



Rockingham Beach Primary School

Business Plan
2020 - 2022



Rockingham Beach PS: Inspiring Learning for 125 years

Rockingham Beach Primary School commenced operations on the 1st February, 1895. In 2020, the school is celebrating 125 years of inspiring learning in our community. It is located in what has been recognised as the oldest residential district in the City of Rockingham. We became an Independent Public School in 2011.

We share our campus with the Education Support Centre which fosters integration and promotes inclusiveness, tolerance and empathy. Our school strives for excellence and has developed a reputation in the community of being a warm, caring and friendly school where every child is treated as a highly valued individual. We have a holistic approach to learning. Pastoral care, a strong school community and engagement in a wide range of activities are all important aspects of a child's school experience. It is a school of choice for many parents and their children.

Message from the Campus Board Chair

The Campus Board at Rockingham Beach Primary Campus consists of parents, staff and community members of both schools. The Board works with the Principals to establish, monitor and review the Business Plan each year and guide the strategic direction of the Campus. Feedback from the 2016 Independent Public School Review was extremely positive and contained many examples of how the vision of "Aspire and Achieve Together" is part of the schools' fabric.

Since becoming an Independent Public School nine years ago, the Campus Board has gained valuable experience with parents, staff and community members having changed over the years. Only one Principal and community member remains from the original Campus Board. There is now an additional community member on the Board from the Rotary Club of Rockingham, joining the City of Rockingham Councillor. These people bring additional networks, experience and support to the Campus. All members have attended Board training and now have a greater understanding of School Board roles and responsibilities.

Our staff readily adapt to change and are committed to improving the outcomes of all children. As an accredited Be You (KidsMatter) school, we have a strong focus on developing positive mental health and early intervention for students at risk. We deliver a rigorous social and emotional learning program to build students' resilience and empathy. We encourage all students to aspire to achieve and excel in all areas.

This Business Plan was developed in collaboration with staff and the Campus Board, together with student achievement data, and sets a clear strategic direction for the school over the next three years. It outlines what we will do and what you will see as we work to continuously improve in our four priority areas.

The Board is increasing its presence within the school by participating at school events and providing public recognition for staff at the end of each year. This is the fourth Business Plan for each school within the Campus and the Key Focus Areas will continue to build upon the great work the Principals, leadership teams, teaching and education support staff are doing. The Campus has an inclusive approach, with both schools allowing students to integrate across the Campus to share in their programs. It is inspiring to see students from both schools attending and participating in assemblies, carnivals, discos and the year six camp.

Wayne Milnes
Campus Board Chair



OUR VISION

Our vision is to inspire children to unleash a passion for learning to realize their aspirations, exceed their potential, and become curious, determined, resourceful, reflective, and resilient members of society.

Our vision reflects our school motto of *Aspire and Achieve Together*. We have a relentless focus on improvement. Our school is committed to being a 'Visible Learning' school, reflecting the evidence-based research of John Hattie. We embed strategies across the school to maximise our impact on student learning.

We Believe...

- Every child can learn at high levels
- Excellence is achieved through positive teacher-student relationships and high expectations of student performance
- Students are challenged when learning is engaging, relevant, and inspires curiosity
- Teachers are empowered through meaningful collaborative practice to make learning visible
- High quality, evidence-based teaching maximises our impact on student learning
- Our responsibility is to nurture the whole child: socially, emotionally, academically, physically, and creatively to develop confident and optimistic individuals
- Valuing positive partnerships between staff, students, families, and the wider community is the foundation of student engagement and achievement



School Self-Assessment

Our school engages in a rigorous process of self-assessment and reflection using the National School Improvement Tool to ensure we continue to meet the needs of our students and improve standards of achievement, performance and behaviour. Our key areas for improvement focus on the following domains:

- Analysis and discussion of data
- A culture that promotes learning
- Systematic curriculum delivery
- Differentiated teaching and learning

The school will use the Department of Education's Electronic School Assessment Tool to self-assess annually against the following six domains: Student Achievement & Progress, Teaching Quality, Learning Environment, Leadership, Relationships and Partnerships, and Use of Resources.

The school has clear expectations about student performance based on contextual information, school-based and system level assessment data. We measure the impact of our teaching on student progress using effect sizes at an individual, cohort and whole school level. Our aim is for every student to make at least one year's progress for one year of teaching.

Academic performance will be measured against a stable cohort's achievement and progress in NAPLAN, and the Pre-Primary to Year 2 On-Entry Assessment. A stable cohort refers to those students who attended our school for all stages of the testing. A case management approach is implemented to support and monitor individual student performance.



Strategic Priorities

FLOURISHING AND THRIVING STUDENTS

We expect all students to learn at high levels. We support children in their academic, social, emotional, creative, and physical development within a safe, engaging, and challenging learning environment so they flourish and thrive. We are nurturing the future.

EXCELLENCE IN QUALITY TEACHING AND LEADERSHIP

We are committed to excellence in quality teaching and leadership and value professional learning in contemporary, evidence-based practice to improve student progress and achievement. The Future Leaders Framework is used as a foundation to build the leadership potential of all teachers.

LEADERS OF INNOVATION AND SUSTAINABILITY

We provide opportunities for students to be innovative and creative through an integrated, future-focused curriculum. We focus on developing students' competencies in collaboration, creativity, critical thinking, problem-solving, and communication.

CONNECTED, STRONG CULTURE AND COMMUNITY

We value a caring, positive school culture that recognises the unique needs of every student and celebrates the diversity of our community. We embrace a welcoming environment that reflects strong connections between all community members.



FLOURISHING & THRIVING STUDENTS

WHAT WE WILL DO

Focus on high student performance in literacy and numeracy

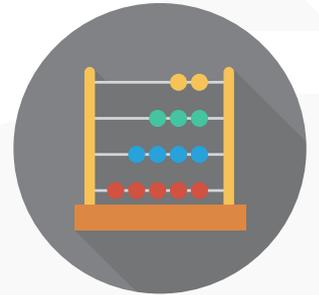
Maintain focus on developing curiosity, determination, resilience, resourcefulness, and reflection as effective student learner qualities

Enrich early childhood education and strengthen our approach to early intervention

Foster mindful practice to support positive student mental health and wellbeing

WHAT YOU WILL SEE

- A K-2 and Year 3-6 Literacy Strategy, describing key content in oral language, reading, writing, spelling and grammar, is evident in every class
- Explicit teaching of reading K-6 using an evidence-based comprehensive model of reading reflective of best practice, incorporating phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies
- Before school 'Reading Academy' to target students at-risk in reading with additional time and support
- Students engaged in daily independent reading
- A K-2 and Year 3-6 Numeracy Strategy, describing key content and strategies reflecting effective mathematics teaching and learning, is evident in every class
- Explicit focus on developing maths proficiencies, particularly problem solving and reasoning
- Teachers use Back to Front Maths resources to address student misconceptions
- Monitoring of individual, group, and cohort student performance using Datahub
- Moderation of common formative assessment tasks during collaborative team meetings to identify students needing intervention or extension
- Creation of stories to match each of the superhero characters to support students to connect with the learner qualities
- Opportunities for students to engage in enrichment activities such as Maths Talent Quest, Science IQ, First Lego League, Have Sum Fun, Future Problem Solving, OptiMinds, and Numero
- Students engaged in learning activities outside of school to collect passport hours for Children's University recognition
- All students from Pre-Primary to Year 2 complete On Entry Assessment testing in Term 1 each year to identify gaps
- Early years' teachers use the National Quality Framework & Standards to self-assess for continuous improvement
- Focus on evidence-based approach to developing oral language in the early years
- Early assessment of speech and occupational therapy concerns in the early years
- A guaranteed, viable curriculum created in Health and Wellbeing to ensure students learn key concepts including mental health
- Introduction of mindful practice across the school to address student mental health and wellbeing



Student performance in Year 3 & 5 NAPLAN is above like schools



80% of students make a year's progress for a year's teaching in English and Mathematics



80% of Year 1 and 2 students make at least one year's progress in all areas of On-Entry Assessment



98% of Year 3-6 students demonstrate positive social and emotional wellbeing in PAT

EXCELLENCE IN QUALITY & LEADERSHIP

WHAT WE WILL DO

Develop a school-wide Teaching and Learning Handbook that clearly outlines what is to occur in every classroom

Employ an explicit teaching pedagogy across the school

Maintain analytical and evaluative practices to ensure expertise in diagnosing the impact of teaching on student learning

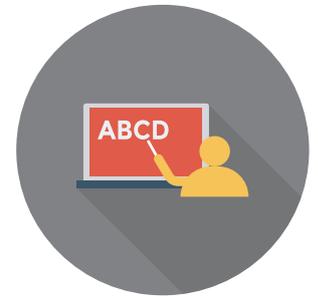
Develop leadership capacity of teachers through continuous professional growth and improvement

WHAT YOU WILL SEE

- Embedding of Visible Learning strategies in every classroom including sharing learning intentions, differentiated success criteria, specific and timely student feedback, and exemplars
- A guaranteed, viable curriculum of essential learning for each year level in English and maths used across the school
- Consistent pedagogical practice in every classroom as described in our Instructional Framework
- Consistent approach to teaching and assessing complex, unfamiliar maths problems across the school
- Mathematics Coach mentoring teachers in maths teaching and learning
- Leadership team to conduct walkthroughs and class observations to provide feedback to teachers on explicit teaching practice
- Professional learning in Explicit Direct Instruction with Joe Ybarra, Datworks, to commence in 2020
- Implement explicit teaching practices across the school including consistent use of the Engagement Norms and Check for Understanding protocol
- Centre for Excellence in the Explicit Teaching of Literacy Intern supporting teachers in the explicit teaching of reading
- Teaching Sprints used to support the adoption of evidence-informed practices and enable teachers to collectively plan, act and evaluate their impact on student learning
- Teachers engage in analysis of class, cohort and whole school effect size data to diagnose impact of teaching
- Australian Professional Standards for Teachers used as framework for reflective practice and goal setting
- Leadership team, incorporating team leaders, Level 3 teachers, and school leaders meet four times a term to monitor effectiveness of programs and practices on school improvement
- Future Leaders Framework used to inform performance development process and to provide opportunities for teachers to develop their leadership potential



Consistent use of our instructional framework



Explicit teaching practices are evident in every classroom



Staff innovation is nurtured and supported



Future leaders are identified, developed, and supported



LEADERS OF INNOVATION & SUSTAINABILITY

WHAT WE WILL DO

Develop leadership in STEM inquiry and entrepreneurship

Build students' skills in design and digital technologies

Strengthen the teaching of science to ensure connected and consistent practice using an inquiry approach

Maintain and introduce new sustainable approaches across the school



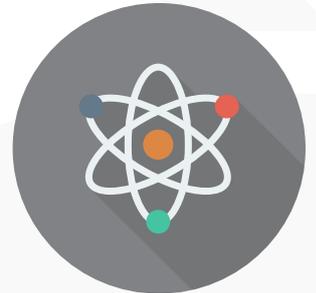
WHAT YOU WILL SEE

- Expand STEM leadership role to mentor teachers in planning, teaching, and assessing STEM inquiry projects
- Introduce key guidelines from the National STEM Education Strategy across the school
- Integrated inquiry projects in Science, Technology, Engineering, Mathematics (STEM) to foster deep understanding of concepts
- Increased student engagement and citizenship through involvement in local, national, and global initiatives
- STEM planning tools and resources are developed to support a consistent whole school approach
- Engage students in developing solutions to global issues such as Future Problem Solving
- Opportunities for students to develop critical thinking, problem-solving, creativity, and reasoning through philosophical inquiry, visible thinking routines, and STEM inquiry.
- Opportunities for students to engage in STEM and digital technologies activities and competitions in the wider community

- Purposeful integration of design and digital technologies across the curriculum
- Professional learning and coaching in the effective use of digital technologies provided by Lumos Learning for teachers to collaborate, experiment, and engage students in innovative learning experiences
- A scope and sequence for design and digital technologies articulating the skills required for each year level

- Teachers upskilled in planning, teaching, and assessing in science
- Use of consistent approach to teaching science inquiry skills and planning formats

- Expand sustainable practices across the school including worm farms, composting, garden produce, and chicken coop
- Integrating sustainability practices and content across the learning areas
- Mobile Kitchen Kart used to build students' skills in cooking using fruit and vegetables grown in the sustainable garden



80% of Year 4-6 students make a year's progress for a year's teaching in STEM and Science



All children involved in STEM inquiry projects and science investigation



Students show improved digital technologies skills



Students understand and utilise sustainable practices

CONNECTED, STRONG CULTURE & COMMUNITY

WHAT WE WILL DO

Function as a professional learning community through a focus on student learning, a collaborative culture, and a results orientation

Embed the Aboriginal Cultural Standards Framework across the school

Develop an active, authentic student leadership team

Engage families in strong, positive partnerships with the school



WHAT YOU WILL SEE

- Collaborative teams focus on four critical questions during team meetings: what did we expect students to learn? How do we know they learned it? How do we respond when students do not learn? How do we respond when students are already proficient?
- Teams use the guaranteed, viable curriculums to ensure students learn essential concepts in English and maths for their year level
- Team Norms are used to hold each team member accountable for agreed responsibilities
- Student data is used to inform planning to cater for individual, group, and cohort learning needs
- Teachers use their developing knowledge of the history, culture, and experiences of Aboriginal people in learning programs across the curriculum
- AIEO to support teachers in planning learning programs incorporating Aboriginal perspectives
- Engagement with local elders and Aboriginal community to enrich learning experiences for students
- Diversity activities and events planned to celebrate NAIDOC week
- Noongar language included on signage around the school
- An induction program for student leaders to build a clear understanding of leadership, expectations, and meeting protocols
- Increased opportunity for student voice in shaping school programs, policy, and direction
- Student leaders to monitor and lead playground sports and games during breaks
- Leaders to monitor 'Buddy Benches' during breaks
- Expand and enrich the 'Be You' approach to build a connected, strong school community
- Families encouraged to engage with the P&C, Campus Board, Rocky Beach Dads, and volunteering in classrooms and at school events
- Professional, well-run school events with families encouraged to attend and made welcome including assemblies, Harmony Week, Learning Journey, Christmas Concert, Book Week, and Sports Carnivals
- Information sessions to engage families in topics relevant to child, school, and community needs



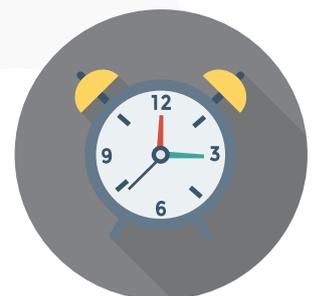
Collaborative teams are the foundation of our school



All students requiring intervention receive support



90% of students rate 'consistently' and 'often' for attitude, behaviour, and effort



Overall attendance is at or above the state mean. At least 80% of students attend regularly



Endorsement

Signed: _____

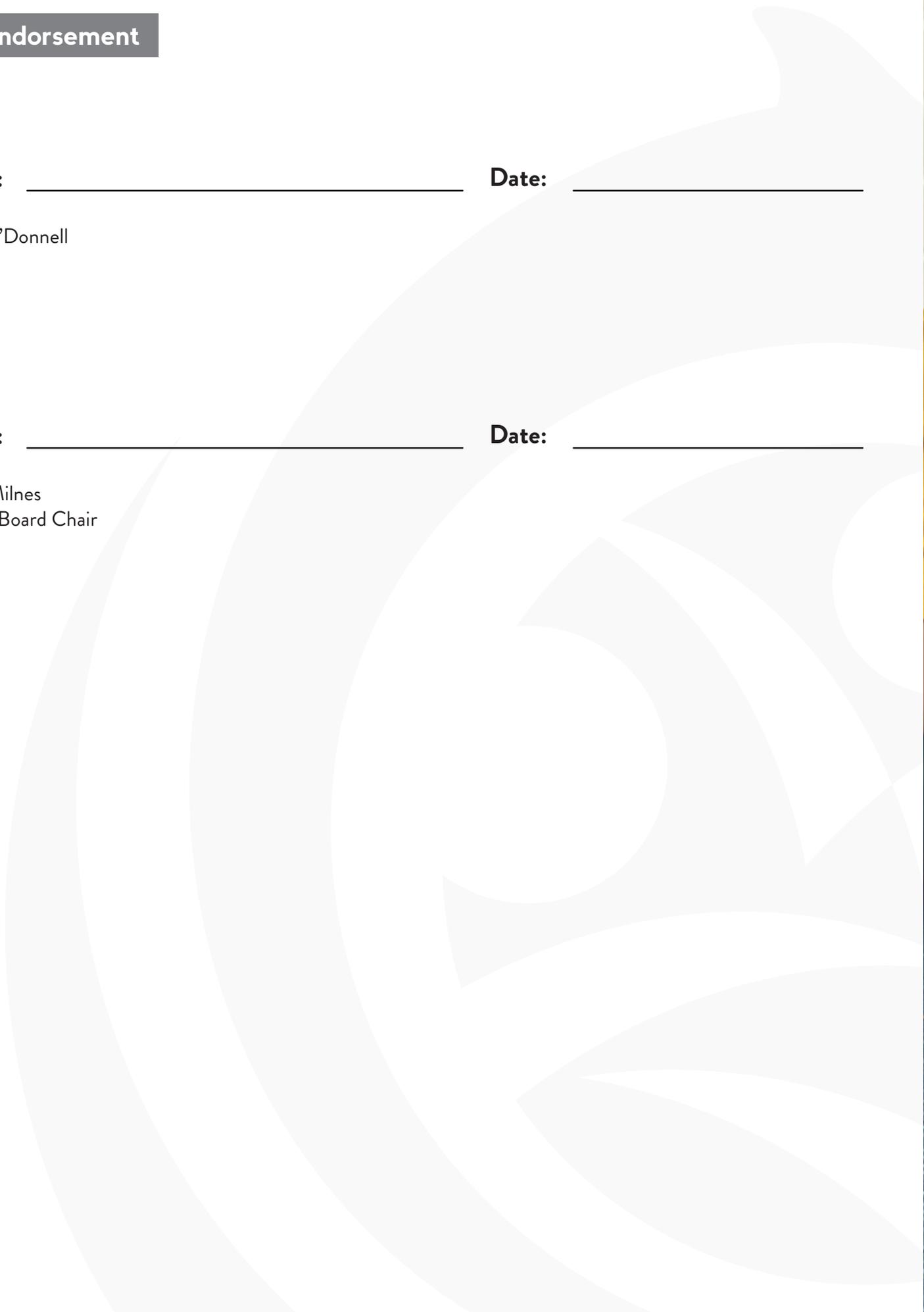
Date: _____

Jacqui O'Donnell
Principal

Signed: _____

Date: _____

Wayne Milnes
Campus Board Chair







Rockingham Beach Primary School

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