

## OUR MOTTO

### DREAM, EXPLORE, DISCOVER

## OUR VISION

WE FOSTER AN INCLUSIVE LEARNING ENVIRONMENT THAT CULTIVATES EXCELLENCE, POSITIVE RELATIONSHIPS AND COLLABORATION. WE PROVIDE INDIVIDUAL OPPORTUNITIES FOR STUDENTS AS LIFE-LONG LEARNERS.

## OUR BELIEFS

- We support and care for each other in a positive and safe learning environment
- We promote a learning environment with clear and open communication. We strive to communicate effectively with respect and integrity
- We believe our students learn best in an empowering environment. We work together to achieve excellence.
- We are striving, aiming to achieve excellence, we will succeed
- We value our creativity through innovation and humour, with many helping hands to empower our inclusive and diverse community
- We value the positive relationships we create and foster within the school community
- We believe in lifelong learning-at Quinns Beach PS we value and inspire the love of learning for life for all
- We demonstrate collegiality through developing our working relationships with our colleagues in order to create an innovative school environment
- We believe that students in our care need an excellent understanding of the basic skills of Reading, Writing and Arithmetic
- We believe that whilst utilizing a variety of teaching styles, explicit instruction of learning to embed necessary concepts is very important.

## OUR FOUR PILLARS

**BE YOUR BEST / BE RESPONSIBLE / BE RESPECTFUL / BE KIND**

## QUINNS BEACH PRIMARY SCHOOL

# 2021-2023 BUSINESS PLAN



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QUINNS BEACH PRIMARY SCHOOL





# ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the past and present traditional owners and custodians of this land, the Noongar people.

We also acknowledge the contributions of Aboriginal and non-Aboriginal Australians to the education of all children and people in this country that we all live in, and share together-Australia.

## 2021-2023 BUSINESS PLAN

Our 2021-2023 Business Plan was developed in collaboration and partnership with the Quinns Beach Primary School staff and School Board following thorough data analysis, self-assessment and consideration of the school's performance data.

It describes the key focus areas and strategies that we will employ as a school that are intended to have the maximum impact of student achievement, improvement and progress. Our staff are committed to ensuring that every student is successful and we hold a strong belief that further improvement is possible.

The Business Plan is supported by annual Operational Plans in English, Maths, Science, Humanities and Social Sciences (HaSS), The Arts, Digital Technologies, Design Technologies, Health and Physical Education, National Quality Standards, Languages (Indonesian), Students at Educational Risk (SAER) and Whole School Positive Behaviour Support. Additionally, our whole school approaches are clearly outlined in the Whole School Improvement Plan. Each of these plans detail how the Business Plan's focus and priority areas will be implemented across the three-year timeframe. They provide the essential link between classroom planning and the Business Plan.



## 2021-2023 Future Targets

### STRONG RELATIONSHIPS AND PARTNERSHIPS

- Achieve an average of 3.8 on National School Opinion Survey results in 2022
- Tailored questions regarding School Board in the NSOS yield positive results
- Self-reflection against the Aboriginal Cultural Standards Framework demonstrates the school is working towards Cultural Responsiveness
- Survey results on the effectiveness of the QBPS Communication and Engagement Strategy are positive

### INCLUSIVE AND ENGAGING LEARNING ENVIRONMENT

- The percentage of students achieving 'consistently' in the Lower Primary attributes increases from 69% to 71%
- The percentage of students achieving 'consistently' in the Primary attributes increases from 76% to 78%
- Improve the overall student attendance rate from 89% to 91% or above by 2023
- By 2023, the percentage of students who attend regularly (90-100%) increases to 74%
- Increase the attendance rate of our Aboriginal students from 72.8% to 80%
- All domains in the annual Be You Student Survey to achieve an average score of 4 or higher

### EFFECTIVE LEADERSHIP

- All teachers to reflect against the Personal Attributes of effective leaders from the Future Leaders Framework
- By 2023, increase the number of students participating in the Children's University program to 40
- 50% of the students graduating from the Children's University program graduate with 100 hours of learning, or more, by 2023
- A survey of student leaders provides positive feedback about the effectiveness of their leadership development

### HIGH QUALITY TEACHING

- All staff will participate in Instructional Coaching with a focus on using data to make collective, effective instructional decisions to ensure student achievement and progress
- All students on documented plans are monitored and their progress is measured through collection and analysis of individual assessments

### IMPROVED STUDENT ACHIEVEMENT AND PROGRESS

- Maintain Year 3 Numeracy, Reading, Writing, Spelling and Grammar and Punctuation NAPLAN achievement as exceeding that of like schools by 2023
- Raise Year 5 Reading and Grammar and Punctuation NAPLAN achievement to match that of like schools by 2023
- Maintain Year 5 Numeracy, Writing and Spelling NAPLAN achievement to match or exceed that of like schools by 2023
- Maintain the progress of our stable cohort from Year 3-5 as exceeding that of like schools in the NAPLAN domains of Numeracy, Reading and Spelling by 2023
- Raise the progress of our stable cohort from Year 3-5 to match or exceed that of like schools in the NAPLAN domains of Writing and Grammar and Punctuation by 2023
- Maintain or improve performance in year level (Years 2-6) ACER Progressive Achievement Tests (PAT) over each 12-month period
- Continue to meet all quality areas of the National Quality Standards (NQS) in the annual K-2 self-reflection
- The median score in each of the tested areas is at or above the expected median for our ICSEA Decile
- Continue to meet all 7 quality areas of the National Quality Standards from 2021-2023
- Our Aboriginal students make moderate or greater progress from Pre-Primary (On-Entry testing) to Year 3 (NAPLAN) and from Year 3 to Year 5 NAPLAN in Reading, Writing and Numeracy



# CONTEXT

At Quinns Beach Primary School we have gained an enviable reputation for our highly professional and supportive culture. Students at Quinns Beach PS experience many opportunities to participate in learning experiences that cater for student interests, learning styles and needs. In addition to the usual primary curriculum, we offer specialist programs in Music, Art, Physical Education, Science and Indonesian. We also offer Academic Extension Programs across all year levels and a range of learning areas to further enrich and extend our most able students.

Quinns Beach PS is dedicated to addressing the social and educational needs of all our students. We embrace and celebrate the cultural diversity of our clientele, welcoming students from our own community, from across Australia and from overseas, as far afield as the UK, New Zealand and South Africa. Our school has strong connections with the Whadjuk Noongar people who are the traditional owners of the land Quinns Beach PS is situated upon.

Our learning environment strongly reflects the cultures and languages of the Whadjuk Noongar people. Each learning block in our school is named after each of the Noongar Six Seasons; Birak, Bunuru, Djeran, Makuru, Djilba and

Kambarang. Our sports factions are the Noongar names of local native animals; Monyin (Sea Lion), Maadjat (Shark), Bamba (Stingray) and Warranang (Dolphin). The red dots on our school logo are the aboriginal symbol for people and we have adopted the Rainbow Serpent as the symbol of our school. A painting of the Rainbow Serpent is in our Atrium area and the pathway through our Community Garden is in the image of the Rainbow Serpent.

Together, with an active parent body, engaged School Board, enthusiastic and experienced staff, and a committed leadership team, we are providing extensive educational opportunities to support our vision and high expectations for student learning.

We believe that our strong sense of community is the foundation of our school and, as we prepare the students for the opportunities and challenges they will face in the years to come, we are confident that Quinns Beach PS will provide a strong foundation for our students' future.





# OUR SELF-ASSESSMENT **PROCESS**

We use a systematic, continuous and comprehensive process to reflect on and evaluate our performance to plan for and enact improvement. We gather and analyse student data and a range of other evidence to make judgements about the standard of student achievement and the effectiveness of our school processes and operations.

We adhere to an annual detailed self-assessment schedule that ensures we critically assess data and other evidence and include our School Board as a review audience for this analysis.







## STRENGTHENED RELATIONSHIPS AND PARTNERSHIPS

“Teamwork-coming together is a beginning, keeping together is progress, working together is success” Henry Ford

STRATEGIC DIRECTION	MILESTONES	STRATEGIES
<p><b>Continue to build the reputational capital of the school</b></p>	<p>Strong and connected partnerships with parents and the wider school community to support student progress and achievement</p>	<ul style="list-style-type: none"> <li>All stakeholders adhere to the QBPS Communication and Engagement Strategy to support and develop positive relationships between students, between students and staff and between the school and parent community</li> <li>National School Opinion Survey data is analysed, achievements celebrated and communicated and actions to address identified areas of concern implemented</li> <li>Investigate and implement other/annual opportunities to seek parent and community feedback</li> </ul>
<p><b>The school community is aware of the roles and responsibilities of the School Board</b></p>	<p>The roles and responsibilities of the School Board are shared with, and valued by, the school community</p>	<ul style="list-style-type: none"> <li>All board members to adhere to the requirements of the QBPS Communication and Engagement Strategy that relate to the School Board. Ensure this is a standing item on the agenda of Board meetings</li> <li>Employ a range of strategies to inform the school community of the roles and responsibilities undertaken by the School Board</li> <li>Elicit regular/annual feedback, analyse and act on it</li> <li>Ensure tailored questions about the community’s understanding of the roles and responsibilities of the School Board are in the 2022 NSOS (Parents and Staff)</li> </ul>
<p><b>Cultural diversity in our community is respected and valued</b></p>	<p>The cultural awareness of our school community is moving toward cultural responsiveness</p>	<ul style="list-style-type: none"> <li>Develop a Reconciliation Action Statement</li> <li>Continue to foster and embed Aboriginal culture, languages, experiences and histories in all teaching and learning experiences</li> <li>Provision of targeted Professional Learning to support teacher competence and confidence in teaching our Aboriginal students</li> <li>Continue an annual self-reflection against the Aboriginal Cultural Standards Framework to develop targeted strategies to move towards becoming more culturally responsive</li> <li>Teachers will incorporate the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures into their teaching and learning programs.</li> <li>The Cross-Curriculum Priority connection with the Aboriginal and Torres Strait Islander community across a broad range of school events is maintained</li> </ul>





## AN INCLUSIVE AND ENGAGING LEARNING ENVIRONMENT

“Childhood is filled with natural wonder and curiosity. The learning environment must reflect a classroom and an outdoor space that inspires a sense of wanting to investigate, to find out and to explore” Kathy Walker

STRATEGIC DIRECTION	MILESTONES	STRATEGIES
<p><b>Positive and inspiring school culture</b></p>	<p>The Four Pillars as the values on which the school is centred are embedded, owned and understood by all</p>	<ul style="list-style-type: none"> <li>• Whole School Positive Behaviour Support Plan continues to be embedded into the culture and fabric of the school</li> <li>• Environmental print is visible in classrooms and playground explicitly outlining what the Four Pillars look, sound and feel like</li> <li>• Positive language explicitly related to the Four Pillars to be reinforced daily as a common practice</li> </ul>
<p><b>Students, staff and families have a strong sense of connectedness and belongingness to Quinns Beach PS</b></p>	<p>Student and staff mental health and wellbeing is promoted and supported</p>	<ul style="list-style-type: none"> <li>• Continue using the Be You Framework to promote and support staff and student positive mental health</li> <li>• Focus on teaching resilience to students using Friendly Schools Plus</li> <li>• All staff are provided with Professional Learning on teaching resilience using the Be You Framework</li> <li>• Use evidence-based approaches to inform teaching of social-emotional learning- Friendly Schools Plus</li> <li>• Provide a case management approach to support student mental health, pastoral care and safety</li> <li>• Develop a plan to provide support for staff emotional wellbeing</li> </ul>
	<p>Student attendance and sense of belongingness is improved</p>	<ul style="list-style-type: none"> <li>• Student attendance data is monitored, analysed and reported on to support improved attendance</li> <li>• All stakeholders adhere to the QBPS Communication and Engagement Strategy to support and develop positive relationships between students, between students and staff and between the school and parent community</li> <li>• Strategically compose class lists to ensure that each student has at least one identified friend in their class</li> </ul>
	<p>Maximum student engagement is cultivated</p>	<ul style="list-style-type: none"> <li>• Instructional strategies embedded to provide a balance of safety and accountability</li> <li>• Staff utilise the Instructional Strategies Toolkit to ensure maximum student engagement across all learning areas</li> <li>• Establish an ongoing culture of teachers sharing best practice, engaging lessons in staff meetings/instructional coaching</li> </ul>
<p><b>The physical learning environment stimulates imagination, curiosity and wonder</b></p>	<p>A stimulating learning environment is evident inside and outside the classroom</p>	<ul style="list-style-type: none"> <li>• Outdoor areas designed to stimulate student imagination and play</li> <li>• NQS team to maintain oversight of learning environments both inside and outside from K-6</li> </ul>

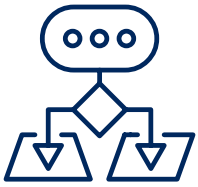


## EFFECTIVE LEADERSHIP

“The real role of leadership in education...is not and should not be command and control. The real role of leadership is climate control, creating a climate of possibility” Ken Robinson

STRATEGIC DIRECTION	MILESTONES	STRATEGIES
<p><b>A school-wide culture focussed on continually learning how to improve teaching effectiveness</b></p>	<p>Support and opportunities for staff to strengthen their professional expertise are evident</p>	<ul style="list-style-type: none"> <li>• Regular and ongoing self-assessment against the Aboriginal Cultural Standards Framework that drives planning</li> <li>• Provision of Professional Learning to deepen staff understanding about Aboriginal histories, peoples, cultures and languages, including local and national contexts</li> <li>• Provide opportunities for staff to participate in, and lead, professional learning across schools (Network schools and beyond)</li> <li>• Professional learning is provided to further embed and support the identified whole school approaches</li> <li>• Provision of an annual Professional Learning calendar based on school planning and identified staff needs</li> <li>• Staff are supported to undertake and develop leadership opportunities</li> </ul>
	<p>Performance development takes place on an annual basis</p>	<ul style="list-style-type: none"> <li>• All staff participate in the QBPS Performance Development process with a focus on continually improving practice</li> <li>• Teaching staff reflect against the “QBPS-It’s in our DNA” and allied staff reflect against their JDF</li> <li>• Provide opportunities for staff to receive and act on feedback from peers and line managers on a more regular basis</li> <li>• Leaders promote and support whole school teaching and learning approaches to ensure low variation curriculum delivery</li> </ul>
<p><b>Students have a voice and are partners in their learning</b></p>	<p>Opportunities to strengthen student leadership skills are evident</p>	<ul style="list-style-type: none"> <li>• Deepen existing student leadership roles to further develop and strengthen student leaders’ skills</li> <li>• Student representation on the community and engagement team</li> <li>• Students to take ownership over their own learning by working alongside Children’s University</li> </ul>
	<p>Student voice is evident and utilised</p>	<ul style="list-style-type: none"> <li>• Feedback received from the bi-annual QBPS student survey will be analysed and acted upon</li> <li>• Collaboration exists between the student leadership team and the school leadership team</li> <li>• Investigate the use of student voice as a feedback mechanism to assist in the improvement of teaching practice e.g. Classroom climate, instructional effectiveness</li> </ul>





# HIGH QUALITY TEACHING

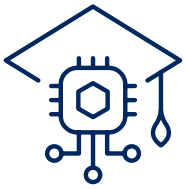
“Every teacher needs to improve, not because they are not good enough, but because they can be even better”

Dylan William

“Professional expertise is not just about having the evidence or being aware of it. It’s also about knowing how to judge the evidence and knowing what to do with it” Michael Fullan

STRATEGIC DIRECTION	MILESTONES	STRATEGIES
<p><b>School-wide processes that support teachers in their implementation of highly effective teaching are embedded</b></p>	<p>All staff participate in Instructional Coaching each week</p>	<ul style="list-style-type: none"> <li>Teachers work collectively to share practice, measure the effectiveness and impact of their teaching and learning and make changes accordingly</li> <li>Consistent analysis of data (NAPLAN, On-Entry, PAT, Teacher Judgements) to inform learning programs through use of disciplined dialogue</li> <li>Year level moderation occurs in Instructional Coaching to ensure consistent judgements</li> <li>Data to Inform Practice completed by all teachers at the start of Semester One and Semester Two</li> <li>Dazzling Data Day occurs at the start of Term 4 each year where Learning Area self-assessment is presented to staff and School Board</li> <li>Plans for Differentiation to be completed by all teachers on an ongoing basis and used to progress targeted students</li> <li>Common planning, teaching and assessment occurs to ensure low variation teaching</li> </ul>
	<p>Curriculum differentiation ensures the learning needs of all students are met</p>	<ul style="list-style-type: none"> <li>Continue to plan, teach and assess using the Western Australian Curriculum</li> <li>Academic Enrichment programs are provided based on feedback from student voice and data analysis</li> <li>Continue case management approach to SAER, including SEN Plans that reflect SMART goals and appropriate, targeted strategies</li> </ul>
	<p>The QBPS whole school approaches across all classrooms to support low variation teaching are embedded</p>	<ul style="list-style-type: none"> <li>Use evidence-based approaches to inform teaching of literacy, numeracy and all learning areas, as outlined in the Whole School Improvement Plan</li> <li>Consistent use of QBPS lesson design, Learning Intentions and Success Criteria by all staff</li> <li>Further strengthen the understanding and application of the National Quality Standards across the whole school</li> </ul>
<p><b>Continue to embed Digital Technologies across all learning areas</b></p>		<ul style="list-style-type: none"> <li>All staff members adhere to the Digital Technologies Operational Plan and use the Scope and Sequence documents to provide year level appropriate experiences</li> </ul>
<p><b>Continue to build teachers’ commitment and capacity to make sustainable improvements in their teaching practice</b></p>	<p>Professional learning opportunities for all staff are provided</p>	<ul style="list-style-type: none"> <li>Create an annual Professional Learning Calendar to support staff in areas identified in the Business Plan, Whole School Improvement Plan and Operational Plans</li> <li>Continue to provide the opportunity for personal growth through online or face-to-face PL that is aligned to individual staff members’ Performance Development Plan</li> </ul>
	<p>Collaboration in and across school is evident</p>	<ul style="list-style-type: none"> <li>Continue to embed a safe and trusted environment to promote shared knowledge and resources across the school</li> <li>Seek collaboration across the NBEN schools to share and improve practice</li> </ul>
	<p>Performance Development is focused on continued improvement</p>	<ul style="list-style-type: none"> <li>Continue the opportunity for regular and effective performance development</li> <li>Enable teachers to watch others work to support personal growth or whole school initiatives</li> </ul>
	<p>Teacher success is supported, promoted and celebrated</p>	<ul style="list-style-type: none"> <li>Use the Future Leaders Framework to identify, develop and support staff as leaders</li> <li>Continue to support teachers to gain Level 3 Classroom Teacher or Senior Teacher status</li> <li>Promote a culture of celebrating successes</li> </ul>
<p><b>Provision of a rigorous and engaging early years (K-2) program</b></p>	<p>Evidence based best practice in early years teaching and learning are evident and embedded</p>	<ul style="list-style-type: none"> <li>Kindergarten curriculum provision is aligned with SCASA Kindergarten Guidelines and the Early Years Learning Framework</li> <li>Continue to embed the K-2 synthetic phonics approach “Letters and Sounds”</li> <li>Use the National Quality Standards to continue to reflect upon and support early years teaching and learning</li> <li>Intentional play based learning is evident and an essential part of the early years teaching and learning</li> <li>Continue to improve grounds and play areas to emphasise the role of play based learning within a balanced curriculum</li> </ul>





## IMPROVED STUDENT ACHIEVEMENT AND PROGRESS

“Excellence in education is when we do everything we can to make sure they become everything that they can”  
Carol Ann Tomlinson

STRATEGIC DIRECTION	MILESTONES	STRATEGIES
<p><b>High quality support is provided to teachers in their implementation of evidence-based, best practice teaching</b></p>	<p>Instructional Coaching that supports student achievement and progress is embedded</p>	<ul style="list-style-type: none"> <li>• Collaboration for teaching and learning takes place in year level teams and within and across phases of learning, ensuring rigour, consistency and shared practice</li> <li>• Our Instructional Coaching culture is further embedded to support professional growth, collaboration, improved teaching and quality instruction</li> <li>• Improvement targets for individual and groups of students are set as part of a case management approach. This includes developing plans for differentiation, which are regularly monitored and inform planning and teaching</li> <li>• Teachers use evidence (e.g. NAPLAN, PAT, On-Entry, work samples) to drive classroom planning and decision making with a focus on improving student performance</li> <li>• Moderation within school to ensure consistent and valid judgements are made and an alignment is made between grade allocations and the Western Australian Achievement Standards</li> <li>• Maintain or improve performance in year level ACER Progressive Achievement Tests (PAT) over each 12-month period</li> </ul>
<p><b>The school-wide understanding that all decision making is guided by evidence of students needs and performance is embedded</b></p>	<p>Ongoing analysis of data to promote student growth is evident</p>	<ul style="list-style-type: none"> <li>• Create a digital data wall that maps and shows students achievement and progress</li> <li>• Continue to engage all staff in consistent, regular and rigorous data analysis (school and system level) using the Disciplined Dialogue approach, to ensure valid judgements about the standard and progress of student achievement</li> <li>• Moderation across schools to ensure consistent and valid judgements are made and an alignment is made between grade allocations and the Western Australian Achievement Standards</li> <li>• School based Academic Enrichment program for identified 1/2, 3/4 and 5/6 students with a focus on critical and creative thinking and higher order thinking skills is developed and implemented</li> </ul>
<p><b>Culturally responsive classrooms that build on the strengths of our Aboriginal students are evident</b></p>	<p>A case management approach to support the progress and achievement of our Aboriginal students is developed</p>	<ul style="list-style-type: none"> <li>• Identify Aboriginal students as a target group</li> <li>• Set individual targets for each Aboriginal student</li> <li>• Map Aboriginal students' achievement and progress</li> <li>• Plan differentiated learning programs building on the strength of Aboriginal students, taking into account learning styles</li> </ul>





