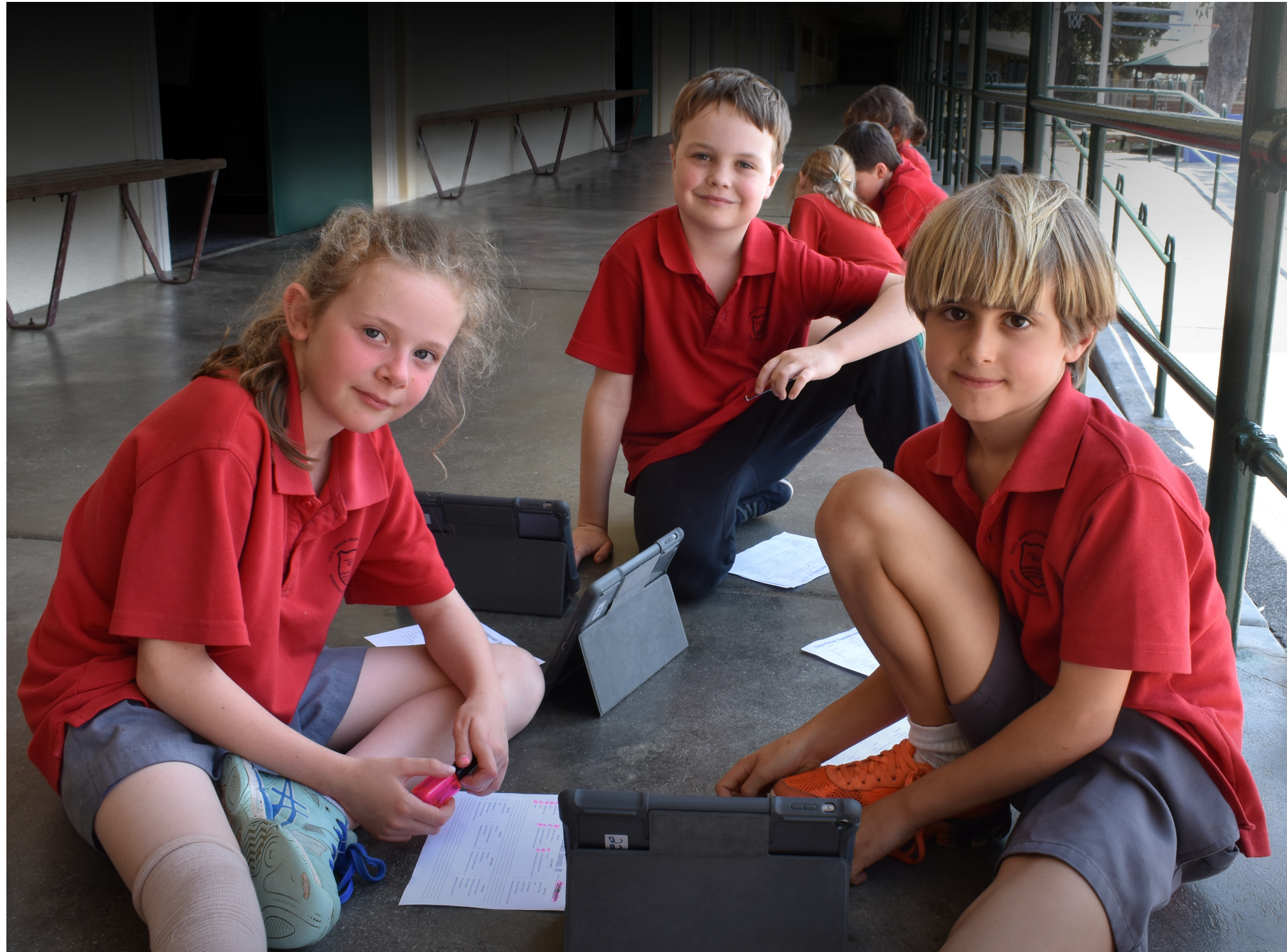


City Beach Primary School **Business Plan**

2018-2020





Welcome !

Established in 1956, City Beach Primary School is located in the western suburbs with views of the Indian Ocean. Only minutes from the Perth city centre, City Beach Primary School is set amidst open spaces with well-established gardens, expansive playing fields, courts and playgrounds. Students benefit from recent building up-upgrades that include a purpose built library, early-childhood centre, undercover assembly area and an Arts centre.

The school population, of approximately 160 children from Kindergarten to Year 6, has a multicultural blend with many families making City Beach Primary School their school of choice when moving from overseas. In 2018, City Beach Primary School welcomed the Japanese School in Perth onto the campus; the two schools take advantage of the recent up-grades to the school and share facilities. Although the two schools operate independently, all students benefit from this unique opportunity for cultural exchange.

High quality teaching and learning is the core focus at City Beach Primary School. Evidence-based programs are incorporated to provide all students with an opportunity to engage in learning experiences that both connect and challenge their knowledge, skills and values as well as ensuring they become autonomous, self-motivated learners. The school endeavours to engage students' interests using new technology and approaches and challenges them to excel in an inclusive and diverse learning environment.

Vision

To develop students' capacity to become resilient, respectful and responsible learners who work towards achieving their full potential.

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Values

Respect

I am respectful

I treat the environment, others and myself as we deserve to be treated.

Responsibility

I am responsible

I do the things I am expected to do in an honest and dependable way.

Resilience

I am resilient

I can learn from all my experiences with a confident mindset.

Our Beliefs

Independence and Collaboration

All students will have the opportunity to work individually and engage collaboratively to develop their capacity to become autonomous self-regulated learners.

Supportive Environment

We create a learning environment that is supportive and inclusive of all students, offering challenges through a rich variety of learning experiences.

Teaching and Learning

Learning experiences connect, engage and challenge students through an explicit and connected teaching practice.



Our Strategy

City Beach Primary School defines four Core Areas for continuous improvements which are underpinned by our vision, values and beliefs. These core areas support priorities outlined in the Department of Education's Plan for Public Schools.

Self Assessment

The Business Plan 2018 - 2020 provides a clear focus and targets for the whole school community to achieve over the next three years and builds from our previous plan through a cycle of continuous improvement.

We view this Business Plan as a living document that will grow, change and evolve as we implement strategies and undertake self-assessment against the Performance Information as outlined in the pages that follow.

The collection of data and other evidence gathered will be analysed to make judgements on the effectiveness of school processes and operations and achievement against this plan and the *Delivery and Performance Agreement* with the Department of Education. Evidence of progress will be benchmarked against:

- 'Performance Information' in the Core Areas
- Identified 'Targets' for student achievement

We will take collective responsibility for the success of the school with the implementation of the *iStar Connected Practice Model* and the **You Can Do It** – Social and Emotional Learning Program. These key areas will build our staff's capacity to be effective teachers, and students' ability to be effective learners in the 21st Century.

Business Plan Summary

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Excellence in Teaching	<ul style="list-style-type: none"> • Teaching and Learning • Curriculum • Staff • Digital 	<ul style="list-style-type: none"> • Embed visible learning strategies into whole school teaching practice • Use a variety of whole school approaches to improve quality curriculum delivery • Ensure high standards of teaching practice and teacher knowledge through collaborative partnerships, professional learning and feedback • Integrate digital technologies across all learning areas
Successful Students	<ul style="list-style-type: none"> • Differentiation • Leadership • Developing the whole child • Attendance 	<ul style="list-style-type: none"> • Support all students at all levels with differentiated learning – catering for all learning abilities • Provide opportunities to develop leadership qualities in students at all levels • Develop the whole child through health and wellbeing programs including Social and Emotional Learning • The Early Years Learning Framework is embedded in teaching from K - 2 • Improve regular attendance of students at City Beach Primary School
Building Community	<ul style="list-style-type: none"> • Network • Partnership 	<ul style="list-style-type: none"> • Build and utilise external partnerships to develop opportunities for the students, school and staff – peer schools, universities, community, Japanese School, sponsorship • Build and utilise internal relationships to develop opportunities for the students, school and staff – P&C, Board, volunteers, parents, fundraising • Keep improving communication to build the schools community • Promote City Beach Primary School to the community
Preparing for Tomorrow	<ul style="list-style-type: none"> • 21st Century • 21st Century Approaches 	<ul style="list-style-type: none"> • Develop knowledge, skills, behaviours and dispositions to assist students as learners in the 21st Century • Develop creativity, critical thinking, communication and collaboration skills to add depth and richness to student learning • Utilise all aspects of technology in teaching and learning programs – Science, Technology, Engineering, Arts, Mathematics (STEAM) • Build teacher and student capacity in the use of new technologies and approaches

City Beach Primary School Business Plan 2018-2020

Excellence in Teaching

	Focus	Strategies	Performance Information
Teaching and Learning	Embed visible learning strategies into whole school teaching practice to enhance and deepen learning with a focus on explicit instruction, feedback and differentiation.	<ul style="list-style-type: none"> Implement <i>iStar</i> teaching model across the school All teaching staff to complete professional learning and receive ongoing coaching in the <i>iStar</i> model Scope and sequence documents are created to develop and extend skills from K - 6 Brightpath evaluation tool is used to monitor and track progress 	<ul style="list-style-type: none"> Core <i>iStar</i> language and strategies are used in all classrooms and are clearly displayed and communicated Whole school teaching practices are evident in classrooms from K - 6 All teachers are to embed Brightpath formative assessment strategies into teaching and learning programs Full implementation of the Brightpath assessment and evaluation program by 2020
Curriculum Delivery	Use the Western Australian Curriculum to provide content and context for teaching, learning and assessment.	<ul style="list-style-type: none"> Develop planning documents for all learning areas Staff identify and set NAPLAN targets that are reflected in operational planning The City Beach Primary School Overview of Programs guides teaching, learning and assessment as a whole school approach to curriculum delivery Professional Learning Team (PLT) meetings provide opportunities for collaboration Whole school literacy and numeracy frameworks for teaching are based on the <i>iStar</i> teaching model 	<ul style="list-style-type: none"> Planning documents are used by teachers for consistency of programs across the school NAPLAN data analysis to be completed within four weeks of the results being available to the school Consistent programs for all learning areas are agreed upon and used by staff Agreed whole school programs are reviewed at the end of each year Professional Learning Team meetings in phase level groups K - 2 / 3 - 6 are held twice per term <i>iStar</i> practices are evident in the classroom and lesson planning
Staff Development	Ensure high standards of teaching practice and knowledge through education, collaborative partnerships, ongoing support, professional learning and feedback.	<ul style="list-style-type: none"> Professional development for all staff is targeted to school needs Coaching, mentoring and peer observations for teachers are undertaken to improve practice Leadership opportunities for staff to take on additional roles 	<ul style="list-style-type: none"> Each teacher undergoes a coaching and peer observation session each term as a part of the <i>iStar</i> program Teachers undertake peer observation at least once per year and with an <i>iStar</i> affiliated school Teachers are given the opportunity to take over leadership roles whenever there is an absence
Digital Technologies	Use Digital Technologies, and emerging practices, to facilitate learning for students and professional development opportunities for teachers.	<ul style="list-style-type: none"> Utilise online programs and external providers to improve professional learning Seek and apply for relevant grants for Digital Technologies to gain additional funding Funding is allocated in the budget for Digital Technologies coach Funding is allocated for upgrades and maintenance of Digital Technologies across the school Design/Digital Technologies planning documents are available for staff use Digital Technologies equipment and tools are available for use including dedicated teaching area Professional learning supports teachers to be aware of emerging practices in teaching 	<ul style="list-style-type: none"> External providers of Digital Technologies are used in Term One A Digital Technologies leader is appointed for Semester 2 each year An application for a technologies grant is made each year All teachers responsible for teaching and assessing Digital and Design Technologies in 2018 Teachers are provided with the names of publications and on-line communities to support professional learning Digital technologies equipment is audited each year and kept in good working order and up to date Staff engage in Massive Open Online Courses (MOOC) to develop digital technology skills Staff are provided with short professional readings to keep up to date with current trends in education

Successful Students

	Focus	Strategies	Performance Information
Differentiation	Provide differentiation of the curriculum at all levels to maximise educational achievements and opportunities for students.	<ul style="list-style-type: none"> Establish a Student Services Team to include the Deputy Principal, a representative from each phase level and the School Psychologist Aim for early identification and intervention to support high needs and talented students Implement high quality differentiated learning across the school with targeted support for identified students Development of school based Gifted and Talented programs 	<ul style="list-style-type: none"> Student Services team is established in Term One of each year and meets twice per term All students requiring support in Mathematics and Literacy are identified and appropriate programs put in place Early identification of students needing support occurs in Kindergarten and Pre-primary and is tracked across the school All teachers provide quality differentiated learning within regular classrooms through <i>iStar</i> framework Student engagement and uptake of school based extension programs that are held once per semester
Leadership	Deliver a framework to encourage students to develop leadership qualities at all year levels.	<ul style="list-style-type: none"> Develop student leadership roles across the school: K - 6 Clearly defined and consistent class roles and responsibilities for student leaders are developed Re-establish and develop the Buddy Program 	<ul style="list-style-type: none"> All teachers to include student leadership roles within their classrooms Student leaders undertake duties for the smooth running of their class Undertake weekly activities with buddy classes
Developing the Whole Child	Develop the whole child through health and wellbeing programs including Social and Emotional Learning. Learning from Kindergarten to Year 2 is underpinned by the <i>Early Years Learning Framework (EYLF)</i> and National Quality Standard (NQS) .	<ul style="list-style-type: none"> Full implementation and embedding of <i>You Can Do It</i> program across the school Positive behaviour strategies are discussed and agreed upon by all staff Non-academic targets to include Attitude, Behaviour and Effort to develop self-efficacy in students The school values are promoted with the students and links created to the <i>You Can Do It</i> program Healthy lifestyles are encouraged through a range of programs offered at a school level Annual self-audit against the <i>National Quality Standards</i> The <i>EYLF</i> links to program delivery in K – 2 Play based, hands-on and creative learning is balanced with explicit instruction in the early years 	<ul style="list-style-type: none"> The <i>You Can Do It</i> program launch in Term One 2018 A behaviour matrix is developed in 2018 that clearly outlines expectations of student behaviour across the school Staff use <i>Integris</i> to track and monitor playground and class behaviour that aligns to <i>You Can Do It</i> and the behaviour matrix Attitude, Behaviour and Effort are monitored each semester and students not meeting targets are identified and supported The values of Respect, Responsibility and Resilience are on display around the school and staff and students are aware of their importance and meaning Conduct regular audits of student involvement in lifestyle programs NQS self-audit meets and sets targets for ongoing improvement Teacher planning and programs show evidence of the Principles, Practices and Learning Outcomes of the Framework Teacher planning shows intentional play to support curriculum delivery
Attendance	Improve regular attendance of students at City Beach Primary School.	<ul style="list-style-type: none"> Attendance targets to be set each term and monitored Attendance is prioritised by teachers and school leadership with regular communications to the school community 	<ul style="list-style-type: none"> The school maintains more than 90% regular attendance rate Attendance dialogue is undertaken for 'at risk' students and is followed up by teachers and administration Students are recognised for consistent attendance Attendance information is included in newsletters and parent communication

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Building Community

	Focus	Strategies	Performance Information
Networks	Foster partnerships with local schools and establish networks with the wider community.	<ul style="list-style-type: none"> Utilise the school network, especially local schools, to share best practice and improve together Explore opportunities to gain financial and non-financial support from the community Maintain an active and passionate School Board with strong governance outcomes Partner with the P&C to advance and improve the school Establish a reciprocal relationship with a WA university so that staff can access the latest teaching practices and mentor Pre-Service Teachers 	<ul style="list-style-type: none"> Build a strong, ongoing partnership with at least one local school in 2018 Build a relationship with an <i>iStar</i> school from the 2018 cohort to support implementation Use community organisations to provide financial and non-financial support to the school Use social media and surveys to engage parents and the wider community in what City Beach Primary School is achieving School Board and P&C liaise closely to build the school profile All teachers' access university facilities and Pre-Service Teachers are assigned to City Beach Primary School for practicums
Partnerships	Strengthen the beneficial partnership between home, school and the community to hold City Beach Primary School and education in high regard.	<ul style="list-style-type: none"> Promote the school's successes to build its local profile and reputation Improve communication with parents and the school community to promote the importance of education Develop the volunteer program to provide support across the school Develop strong, mutually beneficial, relationships with the Japanese School in Perth 	<ul style="list-style-type: none"> Utilise a range of media outlets to promote City Beach Primary School and its successes and goals Appoint a media officer from a member of the school community Ensure all staff utilise Connect to communicate with parents by 2019 Continue with the volunteer program through <i>EdConnect</i> and expand the program by utilising local contacts Hold a thank you morning tea to recognise the efforts of volunteers at the school Integrate students from the Japanese School in Perth into our Arts and Sports programs Ensure cross cultural experiences are shared with the Japanese School in Perth at least once a term

Preparing for Tomorrow

	Focus	Strategies	Performance Information
21st Century Learners	Develop essential skills for 21st century learning that are underpinned in the Australian Curriculum General Capabilities and provide opportunities to add depth and richness to student learning.	<ul style="list-style-type: none"> Planning documents are developed to identify how the General Capabilities are addressed in teaching programs Focus on sustainability practices including the Wipe Out Waste initiative Foster student learning through critical and creative thinking, collaboration and communication Ensure cross curricula planning includes key focus areas such as Art and Music 	<ul style="list-style-type: none"> Ensure teachers' planning includes evidence of using the General Capabilities each term Conduct waste and water audits each semester Share information about sustainable practices across the school and with the wider community Ensure planning documents used by teachers identify key Higher Order Thinking Skills at age and stage levels Develop capacity for Philosophy for Children/Genius Hour programs to be run weekly across the school Evidence of the Arts program being used across the school to enhance all learning areas
21st Century Approaches	Embrace the evolving teaching and learning landscape with the use of new technologies and approaches.	<ul style="list-style-type: none"> Consistent use of new technology including coding, robotics, apps and interactive screens Utilise online programs to improve teacher professional learning Utilise face to face professional learning, in class coaching, mentoring and outside agencies to develop teacher capacity to use 21st Century approaches Science, Technology, Engineering, Arts and Mathematics (STEAM) embedded in the curriculum Investigation of the Bring Your Own Device (BYOD) Program for students in Years 4 - 6 	<ul style="list-style-type: none"> All classrooms are to be fitted with new interactive touch screens and associated software Robotics and coding are being used/experienced in every classroom on a regular basis Staff undertake professional learning from a range of sources that develop their capacity to use technology in day-to-day teaching All teachers are aware of online programs and their usefulness as a Professional Development tool BYOD – Years 4 - 6 to be investigated for implementation to start with the Year 4 cohort only

Key Milestones

1. By 2019 teaching staff demonstrate a high level of understanding in the use of interactive touch screens and associated programs for day-to-day teaching using multi-modal approaches.
2. By mid-2019 robotic and coding programs are being run throughout the school each term using internal resources as well as external providers.
3. By 2020 a thorough investigation of the Bring Your Own Device (BYOD) Program has been conducted and reported back to the school community.
4. By 2020 partnerships with local schools, universities and volunteer groups will be evident in the range of programs and events being undertaken and promoted at City Beach Primary School.

City Beach Primary School Targets



Academic Targets

Naplan

- By 2020 the mean NAPLAN performance of Year 3 Writing will increase by 10 NAPLAN points to a mean score above 460.
- By 2020 the mean NAPLAN performance of Year 5 Writing will increase by 10 to 15 NAPLAN points to a mean score above 505.
- By 2020 the mean NAPLAN performance of Year 5 Reading will increase by 15 NAPLAN points to a mean score above 540.

On-Entry Assessment

- By 2020 City Beach Pre-primary students will maintain an average cohort score of 0.5 progression points in reading on the On-Entry testing when retested in Year 1.
- By 2020 City Beach Pre-Primary students will maintain an average cohort score of 1.0 progression points in numeracy on the On-Entry test when retested in Year 1.

Note: By 2019 On-Entry writing targets will be identified for Pre-Primary students based on the use of the recalibrated marking rubric used for On-Entry assessment.

Teacher Judgements – Grades

- By 2019, Semester Two teacher grade allocations will align within 10% above or below the NAPLAN result.

Non-Academic Targets

Attitude Behaviour and Effort

- By 2019, 90% of City Beach Primary School students will achieve a ranking of 'consistently or often' on the Attitude, Behaviour and Effort component of Semester Two student reports.

Attendance

- By 2020 City Beach Primary School will record a regular attendance rate of 90% or greater to be equal or better than like schools.

National Quality Standards

- By 2020 City Beach Primary School will incrementally increase the number of National Quality Standards reported as met in the NQS yearly audit from K - 2 and set annual targets for improvement for at least one element in each standard they are working towards.

Parent, Student and Staff Satisfaction (NSOS Surveys)

- By 2020, 80% of parents completing the NSOS survey, will respond positively to the following statements:
 - My child's learning needs are being met at this school.
 - The school looks for ways to improve.
 - Student behaviour is well-managed at this school.
- By 2020, 85% of Year 5 and 6 students will respond positively to following statements:
 - My teachers provide me with useful feedback about my school work.
 - I can talk to my teachers about my concerns.
 - Student behaviour is well-managed at this school.
- By 2020, 90% of staff will respond positively to:
 - Teachers at this school provide students with useful feedback on their work.
 - Students at this school can talk to their teachers about their concerns.

City Beach Primary School **Business Plan**

2018-2020

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