards, reflection tools, 360 Feedback for Executive Team
2. Regional & State Office support as required & requested by the Principal

Our Self-Assessment in this Area

Beaumaris Primary School has commenced a continuous review process that focuses on planning and improvement in this area.

The following strategies are embodied in our commitment to developing a Performance & Development Culture

- Performance review and development processes
- Principal discussions with Year leaders / and teams
- Professional Learning Strategy 2013-2016
- Leadership Development Plan & associated outcomes
- Staff Survey
- Community Survey
- Student Survey
- Snap shot impressions from staff
- Unsolicited feedback – written from staff, journal entry, staff morale survey
- Other
Australian Curriculum

Goal: By the end of 2016 Beaumaris will have implemented the Australian Curriculum so that teachers are consciously competent and our students develop the knowledge, skills, behaviours and dispositions that can be utilised within their learning and in their lives outside the school environment.

BROAD STRATEGIES / ENABLERS

Teaching
1. Full implementation of Phase 1 Australian Curriculum by Semester 1, 2014
2. Implementation of Phase 2 and 3 Australian Curriculum (as advised)
3. Develop a whole school approach to the General Capabilities of the Australian Curriculum
4. Engage in common assessment tasks and moderation activities within the school

Learning Environment
1. Focus on collaboration in the planning, teaching and assessing of Australian Curriculum

Relationships
1. Development of common assessment tasks and moderation activities across the OREN Network to ensure consistency of teacher judgements
2. Continue to engage in coordinated and targeted professional learning on Australian Curriculum across the OREN Network
3. Refine collaborative planning processes in teams as required

4. Establish links with local child care groups and facilities to establish 0-4 pathways.

Resources
1. Align resourcing to the implementation of the Australian Curriculum

Leadership
1. Continue to develop expertise of Australian Curriculum leaders with specialist knowledge in Phase 1-3 areas as implemented
2. Provide professional learning opportunities to develop expertise
3. Align Executive Team to Australian Curriculum leaders and learning areas

Community Partnerships and Governance

Goal: By the end of 2016 Beaumaris Primary will have publicly defined and developed the role of the School Board and will sustain productive partnerships with a range of stakeholders so that the learning outcomes of students are improved.

BROAD STRATEGIES / ENABLERS

Teaching
1. Establish routines and protocols for parent involvement in classrooms - e.g. assist with Literacy Block and Numeracy Block activities
2. Establish local community focus in teaching and learning programs as applicable e.g. local coastline and Joondalup lake systems
3. Continue to acknowledge and celebrate cultural and social diversity

Learning Environment
1. Increased understanding of, and community involvement in, the teaching and learning programs offered by the school e.g. Cooperative Learning approaches, Support-a-reader, etc.

Relationships
1. Continue to foster positive and productive relationships with parents / carers
2. Continue to seek contributions and involvement from members of the school community
3. Continue to seek the opinions of the community through surveys and parent forums with the Principal
4. Refine understanding about collaborative processes with families and classroom teachers in development of home-school relationships.

Leadership & Governance
1. Provide training for newly appointed Board Members
2. Provide overview of role of the Board to the community on school website
3. Revise Terms of Reference for Board with input from members
4. Provide profiles of Board Members
5. Provide staff with guidelines for Board membership

Resources
1. Develop and embed a communication strategy for consistent messages across the school to community
2. Update website on regular basis with key input from all core groups in the school community
3. Develop an instant messaging system – Beaumaris Application for mobile devices
4. Continue to support and foster community use of school facilities – e.g. Out Of School Hours Care, local sporting groups

STRATEGIC IMPROVEMENT TARGETS
Our targets for 2013-2016
These targets are medium to long-term targets and are an indication of progress towards achieving our goals. Annual targets will be developed within Operational Plans as specific progress towards the strategic target in a given school year.

STUDENT ACADEMIC ACHIEVEMENT TARGETS
National Assessment Program in Literacy and Numeracy

Year 3
1. Increase the percentage of Year 3 students achieving Reading, Spelling, Writing, Punctuation and Grammar and Numeracy in the top proficiency
bands to higher than like schools.
2. Reduce the percentage of students at or below National Minimum Standards to be equal to, or better than, like schools.

Year 5
1. Increase the percentage of Year 5 students achieving Reading, Spelling, Writing, Punctuation and Grammar and Numeracy in the top proficiency bands to higher than like schools.
2. Reduce the percentage of students at or below National Minimum Standards to be equal to, or better than, like schools.

Year 7 (applicable 2014 only)
1. Maintain the Year 7 standard in Punctuation and Grammar to be equal to or better than like schools.
2. Increase the percentage of Year 7 students achieving Reading, Spelling, Writing, Punctuation and Grammar and Numeracy in the top proficiency bands to higher than like schools.
3. Decrease the percentage of Year 7 students below National Minimum Standard in Reading and Writing.

On Entry Assessment (OEA)
Increase the percentage of Pre-Primary – Year 2 students in the Literacy and Numeracy OEA reaching recommended end of year points:

1. PP 1.0 in Module 1
2. Year 1 1.5 in Module 2
3. Year 2 2.0 in Module 3

Reading:
Maintain the number of students achieving above 0.3 (?) in Module 1 OEA in PP
Increase the number of students achieving above 1.0 (?) in Module 2 OEA in Year 1
Increase the number of students achieving above 1.5 (?) in Module 3 OEA in Year 2

Writing:
Increase the number of students achieving above 0.2 (?) in Module 1 OEA in PP
Increase the number of students achieving above 1.0 (?) in Module 2 OEA in Year 1
Increase the number of students achieving above 1.5 (?) in Module 3 OEA in Year 2

Numeracy:
Maintain the number of students achieving above 0.3 in Module 1 OEA in Pre-Primary (TBC as marking and progression points being revised centrally)
Maintain the number of students achieving above 1.0 in Module 2 OEA in Year 1
Maintain the number of students achieving above 1.5 in Module 3 OEA in Year 2

Science:
Increase the number of Years 5 students achieving above WAMSE standard
Increase the number of Years 7 students achieving above WAMSE standard (2014 only)

STUDENT NON – ACADEMIC ACHIEVEMENT IMPROVEMENT TARGETS

Attendance
Maintain high levels of attendance at 95% or above 2013 - 95.3% actual
2014 – Maintain and exceed like schools
Increase recognition levels for 100% Attendance each semester
At Risk categories to be kept below 10%
Increase communication levels between home and school for students achieving 100%
Parent contact in (actual numbers) 2013 – 0
Parent contact in (actual numbers) 2014 - exceed 350
Attendance is triangulated into all case conference data.
Exceed annual Regular Attendance percentages:
2013 – 87.7%
Communication strategy is established.

Attitudes – Behaviours – Efforts
Increase the validity of ABE student report data
Increase percentage of students achieving ‘Consistently’ in:
Works to the best of his/her ability (2013 - 51%; 2014 - 60% and above)
Cooperates productively and build positive relationships with others (2013 – 67%; 2014 – 70% and above)
Sets goals and works towards them with perseverance (2013 – 56%; 2014 - 60% and above)
Other

Playground data relating to student behaviour reflects positive and proactive management strategies
Establish Positive Behaviour Supports – Behaviour Expectations data linked to current raffle ticket draw, playground rewards and classroom practices.
Decrease number of playground referrals during break times
Establish high participation and performance in physical activity and the arts/music based events including Interschool and state competitions
Increase the number of students participating in extra curricular music based activities

STAFF IMPROVEMENT TARGETS

Teaching staff is reporting against the Phase 1 Australian Curriculum National Achievement Standards in Semester 1, 2014.
Teaching staff are fully implementing the Australian Curriculum Phase 1 and Phases 2-3 as applicable (depending on advised timelines).
Staff is supported to use common classroom management strategies (as required).

1. Staff use a shared language about student behaviour expectations.
2. The use and application of instructional strategies and tactics as evidence in Classroom Observation and Feedback models and reflection on professional learning is introduced in 2015.
3. Teaching staff beginning to embed the Australian Curriculum General Capabilities in all learning areas as applicable.
4. Intentional use of mobile technologies to support teaching and learning will be linked to specific learning outcomes.
5. Teaching staff are embedding the Australian Curriculum Cross Curriculum Priorities in all learning areas as applicable.
6. Increase teacher expertise to implement data informed planning.
7. Early Years Learning Framework and NQS is reflected upon in classroom and team planning from K-2

CAREER DEVELOPMENT TARGETS

1. Year Leaders and Australian Curriculum leaders undertaking leadership roles across the school.
2. Staff satisfaction survey data reflects increasingly high degree of satisfaction in all areas.
3. Instructional Intelligence Accreditation framework (teacher skill sets) introduced to PL Program & Strategy in 2015.
4. Executive Leadership team participates in and seeks 360 Feedback every two years
5. Coaching standard established across the leadership team - inclusive of Specialist Teachers
6. Increased number of teachers striving to attain Level 3 Classroom Teacher status
7. Increased support for teachers striving for Highly Accomplished accreditation (AITSL)
8. Increased support for teachers striving for Lead Teacher accreditation (AITSL)

FAMILY / COMMUNITY TARGETS

1. Maintain positive parent satisfaction data in relation to the school’s capacity to effectively meet the academic needs of their child.
2. School Board provides positive feedback to the school regarding the school’s self-reflection and analysis process, accuracy and presentation of reports, and the performance and development structures.
3. Establish home-school partnerships ‘pact’ to promote understandings about collaboration.
4. Continue to support programs and processes across the OREN network.
5. Continue to survey community about specific areas of review through online survey, parent forums and discussion groups e.g. Awards Program, Behaviour Policy, Canteen operation, Bullying Prevention and so on.
KEY MILESTONES TO IMPROVE STANDARDS OF ACHIEVEMENT

ENGLISH

Organisational:
1. Operational (whole school) Plan for English is established based on student learning and achievement data
2. Learning Area Committee established
3. Establish Purchasing Plan
4. Guidelines for committee established
5. Assessment Plan is introduced and established
6. Specialist Teacher structure established for English
7. A shared understanding about Lesson design and structure is established
8. Staff meetings feature regular items relating to priority areas.
9. Instructional Reading levels established for all students and new students routinely screened with PM Benchmark miscue analysis.
10. Home reading resources reviewed and topped up.
11. Home reading processes established school wide.

Coherence:
1. Professional Learning plan reflects requirements of Assessment Plan and Operational Plan.
3. Leadership opportunities offered in line with delivery of Operational Plan.
4. Data literacy is introduced -in action approach adopted with follow up support with Executive Team and Specialist Teacher
5. Scope & Sequences are established- Editing (CHIMPS)
6. Scope & Sequences are established- Writing
7. Differentiated planning processes are established for reading, writing and spelling P-6
8. Literacy Stars introduced

Professional Learning:
1. Literacy Blocks established in all classrooms K-6 with Key Components and structures established within the Professional Learning Strategy and associated calendar, with support for implementation.
2. First Steps Reading and Writing strategies are identified, strengthened and/or introduced as required.
3. Phonological awareness interventions are targeted and supported.
4. Data driven / evidence based planning is established, implemented and supported in classrooms and teams.
5. Differentiated instruction is established – modelled through Specialist Teacher processes and other teacher leaders.
6. Guided Reading strategy is refined and implementation further focused with dedicated leadership group.
7. Guided Reading and explicit teaching of the 18 reading strategies is initiated and established in Literacy Block.
8. Reading comprehension - Assessment and monitoring processes and procedures are established and supported.
9. Guided & Modelled Writing strategy is established and supported
10. Whole school approaches to spelling established and supported with training and resources.
11. SAER Resource teacher released periodically to support staff as human resources permit.
13. Refinement of shared understanding about collaborative practice in teams.
15. Classroom Observation processes initiated and piloted.

Targets
1. Students to target are identified with Targeted Plans – e.g. students at or below NMS for some or all areas.
2. SAER processes for identification, differentiation, monitoring and reporting progress are refined.

MATHEMATICS

Targets
• Students to target are identified with Targeted Plans – e.g. students at or below NMS for some or all areas.
• SAER processes for identification, differentiation, monitoring and reporting progress are refined.
INQUIRY CURRICULUM: SCIENCE

Organisational
- Teaching and learning sequences align with Australian Curriculum
- Science Operational Plan is established
- Establish Purchasing Plan
- Primary Connections implemented P-6 from 2015
- Seeds of Science (Curtin University) trialled 2013 and implemented 2014
- P-6 Assessment program is developed
- Common Assessment tasks developed for each year level in 2015
- Initiate Science Week and establish in 2015

Professional Learning
- Science Investigations- Inquiry based teaching implemented and supported
- Connection to Hub Schools for inquiry projects established with middle primary classes.
- Links to Numeracy and Literacy made explicit
- Language of science made explicit – word walls
- Best practice identified and promoted.
- Network (OREN) contacts established.

Targets
1. Year 5 students exceed State average performance in WAMSE (WA Monitoring Standards in Education).
2. Community garden concepts are promoted and implemented in collaboration with school P&C.- e.g. Stephanie Alexander Kitchen Garden
3. Students have access to a range of high quality resources- V Library, Print, Internet, human resources, artefacts, etc.

INQUIRY CURRICULUM: HISTORY

Organisational
4. Teaching and learning sequences align with Australian Curriculum
5. Humanities Operational Plan is established 2015
6. Establish Purchasing Plan
7. P-6 Assessment program is developed
8. Common Assessment tasks developed for each year level in 2015
9. Initiate Humanities (History) Week and establish in 2015
10. Establish database of local history resources in the community, including ‘living’ history people and places.
11. Establish Aboriginal Perspectives in the curriculum (Cross Curriculum Priority in AC) with links to local Aboriginal people in the community- establish 2015.
12. Implement WA Week (annual event) with annual focus of Cross Curriculum Priorities of the AC / General Capability (to be established 2014- 2015)

Professional Learning
1. Inquiry based teaching implemented and supported as required.
2. Connection to Hub Schools for inquiry projects established with middle primary classes.
3. Links to Numeracy and Literacy made explicit- e.g. timelines, prepositional language.
4. Language of history made explicit – word walls / classroom displays
5. Best practice identified and promoted.

Targets
1. Year 5 students exceed State average performance in WAMSE (WA Monitoring Standards in Education).
2. Students have access to a range of high quality resources- V Library, Print, Internet, human resources, artefacts, etc.
3. Initiate story telling program to support oral language, word work and systematic vocabulary development across the school K-6

LEARNING - COLLABORATION - RESULTS
SPECIALIST AREAS

We are recognised in the community for the good quality and variety of specialist programs that Beaumaris offers. We encourage exploration and enjoyment of learning in our specialist programs, and we regularly showcase the skills and abilities of our students whenever possible. As with all areas within the broad curriculum, we aim to improve what we offer as a cycle of continuous improvement.

MUSIC & PERFORMING ARTS

1. Maintain the development of talents of students with specialist lessons in music: percussion, junior and senior choirs, school band.
2. Students demonstrate skills in public performances and special events such as WAGS/M, Massed Choir (UWA), ABODA, Battle of the Classes 2014 (Joondalup), Special Assemblies- ANZAC, Graduation, Prize Giving Events, West Coast Song Festival, Celebration of the Arts
3. Introduce Specialist Music program to Pre-Primary in 2014-2015
4. Promote school program through local news media, Internet, website, newsletter, and local shopping centres.
5. Establish learning area plan and assessment schedule.
6. Establish Purchasing Plan
7. Revisit network opportunities across OREN to focus on Australian Curriculum – Cross Curriculum Priorities and General Capabilities.

PHYSICAL EDUCATION

1. Establish learning area plan and assessment schedule.
2. Establish Purchasing Plan
3. Establish links to AC- General Capabilities and Cross Curriculum Priorities
4. Establish skills acquisition program – Year 5 Pilot and Years 3-6 in 2015.
5. Create grounds plan for improved play spaces for students in Years 4-6 e.g. Volleyball area
6. Promote school program through Website, local news media, newsletter and school events.
7. Introduce Specialist PE to Pre-Primary in 2015.
8. Strengthen networks and professional discussion across OREN.
9. Focus on sportsmanship, fairness and team spirit.
10. Visiting sports professionals – role model program for Years 4-6.
11. Revise Fundamental Movement Program in K-2

LANGUAGES

1. Introduce Languages (French) program to Years 1 and 2 in 2014.
2. Review language offered in 2015 to align with Secondary School programs
3. Maintain Languages (French) program for Years 3-7 in 2014.
4. Explicit links are made through program delivery and development to AC – General Capabilities.
5. Annual Events are promoted that link to the target language. E.g. In 2014 Bastille Day, French Dinner for Years 6 and 7 students, Harmony Day, Special events.
6. Establish Learning Area plan and assessment schedule.
7. Establish Purchasing Plan
8. Strengthen networks and professional discussion across OREN.
9. Investigate Afrikaans speaking staff to support ESL / EALD students as required.
Reference Points

DELIVERY & PERFORMANCE AGREEMENT - REVIEW

- Education Act (99) & Regulations (2000)
- School Improvement and Accountability Framework
- Plan for Public Schools 2012-2015
- National Quality Standard
- National Standards for Teachers / Principals
- Early Years Learning Framework
- Australian Curriculum
- Curriculum & Assessment Outline (SCSA)
- Director General’s Classroom First Strategy
- Focus 2013- 2016
- Workforce Plan
- Business Plan 2014-2016
- Our Policies – Department of Education WA
- Teacher Registration Board WA
- Principles of Learning, Teaching & Assessment

COHERENT SCHOOL DEVELOPMENT & IMPROVEMENT

- Executive Leadership Team
- School Leadership Team (Distributed)
- Curriculum Committees- structure & function
- Strategic Plans- Various
- Operational Plans – Learning Areas
- Team Structure & Function
- Year Level Plans
- Classroom Plans
- Business Plan
- Workforce Plan
- School Board Plan
- DES Assessment & Review
- Annual Reports
- NAPLAN
- WAMSE
- On Entry
- AEDI
- Like Schools Performance
- SAIS
- Performance & Development Processes
- PL Program & Strategy
- School Self Assessment & Review
- Survey data- Responsive Planning
- Attendance & Engagement data

COHERENT SELF-ASSESSMENT & REVIEW

- 360 Feedback- Leadership team
- Performance & Development Process (All staff)
- School Improvement & Accountability Framework
- Focus documents 2013-2015
- Classroom First
- Principles of LTA
- Surveys- various
- Learning Area Review
- Annual Report
- Assessment data analysis & responsive planning
- Operational Plan review process- annual
- Review of Milestone Achievement
- Classroom Observation processes & rubrics
- National Teacher / Principal Standards
- National Quality Standard assessment
- SAIS & moderation of teacher judgement