Beckenham Primary School
Independent Public School

Share and Care
Welcome to Beckenham Primary School

Beckenham Primary School has a long and proud history having been a part of the local community for over 100 years. In this time the school has grown and prospered and today has an enrolment of around 500 students drawn from a diverse range of cultural backgrounds. We celebrate this diversity and welcome the richness it brings to the learning of our students. Our school is located approximately 14km South East of the Perth CBD and has an ICSEA value of 957.00.

We gained Independent Public School status in 2011 and are enjoying the flexibilities and benefits this has brought us including the ability to select staff and deliver educational programs which best suit the needs of our student population. In 2013, the Department of Education Services undertook its first independent review of the school with the resultant report describing the operations of the school most favourably. Elements of this review have also been used to shape this Business Plan.

In late 2013 and early 2014, staff were involved in renewing the school vision statement, developing shared beliefs about teaching and learning, and also in defining the expectations that we hold for one another. The purpose of these activities has been to further strengthen an already cohesive, dedicated and committed group of people who work in the best interests of all students.

Students are offered specialist Art, Science and Physical Education programs as well as exposure to a growing number of sustainability projects with the highlight being our commitment to the Stephanie Alexander Kitchen Garden Program.

Beckenham Primary School is committed to maintaining its positive reputation and aims to do this by working in partnership with the whole school community to ensure the best possible educational opportunities are afforded to all students.

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**Our Vision**

Our vision for Beckenham Primary School is to provide an innovative learning community of excellence where we work together to help each child achieve their full potential.

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**Our Values**

The values taught in the school are in line with those outlined in the *National Framework for Values Education in Australian Schools* document. They are:

- Care and Compassion
- Doing your best
- Freedom
- Respect
- Understanding, Tolerance and Inclusion
- Honesty and Trustworthiness
- Fair Go
- Integrity
- Responsibility
- Understanding, Tolerance and Inclusion
Our Beliefs

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

- Teachers know their students
- Teachers enthusiastically engage students in purposeful, meaningful learning experiences
- Teachers meet the needs of the whole child
- Teachers demonstrate their knowledge of content and use evidence based approaches to their teaching
- 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 Planning

This Business Plan is aligned to the Strategic Plan for WA Public Schools 2012 – 2015, the Director General's Classroom First Strategy, yearly ‘Focus’ documents and our own school performance data. This plan sets out the overall strategic direction for the school for the next three years and forms a basis for planning in specific learning areas.

Our Self - Assessment

In order that we meet the educational needs of the current student cohort it is necessary that we engage in a process of continuous self-assessment and self-evaluation. The data we use includes: NAPLAN, On Entry Assessment and other standardised tests as outlined in our Data Collection document. This coupled with teacher participation in moderation activities provides rich information which in turn is used to inform planning.
Our Priorities

Achieving Academic Excellence
We aim to provide our students with the best possible learning opportunities whilst encouraging them to do their personal best.

Broad Strategies and Milestones
- Implement and sustain literacy and numeracy committees to coordinate whole school approaches.
- Analysis of NAPLAN and other collected data to identify focus areas to inform classroom planning.
- Provide access to all staff to access professional learning opportunities to support effective and contemporary classroom practice.
- Introduce the use of the AITSL standards as a reflection tool for Performance Management purposes.
- Continuously promote regular attendance as an important prerequisite for learning.
- Foster a professional learning culture within learning teams which encourages and supports both individuals and groups as they investigate, trial and report on contemporary pedagogical practice.

Excellence in Teaching and Learning
We aim to continuously monitor our practice in order to present the best learning opportunities and experiences to our students.

Broad Strategies and Milestones

Curriculum
- Continue to implement and embed the Phase 1 subjects from the Australian Curriculum (Mathematics, English and Science) as well as integrate the following cross – curricular priorities:
  - Aboriginal and Torres Strait Islander histories and cultures.
  - Asia and Australia’s engagement with Asia
  - Sustainability.
- Commence implementation of Phase 2 Australian Curriculum subjects as directed by SCASA.

- Participate in associated Australian Curriculum professional learning opportunities as provided by the school, network and/or Department of Education.

Teaching, Learning and Assessment
- Promote collaborative practice amongst teachers including peer observation, curriculum planning and assessment.
- Learning Teams develop Operational Plans in literacy and numeracy which are responsive to collected data including NAPLAN.
- Staff engage in weekly professional learning sessions which address identified priority areas.
- Teachers will continue to use evidence based teaching strategies that engage students in learning.

Information and Communication Technology
- Continue to integrate ICT into all learning experiences including further development of the ipad program.
- ICT hardware including interactive whiteboards, ipads and desktop computers to aid in the delivery of all educational programs wherever possible.
- ICT support to be provided by specialist technician (infrastructure) and professional learning sessions provided through in-house and external expertise.

Safe and Caring School
We believe that students are most likely to reach their full potential in a safe and caring environment and through the establishment of positive relationships between parents, students and the wider community.

Broad Strategies and Milestones

- EAL/D students identified on enrolment with parents referred to specialist teacher for interview to ascertain background, prior learning and language development.
- Development and implementation of a whole school values/virtues program which includes explicit instruction.
- Continuously monitor the school’s Behaviour Management in Schools (BMIS) policy and modify as required.
Our Priorities

- Use of the Restorative Practices approach to re-establish relationships between students.
- Commence participation in the School Passport program offering incentives aligned with various aspects of schooling which can be redeemed to pay for fees, uniforms and excursions.
- Teachers continue to use the Friendly Schools and Families social and emotional learning program within classes.
- Provision of student and/or parental support through the School Chaplain or Parkerville Children and Youth Care Counsellor.
- Access external programs such as Constable Care and the Life Education Van to support the teaching of protective behaviours and positive decision making.
- Use a case management approach for identified students in the severe risk attendance category (0-59%).
- Continuation of the Student Representative Council with representatives from across the school promoting leadership.

Sustainable and Healthy Environment

We aim to assist our students to become informed citizens, interested in the world around them who are able to make conscious and healthy, lifestyle choices.

Broad Strategies and Milestones

- Continue to promote the Active After School Communities Sport Program.
- Incorporate Bluearth holistic practices and principles into Physical Education sessions.
- Maintain the Crunch 'n Sip and Sun Smart programs.
- Maintain the school’s partnership with the Stephanie Alexander Kitchen Garden Program which promotes the growing, harvesting, preparation and sharing of healthy foods.
- Introduction of chickens to the Kitchen Garden program; Students learn about raising and caring for animals and the responsibility involved.
- Involvement with Foodbank for the provision of the school's Breakfast Club program.
- Promote participation in community based events which promoting healthy lifestyle choices including Walk Safely to School Day and Cycle to School Day.

Whole school events and activities including the support of Chambak PS in Cambodia through the Angkor Project.

Community involvement in the school is promoted and welcomed through the School Board, Parents & Citizens organisation, Breakfast club, classroom help and Kitchen Garden Program and the ‘Multi Lit’ and ‘Mini Lit’ reading programs.
Our Targets
These aspirational targets are intended to be met by 2016.
The ‘stable cohort’ refers to the group of students who participated in NAPLAN testing at our school when they were in Year 3 and again in Year 5.

Literacy

Reading

Stable Cohort 2013 - 2015
The percentage of the stable cohort between Years 3 – 5 achieving moderate to higher progress in reading to be at least 65% (44% in 2013).

Year 3 (2016)
Increase by 5% the number of students achieving in the top 3 reading proficiency bands (52% in 2013).

Year 5 (2016)
Increase by 5% the number of students achieving in the top 3 reading proficiency bands (45% in 2013).

Writing

Stable Cohort 2013-2015
The percentage of the stable cohort between Years 3 – 5 achieving moderate to higher progress in writing to be at least 50% (41% in 2013).

Year 3 (2016)
Increase by 5% the number of Year 3 students achieving at band 4 or above (68% in 2013)

Year 5 (2016)
Increase by 7% the number of students achieving at band 5 or above (68% in 2013).

Numeracy

The percentage of the stable cohort between Years 3 – 5 achieving moderate to high progress in numeracy to be at least 60% (43% in 2013)

Year 3
Increase to at least 20% the number of students achieving in band 5 or above (14% in 2013).

Year 5
Increase to at least 60% the number of students achieving at band 5 or above (54% in 2013).

Attendance

Student attendance to be above like schools in all categories.