EAST BEECHBORO PRIMARY INDEPENDENT PUBLIC SCHOOL

BUSINESS PLAN 2014-2016
Welcome to East Beechboro Primary School

East Beechboro is a community school with 430 students from Kindergarten to Year 7 which caters for the educational needs of children from many cultural backgrounds as well as students with special needs. In a partnership of mutual respect and purpose, our staff and school community work with a shared vision to establish a learning environment that provides a well balanced education that maximises the outcomes of all students emotionally, socially and academically. The basis of our school’s beliefs is a commitment to the importance of quality relationships upon which a safe, happy and productive learning environment will continue to grow.

Teaching and learning is based on educational best practice where knowledge is communicated to all stakeholders, working with a clear vision of priorities and the needs of all. The dedicated and professional staff provide comprehensive educational programs designed to produce well rounded individuals who possess strong social and personal skills alongside their academic strengths. The programs reflect the importance of an effective early childhood education and the need for all our students to master essential literacy and numeracy skills. The school’s educational programs are enhanced through collaboration with associated professionals.

At East Beechboro Primary we aspire to develop qualities that contribute to the growth of resilient students, staff and caregivers, who are encouraged to actively demonstrate good citizenship and responsibility in their daily lives. Explicit teaching of values including, consideration, respect, courtesy, commitment, reliability and friendliness are inherent in all learning areas.

**Our Vision**
To create a secure and positive environment to maximise each child’s potential.

**Our Motto**
Strength in Honour.

**Our Rights**
We have the right to be free from harm.
We have the right to teach and learn.
We have the right for our property to be looked after.

**Our Values**
Our school is open to all students, irrespective of social background or economic circumstance. We are committed to the values that we believe are essential in achieving the best possible outcomes for all students and are guided by four core values in everything we do. These core values are:

**Learning**
We have a positive approach to learning and encourage it in others. We advance learning based on our belief that all students have the capacity to learn.

**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 workplaces and learning environments that are free of discrimination, abuse or exploitation.

**Care**
We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/caregivers and the wider community in providing a quality education for our students.
### Targets

- Maintain or increase current percentage of students at or above National Minimum Standards in NAPLAN and school performance to be consistent with, or above the level of like schools.
- Demonstrate improved student progress in relation to appropriate level of skill in Literacy and Numeracy.

### Strategies & Milestones

- Teachers actively engage in rigorous analysis of NAPLAN data to inform planning for improvement.
- Use phase of learning teams to create and support collaboration with a focus on curriculum planning and moderation.
- Utilising ILNNP (Improving Literacy and Numeracy National Partnership) and school resources to establish a sustainable model of support across all phases of school.
- Use the Education Department Syllabus and Australian Curriculum Outcomes to inform teaching and learning content and programs.
- Emphasis in all years on the delivery of strategies to improve Comprehension skills.
- Utilise On Entry Assessment data to inform the development of educational programs.
- Develop early intervention strategies for students who experience difficulty in Literacy and Numeracy.
- Establish Aspirational Targets within the Operational Plan to measure the effectiveness of implemented strategies.
- Staff to align classroom planning with the School Operational Plan.
- Utilise:
  - SAIS (Student Achievement Information System) data
  - S.A. (South Australian) Spelling test
  - On-Entry Assessment
  - PLDD (Promoting Literacy Development) placement tests
  - PM (Performance Maintenance) benchmark assessment
  - EAL/D (English as an Additional Language/Dialect) progress maps
  - Common assessment tasks
  - Phonological Awareness tests
  - SCSA (School Curriculum and Standards Authority) Documents
- Provide engaging and stimulating learning programs that cater to the individual needs of all students.

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**PRIORITY 1**

**IMPROVING LITERACY AND NUMERACY SKILLS**

Educational programs are designed to give each student the opportunity to achieve his/her academic potential in literacy and numeracy.
**PRIORIT 2**  
**QUALITY TEACHING AND LEADERSHIP**

To provide a rich and supportive environment where students are given the best opportunities to learn through meaningful challenges in a collaborative and inclusive setting. Shared leadership is valued and implemented at all levels at East Beechboro with opportunities for staff and students to take on and share a variety of roles.

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<th>Targets</th>
<th>Strategies &amp; Milestones</th>
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| Establish staff performance management processes that are aligned with National Principal and Teacher standards that support enhanced student achievement. | • All staff to develop self reflective practices based on National Principal and Teacher standards to improve classroom pedagogy.  
• All staff to align professional learning to school and Department priorities in accordance with Performance Management requirements.  
• EBPS to develop a Performance Management proforma aligned with National Teachers Standards. |
| Encourage, support and build staff capacity for teaching excellence. | • Provide all staff with access to high quality professional learning opportunities.  
• Utilise school based network to provide professional support for teachers.  
• Provide ongoing professional development to support the implementation of the Australian Curriculum. |
| Provide opportunities to develop staff capacity for leadership. | • Revise staff roles and responsibilities to facilitate curriculum leadership in support of the Australian Curriculum.  
• Merit select staff to meet the vision, ethos and culture of the school.  
• An increased proportion of teachers taking on leadership roles within our school and/or educational region.  
• Additional resources provided to support staff members taking on leadership roles. |
| Provide opportunities to develop student capacity for leadership. | • Opportunities for students to develop leadership potential through:  
- Student council operations  
- School sports programs and activities  
- Operational roles and duties in many school contexts  
- Personal development opportunities such as Team Challenge, Young Leaders’ Conference |
| Students are encouraged to pursue personal excellence in all facets of school life. | Recognition of personal excellence through:  
• Positive incentives  
- Honour Certificates  
- Admin Awards  
- Andrew Stewart Awards  
• Entry into Secondary Specialist Programs  
• SAIS Data  
• School Specialist Programs |
| Establish school processes to facilitate school self review based on the National Quality Standard (NQS) for the Early Years (K-2). | • K-2 staff to develop self assessment practice on NQS framework.  
• Undertake self assessment against the NQS.  
• Identify areas for improvement to inform operational planning. |
### PRIORITY 3
**SAFETY AND WELLBEING**

Build a values-rich environment where students are actively and meaningfully engaged in learning and where they feel cared for by all staff through quality relationships. Maintain a welcoming and cared for school environment that promotes effective teaching and learning and is valued by students, staff and the school community.

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| To ensure appropriate case-management plans are in place for students at educational risk. | • Work with school psychologist to develop risk management plans for the identification and management of students at emotional and psychological risk.  
• Using standardised formats, personalised learning plans are developed with the involvement of community stakeholders.  
• Personalised learning plans regularly monitored and maintained in line with MIS schedule and Performance Management agreement. |
| To achieve and maintain Annual State Attendance percentages. | • Establish a culture that promotes the importance of regular school attendance.  
• Establish positive incentive programs for attendance and punctuality.  
• Positive engagement with community stakeholders through home visits, conferences and individual reward systems.  
• Referrals to outside agencies and NMERO (North Metro Education Region Officers) attendance panels as required. |
| To provide a safe, healthy and engaging environment that supports quality learning and positive behaviours. | • Continue to promote our school vision and values through:  
- Virtues Program  
- Friendly Schools Plus  
- Cyber-Safety awareness  
- Andrew Stewart Awards  
- Honour Certificates  
- Sports programs and interschool competitions  
- Personalised Learning Plans  
- Twice daily communication meetings  
- Structured playground activities  
- Mid and End of Term Rewards  
- Incursions and Excursions  
• Provide engaging and stimulating learning tools and classroom environments.  
• Maintain a high standard of presentation and productivity in line with school guidelines.  
• Conduct school community surveys regarding Safety and Wellbeing and utilise data for future planning.  
• Safety and Wellbeing Committee to meet regularly to ensure a whole-school approach to behaviour management is maintained.  
• Develop and implement a building and maintenance plan to improve physical aspects of the school.  
• Promote environmental sustainability through the cross curriculum priorities of the Australian Curriculum and through:  
- Paper recycling  
- Battery recycling  
- Worm farm project  
- Waterwise School accreditation  
- Energywise program |
| To successfully transition students to appropriate high school placements. | • Individual Case Management  
• Interagency liaison  
• Transition programs with local High Schools  
• Promote public education specialist programs  
• Provide support for students seeking specialist placements |
School Prayer

This is our school.
Let peace dwell here.
Let the rooms be full of contentment.
Let love abide here.
Love of one another
Love of mankind
Love of God
And Love of life itself.
Let us remember
That as many hands build a house
So many hearts make a school.

Amen