

Business Plan

2020 - 2022



Our Context

Beckenham Primary School is a West Australian Department of Education, Independent Public School located approximately 14 km south-east of the Perth CBD situated adjacent to the Perth – Armadale rail line.

At the beginning of 2020 there were approximately 420 students enrolled in the school from Kindergarten to Year 6 representing a diverse range of cultural backgrounds.

The school has a long history having originally opened as East Cannington School in 1912. Several generations of the same family have attended as students. The school has a positive reputation, enjoying strong community support. The wider Beckenham community continues to grow, with in-fill housing and multiple dwelling lots contributing to this. As from 2020, the school has local intake status and is defined by a catchment area.

Our students are offered specialist Art, Science and Physical Education lessons as well as exposure to a growing number of sustainability projects including the operation of a kitchen garden program. Chinese is offered as our Languages other than English (LOTE) program.

The school is staffed by dedicated and experienced staff who are committed to providing the best educational opportunities to our students.

Vision

We aim for our students to enjoy school while presenting them with a variety of opportunities that will assist them to reach their full potential as life-long learners.

Motto

Our motto is 'Share and Care'



Our Beliefs

Staff at Beckenham Primary School believe that students are more likely to reach their potential when;

- Teachers know their students and how they learn
- Teachers assess, provide feedback and report on student learning
- Teachers enthusiastically engage students in purposeful, meaningful learning experiences
- Teachers demonstrate their knowledge of content and use evidence based approaches to their teaching
- Teachers meet the needs of the whole child
- Students are in a safe and supportive learning environment
- Relationships with staff, parents and students are developed
- The diversity of cultures and values represented are acknowledged and respected.

Our Values

The *Beckenham Best* values program underpins the teaching of values in the school. The program's framework encourages and supports students to develop the values incorporated in the following six key domains.

1. Being kind to themselves (respect yourself)
2. Being kind to others (respect others)
3. Being kind to the environment (value the environment)
4. Being the learning kind (seek knowledge)
5. Being the achieving kind (achieve your potential)
6. Being the community kind (contribute positively to society)



Concepts taught through the above domains are aligned to the values outlined in the *National Framework for Values in Australian Schools*.

Planning and Reporting

This Business Plan is complemented by the Department's yearly 'Focus' documents and the *Strategic Directions for Public Schools 2020-2024* document. It is supported by annual Operational Plans in each of the curriculum learning areas.

The Operational Plans outline the specific strategies to be used in classrooms along with areas of focus which have been identified through whole school data analysis processes.

A detailed self-assessment schedule sets out the key data collection points across the year in each learning area.



Our Priorities

Success for all students	Quality Teaching	Effective Leadership	Strong Governance and Support
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We will:

- maintain a focus on explicit direct instruction strategies in numeracy and literacy
- continue to investigate and develop the use of direct instruction strategies across other learning areas
- review the current specialist teaching programs
- maintain a case management approach to support Students at Educational Risk
- develop common assessment tasks in all learning areas to improve teacher moderation and reporting
- strengthen and embed a positive learning environment across the curriculum using the Beckenham Best values program
- address the cross-curriculum priorities in all learning areas
- develop and implement a process to guide school review and improvement planning
- Support student learning using ICT in classrooms and library

We will:

- continue to increase teacher efficacy in the delivery of effective literacy and numeracy blocks
- collaboratively develop Teaching Sprints that target specific teaching skills
- investigate and develop a play based approach to learning in the early years
- provide teachers with support and training with the implementation of effective instructional strategies
- continue to support student learning using technology
- recruit passionate teachers with a commitment to the school and its operations
- expect all school staff to build positive relationships between teachers, parents, students and each other

We will:

- provide informal and formal leadership opportunities to teachers in both curriculum and school management
- build a culture which supports ongoing professional learning amongst staff
- maintain community, partnerships and links to tertiary organisations which are beneficial to students
- provide high quality professional learning experiences which support staff, school priorities and operational plans
- use student, parent and staff surveys for reflection and ongoing improvement

We will:

- monitor the Business Plan priorities through the School Board and staff meetings
- assist School Board members in accessing and undertaking relevant training
- actively promote the Parents and Citizens Association to the school and the community
- implement programs which are evidence based and support student learning
- monitor the effectiveness of programs offered in the school
- develop a rigorous self-assessment and review framework



Priorities in Action

Success for all students

Quality Teaching

Effective Leadership

Strong Governance and Support

Will be evidenced by:

- student engagement with evidenced based learning programs
- teachers holding high expectations of all students
- students at educational risk (SAER) being supported through a range of strategies
- the use of restorative practice to resolve conflict
- moderation of student work across year levels and learning areas
- the implementation of student support programs
- the explicit teaching and reinforcement of the values program
- an inclusive learning environment that supports a culturally diverse student population
- curriculum leaders involved in school planning and reporting processes
- students using a variety of technologies across curriculum areas

Will be evidenced by:

- teachers engaging in classroom observation and feedback processes
- phase of learning teams maintained allowing for collaborative planning and moderation activities
- teachers using a variety of strategies including explicit direct instruction
- calm and orderly classrooms due to the effective use of low-key behaviour management strategies
- the continual review of learning area plans that target specific needs of the student cohort

Will be evidenced by:

- relevant professional learning programs being delivered that support school initiatives, direction and staff requirements
- informal and formal leadership opportunities being made available to staff
- volunteers from outside organisations assisting with programs in the school
- biennial completion of school satisfaction surveys by parents, teachers and students

Will be evidenced by:

- the School Board actively monitoring the Business Plan
- School Board members having access to relevant board training modules
- an active Parents and Citizens association
- outside agencies and volunteers delivering programs within the school
- the use of a self assessment and review framework



Targets

Numeracy

2021: 65% of all Basic Facts benchmarks will be achieved across all year levels

2022: 70% of all Basic Facts benchmarks will be achieved across all year levels.

NAPLAN 2022 :

- maintain 25% of Year 3 students in the top 2 NAPLAN numeracy bands (29% in 2019)
- maintain 10% of Year 5 students in the top 2 NAPLAN numeracy bands (10% in 2019)

Literacy

Year 3 NAPLAN 2022

Reading

- Increase the number of students in Bands 6 -10 by 5% (22% in 2019)
- Decrease the number of students in Bands 1 & 2 by 10% (20% in 2019)

Writing

- Decrease the number of students in Bands 1-3 by 5% (16% in 2019)
- Increase the number of students in Bands 6-10 by 10% (11% in 2019)

Spelling

- Maintain the number of students in Bands 6-10 (38% in 2019)

Year 5 NAPLAN 2022

Reading

- Increase the number of students in Bands 5 & 6 by 5% (62% in 2019)
- Decrease the number of students in Bands 1-4 by 10% (20% in 2019)

Writing

- Decrease the number of students in Bands 1-4 by 5% (30% in 2019)
- Increase the number of students in Bands 7 –10 by 10% (11% in 2019)

Spelling

- Maintain the number of students in Bands 7 –10 (29% in 2019)
- Decrease the number of students in Bands 1-4 by 5% (11% in 2019)

Attendance

- Attendance of Aboriginal students to be equivalent to or above, that of like schools and WA public schools.
- Overall percentage of attendance to be equivalent or above all WA Public Schools.