North Beach Primary School
Business Plan
2015 -2017
Established in 1934, North Beach Primary School is an Independent Public School which lies nestled on the edge of Star Swamp and only a few hundred metres from the Indian Ocean. Our school motto, 'We Care' is indicative of our goal of striving to ensure that all students achieve their very best in a supportive, positive and respectful environment.

Developing successful students is at the centre of our school improvement cycle. By focusing on and refining our practices in the key areas of teaching, learning environment, resources, leadership and relationships, we strive to provide a quality educational programme in a caring environment which equips and enables all students to achieve high standards. The 2015 -2017 Business Plan is the result of collaboration between staff, students, parents and the School Board and provides a clear, strategic direction for all stakeholders. The targets, focus areas, strategies and indicators permeate through all of our school planning documents.

Our Vision

“School leaders model ethical, respectful and professional practice and set the very positive tone for the school. The school exhibits the characteristics of a genuine learning organisation where there are high expectations of children and staff. Staff collaborate to achieve the best outcomes for children, continually challenge their own teaching practice and engage in professional learning and use evidence-based planning and practices. Relationships between staff, students and parents are positive and supportive.”
2014 Independent Public School Review

Who we are

Our school values are demonstrated on a daily basis within our classrooms. In addition, we provide our students with numerous opportunities to grow both as a student and as a person including:

- Extension and support programs in Literacy and Numeracy.
- Environmental initiatives such as our school garden and tree planting excursions.
- School ceremonies and assemblies.
- Excursions and incursions.
- Extracurricular clubs and activities.
- Leadership roles for all Year 6's.
- Whole school programs to improve social and emotional wellbeing.

Our Values

Our school values clearly articulate the shared understanding of all staff. Our educational programme is:-

**Academically Rigorous** - We provide a curriculum that allows all students to develop their potential across a range of areas.

**Challenging** - We provide engaging and purposeful learning experiences to develop skills for lifelong learning.

**Inclusive** - We recognise that every child is unique and cater for their differing circumstances and needs.

**Respectful** - We are courteous to each other, respectful of diversity and promote a sense of belonging in a safe and supportive environment.

**Collaborative** - As a school community we work together to achieve common goals by implementing strategies that improve results and reflect best practice.

“North Beach Primary School exhibits a culture that is student focused, gives primacy to the development of the whole child and provides a concentrated focus on pastoral care and values development whilst achieving good academic standards. The school demonstrates a strong sense of community and is a friendly, safe place for children to optimise their development and learning.”
2014 Independent Public School Review

Overview

“North Beach Primary School exhibits a culture that is student focused, gives primacy to the development of the whole child and provides a concentrated focus on pastoral care and values development whilst achieving good academic standards. The school demonstrates a strong sense of community and is a friendly, safe place for children to optimise their development and learning.”
2014 Independent Public School Review
The staff at North Beach Primary School foster and maintain collaborative relationships by:

- Developing a mutually supportive, collaborative and trusting relationship between staff, students and the North Beach parent community.
- Providing appropriate and contextually relevant opportunities for parents/carers to be involved in their child’s learning.
- Promoting collaboration amongst staff both at school level and the wider educational community.
- Contributing to professional networks and associations and building productive links with the wider community.

Teachers at North Beach Primary School meet the learning needs of individual students, groups or classes of students by:

- Teaching a curriculum which is aligned with state and national standards and school priority areas.
- Applying exemplary teaching strategies to cater for and progress the achievement of all students.
- Refining their teaching practice in line with an ethos of continual improvement and professional development.
- Utilising a range of fair and inclusive assessment and reporting strategies that are sensitive and responsive to individual learning needs.

The staff at North Beach Primary School endeavor to maximise the use of both physical and human resources by:

- Managing the one line budget and school expenditure in a manner which is responsible, transparent, equitable and accountable.
- Utilising human resources to maximise learning for all students.
- Targeting professional development for staff which is aligned with school priorities and addresses areas of need.
- Updating and maintaining school and IT resources.

Administrators at North Beach Primary School effectively manage and lead the school by:

- Delivering a clear strategic direction for teaching and learning.
- Modelling and embedding a culture of continuous improvement and professional development.
- Providing roles, responsibilities and opportunities for staff to develop and share their expertise.
- Evaluating the impact of innovations and initiatives.
- Monitoring and reviewing data collection and analysis methodology.

North Beach Primary School staff create a safe, supportive, engaging and inclusive learning environment by fostering:

- Respect and concern for others and their rights.
- A pursuit of knowledge and commitment to the achievement of potential.
- Self-acceptance and respect of self.
- Social, civic and environmental responsibility.
- An aesthetically pleasing physical environment which stimulates and supports learning.
### Excellence in Teaching and Learning

#### 2015 - 2017 School Performance Improvement Targets

**Targets:**
- Progress of students from Years 3-5 is at or above like schools in all NAPLAN assessments.
- Achievement of students in Year 3 and 5 is at or above like schools in all NAPLAN assessments.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategies</th>
<th>Key Performance Indicators</th>
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</table>
| Teaching a curriculum which is aligned with state and national standards and school priority areas. | • English, Numeracy and Science to be reported against Australian Curriculum (AC) from 2015.  
  • 50% of teaching time will be attributed to Literacy and Numeracy.  
  • Promotion of teacher use of Whole School Literacy and Numeracy Plans  
  • Implementation of the National Quality Standards (NQS) relating to stimulating and engaging educational programmes (Standard 1). | • School reports are aligned with AC requirements.  
  • Class timetables reflect a 50% allocation to Literacy & Numeracy.  
  • Literacy and Numeracy audits demonstrate teacher alignment with school priority areas.  
  • NQS assessment guides indicate compliance with elements. |
| Applying exemplary teaching practices to cater for and progress the achievement of all students. | • Teaching and learning plans are driven by analysis of wide-ranging student performance data.  
  • Teachers provide a differentiated curriculum to meet the learning needs of all students.  
  • Utilisation of external and internal experts to up skill staff in targeted strategies for improving student achievement. | • Teacher handover process and analysis and communication of NAPLAN data is evident.  
  • All students identified as being at educational risk are on an Individual or Group Education Plan.  
  • Whole school and individual Professional Development (PD) is in alignment with strategies identified in the Operational Plan. |
| Refining teaching practice in line with an ethos of continual improvement and professional development. | • National Teaching Standards (AITSL) are used as the basis for performance management.  
  • Use of a whole school co-coaching approach to promote continual improvement and professional development.  
  • Establishment of a Professional Learning Community (PLC) to provide ongoing professional learning. | • Documented teacher goals for improvement are linked to AITSL standards.  
  • All staff involved in co-coaching program. Classroom observation used to provide robust professional feedback for teachers.  
  • Staff to attend whole school professional learning opportunities aligned to school priorities. |
| Utilising a range of fair and inclusive assessment and reporting strategies that are sensitive and responsive to individual learning needs. | • Students are provided with a variety of opportunities to demonstrate their knowledge and understanding.  
  • A variety of assessments are used to track and communicate student progress and achievement.  
  • Teachers to conduct moderation sessions within their year group. | • Teacher assessment audits indicate the use of a variety of assessment tools.  
  • All teachers to complete individual student tracking matrices as part of handover process.  
  • Teacher participation in at least two moderation sessions per year. |
**2015 - 2017 School Performance Improvement Targets**

**Targets:**
- A school wide reduction in reported behaviour incidents.
- To increase the percentage of students with regular attendance to at least 90%.

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### Focus Area

<table>
<thead>
<tr>
<th>Respect and concern for others and their rights</th>
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<tbody>
<tr>
<td>• Teachers utilise a variety of social and emotional wellbeing initiatives to promote improved respect and concern for others.</td>
<td>• Data (SAIS, teacher survey) depicts an improvement in interpersonal skills</td>
<td>• Data (Integris) to indicate decreasing levels of antisocial behaviour.</td>
</tr>
<tr>
<td>• Staff to foster and maintain a safe, caring and inclusive learning environment.</td>
<td>• Survey data depicts a high level of student satisfaction with their learning environment.</td>
<td>• NQS assessment guides indicate compliance with elements.</td>
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<tr>
<td>• Implementation of the National Quality Standards (NQS) (Standard 4/5)</td>
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### Focus Area

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<tr>
<th>A pursuit of knowledge and commitment to the achievement of potential.</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>• Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting.</td>
<td>• Teacher and student surveys indicate that all students from Years 1-6 are engaged in self-reflection and goal setting.</td>
<td>• Student surveys indicate improvement in the engagement of boys in their education.</td>
</tr>
<tr>
<td>• Application of ‘Boys in Education’ strategies to improve engagement.</td>
<td>• Data (Integris) to indicate decreasing levels of antisocial behaviour.</td>
<td>• NQS assessment guides indicate compliance with elements.</td>
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### Focus Area

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<tr>
<th>Self-acceptance and respect of self.</th>
<th>Strategies</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers utilise a variety of social and emotional wellbeing initiatives to promote improved self-acceptance and respect of self.</td>
<td>• Student survey data shows that at least 80% of all students classify themselves as being generally happy or above.</td>
<td>• Data to reflect a decline in reports of continuous or severe misbehaviour.</td>
</tr>
<tr>
<td>• Foster student behaviours that contribute to a healthy lifestyle.</td>
<td>• Improved student attendance data.</td>
<td>• NQS assessment guides indicate compliance with elements.</td>
</tr>
<tr>
<td>• Implementation of the National Quality Standards (NQS)(Standard 2).</td>
<td>• NQS assessment guides indicate compliance with elements.</td>
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### Focus Area

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<tr>
<th>Social, civic and environmental responsibility.</th>
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<tbody>
<tr>
<td>• Encourage cultural appreciation through curriculum delivery and focus on events such as Harmony Day, NAIDOC week &amp; ANZAC service and programs such as Bush Buddies, Laos ‘sister school’, World Vision Sponsor Child, tree planting and the North Beach gardening program.</td>
<td>• Data from teacher, parent and student surveys to demonstrate the positive growth of social, civic and environmental responsibility.</td>
<td>• NQS assessment guides indicate compliance with elements.</td>
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<tr>
<td>• Implementation of the National Quality Standards (NQS) (Standard 6).</td>
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### Focus Area

<table>
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<tr>
<th>An aesthetically pleasing physical environment which stimulates and supports learning.</th>
<th>Strategies</th>
<th>Key Performance Indicators</th>
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<tbody>
<tr>
<td>• Buildings and facilities are maintained and improved to meet the current and future needs of our school</td>
<td>• Evidence of enhancements to the environment in alignment with our School Buildings Improvement and Maintenance Plan.</td>
<td>• NQS assessment guides indicate compliance with elements.</td>
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<tr>
<td>• Implementation of the National Quality Standards (NQS)(Standard 3).</td>
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### 2015 - 2017 School Performance Improvement Targets

**Targets:**
- To establish meaningful reserves for the ongoing maintenance and improvement of the school’s IT infrastructure.

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| Managing the one-line budget and school expenditure in a manner which is responsible, transparent, equitable, accountable and in accordance with DOE guidelines. | • Finance Committee to meet at least once per term.  
• Relevant staff to receive appropriate training.  
• Budget to reflect school priorities. | • Board presented with Finance reports  
• End of year review to verify responsible, equitable and accountable expenditure.  
• Achieve high standard in Department audit. |
| Utilising human resources to maximise learning for all students. | • Using relevant data such as workforce planning, student data, and teachers feedback to identify areas of current and future need. | • Workforce planning document to be presented to School Board.  
• Staff are appointments and allocation reflect identified areas of need. |
| Targeting professional development (PD) for staff which is aligned with school priorities and addresses areas of need. | • Utilise relevant data to identify appropriate school wide PD.  
• Teachers to identify PD which addresses areas of need as part of their performance management process. | • PD audit reflects school priorities.  
• Performance Management documents reflect both school priorities and individual needs. |
| Updating and maintaining school and Information and Technology (IT) resources. | • Conduct IT audit to show cost/age of current equipment and identify future needs.  
• Conduct learning area and school resource audit to identify priority areas for improvement.  
• Utilise staff expertise where possible and outsource when appropriate. | • Finance committee approves the appropriate setting up of reserve accounts to cover future needs.  
• Budgets to reflect forward planning for school and IT expenditure. |
Leadership

North Beach Primary School staff create a safe, supportive, engaging and inclusive learning environment by fostering:

- Respect and concern for others and their rights
- A pursuit of knowledge and commitment to the achievement of potential
- Self-acceptance and respect of self
- Social, civic and environmental responsibility
- An aesthetically pleasing physical environment which stimulates and supports learning

Staff at North Beach Primary School endeavour to maximise the use of both physical and human resources by:

- Managing the one line budget and school expenditure in a manner which is responsible, transparent, equitable and accountable.
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- Targeting professional development for staff which is aligned with school priorities and addresses areas of need.
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Administrators at North Beach Primary School effectively manage and lead the school by:

- Delivering a clear strategic direction for teaching and learning.
- Modelling and embedding a culture of continuous improvement and professional development
- Providing roles, responsibilities and opportunities for staff to develop and share their expertise
- Evaluating the impact of innovations and initiatives
- Monitoring and reviewing data collection and analysis methodology.

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Effective Management and Leadership

2015 - 2017 School Performance Improvement Targets

**Target:**

- To improve the percentage of staff agreeing that they are provided with appropriate opportunities to develop as a teacher
- To improve the percentage of staff agreeing that they are provided with appropriate opportunities to develop as a leader.

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<tr>
<td>Delivering a clear strategic direction for teaching and learning.</td>
<td>• Demonstrated links between Business Plan, Operation Plan and Teaching and Learning Plans.</td>
<td>• Board and staff survey to verify strategic direction is clear across all planning documents.</td>
</tr>
<tr>
<td>Modelling and embedding a culture of continual improvement and professional development.</td>
<td>• Co-coaching to be used as process for individualised performance management / goal setting.</td>
<td>• Staff completion of Performance and Development Handbook.</td>
</tr>
<tr>
<td>Providing roles, responsibilities and opportunities for staff to develop and share their expertise.</td>
<td>• Use distributed leadership principles to provide opportunities for staff to develop and share expertise.</td>
<td>• Workplace audit and staff survey to reflect shared leadership.</td>
</tr>
<tr>
<td>Evaluating the impact of new and existing programs and initiatives.</td>
<td>• Creation of initiative implementation tracker to show/record data/reasons behind implementation, actions to be taken, an evaluation of the initiative’s effectiveness and proposal for future actions.</td>
<td>• School Leadership to review end of year innovation and program audit.</td>
</tr>
<tr>
<td>Monitoring and reviewing data collection and analysis methodology.</td>
<td>• Creation and implementation of North Beach data collection analysis rationale, reflection and monitoring schedule.</td>
<td>• School Leadership to review end of year North Beach data collection analysis rationale, reflection and monitoring schedule.</td>
</tr>
</tbody>
</table>
## Fostering and Maintaining Collaborative Relationships

### 2015 - 2017 School Performance Improvement Targets

**Targets:**
- At least 90% or more of parents agree that the school develops mutually supportive and trusting relationships between staff, students and parents.

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| Developing a mutually supportive, collaborative and trusting relationship between staff, students and the North Beach parent community. | • Provide consistent and clear communication between home and school.  
• All classes to conduct parent interviews or classroom presentations in Term 1.  
• North Beach Open Evening (annually).  
• Promote the role of the School Board and P&C. | • Parent, staff and student survey to show a harmonious environment.  
• Documentation of Term 1 ‘contact’ between class teacher and parent.  
• At least 50% of families to attend the open evening.  
• Parent survey to indicate that at least 75% of respondents are aware of the roles of the P&C and School Board. |
| Providing appropriate and contextually relevant opportunities for parents/carers to be involved in their child’s learning. | • Provide opportunities for parent involvement in classrooms, reading groups, excursions, incursions and homework. | • Parent survey to indicate at least 75% of respondents believe North Beach PS provides ‘appropriate and contextually relevant opportunities to be involved in their child’s learning. |
| Promoting collaboration amongst staff both at school level and the wider educational community. | • Provide regular opportunities to collaborate amongst staff including co-coaching, collaborative groups and moderation.  
• Provide regular opportunities to collaborate with the wider education community including Carine Network PD, participation in external PD and inter school moderation. | • Documented evidence of opportunities for internal and external collaboration.  
• Staff survey to indicate high level of agreement that effective collaboration is promoted at both the school level and wider educational community. |
| Contributing to professional networks and associations and building productive links with the wider community. | • Inclusion of community member on school board.  
• Create a ‘Networks Audit’ to identify and monitor community links and areas of need. | • School Leadership to review end of year community networks audit. |
Our school values clearly articulate the shared understanding of all staff. Our educational programme is:

- **Academically Rigorous**: We provide a curriculum that allows all students to develop their potential across a range of areas.
- **Challenging**: We provide engaging and purposeful learning experiences to develop skills for lifelong learning.
- **Inclusive**: We recognise that every child is unique and cater for their differing circumstances and needs.
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- **Collaborative**: As a school community we work together to achieve common goals by implementing strategies that improve results and reflect best practice.

Our Values

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- Environmental initiatives such as our School Garden and tree planting excursions
- School ceremonies and assemblies
- Excursions and incursions
- Extracurricular clubs and activities
- Leadership roles for all Year 6's
- Whole school programs to improve social and emotional wellbeing

Who we are

PLANNING & SELF-REVIEW PROCESS

**Planning**

- Recommendations for Business Plan, Operational Plan and annual priorities
- Planning Sessions

**Implementation & Sustainability**

- Parent Survey, Staff Survey & Student Survey
- Sept. 2016
- Social & Emotional Wellbeing
- NAPLAN
- SAIS
- ECE
- Mathematics
- History / Geography
- English
- Arts
- T & E
- LOTE
- SCIENCE

**Evaluation**

- Annual
- Biennial

**Review**

- Review Sessions
- Annual Report (April)

**Budgeting**

- NB Business Plan
- NB Operational Plan
- Learning Area Plans

**School Development Days**

- Staff Meetings (Fortnightly)
- Collaborative Meetings (Weekly)
- School Forum (Fridays)
NORTH BEACH PRIMARY SCHOOL

75 North Beach Road, North Beach WA 6020
Ph: (08) 9447 1249
Fx: (08) 9447 0072
Email: northbeach.ps@education.wa.edu.au
Web: http://northbeachps.wa.edu.au/