



Every student, every class, every day.



BUSINESS PLAN

2022 - 2024



“to deliver the best
and most contemporary
curriculum by the best
teachers available”

NBPS VISION



DIFFERENTIATION

We recognise that for every child to succeed, we must cater for their individual learning needs. Our teaching program means high quality, evidence-based instruction that meets students' needs within their zone of proximal learning development and has clear SMART (Specific, Measurable, Achievable, Realistic and Time-based) goals. Our classrooms support students to acquire the information they require by providing different avenues to that information.

GROWTH MINDSET

As leaders in teaching we believe that students will be more successful if assiduous attention is paid to their strengths. If success is promoted and students believe in being able to do better, then their learning is more productive. Students who embrace growth mindsets—the belief that they can learn more if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

COLLABORATION

To be an effective school, all the stakeholders need to work together to achieve the goal of successful students. Our teachers lead the collaborative processes in planning, teaching and assessment to complete learning tasks and to achieve set goals.

INNOVATION

Our goal is to present learning on a daily basis that is new, challenging and stimulating by employing a variety of different methods to engage students in their work. Innovation is the successful exploitation of new ideas.



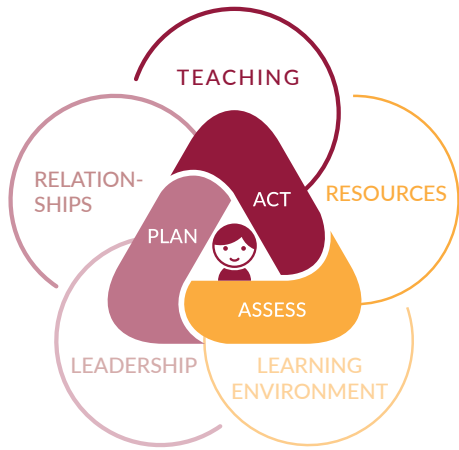
FROM THE BOARD

The Board of NBPS Primary School has noted the following —

- the School Business Plan,
- the School Budget and
- School Policy.

The aim of this business plan is to ensure outstanding education for every student, every class, every day and in doing so, promote NBPS as the Primary School of choice for local families.

successful students



TEACHING

Our culture is one of **high expectations** and standards of teaching resulting in impact on student learning and success for all. Students are encouraged to be the directors of their own educational journey. **Highly effective teachers** are motivated to plan **using data-informed**, evidence based practice to design engaging, progressive learning programs. Whole school pedagogical practices develop **collaborative and critical and creative thinking skills** essential for inquiry and progressing student outcomes.



LEARNING ENVIRONMENT

Our learning environment promotes a **caring, collaborative culture** with **high trust** between staff and students. We take pride in establishing **safe and inclusive** environments, where students play, learn, grow and flourish. Our responsive school promotes **flexible learning** where student voice, collaboration, innovation, technology and high levels of student **engagement and wellbeing** is paramount. We are an increasingly sustainable school, working to reduce our carbon footprint by employing **sustainable** practices.



RELATIONSHIPS

Our dynamic community is underpinned by a strong future focussed set of values, where **effective relationships between parents, staff and students** enhance learning outcomes. Our team works in partnership to develop the **core values and social skills** that will empower students to courageously embrace the challenges of the future, whilst building the resilience required to respond with confidence.



LEADERSHIP

Leading teaching and learning is our core business. **Moral and culturally** responsive leadership motivates, empowers and supports others to engage in change processes in order to achieve the school's vision and positively impact on students. Information, communication, engagement, transparent organisational structures and **instructional leadership** within a **distributed leadership** model integral for sustained improvement. **Student leadership** and student voice is embedded in our values, culture and strategic action.



RESOURCES

There are clear links between **school priorities** and the **human, physical and financial resources** at North Beach PS. Resources are planned to meet the needs of all students. Budget certainty, flexibility and autonomy ensures effective annual, targeted expenditure and long term strategic management. We are committed to continually **building staff capacity** through evidenced based **professional learning**. Priority areas receive focussed planning and investment to provide time, training, develop sustainable management structures and support change.



“engaging young
active minds”

BELIEFS

At North Beach PS we believe in having high expectations for all staff, students and community. We believe every student is capable of achieving success

RESEARCH

At North Beach PS we use research based, whole school instructional models and resources that are specifically designed to maximise the learning opportunities for our students



DATA

At North Beach PS we use data to identify trends, collect evidence and inform future planning. Data analysis is a vital component to our ongoing and unrelenting improvement plan

PRACTICES

At North Beach PS we use specific practices that ensure students are provided with quality effective teaching strategies and designed to improve learning outcomes

PROCESSES

At North Beach PS we have developed processes to ensure that our teaching practices are highly accountable, collaborative and ethical to ensure we maximise the learning opportunities for all students

pedagogical framework

BELIEFS

- Alice Springs Declaration
- Building on Strength
- Focus 2021
- WA Curriculum
- AITSL Standards
- Aboriginal Cultural Standards Framework
- National Quality Standards (QS)
- Early Years Learning Framework (EYLF)

RESEARCH

- PRIME Maths
- Talk 4 Writing
- 7 Steps for Writing
- Letters and Sounds
- Primary Connections
- 1-2-3 Magic
- EDI (Explicit Direct Instruction)
- Making thinking Visible
- Cars and Stars
- Growth Mindset
- Inquisitive

DATA

- On Entry
- NAPLAN
- Australian Early Development Census (AEDC)
- PAT Testing
- PRIME Digital
- Brightpath
- PM Benchmarks
- National Quality Standards (NQS)
- Reporting to Parents
- Assessment Matrix
- KAT Testing
- National Schools Opinion Survey (NSOS)
- Attendance
- Behaviour
- ICT Capabilities

PRACTICES

- Differentiation
- Gradual Release Model
- Play-Based Learning
- Literacy and Numeracy Blocks
- Making Thinking Visible
- Genius Hour
- Guided Reading
- Cooperative Reading
- Explicit Instruction
- Outdoor Classroom
- Contextual Wellbeing

PROCESSES

- Performance and Development
- Coaching
- Collaborative Meetings
- Moderation Meetings
- Performance and Review
- Formal Induction
- Distributed Leadership Model
- Wellbeing Framework
- Staff Meetings
- School Chaplain
- School Psychologist
- Outside Agencies
- Kids Hope Mentoring
- School Self-Assessment
- Finance Meetings
- Data Collection Schedule



ACTIONS	DELIVERABLES
<p>Ensure effective implementation of Western Australian Curriculum.</p>	<ul style="list-style-type: none"> • Students engaged in relevant and interesting lessons that are differentiated across all curriculum areas • Teachers collaboratively plan, deliver and assess all curriculum requirements • Renewed focus placed on the teaching of Science and Digital Technologies • Attention paid specifically to the general capabilities
<p>Employ an explicit teaching pedagogy across the school, especially in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> • Well researched and evidenced based practices employed by teachers in every classroom • Embed W.S.A. into all teaching and learning
<p>Cater for the academic needs of all students.</p>	<ul style="list-style-type: none"> • Differentiated instruction for all students no matter of their progress • Documented plans employed to support students requiring specific teaching adjustments
<p>Develop analytical and evaluative practices to diagnose the impact on teaching and plan for interventions</p>	<ul style="list-style-type: none"> • Teachers collect data relevant to their planning and teaching • Disciplined dialogue around the data • Classroom observations (peer), feedback and Coaching

ACTIONS	DELIVERABLES
Continue to move toward cultural responsiveness	<ul style="list-style-type: none"> • Staff to be guided by the Aboriginal Cultural Standards Framework • Collaborative relationships among school community to be culturally safe
Build respectful and trusting teacher/student relationships in every classroom	<ul style="list-style-type: none"> • Teachers employ a culture of care and equity in developing relationships • Classrooms employ a growth mindset • Students at risk be supported by aligning outside agencies
Embed the principles of the “Building on Strength” Strategic Plan	<ul style="list-style-type: none"> • All new members of staff provided with a formal induction • Opportunities for staff to access appropriate services to promote their health and well being • Opportunities provided to celebrate success for all
Ensure a safe, aesthetically appealing and sustainable education environment	<ul style="list-style-type: none"> • Maintain buildings, facilities and grounds to ensure they are contemporary and meet regulatory requirements • Maintain a trained Occupational Safety and Health Officer • Work closely together to develop a school position on sustainability



learning environment



“engaged teachers
understand students to
activate full potential



leadership

ACTIONS	DELIVERABLES
<p>Articulate high expectations and standards of staff based on AITSL Australian Professional Standards</p>	<ul style="list-style-type: none"> • Teachers actively use AITSL standards to reflect, evaluate and improve their practices so they can meet the learning needs of their students • Through performance and development, teachers engage in professional learning to build their knowledge • Staff receive regular and informative feedback opportunities through coaching sessions
<p>Ensure future leadership processes are developed</p>	<ul style="list-style-type: none"> • Collective leadership model employed to support aspiring staff • Continue to build cultural responsiveness • Financial and physical resources deployed to target appropriate learning opportunities for all staff
<p>School Leaders apply a Wellbeing Framework to all decisions</p>	<ul style="list-style-type: none"> • The Wellbeing Priority Framework is evident at all levels of decision making: <ol style="list-style-type: none"> 1. Addressing inequalities 2. Sustainable Outcomes 3. Improving mental health 4. Thriving in a contemporary age
<p>Develop a student leadership policy encompassing student voice and feedback</p>	<ul style="list-style-type: none"> • Opportunities for student leadership in all year levels • Evidence of student engagement in reflective learning practices • Biennial NSOS analysed and acted on

ACTIONS	DELIVERABLES
<p>Continue to build relationships between school and community to create a shared understanding of individual student progress</p>	<ul style="list-style-type: none"> • Communication with parents professionally and regularly about their child's social, emotional and academic progress • Engagement between school and community in a manner conducive to student success • Take a stand against violence by enabling safe and supportive learning environments
<p>Cultivate student voice to build a culture of safety, being and belonging</p>	<ul style="list-style-type: none"> • Engage in regular conversation with students about their learning progress and their social and emotional learning progress
<p>Enhance relationships between staff and support agencies to improve student engagement and learning outcomes</p>	<ul style="list-style-type: none"> • Continued support of Chaplaincy, Kids Hope Mentoring, Psychologist services and Statewide Teaching Services
<p>Work closely with the School Board</p>	<ul style="list-style-type: none"> • A School Board, consisting of staff, parents and community representation operating at a high level as the peak governance for the school





resourcing

ACTIONS	DELIVERABLES
<p>School Leaders adhering to the Statement of Expectations for all Public Schools</p>	<ul style="list-style-type: none"> • Fair and equitable resourcing evident on school process • Appropriate financial and human resources protocols upheld
<p>School Leaders use school resourcing to drive improved student progress</p>	<ul style="list-style-type: none"> • Targeted resourcing utilised to achieve high student performance in classrooms • Adhere to the Independent Public School's Funding Agreement and ensure prudent financial management to maximise outcomes
<p>School Leaders ensure service delivery and maintenance is effective</p>	<ul style="list-style-type: none"> • Rigour applied to service delivery and maintenance schedules to ensure a safe and well maintained work environment



targets

- Set an upward trend in NAPLAN achievement across all tested areas
- Annually, NAPLAN Reading, Writing and Numeracy will be equal to or above WA Public schools
- Maintain and improve the progress of students in each year level on ACER Progressive Achievement Tests (PAT) in Reading Comprehension, Mathematics and Science
- The proportion of students attending regularly (90%) of available days is at or above the expected range
- The National School Opinion Survey results are positive for students, parents and staff (mean scores of at least 4 out of 5 for each)

school self assessment

North Beach PS will use the Department's Electronic School Self-Assessment Tool (ESAT) to self-assess annually against the following 6 domains:

1. Teaching Quality
2. Learning Environment
3. Leadership
4. Relationships and Partnerships
5. Resourcing
6. Student Achievement and Progress

North Beach PS will host a Director, Public School Review and Peer Reviewer for a validation visit within the duration of this School Business Plan. The report from this review will be published on our school website.



JARGON BUSTER

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACSF	Aboriginal Cultural Standards Framework
AITSL	Australian Institute for Teaching and School Leadership
CPFS	Department of Communities: Child Protection and Family Support
ICSEA	Index of Community Socio-Educational Advantage: A scale which allows for fair and reasonable comparisons among schools with similar students. The mean value is 1000
IEP	Individual Education Plan
LIKE SCHOOLS	Statistically and demographically similar schools within the Western Australian Public School System
NAPLAN	National Assessment Program for Literacy and Numeracy
NSOS	National Schools Opinion Survey
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority of Western Australia
SSEN	School of Special Education Needs
WAC	Western Australian Curriculum



For further details, please visit the School website
[www.https://northbeachps.wa.edu.au](https://northbeachps.wa.edu.au)

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