



BEACONSFIELD PRIMARY SCHOOL

BUSINESS PLAN 2021 – 2023

OUR SCHOOL

Beaconsfield Primary School was established in 1890 and sits high on the hill with sweeping views of the Indian Ocean. Our school emblem is a lighthouse which alludes to not only our physical location, but to the notion that we are a beacon of learning and light in our local community. Our rich history and traditions are supported by our proximity to the cultural hub and historical sites of the City of Fremantle.

OUR UNIQUENESS

At Beaconsfield Primary School, it is our wonderful students and community that make us unique. In addition to our mainstream school, we have students at our campus on Rottnest Island who enjoy an idyllic island lifestyle. We also have a number of students in our Intensive English Centre who we welcome from a wide range of culturally and linguistically diverse backgrounds. All these factors make Beaconsfield Primary School a dynamic and exciting place.

OUR WORK

Students in our school experience the depth of the Western Australian Curriculum, including opportunities to engage in Visual Arts, Music, Italian Language and Physical Education with specialist teachers. Our staff are keen to develop the whole child, and our students are also taught mindfulness, yoga and more recently, sustainability through a critical and creative thinking lens.

OUR PEOPLE

Every student in our school knows they are vitally important and are guided and supported by our professional and child-centred staff. At Beaconsfield Primary School, we pride ourselves on our ability to form close working relationships with parents, carers and external providers in order to ensure every child is set up for success. We actively embrace our core values of being a Considerate, Courageous Community, and our students are shining examples of this in action.

**WE ARE A CONSIDERATE,
COURAGEOUS COMMUNITY**



BUSINESS PLAN 2021 – 2023

BELIEFS ABOUT LEARNING

We believe that students will learn when:

- they are engaged in rich learning experiences, based on best practice
- they have a sense of connection and belonging
- they are immersed in safe and supportive environments
- expected behaviour is explicitly taught and positively reinforced
- there is a commitment to a culture of continual improvement
- everyone believes that all students are capable of success
- the community has high expectations of student progress
- positive and collaborative relationships exist between staff
- teacher – student – parent partnerships are strong, valued and built on trust and respect

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TEACHING

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ALL STAFF WILL DEMONSTRATE A COMMITMENT TO TEACHING AND LEARNING EXCELLENCE AND UPHOLD A CULTURE OF HIGH EXPECTATIONS FOR ALL STUDENTS

- Implement the High Quality Explicit Teaching Model to enhance and refine teaching strategies and pedagogies
- Embed an observation and feedback cycle of school improvement focused on High Quality Explicit Teaching
- Achieve High Quality Explicit Teaching through instructional coaching, classroom observations, reflective practices and collegial sharing
- Implement a comprehensive performance development and improvement process
- Maintain whole school approaches and programs in the teaching of literacy and numeracy
- Prioritise professional learning to support the implementation of whole school programs
- Allocate 1.0 FTE for Literacy and Numeracy Coordinators to support teaching staff

Tracking

Match or exceed WA Like Schools in all NAPLAN assessments in Years 3 and 5

Achieve 50% of Years 3 and 5 students taking the highest NAPLAN adaptive pathway in reading and numeracy

Maintain the percentage of Years 3 and 5 students exceeding WA like schools in taking the highest NAPLAN adaptive pathway in reading and numeracy

Maintain or exceed the number of IEC students achieving Level 4, across all language modes, on the EAL/D Progress Maps

The 2022 NSOS parent and staff surveys will continue to show improved ratings for *"I am satisfied with the overall standard of education achieved at this school"* compared to 2020 NSOS.

The 2022 NSOS staff survey will demonstrate a rating of 4.2 or above for *"I receive useful feedback about my work at this school"* compared to 2020 NSOS.

TEACHING WILL BE INFORMED BY DATA AND TARGETED TO MEET THE NEEDS OF ALL STUDENTS

Tracking

Average cohort progress in PATs to be above the National Mean Average

Teacher Judgement for grade allocation (A-E) is within -1.0 to 1.0 standard deviations compared to like schools

Year 3 and 5 alignment of grade allocations is within 10% above or below NAPLAN results

The 2022 NSOS parent survey will maintain a rating of 4.5 or above for *"My child is making good progress at this school"*

- Continue to implement the whole school assessment schedule
- Identify and monitor expected year-on-year progress for each PATs assessment
- Engage teachers in regular planning meetings to analyse data to inform teaching and learning
- Strengthen moderation using common assessment tasks and the SCSA Judging Standards in English, Mathematics, HASS and Science
- Locate data collection visibly and centrally
- Use DataHub and EdCompanion to support staff in data analysis, targeting teaching and making consistent, on-balance judgements
- Regularly inform the parents of students who are not meeting expected achievement of their child's progress

STUDENTS WILL DEVELOP CRITICAL AND CREATIVE THINKING SKILLS

- Incorporate Critical and Creative Thinking as a method of delivering and supporting the Sustainability program
- Investigate methods of standardised assessment to track longitudinal data around Critical and Creative Thinking
- Investigate a reporting component to reflect teaching in Critical and Creative Thinking

Tracking

Targeted staff survey to monitor student capacity to think critically and creatively

Track and monitor critical and creative thinking through identified assessments

LEARNING ENVIRONMENT

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EVERY CLASSROOM WILL BE SAFE, INCLUSIVE AND SUPPORTIVE TO ENGAGE STUDENTS AND MEET THEIR ACADEMIC, SOCIAL AND EMOTIONAL NEEDS

- Develop a classroom audit and checklist of non-negotiables to support the learning environment
- Consolidate the whole school implementation of Positive Behaviour Support (PBS)
- Promote school values through explicit teaching in the classroom, playground, at assemblies and through whole school communication
- Develop staff capacity to implement the Zones of Regulation across the school
- Develop a common language of co-regulation and ensure the explicit teaching of regulation strategies, supported by visual prompts in every classroom
- Embed Friendly Schools Plus as a whole school approach to social and emotional learning
- Develop staff capacity to implement YogaED and Mindfulness strategies to support regulation in the classroom

Tracking

All classrooms to display whole-school posters and visuals

Survey staff and students in regards to their implementation of PBS and the use of the Zones of Regulation

The 2022 NSOS parent, student and staff surveys will continue to show improved ratings for *“My child feels safe at this school”* and *“Student behaviour is well managed at this school,”* compared to 2020 NSOS

All classrooms conduct at least 10 hours of DOE protective behaviours programs each year

Friendly Schools Survey to track implementation and the effectiveness of the program

ALL STUDENTS AT ACADEMIC RISK WILL BE SUPPORTED

Tracking

Number of students in intervention program performing at expected level

The 2022 NSOS parent and staff surveys will continue to show improved ratings for *“My child's learning needs are being met at this school”* and *“This school works with me to support my child's learning”* compared to 2020 NSOS.

- Identify students at risk early through a clear student services process
- Identify students for the intervention program through ongoing assessment and teacher judgement
- Allocate 1.0FTE for a support teacher and an education assistant to facilitate intervention programs
- Allocate 0.2FTE for Academic Extension targeting students in Years 3-6



EVERYONE WILL UNDERSTAND THE IMPORTANCE OF REGULAR ATTENDANCE

- Maintain a strong emphasis on the importance of school attendance
- Continue to follow clear processes to account for all student absences
- Conduct regular case management meetings with parents of students with low attendance or consistent lateness

Tracking

Increase overall student attendance to 95%

Increase the number of students in the Regular Attendance category to 83%

Decrease the number of students in the Moderate and Severe Attendance categories to less than like schools

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Annual board workshop to engage members in school review process

- Use the WA Future Leaders Framework to improve methods of identification, development and support for potential leaders
- Create opportunities to develop leadership capacity through a distributed leadership model
- Align professional learning to the development goals of the identified leaders and the needs of the school
- Allocate additional leadership time within the weekly timetable for identified leaders to work on priority areas and projects

The 2022 NSOS student survey will continue to show improved ratings for *"My school gives me opportunities to do interesting things"* and *"My school takes students' opinions seriously"* compared to 2020 NSOS



RELATIONSHIPS

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COMMUNICATION WILL BE REGULAR AND TRANSPARENT

- Continue to post fortnightly teaching and learning updates on class Connect pages
- Engage families with Term 1 'Welcome' meetings and the Term 4 'Open Night'
- Communicate with families openly and frequently regarding academic progress, social and emotional issues or engagement and behavioural concerns, to ensure formal reporting contains no unexpected information
- Use Connect notices to communicate reminders or important information
- Use *Message U* text messages to communicate urgent or emergency information
- Provide general information, including plans and policies, on the website
- Continue to use the Beacon newsletter to engage families in school events and celebrations
- Continue to use the Bulletin as the primary source of staff communication

Tracking

Continue to monitor Connect traffic

Maintain fortnightly classroom Connect communication schedule

Number of families in attendance at Term 1 Classroom Meetings and the Term 4 Open Night

The 2022 NSOS parent survey will continue to show improved ratings for *"I can talk to my child's teachers about my concerns"* compared to 2020 NSOS

STRONG AND MEANINGFUL RELATIONSHIPS WILL BE CULTIVATED AND MAINTAINED IN ORDER TO SUPPORT STUDENT OUTCOMES

Tracking

The 2022 NSOS staff survey will continue to show improved ratings for *"Staff are well supported at this school"* compared to 2020 NSOS

Number of staff involved with initiatives through the Cockburn Fremantle Network

The 2022 NSOS parent and staff surveys will continue to show improved ratings for *"This school has a strong relationship with the local community"* compared to 2020 NSOS

Increase in nominations for parent representative positions on the School Board

Increase in number of parents participating in P&C meetings and volunteering with P&C events

Number of parents attending information workshops

Conduct Engaging and working with your community survey in 2022

Staff:

- Support new staff through an induction and mentorship process
- Continue to timetable collaborative DOTT to allow staff to build relationships and work together
- Build professional partnerships and collegiate relationships through the Cockburn Fremantle Network

Community:

- Identify opportunities to engage support agencies
- Strengthen the relationship between the school, the Board and the P&C
- Identify opportunities throughout the year to promote the work of the school and engage the community, e.g. Science Week, Book Week, Open Night
- Acknowledge the cultural diversity in our community with a focus on Aboriginal and Torres Strait Islander culture and actively work to build a connection with local families
- Provide opportunities for Intensive English Centre students and families to create connections with the community
- Identify opportunities to engage parents in workshops and information sessions based on areas of recognised need
- Employ a School Chaplain to support members of the school community

RESOURCES

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THE PHYSICAL ENVIRONMENT WILL BE DEVELOPED TO PROMOTE LEARNING AND SOCIAL OPPORTUNITIES

- Collaborate with the P&C to develop a school grounds master plan with a long term focus on playground improvement
- Establish a Grounds Committee to identify priority areas across the school that require development
- Identify options to gain additional space or storage so that specialist classes and activities have dedicated space

Tracking

The 2022 NSOS parent, student and staff surveys will stay at or above a 4.2 rating for the 'School is well maintained' compared to 2020 NSOS.

RESOURCING WILL BE EVIDENCE BASED, MAXIMISED AND ALIGNED TO PRIORITIES

Tracking

All resourcing is accounted for in operational planning

Budgets for each cost centre are expended at the end of the year

DoE external financial audit finding Good -Excellent

- Ensure all teaching and learning resources are appropriately located and managed
- Increase staff accountability and responsibility for resources
- Prioritise professional learning and procurement of resources that directly relate to key priorities and are aligned to improvements in student outcomes
- Use student and school characteristics funding to support effective teaching and learning adjustments and enhanced student outcomes

THE SCHOOL'S ENVIRONMENTAL FOOTPRINT WILL BE REDUCED

- Implement Sustainability as a specialist learning area to build student awareness
- Utilise all opportunities that arise from being a Waste Wise school to reduce waste
- Investigate opportunities to action recycling, composting and waste wise practices
- Embed energy efficient principles to reduce the school's electricity and water consumption

Tracking

Reduction in the amount of lunch time waste

Engagement of students leading waste reduction initiatives

Reduced electricity and water bills



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