

East Beechboro Primary School

Business Plan



East Beechboro is a community school with 450 students from Kindergarten to Year 6 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.

East Beechboro is a school that takes pride in its productive role in the local community. Parents are active participants in our school as School Board representatives, members of the P & C or as volunteers that support the school in numerous ways.

Self-Assessment and Targets

A self-assessment cycle is embedded within the schools operational and management framework. Staff and the School Board regularly review school priorities and focus areas against the 6 listed domains.

The Department of Education conducts a triennial review and validation of school performance using members from the School Review Team with peer reviewers whose report is shared to the school community via the School Board.



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 Targets

Writing achievement of 2021 Year Five students will be at or exceed the 2019 Year Three NAPLAN, Like School, Writing achievement.

Reading achievement of 2021 Year Five students will be at or exceed the 2019 Year Three NAPLAN, Like School, reading achievement.

Numeracy achievement of 2021 Year Five students will be at or exceed the 2019 Year Three NAPLAN, Like School, numeracy achievement.

Develop better consistency with teacher judgement in reporting on student grades and ABE (attitude, behaviour, effort)

Writing achievement of Year 3 students in 2021 and 2022 will meet the Year 3 NAPLAN, Like School, writing achievement.

Reading achievement of Year 3 students in 2021 and 2022 will meet the Year 3 NAPLAN, Like School, reading achievement.

Numeracy achievement of Year 3 students in 2021 and 2022 will meet the Year 3 NAPLAN, Like School, numeracy achievement.

Maintain and improve student, parent and staff satisfaction survey results.

Meet the National Quality Standard for Kindergarten to Year 2 programs.

Attendance targets in 2021 and 2022 will have continued to match and exceed the Western Australian state average.



Strength in Honour

Our Vision

To create a secure and positive environment to maximise each child's potential.

Our Values 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.

Teaching Quality	Learning Environment	Leadership And Governance
<p>Each student's progress is supported, mapped and reported accurately</p> <p>There is a consistent, high quality approach to differentiation of our programs for all students.</p> <p>Strengthen reporting processes to parents including the use of EAL/D and SEN reporting formats.</p> <p>Professional support for staff to reinforce case management approaches to planning and assessment for identified groups of students.</p> <p>Through the self-assessment schedule, planning tools are reinforced to chart learning programs and progress for all students.</p> <p>Through our Workforce Plan, ensure we have capable staff to meet the diverse and changing needs of our student body</p> <p>Align performance and development to the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals</p> <p>Explicit teaching to be evident across all classrooms.</p> <p>Teachers to use the EBPS Way and SCSA for planning and delivering high quality teaching programs.</p> <p>Lesson constructs to model the developed approach to lesson delivery including warm ups, daily reviews and other strategies to complement the Explicit Teaching paradigm.</p>	<p>Is safe, fun and inclusive whilst allowing students to strive to their potential.</p> <p>Promote and support ongoing development of differentiation, of curriculum delivery and student assessment.</p> <p>Performance and development culture to support staff professional learning and aspirations thus modelling life long learning.</p> <p>Observations and feedback guided by professional protocols support student and adult learning.</p> <p>Share expertise through collaborative meetings, mentoring and coaching to encourage ongoing staff learning.</p> <p>Develop shared understanding and beliefs with staff about student management and functions of behaviour including Restorative Justice, Values/ Virtues, Safe and Fair Play.</p>	<p>Open accountability is promoted by the Principal to School Board and community of school direction and professional goals.</p> <p>A Performance and Development Culture is evident where teacher leadership is developed, nurtured and distributed across the school.</p> <p>Strong professional culture of leadership embodied by protocols, values, expectations and professionalism included delegated authority: performance and development.</p> <p>High expectations of learning and behaviour are explicit, identifiable and understood by staff, students and our community.</p> <p>Leaders engage and advocate for public education and are visible, organised and communicative.</p> <p>Workforce planning supports and underpins decision making regarding school profile and future direction.</p> <p>Well-being of staff is prioritised in all leadership and management actions.</p> <p>School self-assessment is highly effective and ensures strategic and operational plans are aligned closely to resource allocation and management</p>

Relationships And Partnerships	Use of Resources	Student Achievement And Progress
<p>Collaboration and partnerships are a primary focus of the School Board to achieve meaningful school engagement.</p> <p>Social media, web and public relations is refined to guide all communication.</p> <p>Reporting to Parents information is available via various media and through strategic planning for each year level.</p> <p>A responsive approach to communication about the school, our core operations and programs based on routine staff, students and community survey feedback is established.</p> <p>Effective and responsive Student Services that indicate thorough and effective case management.</p> <p>Whole school pastoral care and an effective early intervention and wrap around support for students at risk.</p> <p>The Student Voice is productive, valued and an embedded aspect of student development and leadership.</p> <p>Structures are provided to enable staff, students parents and community members to make valuable contributions to school decision-making.</p> <p>Parents/caregivers express high levels of satisfaction with the quality and provision of services and engagement via school surveys and other modes of feedback.</p> <p>Mutually respectful relationships are established to provide safe and positive learning cultures for staff and students.</p> <p>School wide approaches focus on improving student engagement, attendance and achievement.</p>	<p>EBPS will use resources to address current and future needs to optimise student learning including emphasis on technology.</p> <p>Our school self-assessment will be highly effective and ensures strategic and operational plans are aligned closely to resource allocations and management.</p> <p>Effective, astute and strategic use of resources are understood with the needs of the students always driving decision making.</p>	<p>A collective sense of responsibility to develop a culture in which everyone works together to improve student learning and achievement.</p> <p>High expectations and standards applies to student work, ethics and behaviour.</p> <p>Teacher's adjust instructional practices to respond in a timely and effective manner to student needs.</p> <p>Staff understand and model the EBPS Way.</p> <p>The process of change is linked to evidence-based, data informed practices.</p> <p>There is a continuous focus on developing consensus and consistency with teacher judgement.</p>

