

Message from the Principal

I am very proud to present the 2022-2024 Business Plan for Beeliar Primary School. Over the next three years we will be focusing on the following six domains:

- Teaching Quality
- Relationships and Partnerships
- Learning Environments
- Leadership
- Student Achievement and Progress
- Use of Resources

We have a strategic plan that will focus our resources and professional learning to achieve these whole school priorities. They have been identified through a careful analysis of student and school performance data and complement the Department of Education's Public School Review process.

Our identified school improvement strategies have been developed with our staff and School Board, as the representatives of the Beeliar community. We believe they best position us to strive for excellence across all areas in our school. As a high quality team we will:

- Lead the Moral Purpose
- Build productive relationships
- Create enabling conditions
- Promote improved teaching
- Drive data informed practice
- Lead strategic change

School Profile

Beeliar Primary school is a level 5 school with 430 students. We cater for students from Kindergarten to Year Six, offering specialist subjects in Physical Education, Music, Art, LOTE (Noongar) and Health. We share a site with Fremantle Language Development Centre and we belong to the Cockburn Central Education Network (CCEN).

Governance

The Beeliar Primary School Board works with the school community to achieve the best outcomes for students. It plays an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the school's priorities reflect the needs of students.



Focus Areas: Relationships and Partnerships

Goal: School leaders have built a strong culture that exhibits a cohesive sense of team, underpinned by trust and a commitment to deliver positive outcomes for children and their families.

What we will do:

- Build and maintain positive school-community relationships
- Communicate effectively with parents and community
- Continue to review communication with parents and build on the P&C parent class representative initiative.
- Maintain the focus on increasing the agency of Aboriginal students and families, and the offering of both formal and informal leadership opportunities to Aboriginal people within the school community.
- Continue partnership with Cockburn Central Education Network Schools
- Maintain and develop partnerships with outside agencies such as Fremantle Language Development Centre, Health WA, Cockburn Council and local Members of Parliament

Leadership

Goal: The leadership team, inclusive of the School Board, are united in their purpose. They have created a supportive work environment where staff are provided clarity about the purpose for all actions.

What we will do:

- Ensure strong governance throughout the school, inclusive of the School Board and P&C
- Identify Aspiring Leaders
- Participate in the CCEN Future Leaders Framework to develop aspirant leaders
- Provide leadership opportunities for the staff, including Instructional Coaches, Curriculum Leaders and Network Group Leaders
- Provide targeted Professional Learning for school improvement
- Support and develop our Professional Learning Communities (Power Hour)

Safe and Inclusive Learning Environment

Goal: The school has created a safe, inclusive and supportive learning environment that is welcoming and responsive. There is a clear emphasis on building a sense of belonging and mutual respect.

What we will do:

- Continue to strengthen and develop the Beeliar Reconciliation Action Plan
- Strengthen our Stand Tall philosophy and the student behaviour agreement and expectations
- Provide a positive and safe learning environment
- Build the growth mindset, resilience, conflict resolution and relationship skills of students and staff
- Continue with our focus on Mental Health and Wellbeing, through our Health Specialist and Health lessons
- Ensure all children's needs are met through differentiation and Individual Education Plans where necessary
- Provide Tier 2 and 3 targeted intervention
- Continue to develop and expand our Sustainability Plan across the school and community

Teaching Quality

Goal: Leaders are providing the conditions for quality teaching to occur in every classroom. Staff demonstrate a commitment to their core business of teaching and learning and a collective responsibility for promoting continuous professional improvement.

What we will do:

- High expectations and standards of teacher performance through Professional learning and Performance Development based on the Australian Professional Standards for Teachers
 - Embed and continue literacy practices and programs including Pre-Lit, InitialLit, Spelling Mastery, Critical Reading and the Beeliar Writing Model
 - Embed and continue Numeracy practices and programs including PRIME and Problem Solving
 - Continue Daily Reviews in Literacy and Numeracy across the school
 - Embed the Beeliar Instructional Model of Teach, Practise and Apply, including Explicit Direct Instruction (EDI) and High Impact Teaching Strategies (HITS)
 - Provide specialists learning areas of Performing Art, Visual Art, Physical Education, Health and Language Other Than English (Noongar)
 - Support staff to deliver STEM across the curriculum
 - Provide a guaranteed and viable curriculum through our Beeliar Scope and Sequences and policies
 - Provide ongoing Professional Learning through Power Hour
- Early Childhood Education:**
- Maintain the National Quality Standards to drive continuous improvement in our Kindergarten to Year 2 Programs.
 - WA Kindergarten Curriculum is implemented in conjunction with the Early Years Learning Framework (EYLF) to enhance learning
 - Continue to explore and clarify the school's Early Childhood philosophy for teaching and learning

Student Achievement and Progress

Goal: The school is on a journey to become more data informed and to build the capacity of all staff to understand and use data to plan for student learning needs.

What we will do:

- Continue the practice of tracking student progress and intervening or extending as appropriate
- Continue to build staff data literacy, analysis and reflection through engagement with Ed Companion and Best Performance
- Review learning data targets each term
- Collect reading, spelling, numeracy and science data pre and post through PAT testing
- Use Bright Path to monitor and set targets for writing
- Interrogate NAPLAN and On Entry for lines of inquiry and gap analysis
- Administer SOCS (Speech Assessment) in Kindergarten to monitor progress

Use of Resources

Goal: The school's approach to the management of its budget has been measured, thoughtful and innovative, with a clear commitment to building staff capacity to improve student learning.

What we will do:

- The Principal and Manager Corporate Services to continue to engage in ongoing Professional Learning.
- Allocate Instructional Coaches across phase levels
- Align budget to support school improvement targets
- Ensure rigorous and transparent accountability practices at classroom and school level
- Ensure quality facilities, infrastructure and school environments to enhance learning and wellbeing
- Introduce Bring Your Own Device to the Year 4 cohort

Excellence | Citizenship | Empowerment | Spirit

Targets Academic

- Percentage of students in bottom 20% in Numeracy and Literacy to be similar to or less than Like Schools
- Percentage of students in top 20% in Numeracy and Literacy to be similar to or better than Like Schools
- Achieve green boxes in year 3 and 5 NAPLAN (achieving one standard deviation above the Australian norm)
- Achievement of Pre-Primary On – Entry data to be better than like schools
- The results in the ACER Performance Attainment Tests in mathematics and reading are similar to or above the norm and have an effect size of 0.8 or above

Attendance

- The regular attendance rate of all students will be similar to or better than WA Public Schools.
- The percentage of authorised absences will be 75% or above.

Stand Tall

- The National School Opinion Survey results are positive for community, staff and students with all items ranking at 4 or above.
- Increased performance in student and staff well-being survey
- Reduction in reported behaviour incidents



Stand Tall

Stand Tall is a whole of school philosophy defining behaviours and virtues that students, teachers and parents at Beelias Primary School observe. Stand Tall is the way we carry ourselves with pride and strength as we learn and play at school and interact with the community. It is the way we treat each other with respect, being a responsible citizen who shows consideration and compassion to others and the environment. When we Stand Tall, we show the Beelias way and how as a school we aim to be a school of excellence.

Our Four Pillars guide our moral compass at Beelias Primary School

Excellence

We set and expect high standards from our students and encourage them to achieve their personal best

Citizenship

We create an environment of belonging and being a part of a community that values each individual

Empowerment

We actively teach and foster self-efficacy, encouraging our students to have the courage to celebrate their individuality and know their self-worth

Spirit

We nurture our students to show compassion and kindness to each other. We inspire our students to find joy and happiness



Aspiration

At Beelias Primary School we aim to be a school of excellence, to be above like schools in Literacy and Numeracy - NAPLAN.



Beelias
PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

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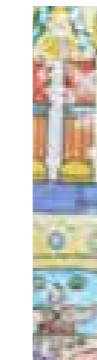
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Beelias Primary School Business Plan 2022 - 2024

Moral Purpose

Our purpose is to be a school of excellence, to empower students to reach their potential and strive for academic success, to Stand Tall in the face of life's challenges, to successfully contribute to society and to find purpose, meaning and happiness in life.



Beelias
PRIMARY SCHOOL

