

School Report 2023



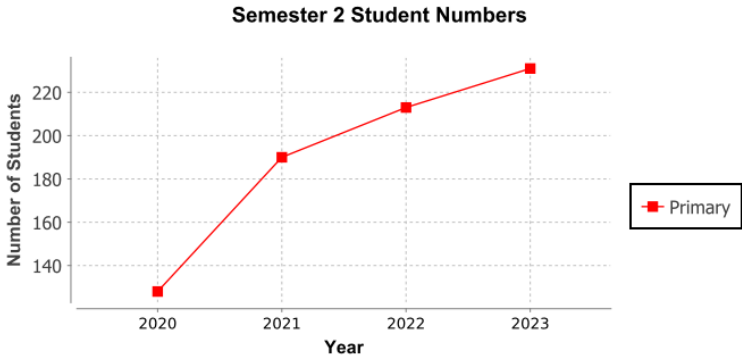
School Overview (source: Schools Online/School website)

Beenyup Primary opened in 2020, catering for K-6 and is located in the fast-growing town of Byford approximately 40km from Perth. The name of our school acknowledges the original Noongar name of Byford and means place of water. Our school’s foundation is based on Positive Behaviour Support (PBS) and Advancement Via Individual Determination (AVID), with the belief that if we hold all students and teachers accountable to the highest standards, provide academic and social support, then they will rise to the challenge. Our facilities and resources are used flexibly and with purpose to foster student learning, development, and well-being. With a focus on high quality learning and social – emotional wellbeing, the Beenyup school community is dedicated to building brighter futures together for our students.

Student Numbers and Characteristics (source: Schools Online)

Beenyup Primary is an Independent Public School which has:

- 271 children (as at Sem 2 2023) enrolled (including 40 Kindergarten students)
- Caters for 36.76% of the school population with imputed / diagnosed disabilities.
- 7% of students who identify as Aboriginal or Torres Strait Islander.
- 0.02% students enrolled have a language background other than English.
- ICSEA: 963



Workforce composition (source: Schools Online)

| | No | FTE | AB'L |
|--------------------------------------|-----------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Associate / Deputy / Vice Principals | 2 | 1.6 | 0 |
| Total Administration Staff | 3 | 2.6 | 0 |
| Teaching Staff | | | |
| Other Teaching Staff | 19 | 15.0 | 0 |
| Total Teaching Staff | 19 | 15.0 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 4 | 3.0 | 0 |
| Gardening / Maintenance | 1 | 0.4 | 0 |
| Other Allied Professionals | 11 | 8.6 | 0 |
| Total School Support Staff | 16 | 12.0 | 0 |
| Total | 38 | 29.6 | 0 |

Beenyup is located in the fast-growing community of Byford. Our Workforce Plan reflects the needs of a young, growing school and takes into consideration factors such as succession planning, students with additional needs, Long Service Leave and increasing enrolments.

Student Attendance (source: Schools Online)

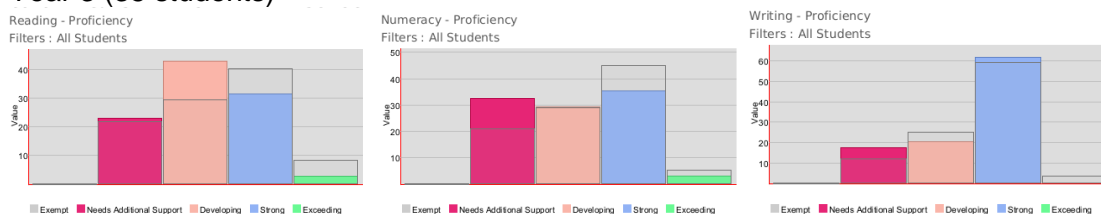
| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|-------------|----------------|--------------|-------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2023 | 90.6% | 89% | 90.3% | 93.1% | 77.4% | 74.3% | 90.7% | 87.9% | 88.9% |

| | Regular | At Risk | | |
|--------------------------|--------------|-----------|-----------|-------------|
| | | Indicated | Moderate | Severe |
| Beenyup PS | 61.7% | 31.9% | 6% | 0.4% |
| Like Schools | 56.8% | 26.3% | 12.3.0% | 4.7% |
| WA Public Schools | 61.0% | 25.0% | 10.0% | 4.0% |

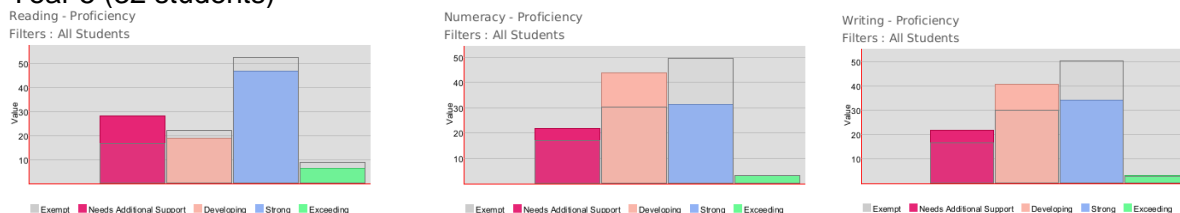
Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

Year 3 (35 students)



Year 5 (32 students)



Year 3 (32 – 35 students assessed)

- Cohort performed below like schools in each assessment.
- Overrepresented in the bottom 20% of Australian schools for each assessment.
- Underrepresented in top 20% of Australian schools for reading, spelling and numeracy. Comparable or matched in writing and grammar.
- For the new proficiency levels:
 - Cohort percentage requiring additional support is comparable in grammar and reading to like schools. Overrepresented in other assessments.
 - Comparable to like schools in the strong category for writing.

Year 5 (32 students assessed)

- Cohort performed below like schools in assessments.
- Overrepresented in the bottom 20% of Australian schools for assessments.
- Comparable in top 20% of Australian schools for grammar.
- Comparable to like schools in the middle 60% of Australian students for assessments.
- Overrepresented compared to like schools in the needing additional support and developing categories.

As part of Beenyup's response to intervention approach, the school has several MiniLit intervention groups (Tier 2 strategy) that are implemented by trained Education Assistants. It

has been pleasing to see the progress of students who are involved in MiniLit have made as part of their individual case management. Class teachers also continue to provide differentiated learning opportunities at a class level (Tier 1). This is one strategy which supports our continued goal to reduce the gap between the school's performance in NAPLAN and that of like schools (schools identified as having a similar context and ICSEA). Whilst it is evident in other data sets that our students are making year on year progress, the Year 3 and 5 cohorts are overrepresented in the number of students whose NAPLAN results indicate they are not achieving the learning outcomes expected at the time of testing.

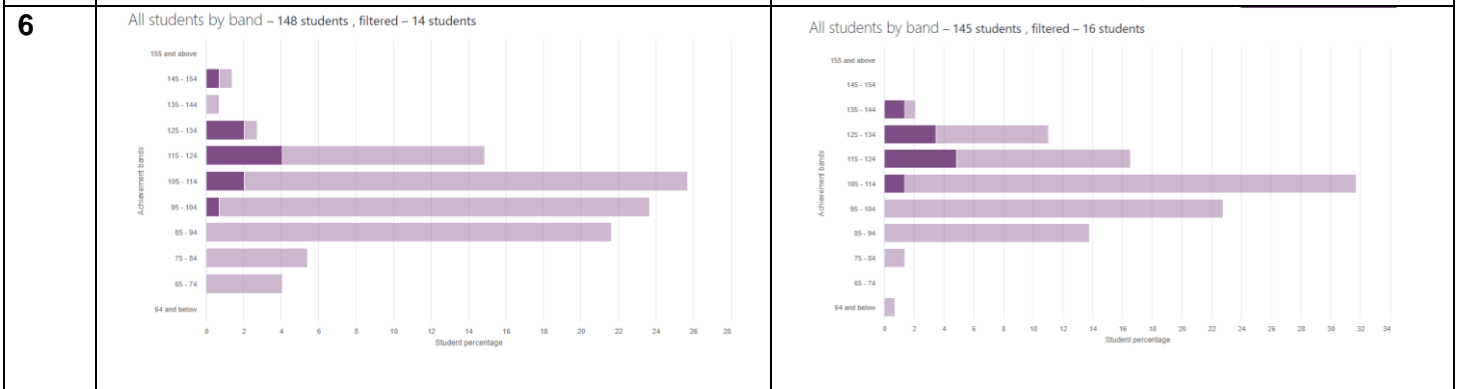
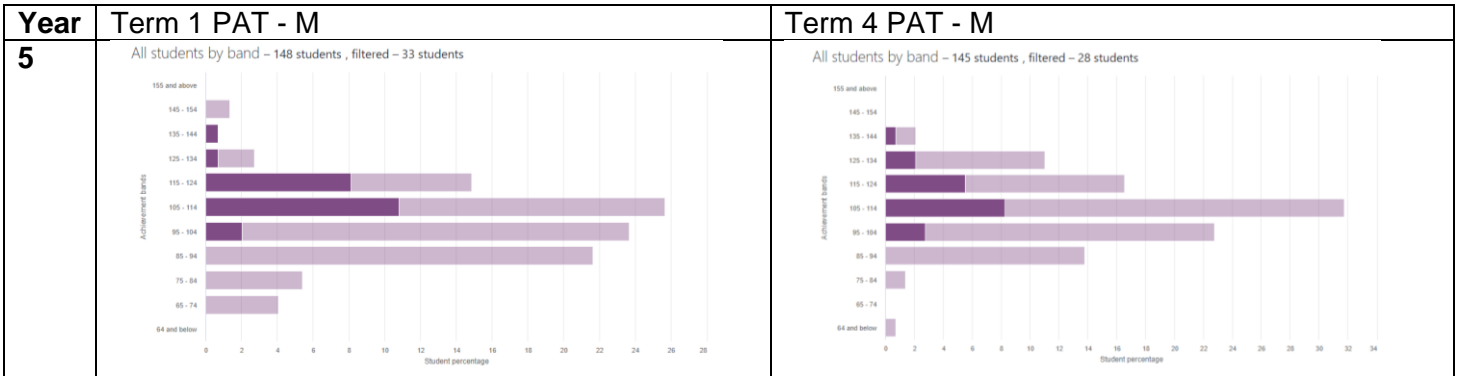
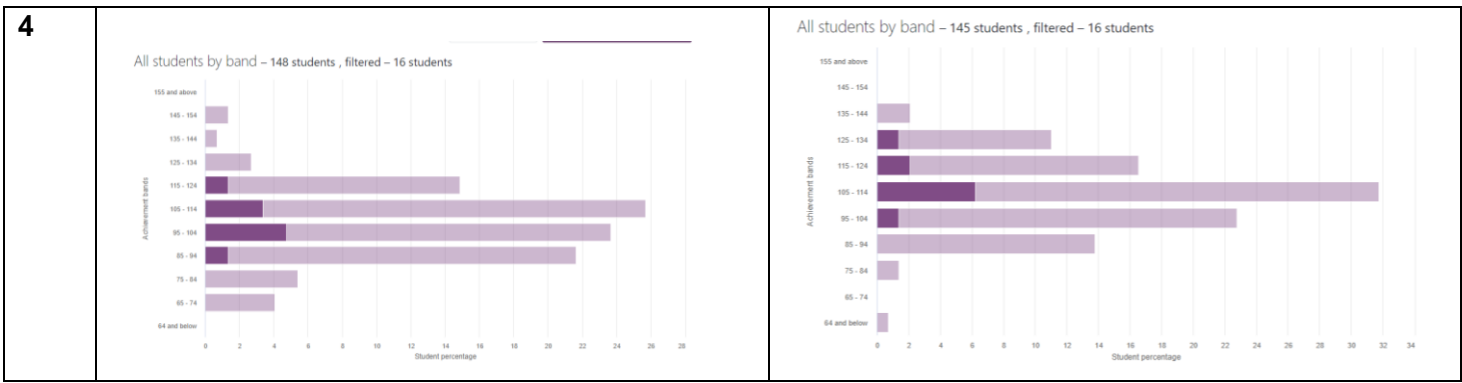
Beenyup is committed to:

- continuing the implementation and embedding of whole school evidence-based approaches as outlined in the Business Plan and operational plans for provision of high-quality teaching and learning.
- continuing to work with schools in the Serpentine Jarrahdale network to develop high impact instruction in Reading to reduce teacher variance at Beenyup and across all schools in the network.
- continuing to build capacity of staff through ongoing development of a professional learning culture at the school.
- continuing to implement teaching and learning adjustments to support students with learning difficulties, imputed and diagnosed disabilities. This includes ongoing expansion of the Tier 2 external to class intervention support programs in literacy and numeracy.
- continuing to expand direct instruction approach of Spelling Mastery in 2024 to encompass Year3-6.

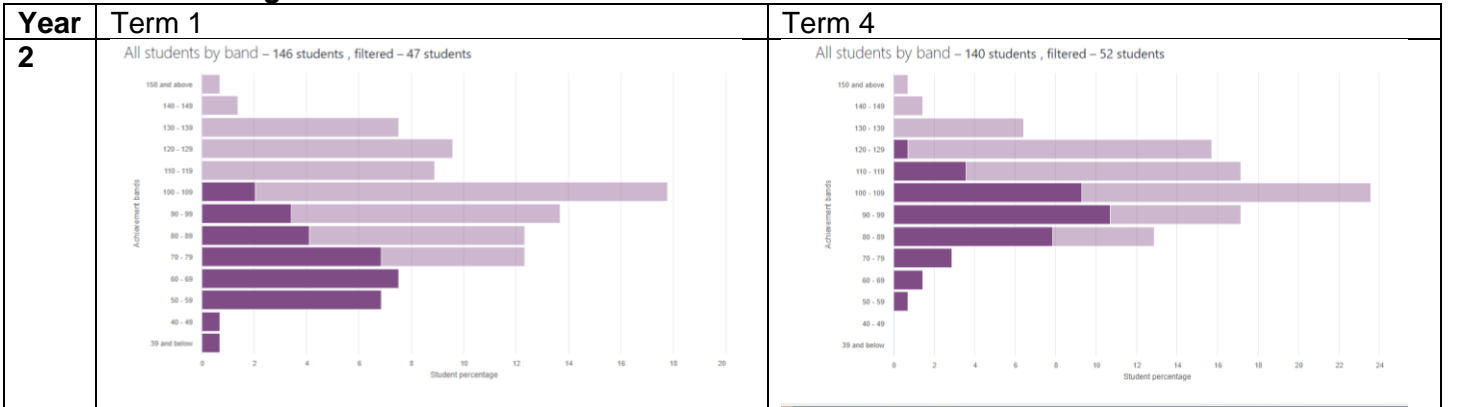
Workforce planning aims to continue to strategically recruit staff with skills that will value add and enhance the capacity and impact of the Beenyup team for enhanced teaching and learning, therefore increased student progress and achievement.

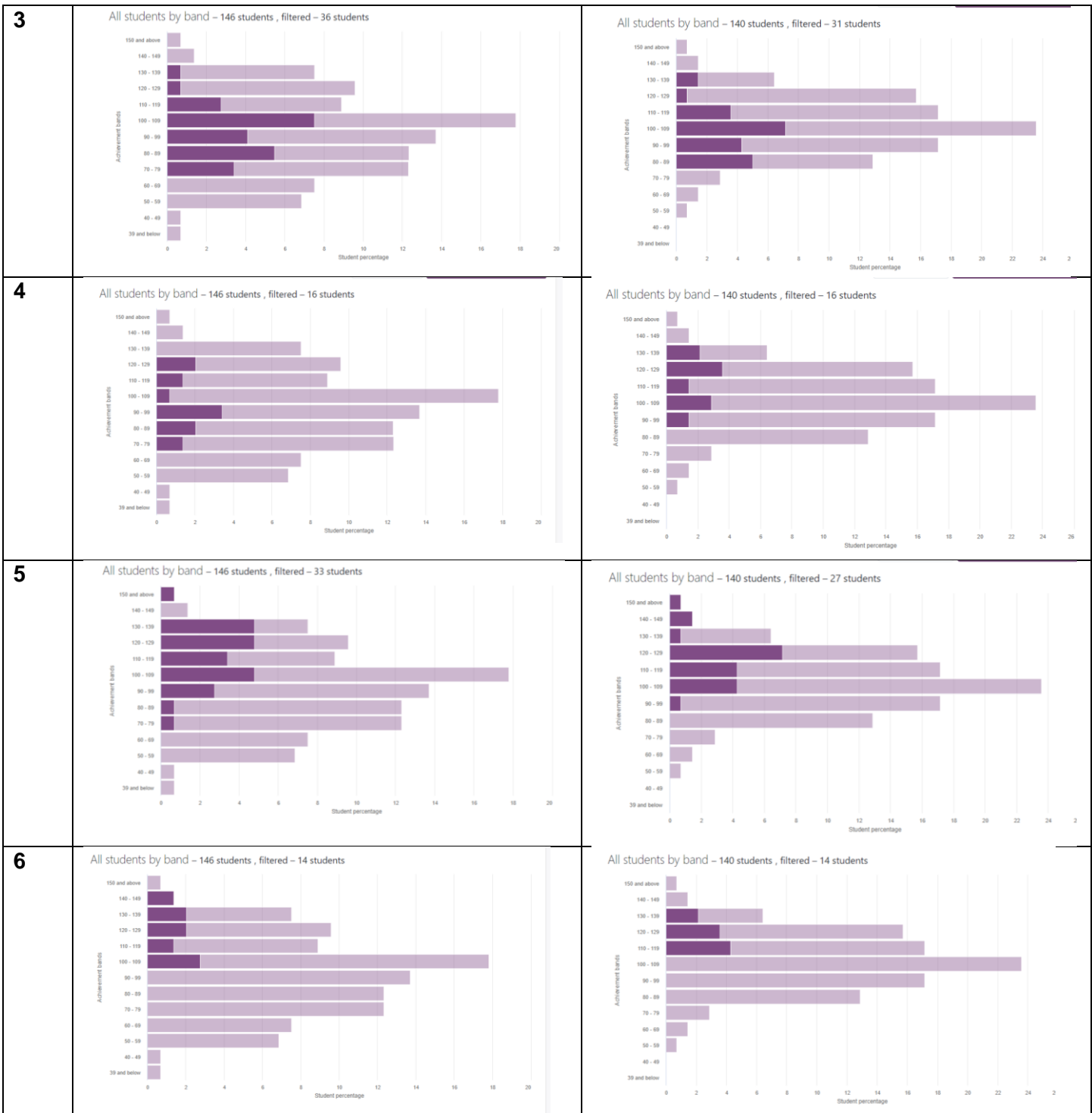
Progress from Term 1 to Term 4 for each year level in Maths and Reading
PAT Maths (light purple is whole school, dark purple is cohort)





PAT Reading





- Progress is evident across Years 2-6 from Semester 1 to 2 in both Maths and Reading assessments. The Bands report overview of Yr2-6 data shows an upward trend from Semester 1 to 2 in Maths and Reading.
- There has been a significant shift of 20 students from the lowest 4 bands in Reading in Semester 1 to only 1 student in the 4th bottom achievement band (60 -69).
- Cumulative total shows upward trend with increased numbers of students in bands higher than in Semester 1 in Reading and Maths.

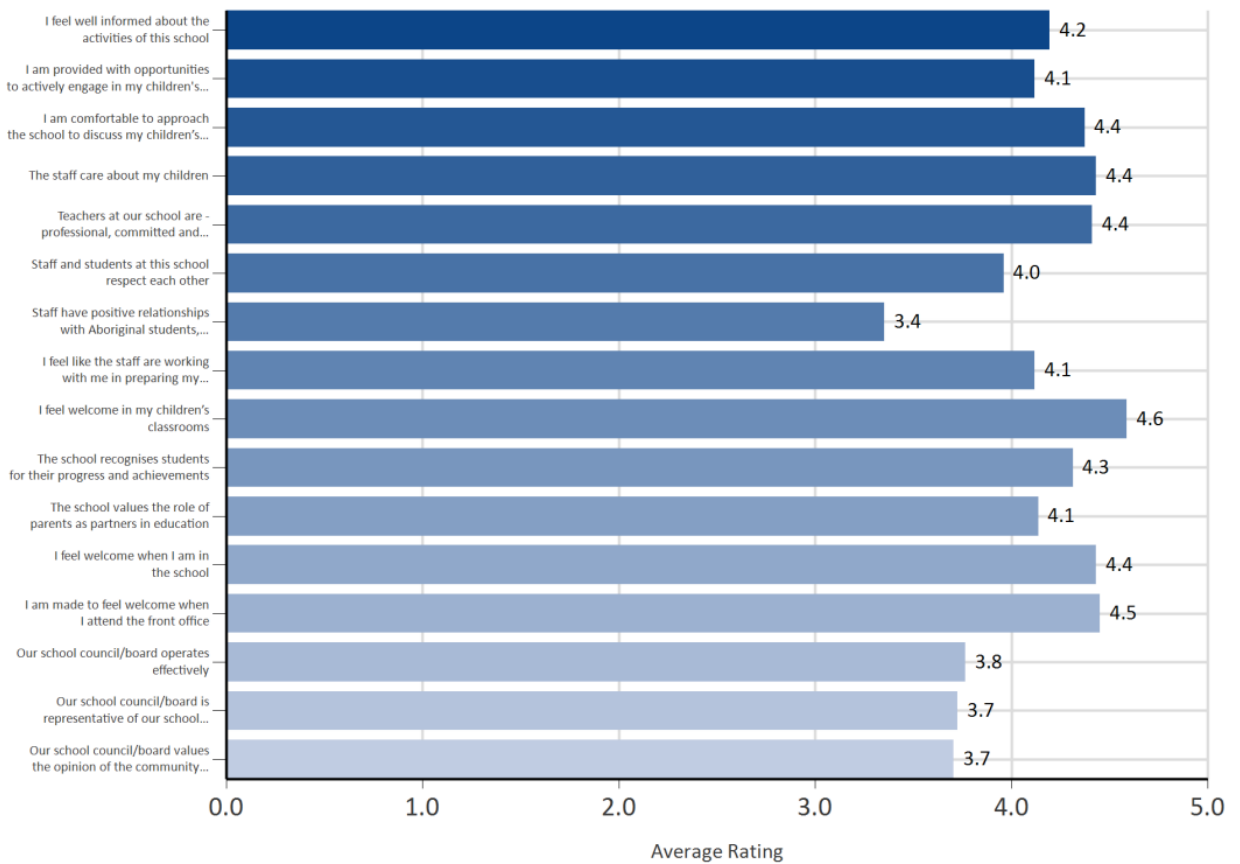
Beenyup Primary is committed to:

- continuing to embed its whole school evidence-based approaches, including tiered response to intervention model.
- continuing to embed and build staff capacity in data literacy to enhance plan teach assess cycles and effective case management. This will be supported through individual, collab and phase of learning Professional Learning and meetings using a discipline dialogue approach.

Year 6 students Post School Destination – Public schools.

Byford Secondary College -10
 Baldvis Secondary College – 1
 Darling Range College - 1

School Culture Survey Data



The school community completed the School Culture Survey in April and September. Parent results show an increase in each domain from Semester 1 to Semester 2.

| Domain | April (32) | September (51) | Variance |
|----------------------|------------|----------------|----------|
| Teaching Quality | 3.3 | 3.9 | 0.5 |
| Learning Environment | 3.7 | 3.97 | 0.3 |
| Resources | 3.3 | 3.7 | 0.4 |
| Leadership | 3.2 | 3.7 | 0.4 |
| Relationships | 3.8 | 4.1 | 0.3 |

Public School Review

At the end of Term 3, Beenyup Primary had its first public school review. This was a wonderful experience for all staff, students, families and community members involved.

Some of our commendations included:

- *'A welcoming and respectful school culture is being nurtured by leaders and staff. Close partnerships have been developed with a range of agencies and the local community, providing additional opportunities and support for students and staff.'*
- *'An extensive range of communication platforms ensure information is timely, transparent and shared within the school and with key stakeholders.'*
- *'Informed School Board members proactively engage in their role, supporting strong governance and accountability.'*
- *'A committed P&C provides considerable resources to the school and facilitates events that enable connectivity between families and the local community.'*
- *'The school considers students as 'our collective responsibility' with inclusive practices embedded to support students at educational risk, including on-site therapists, comprehensive handovers, provision of sensory tools and the development of social stories.'*
- *'Positive Behaviour Support, Zones of Regulation, Rock and Water, Champion Life and other approaches guide the morning meetings and support the social and emotional needs of students.'*
- *'School strategic planning is aligned to the Department's priorities with collective input enabled through committee structures, phase of learning and staff meetings. Plans are monitored and reviewed regularly to progress the school improvement journey.'*
- *'Through effective budget planning, administration, monitoring and reporting, the school complies with the Funding Agreement for Schools.'*
- *'A range of programs including Heggerty Phonemic Awareness, Sounds-Write and Spelling Mastery are embedded in literacy blocks, while MultiLit is providing literacy intervention for identified students.'*
- *'Comprehensive student handover information is shared yearly to support the learning needs of students.'*

There were no surprises because we know where we are at, as well as what and how we will achieve our future directions moving into our second Business Plan. As a result, all recommendations included were those already set by the school and approved by the review team. The request for a one-year turnaround from the Principal in the domains of teaching quality and student performance were also approved. This will support the momentum of the school's ambitious and explicit improvement agenda. Beenyup Primary's Public School Review Report is available on the school's website.

Brighter futures through positive relationships

At Beenyup Primary we are committed to the pursuit of excellence in teaching and learning. Our focus is on establishing whole-school evidence based systematic curriculum and delivery approaches and professional collaboration to develop teaching, learning and leadership.

| Strategy | 2023 Progress |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Establish and build a well-functioning School Board allowing for future membership. | |
| Establish and build a well-functioning P&C. | |
| Establish effective communication between home and school and within the school through implementation of the strategies outlined in the Beenyup Primary's Communication Overview for example, staff use Connect to communicate with families. | |
| Harness the support and expertise of families as critical partners in students' learning. | |
| Parents attend school events to build community spirit and support their children. | |
| Build community partnerships that enhance our students' learning experiences and opportunities for success. | |
| Pursue opportunities of grants and funding to supplement school resources. | |
| Build relationships with local primary and secondary schools and wider SEC Network. | |
| Offer workshops for parents on a range of topics. | |
| Conduct Parent/ Teacher conferences each year. | |
| Learning Journey to be held annually. | |
| Conduct biennial parent satisfaction surveys (National School Opinion Survey). | |
| Brilliant Kids Morning Teas celebrate consistent, positive student behaviour choices. | |

Developing

Achieving/ongoing

**Both developing and achieving phases are a continuum. Strategies noted as achieving in 2021 will continue to be strengthened, refined, and embedded throughout the duration of the Business Plan.*

Brighter futures through excellence in teaching and learning

At Beenyup Primary we are committed to the pursuit of excellence in teaching and learning. Our focus is on establishing whole-school evidence based systematic curriculum and delivery approaches and professional collaboration to develop teaching, learning and leadership.

| Strategy | 2023 Progress |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| School wide implementation of AVID. | |
| School wide implementation of PBS. | |
| Implementation of evidence-based researched instructional strategies and whole school approaches: | |
| Talk for Writing K-6 | |
| Lesson structure and explicit teaching practices | |
| Letters and Sounds in Kindergarten | N/A |
| Sounds Write P-2 | |
| Words their Way Years 3-6 | N/A |
| Responsive classrooms approach including Morning Meetings and the First Six Weeks of School | |
| Friendly Schools Plus | |
| Develop whole school pedagogical practices and scope and sequence documents for Mathematics. | |
| Develop whole school pedagogical practices and scope and sequence documents for English. | |
| Development of whole school Data Collection Assessment Schedule. | |
| Establish rigorous data analysis processes to inform plan, teach and assess cycles in collaborative 4-6 week cycles. | |
| Establish use of the discipline dialogue approach to analysing data at all levels of planning including whole school, phase of learning and class level. | |
| Implementation of digital tracking of student achievement data to enable a more robust approach to analysis and develop longitudinal data tracking. | |
| Teachers engage in weekly collaborative planning meetings. | |
| Establish Learning Support Team. | |
| Establish SAER processes. | |
| Build staff capacity to make quality teaching and learning adjustments to support students with documented plans. | |
| Implementation of the Aboriginal and Cultural Standards Framework in classrooms. | |
| ICT and digital technologies integrated across learning areas. | |
| Development and implementation of Performance Development processes to support and strengthen staff capacity of high level instructional strategies and skills. | |
| Performance Development processes incorporate teacher directed peer observation. Peer feedback is used for professional growth and reflection. | |

Brighter futures through effective resource management

At Beenyup Primary we are committed to the pursuit of excellence in teaching and learning. Our focus is on establishing whole-school evidence based systematic curriculum and delivery approaches and professional collaboration to develop teaching, learning and leadership.

| Strategy | 2023 Progress |
|-------------------------------------------------------------------------------------------------------------------------|---------------|
| Establish a school self-assessment schedule to monitor performance and assist with planning for improvement. | |
| Strategic recruitment of staff to enhance the Beenyup team. | |
| Invest in a range of targeted professional learning opportunities for staff which align to the school's priority areas. | |
| Formation of Finance Committee. | |
| Budget planning supports tracking of On Entry Assessment data of all Pre-primary to Year 2 students. | |
| Allocation of common DOTT for teachers supports collaborative planning time. | |

Brighter futures through effective leadership

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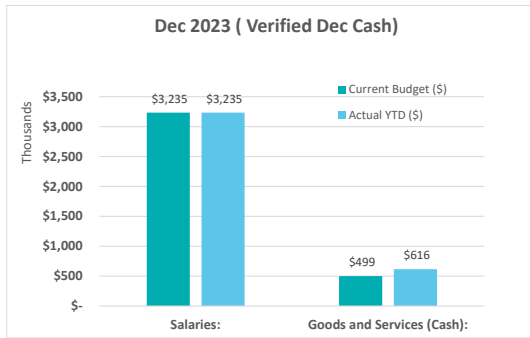
| Strategy | 2023 Progress |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Develop a Workforce plan with a strategic focus on school growth. | |
| Promote integrity of the Beenyup Primary brand. | |
| Establish effective induction processes. | |
| Clear communication processes established between staff and with the school community. | |
| Build a strong nurturing team with collective responsibility of the Beenyup Way. | |
| Develop a leadership strategy encompassing the full leadership lifecycle to identify, nurture and develop aspiring, emerging, current and senior leaders. | |
| Develop a model of distributed leadership through cultivating staff leadership opportunities across the school. | |
| Acknowledge and celebrate staff successes. | |
| Cultivate a culture of observation, feedback and coaching to support professional growth of high-quality teaching practices. | |
| Assist teachers to develop rigorous data informed practice and data literacy. | |
| Foster collective responsibility of staff wellbeing including implementation of sustainable approaches to support staff. | |
| Positive Behaviour Support (PBS) committee develop, improve, and monitor whole school approaches to behaviour education. | |
| Develop opportunities for student leadership and voice. | |

Brighter futures through an intentional learning environment

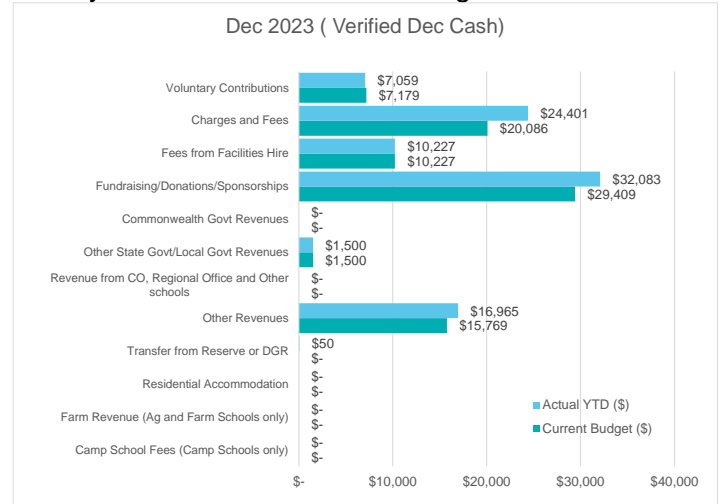
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| Strategy | 2023 Progress |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Promote values of being a Beenyup STAR. | |
| Embed AVID K-6-year level organisational expectations. | |
| Establish Positive Behaviour Support (PBS) expectations as part of our whole school approach toward behaviour education. | |
| As part of creating responsive classrooms, students engage in daily Morning Meetings. | |
| Implementation of Friendly Schools Plus as a whole school approach to teaching, modelling, and reinforcing social skills. | |
| Delivery of Protective Behaviours program. | |
| Establish transition processes for Kindy, Pre-Primary, Year Six and for every student requiring additional support. | |
| Establish whole school approach for managing and monitoring student attendance. | |
| Early childhood practice reflects National Quality Standards and the Early Years Framework in a purposeful play-based environment underpinned by explicit teaching. | |
| Student learning is supported by the intentional use of indoor and outdoor learning environments. | |
| Student learning occurs in an environment that provides independent and collaborative learning opportunities. | |

Beenyup Primary Financial Summary Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual

