



Business Plan • 23-25



BECKENHAM
PRIMARY SCHOOL

EST. 1912



Welcome to Beckenham Primary School

Beckenham Primary School has a long and proud history, having been a part of the local community since opening in 1912 as East Cannington School. Our school is located approximately 14km south-east of the Perth CBD and situated adjacent to the Perth-Armadale rail line. The Beckenham Train Station opened in 1954 as Higham Station and in an earlier history, the school vision was, "Catch A Ride to Lifelong Learning". Pictures of trains have adorned our verandahs for over a century. During the duration of this Business Plan, we will see the train station become part of the METRONET. There are plans for an elevated line with community spaces underneath. We are proud that our school community has contributed towards this vision, which will enhance our strong community partnerships. Our school vision is "Share and Care".

Over the last 110 years, the school has grown and prospered. We are committed to maintaining our positive reputation and we work in partnership with our whole school community. Beckenham Primary School appreciates the governance and support provided to us by our school community, particularly our School Board and P&C. Several generations from the same family have attended as students, and some have gone on to become staff. Beckenham Primary School thrives on the strong community support.

Beckenham Primary School has an enrolment of around 415 students representing a diverse range of cultural backgrounds. We celebrate this diversity and welcome the richness it brings to the learning experiences for our students.

Students are offered specialist Art, Science, Music, LOTE and Physical Education programs as well as exposure to a growing number of sustainability projects including our Stephanie Alexander Kitchen Garden Program.

The Business Plan is complemented by the Department's Strategic Direction for Public Schools 2020 - 2024 "Every Classroom, Every Child, Every Day".

It is supported by annual Operational Plans that outline the specific strategies to be used in the school with areas of focus, which have been identified through data analysis processes and system priorities. These guide the Scope and Sequence documents for the year level planners.





Our Vision

Beckenham Primary School is a dynamic and culturally diverse learning community with collaborative and innovative educators. We aim to reflect on our practises and embrace quality teaching, which inspires all students to succeed and strengthens their resilience, integrity and respect to support them towards becoming good global citizens.

Our Values

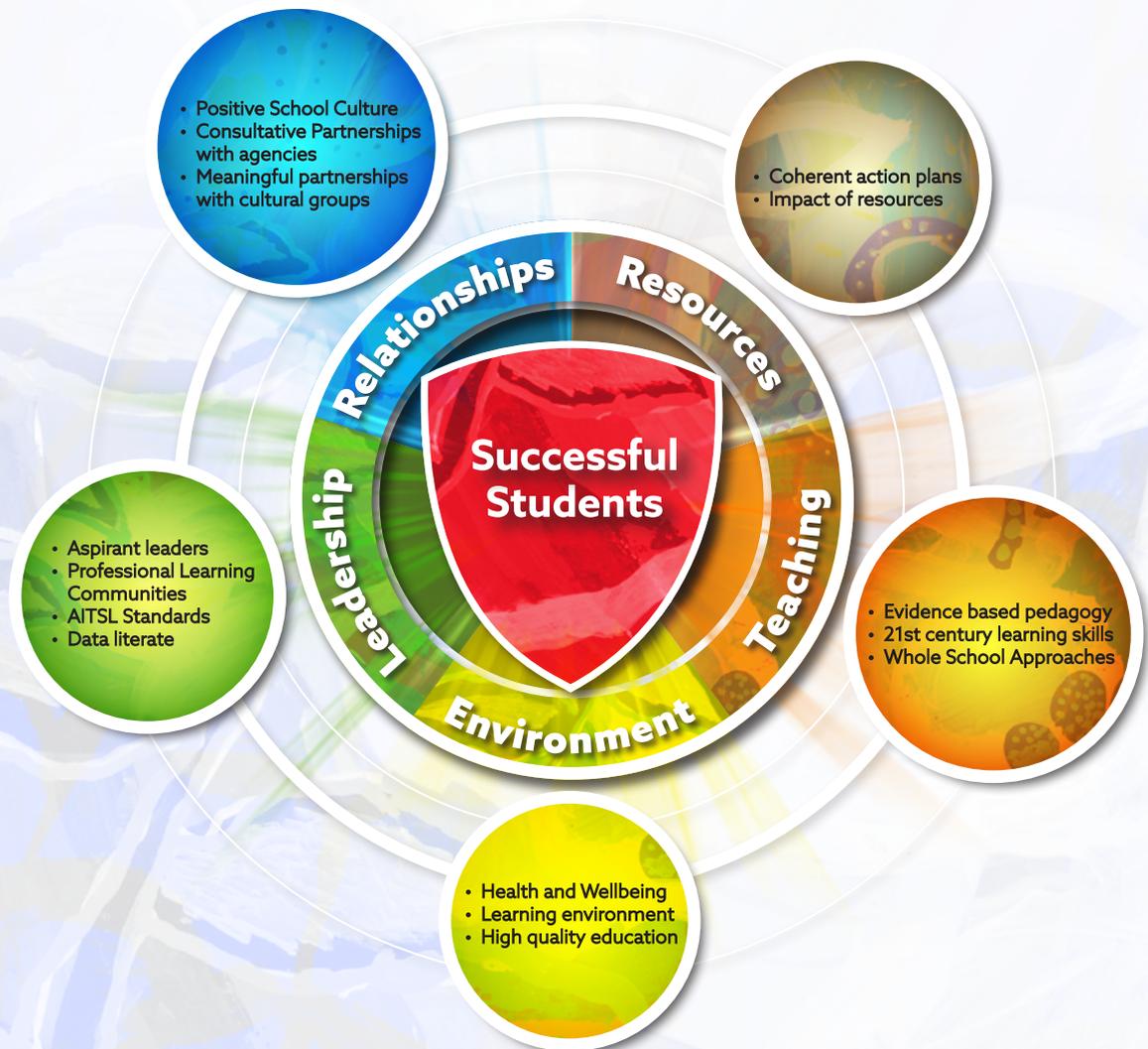
The Beckenham Best values program underpins the teaching of values in the school. The program's framework encourages and supports students to develop values incorporated in the following six key domains.

1. **Kind to Yourself**
2. **Kind to Others**
3. **Kind to the Environment**
4. **The Community Kind**
5. **The Learning Kind**
6. **The Achieving Kind**



Conceptual Framework

The following diagram shows the interplay between the five areas of Teaching, Environment, Resources, Leadership and Relationships, and illustrates that these are the key drivers which work together to ensure our students are successful. This Business Plan is organised into these five areas with broad focus areas and actions outlined for each.



All NAPLAN achievement will be **at or above** like schools

80% of stable cohort will make **moderate** to **very high** progress from on-entry to Year 3 NAPLAN

80% of stable cohort will make **moderate** to **very high** progress from Year 3 to Year 5 NAPLAN

80% of Year 2-6 students will achieve **stanine 3 or above** in all PAT assessments

Successful Students & Effective School

Maintain **85%** regular attendance

80% of students achieve rating of developed, **highly** developed and **very high** developed in well being survey

80% of staff culture survey indicates rating of **agree** and **strongly agree** 80% of the time

National School Opinion Surveys reflect parent and community satisfaction

Teaching For Impact

Effective Teachers Believe

- they can unlock the learning potential of every student
- they have the responsibility to evaluate the impact of their practice and seek to improve
- student wellbeing and engagement are essential to student achievement
- they share responsibility for student success with schools, families and the broader community
- in equity and reconciliation
- in preparing students to become their own teachers and successful lifelong learners

Our Expectation Statements

- we value clear communication in an open, respectful and purposeful way
- our processes follow clear, logical documentation that have been created through evidence-based consultation
- we keep purpose in the forefront of our minds by being specific about our goals, to make a difference to the overall community
- we create a safe environment that is inclusive and respectful, where people are supported and heard
- we consistently use reflection to:
 1. Identify areas of improvement and strength
 2. Problem solve processes
 3. Celebrate success



Leadership



Department of Education Priority

- Strengthen support for teaching and learning excellence in every classroom
- Build the capacity of our principals, our teachers and our allied professionals
- Use evidence based decision making at all layers of the system

School Priority

- Develop the leadership capabilities of staff
- Develop professional capabilities of educators to enable support for students
- Develop capacity of all educators

Focus	Actions
Aspirant Leaders	<ul style="list-style-type: none"> • Identify, develop and support the middle tier of leadership • Strengthen the distributed leadership model • Develop and strengthen student leadership processes and protocols
Professional Learning Communities	<ul style="list-style-type: none"> • Formulate clear and transparent PLC Processes • Build the curriculum and pedagogical knowledge of staff and promote excellence in the practice of plan, teach and assess
AITSL Standards	<ul style="list-style-type: none"> • Provide evidence-based leadership development for aspirant leaders • Support staff to develop professional capacity in all domains • Investigate coaching cycles for teacher growth
Data Literate Staff	<ul style="list-style-type: none"> • Build, strengthen and support data literacy interrogation and planning to ensure year on year progress for students

Teaching

Department of Education Priority

- Strengthen support for teaching and learning excellence in every classroom
- Build the capacity of our principals, our teachers and our allied professionals
- Use evidence based decision making at all layers of the system

School Priority

- Staff successfully use technologies to enhance teaching across the curriculum
- Build curriculum and pedagogical knowledge of staff
- Investigate and develop evidence based literacy and numeracy instruction to ensure consistency of practice

Focus

Actions

Pedagogy

- Develop and embed targeted intervention and extension programs
- Staff engage with and investigate components of the Quality Teaching Strategy
- Investigate and embed an Early Childhood Education Philosophy & NQS plan

21st Century Learning Skills

- Increase competence and confidence of teacher's integration of ICT and Digital technologies
- Strengthen BYOD program
- Investigate and integrate the General Capabilities

Whole School Approaches for plan, act and assess

- Reduce variation in teaching practice across the school
- Planned professional learning linked to Performance Management and school priorities
- Investigate the use of the Teaching 4 Impact Tool to inform the development of an agreed Instructional Model
- Implement System Priorities
- Implement and strengthen SEN Plans



Environment



Department of Education Priority

- Provide every student with the pathway to a successful future
- Strengthen support for teaching and learning excellence in every classroom

School Priority

- Create high standard of student safety, health and wellbeing
- Attendance, behaviour and SAER processes investigated, created and implemented by all staff
- Engaging environment for all students

Focus

Actions

Health and Wellbeing

- Create culturally safe and engaging learning environment for Aboriginal students that builds on strength and provide opportunities for successful pathways
- Investigate, refine and embed health and wellbeing whole school programs that support students to achieve success

Learning Environment

- Increased competence and confidence of teacher integration of IT and digital technologies and embed BYOD program
- Focus on the General Capabilities to build successful students

Every child has access to a high quality education

- Investigate and strengthen a Behaviour Management Strategy with a focus on restorative practices, education and safety
- Investigate and strengthen an attendance policy with a focus on engagement and safety at school
- Ensure research and evidence based practices are incorporated into pedagogy so that all students, including linguistically diverse, can access the curriculum and make progress
- Celebrate First Nation heritage and other cultural diversity, to enable students of all cultures and backgrounds to succeed
- Investigate and review school policies to ensure consistency and transparency across all processes

Resources

Department of Education Priority

- Support increased school autonomy within a connected and unified public school system

School Priority

- Transparent and consultative resource management plans
- Improve educational opportunities for all

Focus

Actions

Coherent action plans

- Formulate internal and external maintenance plans through consultation
- Clear outcomes and strategies in Operational Plans that link to Strategic Priorities

Plan for and monitor the allocation and impact of resources on student achievement and progress

- Finance committee and School Board upskilled in how funding links to school priorities
- Allocate resourcing and planned intervention in identified areas
- Consult community groups for input regarding resourcing eg/volunteers and donations etc



Relationships



Department of Education Priority

- Partner with families, communities and agencies to support the educational engagement of every child

School Priority

- Create a culturally inclusive and positive school environment
- Foster positive connections

Focus

Actions

Positive school culture is embedded and celebrated

- Complete feedback surveys and plan for improvement from results
- Build profile of the school through expos, events and celebrations
- Investigate and develop relevant communication plans
- Build strong governance inclusive of the School Board, P&C and student body

Develop and embed a strong consultative partnership with external agencies and the community

- Foster positive connections with external agencies including chaplain, school psychologist, charity organisation, high schools and universities
- Seek parental feedback on how the school can engage with the community regarding student progress and school initiatives

Create and embed meaningful partnerships with local Indigenous community groups and other cultural groups

- Increase opportunities for culturally diverse parent bodies to actively engage in the school





Beckenham Primary School acknowledges the Whadjuk people of the Noongar Nation where we work, learn and play. We pay our respects to Elders past, present and emerging.



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