

Rockingham Beach Primary School

Business Plan

2024 - 2027



Rockingham Beach
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Rockingham Beach Primary School

Aspire and Achieve Together

30 Bay View Street, Rockingham

Western Australia 6168

Telephone (08) 9591 6700

Email – rockinghambeach.ps@education.wa.edu.au

VISION:

INSPIRE CHILDREN TO BECOME LIFELONG LEARNERS WHO ARE DRIVERS OF THEIR OWN SUCCESS.



At Rockingham Beach Primary School our vision aims to inspire children not merely as students, but as lifelong learners who embrace the joy of discovery, curiosity, and continual growth. We aspire to instill in each child the mindset of being the driver of their own success. By fostering a love for learning and empowering students with the skills to navigate their educational journey autonomously, we aim to equip them with the tools necessary to overcome challenges, set and achieve goals, and ultimately become architects of their own success stories.

Through this vision, we envision a community of empowered individuals who approach life with enthusiasm, resilience, and a profound passion for lifelong learning.

Our Business Plan 2024-2027 builds upon the progress of our previous plan and reflects our response to student achievement and progress data, feedback from our school community and the 2022 Public School Review. The Business Plan outlines the long-term strategic direction of the school in line with the Department of Education's strategic directions for schools. Our strategic objectives have been identified through rigorous self-assessment of academic and non-academic data sets.

Our Business Plan guides our operational plans which outline improvement strategies in more detail.



Margie Simpson and her Pupils outside Rockingham Beach School

OUR VALUES

Our values are an integral part of the culture at Rockingham Beach, and we strive to make them inherent in all our interactions. Our values provide a foundation for building social responsibility and a sense of belonging.

- Respectful
- Resilient
- Inclusive
- Curious
- Kindness

OUR BELIEFS

- We have high expectations for all students.
- We nurture the child through positive teacher-student relationships.
- Students learn best when learning is engaging and inspires curiosity.
- Teachers are empowered through meaningful collaborative practice.
- High quality teaching maximises our impact.
- We believe in fostering partnerships that are responsive to the needs of the community.
- We value inclusivity, diversity, and cultural responsiveness.

OFFICIAL		
TEACHING QUALITY		STUDENT ACHIEVEMENT AND PROGRESS
School–based and system progress data in literacy and numeracy demonstrates year–on–year progress for all students.		
WE WILL...	HOW?	WE WILL KNOW WHEN...
Use system and school-based assessment data to inform planning and measure student achievement and progress.	Increase data literacy levels of all staff through: PL in the use of Elastik data system and how to use the gap analysis feature for effective planning and measurement of impact/progress. Ongoing practise in making consistent judgements through moderation of school-based assessments. Collaborative POL meetings to drive a continuous improvement cycle.	Elastik Gap Analysis and Review indicates that interventions have been effective. Teachers are confidently making consistent judgements about student achievement and progress. Authentic collaboration occurring within phases of learning and staff value the power of professional dialogue. Students are making year on year progress.
Build the capacity of teaching staff to ensure we have high impact teaching happening in every classroom.	Embed a school wide pedagogical approach to the teaching of English and Mathematics. Embed a coaching model for English, PBS and CMS.	100% of staff are confidently and consistently implementing high impact teaching strategies, learning intentions and success criteria in all lesson.
LEARNING ENVIRONMENT		
Create a safe and engaging learning environment for all stakeholders.		
WE WILL....	HOW?	WE WILL KNOW WHEN...
Raise community awareness about the importance of regular attendance and assist all students to achieve this.	Actively promote the importance of regular attendance through school communication platforms. Implement an intervention flowchart to identify and monitor students with at risk attendance. Work with families to develop achievable attendance plans for students indicated at severe risk.	Regular attendance rates are at or above that of like schools. Percentage of students in the at-risk severe attendance category is reduced.
Work with the Student Services team to ensure Tier 2 students have access to appropriate intervention.	Plan for the systematic monitoring of referrals to School Psychologist and Chaplain; and collection and analysis of relevant data to measure the impact of interventions. Engage inter-agency care for students who need support with physical and mental health needs.	Data indicates high level of effectiveness and progress for case managed students.
Clearly and visibly implement whole school PBS approach in all classrooms.	Explicitly teach RBPS values, use RBPS values language and reward desired behaviours with PBS tokens and positive behaviour certificates.	Students are demonstrating RBPS values/behaviours consistently and are able to articulate what this means and looks like at school.
Be trained in CMS low key responses and de-escalation strategies.	Trained CMS staff to deliver PL and CMS conferencing to staff on a yearly basis.	All staff are consistently implementing CMS low key responses and de-escalation strategies with fidelity in their classrooms.
LEADERSHIP		
Provide leadership opportunities for growth and development.		
WE WILL....	HOW?	WE WILL KNOW WHEN...
Identify, develop and support staff with high potential for leadership.	Continue the implementation of the Western Australian Future Leaders Framework. Develop the expertise of teachers to lead teams. Link leadership development to the performance development cycle.	RBPS staff embrace and self-nominate for the Future Leaders Framework. Leaders have completed and enacted their Personal Leadership Development Plan.
Provide increased opportunities for students to codesign, contribute and provide feedback in relation to their education and school environment.	Student Leaders and Class Representative distributed leadership structure.	Data from National School Opinion Survey and PBS School Climate Survey indicate improved levels of satisfaction in the question “My school takes students’ opinions seriously”.
USE OF RESOURCES		
Manage resources in a targeted manner, maximising learning outcomes for all students.		
WE WILL....	HOW?	WE WILL KNOW WHEN...
Align workforce planning and management practices, and purchase of physical resources with student needs.	Use student outcomes data and operational planning to drive the purchase and use of physical and human resources. Utilise flexible Education Assistant additional FTE to deliver targeted support/intervention programs across Years 1 – 6.	Physical, financial and human resources are being effectively used to improve student outcomes and year on year student progress is evident.
RELATIONSHIPS AND PARTNERSHIPS		
Build the capacity of the school to connect with community.		
WE WILL....	HOW?	WE WILL KNOW WHEN...
Establish partnerships with local Aboriginal communities, Elders, and cultural organisations.	Invite Elders to visit the school regularly to share stories, provide guidance, and foster a sense of community. Host community forums to understand the unique cultural needs and expectations.	Staff, Aboriginal students, their parents, families and local Aboriginal community members are all actively involved in consultation and decision making.
Continue to promote communication with and within the school community.	Regularly review and update school website, Audiri and electronic sign.	Data from National School Opinion surveys indicate improved levels of satisfaction in questions relating to communication with the school.