



Beaumaris
Primary School

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Business Plan 2022, 2023, 2024



Welcome to Beaumaris Primary School – providing quality education since 1991.

Beaumaris Primary has been educating children for more than 30 years. It has grown into a contemporary metropolitan school that has maintained a strong focus on the community. Beaumaris continues to develop and strengthen a strong reputation for the quality of its teaching and learning programs, the commitment and professionalism of the staff, the innovative and motivating physical environment and, above all, a constant focus on the individual child.

The growth of knowledge, expertise and commitment of staff to the professional learning program at Beaumaris will impact on each child's opportunity to achieve their potential as well as the development of school wide pedagogy that makes visible and explicit what we believe about teaching and learning.

We recognise that the capacity of all staff impacts upon the effectiveness and efficiency of the school in every aspect of its operations – Teaching, Learning, Relationships, Environment and Resources.

Trust, collaboration and accountability and a sense of the moral purpose of education are fundamental to the sustainability of Beaumaris as a Professional Learning Community. Focusing on and developing the individual performance of all staff is maximising the school's professional capital.

The school's connection with the community is a key ingredient to a successful learning experience for our students. The school has always enjoyed a strong community spirit, developed over decades from parent and community involvement in the school. A close, supportive relationship continues to exist between the students, staff and parents enabling us to know each student as an individual. Staff and students work together cooperatively to create a positive school environment in which every student feels safe and is able to learn in a friendly and caring atmosphere.

A proactive Parents and Citizen's Association (P&C) continues to support the school with numerous fundraising campaigns each year to assist in the provision of school resources and equipment. This partnership with the community continues to provide a strong support base upon which the school has thrived for over 30 years.

Whilst our facilities provide for many opportunities, it is the school's teaching and learning culture of 'Excellence' and its strong sense of community that drives the school vision. The foundation of the school is a commitment to provide learning in a safe and caring environment that nurtures each child's specific abilities and interests. Entwining a culture of high performance with a culture of high care will enable us to achieve the highest educational objectives.

Three Focus Areas 2022-2024:

1. **Excellence in the Classroom: Teaching for Impact**
2. **A Safe and Supportive Environment**
3. **Connection and Partnerships with Our Community**

Our Beliefs about Learning

We believe children learn best when the student:

- has learning experiences that are purposeful and meaningful.
- feels safe, valued, encouraged and supported in a caring environment.
- is motivated and challenged.
- clearly understands the expected learning outcome.
- understands the assessment process.
- engages fully in meaningful real-world tasks.
- is encouraged and supported in appropriate risk-taking.
- is able to demonstrate and apply relevant social skills.
- is able to reflect and set realistic goals for **class and** personal achievement.

Our Values: *Learning, Excellence, Equity, Care*

- **Learning:** We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that learning is visible, all students have the capacity to learn, and must have a voice in the learning process.
- **Excellence:** We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.
- **Equity:** We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create learning environments that are free of discrimination, abuse and exploitation.
- **Care:** We treat all individuals with care. Our relationships are based on a sense of belonging, trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.

1. Excellence in the Classroom: High Impact Teaching and Learning

Beaumaris Primary School will provide quality education by inspiring our students to strive for personal best with a passion for learning that goes beyond the school boundaries.

PERFORMANCE TARGETS

1. Match or exceed the mean score of WA 'Like Schools' in Years 3 and 5 in NAPLAN.
2. In addition to overall achievement, the progress of the stable cohorts to be equal to or above 'Like Schools'.
3. The percentage of students in the top two proficiency standards to be above 'Like Schools' in all NAPLAN assessments.
4. Analysis of school-based assessment to reflect scaled scores which exceed Australian norm for progress and achievement.
5. In comparison to like schools, students' achievement ("Reporting to Parents" aggregated data) is "at or above" the Western Australian Curriculum Achievement Standard in all year levels.

Literacy/Numeracy

KEY FOCUS	MAJOR STRATEGIES
<ol style="list-style-type: none"> 1. All teachers continue to implement the Western Australian Curriculum, utilising First Steps and other Department endorsed teaching and learning resources including the Teaching for Impact Framework. 2. Continue to ensure consistency with whole school literacy and numeracy strategies as articulated in the school operational plans. 3. Embed Quality Teaching Framework for new concepts in Literacy and Numeracy is embedded so all teachers deliver quality teaching that impacts student progress and achievement. 4. An increased focus on Writing within a whole school approach with increased attention to sentence structure - vocabulary, grammar and punctuation is reflected in planning at the cohort and classroom level. 5. Consistent application of lesson structure is evident in all classrooms and learning environments. 6. All teachers consistently use the Literacy/Numeracy judging standards and moderation to monitor progress and achievement. 7. Increased focus on the proficiency strands of understanding, fluency, reasoning and problem solving to enhance student achievement in Mathematics. 	<ul style="list-style-type: none"> • Promote a culture of '<i>personal best</i>' and that all students can be high achievers. • Utilise system and school software platforms to track longitudinal data of individual students and year level cohorts to measure progress and effectiveness of programs. • Teachers collaboratively analyse and review English and Mathematics learning area data throughout the year to develop strategies for improvement, to inform planning and measure impact. • Develop targeted intervention programs for students at educational risk. • Develop targeted intervention approaches for academically gifted students. • Opportunities for scheduled moderation in and across year levels to maintain consistency with teacher judgements. • School-wide pedagogical framework is demonstrated, supported and coached. • Collaborative planning to ensure consistency with teaching and learning across the school that reflects the school operational plans.

Science & STEM

<p>KEY FOCUS</p> <ol style="list-style-type: none"> 1. Research best practice in the teaching of Science to continue to develop and implement a Whole School Operational Plan. Embed the whole school Science program. 2. Increase core STEM subject knowledge problem solving and analytical thinking K-6. 3. Further develop the school's sustainability focus. Embed and continuously improve our sustainability practices. 	<p>MAJOR STRATEGIES</p> <ul style="list-style-type: none"> • Introduction of Specialist program accessed by all students Years 1-6 one semester per year utilising a dedicated Science Lab with a focus on explicit teaching of science concepts and skills. • Whole school processes inclusive of the 5E Inquiry Model. • Continue to use the WA Curriculum and DOE resources to plan, teach and evaluate student achievement in Science. • Sustainability projects across the school with direct links to the Science curriculum encompassing opportunities for student leadership. • Use the SAMR Model to integrate technologies with all teachers able to show evidence of Modification and Redefinition. • Tier 3 vocabulary is explicitly taught.
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Humanities and Social Sciences

<p>KEY FOCUS</p> <ol style="list-style-type: none"> 1. Research best practice in the teaching of HASS to continue to develop and implement a Whole School Operational Plan. Embed the whole school approach to teaching HASS. 2. Staff broaden their knowledge and improve practices in Aboriginal education creating culturally safe and engaging learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school. 	<p>MAJOR STRATEGIES</p> <ul style="list-style-type: none"> • Continue to use the WA Curriculum and DOE resources to plan, teach and evaluate student achievement in HASS. • Teachers complete training in the implementation of the Aboriginal Cultural Standards Framework. • Continue implementation of Sustainable Schools WA with a focus on our ecological footprint and social handprint. • Tier 3 vocabulary is explicitly taught through sentence level writing instruction.
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Cross Curricula

<p>KEY FOCUS</p> <ol style="list-style-type: none"> 1. All students from P-6 to set and review personal learning goals regularly to increase responsibility for their own learning and achievement. 2. All teachers to use the Quality Teaching Framework in all learning environments for the teaching of new concepts in all areas. 3. Teacher expertise utilised to provide coaching opportunities to support staff to strengthen their skill sets. 4. All teachers to participate in classroom observations. 5. Explicit teaching of keyboard skills Years 1-6. 6. Explicit teaching of Creative and Critical Thinking Skills in accordance with Western Australian General Capabilities. 	<p>MAJOR STRATEGIES</p> <ul style="list-style-type: none"> • Student achievement recognition and celebrations explicitly linked to the four behaviour expectations. • All teachers embed lesson structure elements into classroom practice. • Curriculum committee to drive change agenda and map implementation of whole school initiatives across the school.
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2. A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

At Beaumaris Primary School, we pride ourselves on providing a safe and caring learning environment for students and staff, underpinned by a values rich learning culture that supports quality learning and positive behaviours.

PERFORMANCE TARGETS

1. The school will maintain or exceed an overall attendance at or above that of 'like schools' from P-6.
2. 98% of students will maintain 'Good Standing' in any given term.
3. 90% of students will achieve 'consistently' or 'often' in the ABE Reporting to Parents.
4. Parent, student and staff surveys reflect increased satisfaction against key indicators of 80%.

KEY FOCUS

1. School values and the four behaviour expectations are consistently demonstrated by all and embedded in the school community.
2. Attendance strategies are reviewed and whole school approach to supporting attendance is consolidated.
3. Case management is in place for all students identified as at risk.
4. Increase the awareness of safe use of social media for students, staff and the broader community.

MAJOR STRATEGIES

- Student achievement recognition and celebrations clearly linked to achievement of personal learning goals.
- School staff to maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing. All staff will drive student engagement and wellbeing whole school initiatives across the school.
- Whole school expectations are clearly articulated, and behaviour expectations are consistently enforced by all staff with a focus on restorative practice and a supporting learning environment using positive and consistent behaviour strategies and classroom management strategies.
- Increased focus on values being explicitly taught, modelled and celebrated.
- SAER processes reviewed and consolidated for identified students. Implement and embed a whole school 3 Tier Response to Intervention process.
- Implement whole school programs and provide professional development opportunities for staff in the Social and Emotional Learning programs – Zones of Regulation.
- Student Services team to build collaborative partnerships to support students. Early intervention with families and communities including wraparound services and collaboration with external organisations and agencies.
- Provision of opportunities for parents/carers to access information and support (E safety, Parent Workshops, Triple PPP).

3. CONNECTIONS AND PARTNERSHIPS WITH OUR COMMUNITY

At Beaumaris Primary School, we seek to enhance our engagement practices with parents and families that are responsive to their needs and concerns and enhance educational outcomes for our students.

PERFORMANCE TARGETS

1. National School Opinion Survey data maintains an average above a 4.0 satisfaction rate on student, parent and staff surveys is maintained.

<p>KEY FOCUS</p> <ol style="list-style-type: none">1. Relationships – a welcoming culture instils a sense of belonging for all.2. Partnerships – strategically pursue partnerships that align with and strengthen our school vision.3. Communication – clear relevant and timely communication is pivotal to the success of our relationship with the community.	<p>MAJOR STRATEGIES</p> <ul style="list-style-type: none">• Ensure staff ownership of whole school initiatives and professional learning through consultative processes.• Foster and further develop links with network schools.• Provide regular and relevant parent education workshops and forums on whole school classroom and specialist teaching strategies.• Implement strategies to facilitate collaborative planning between classroom and specialist teachers.• Continue to foster strong links with new and established partners in the school, to add value to learning opportunities, promote inclusivity, reduce disadvantage and establish opportunities for research, development and innovation at Beaumaris PS.• School’s established communication guidelines are followed by all stakeholders to ensure safe and effective communication. Further develop a marketing strategy to celebrate school achievements (Update the school website with current school and community events, school news stream, Facebook).• Promotion of regular special events within the school to showcase our school and student achievement (Open Day, Special Assemblies).• Partnership with Playgroup W.A developed to establish an onsite Pre-K program. Kindergarten teachers to provide support and guidance to playgroup.• Seek opportunities for grants, funding and donations from external sources to support student learning.
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