



Beldon Primary School

Business Plan

2025 and beyond





At Beldon Primary School we learn together by creating a safe and secure environment, in which every child is accepted and valued for their individuality and is motivated to learn. We use a co-operative approach, which encourages children to support each other with their learning and to do the very best they can, with no learner left behind.

We celebrate our diverse community, and we journey together towards educational excellence, personal and emotional fulfilment, underpinned by good physical health and mental well-being.

We prepare our children for their future, by creating a strong set of values, which will enable them to reflect and make positive choices with confidence and strength. We teach our children the importance of community, both local and global, as we reflect on the impact our choices have and the importance of sustainability and growth.

We believe children learn best when:

- The children feel safe, valued, encouraged and supported in a caring environment
- The children have learning experiences that are purposeful and meaningful
- The environment is inclusive and equitable
- The children are motivated and challenged
- The children have their wellbeing considered



*"Our staff and community connect to support students to become strong, thoughtful and independent BELDON individuals who **accept, adapt, aspire and achieve.**"*



ACCEPT

WE RESPECT DIFFERENCES

We feel that we belong and are heard

We recognise and acknowledge the needs of self and others



We will listen actively

We will have open lines of communication

We will utilise rules of skilful discussion during meetings

We will bring positive intentions, and assume positive intentions in others

We will respect other people's opinions and thoughts

ADAPT

WE ARE WILLING TO CHANGE

We can be flexible and adjust to situations

We modify with Purpose and Understanding



We acknowledge that change takes time

We believe that it's okay to make mistakes

We are open to change, we will think flexibly and are willing to have a go before forming our opinions

We will have a growth mindset

Communication about change will be clear

ASPIRE

WE BELIEVE WE CAN

We are active members of our school community

We can grow together



We will be involved and engaged

We will share our knowledge to collaborate with others

We work together towards the same goals

Everything we do is in the best interest of our students

ACHIEVE

WE WILL BECOME THE BEST VERSION OF OURSELVES

We plan and set achievable goals

We communicate to support each other



We will set and work towards our goals

We will celebrate progress and achievement

We will be proud of our school

We will hold high expectations for our students and ourselves

We will provide constructive feedback





Beldon Primary School Business Plan

Inspiring Leaders

The school leadership team focuses on developing the skills and capabilities of both staff and students, leveraging their strengths to enhance student outcomes and drive continuous improvement.

Maintain and strengthen leadership practices that are transparent, inclusive, and visible to promote a shared understanding to implement strategic and operational priorities to improve student outcomes.

To identify leaders and build the capacity of our leadership team to support student achievement and progress.

Provide opportunities for students to develop leadership skills to be advocates of change.

A Thriving Learning Environment

Ensure consistent and connected practices to create an inclusive, supportive, nurturing, and calm learning environment where all students can flourish.

To develop consistent and connected practices across the school to support an inclusive and caring environment.

Identify and support students with additional needs and cater for the needs of all students.

Understand, recognise and value Aboriginal culture.

Excellence in Teaching

Develop a shared understanding of effective teaching practices to have high impact on student outcomes.

Develop & implement BPS lesson design/ instructional routines.

Learning Intention and success criteria to be explicitly communicated in every lesson.

Assessment and data analysis to inform teaching & learning.



Beldon Primary School – Inspiring Leaders

The school leadership team focuses on developing the skills and capabilities of both staff and students, leveraging their strengths to enhance student outcomes and drive continuous improvement.

What	How	Outcomes
Maintain and strengthen leadership practices that are transparent, inclusive, and visible to promote a shared understanding to implement strategic and operational priorities to improve student outcomes.	- A structured leadership model with distinct roles and responsibilities to support effective school operations. - Involve staff in developing and reviewing strategic and operational plans. Use staff meetings, surveys, and collaborative planning sessions to gather input and build ownership of school priorities. - Share decisions, goals, and progress transparently through newsletters, briefings and meetings. Ensure communication is two-way, welcoming feedback from all stakeholders. - Be actively present in classrooms, playgrounds, and community events. Regular walk-throughs and informal conversations with students and staff foster trust and approachability. - Clearly link daily practices, professional learning, and resource allocation to the school's strategic priorities. Regularly review and adjust based on data and feedback. - Model reflective practice, open-mindedness, and accountability. Demonstrate how feedback leads to action and how collaborative leadership supports student success.	- Staff show strong understanding and commitment to strategic priorities through active involvement in planning, decision-making, and implementation. - Leadership operates within defined roles, ensuring efficient operations and consistent school-wide leadership. - Feedback tools (surveys, forums, suggestion boxes) indicate growing staff and community satisfaction with leadership transparency and responsiveness. - Professional learning and classroom practices align with the business plan, supported by observations, planning, and student progress data. - Student data, staff input, and reviews inform regular, documented leadership adjustments. - Leadership and staff regularly reflect and problem-solve together, driving continuous improvement and a collaborative culture.
Identify leaders and build the capacity of our leadership team to support student achievement and progress.	- Use performance reviews, classroom observations, and peer feedback to identify staff with leadership potential. - Provide targeted professional development. Offer mentoring, coaching, and leadership shadowing opportunities. - Establish middle leadership roles and involve leaders in planning and decision-making. Encourage ownership of key strategic initiatives such as literacy improvement or inclusive education. - Leaders to review and develop curriculum plans to align with the updated WA Curriculum, ensuring consistent implementation and high-quality teaching across learning areas.	- Emerging leaders are identified via various pathways and are in post being supported by senior leaders through professional development, mentoring, and shadowing. - Middle leaders actively contribute to planning and lead key strategic initiatives. - Leaders use strategic plans to write their action plans using a consistent format. - Curriculum documentation reflects updated WA Curriculum content and structure across all learning areas.
Provide opportunities for students to develop leadership skills to be advocates of change.	- Establish roles of Student Board and Care Captains. Continue with School Councillors, Sports Councillors and Green Team. Provide training in communication, decision-making, and responsibility. - Involve students in school planning processes. Allow them to share feedback on learning, wellbeing, and school culture. - Support student-led initiatives that address school and community issues (e.g. sustainability, bullying prevention, inclusion). Partner with local organisations or community groups. - Acknowledge student contributions in assemblies, newsletters, and awards. Promote leadership as a valued part of school identity.	- Student leadership roles are clearly defined and active, with trained leaders confidently contributing to school life. - Students participate in school planning, providing meaningful feedback on learning, wellbeing, and culture. - Student-led initiatives positively impact school and community, with support from staff and local partnerships. - Student leadership is celebrated and visible, reinforcing its value as part of the school's identity.

Beldon Primary School – A Thriving Learning Environment

Ensure consistent and connected practices to create an inclusive, supportive, nurturing, and calm learning environment where all students can flourish.

What	How	Outcomes
Develop consistent and connected practices across the school to support an inclusive and caring environment.	- Use evidence-based practices to develop BPS instructional routines – what routines we would expect to see in a lesson e.g. talk partners, zero noise hand signal, 1,2,3, cold calling, no hands up, mini whiteboards. - Consistency in creating conditions for learning e.g. visual timetables, greeting students as they enter the class, lining up routines, cognitive overload, classroom set up, create environments that foster a sense of belonging. - Consistent behaviour expectations – establish and maintain clear, school-wide behaviour expectations that promote respect, kindness, and inclusivity. Restorative conversations used to reflect on pupil conflict. - Embed evidence-based wellbeing initiatives, such as daily mindfulness and Zones of Regulation. - Provide ongoing professional development on trauma-informed practices, student wellbeing, and inclusive teaching strategies. - Recognise and celebrate achievements – acknowledge student and staff contributions through awards, assemblies, and positive reinforcement to build a culture of appreciation and encouragement.	- Students experience a predictable and supportive learning environment through the consistent use of visual timetables and structured classroom routines. - Classroom organisation and set-up promote smooth transitions, reduce cognitive overload, and support focused learning. - Clear behaviour expectations are visibly embedded across the school, leading to a positive, safe, and supportive learning environment. - Staff consistently use restorative conversations to guide pupils in reflecting on conflict, resulting in improved conflict resolution skills and stronger peer relationships. - Evidence-based wellbeing initiatives, such as daily mindfulness activities and the use of Zones of Regulation, are embedded into daily routines, leading to improved student emotional regulation and overall wellbeing. - Increased student and staff engagement, morale, and sense of belonging are evident through participation in recognition initiatives.
Identify and support students with additional needs and cater for the needs of all students.	- Systematic whole school processes are used to identify, support and track students at educational risk. Fortnightly SAER meetings to monitor. - Collaboration with parents to understand student needs and inform personalised learning plans. - At risk students will be supported with individual attendance plans. - Define and document expectations of year-on-year student progress to ensure value is being added to all students. - Liaise with professionals to support the needs of students. - Teaching environments utilise a variety of strategies, scaffolding techniques, and support mechanisms to enhance student outcomes. - Develop a guidance document outlining tier 1, 2 and 3 strategies used to support students.	- A systematic, whole-school approach is embedded to effectively identify, support, and track students at educational risk (SAER). - Students at educational risk show improved engagement, wellbeing, and academic outcomes through targeted and responsive support. - Personalised learning strategies are developed and regularly reviewed with input from parents, ensuring that support strategies are tailored and responsive. - Staff feel confident in implementing strategies suggested by professionals, ensuring consistency and continuity of support within the school setting.
Understand, recognise and value Aboriginal culture.	- Promote an awareness of cultural diversity in our students ensuring authentic connections with our own culture as well as other cultures. - All students will understand acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures.	- The Reconciliation Action Plan (RAP) implemented across the school. - Staff using the Aboriginal Cultural Standards Framework to move from Developing to Capable. - Connections built with the local Indigenous community to strengthen relations.

Beldon Primary School - Excellence in Teaching

Develop a shared understanding of effective teaching practices to have high impact on student outcomes

What	How	Outcomes
Develop & implement BPS lesson design/ instructional routines.	- Create lesson expectations for each subject with the non-negotiables. - Develop a common lesson template for each subject designed in line with how student learn best, based on Willingham's simple memory model. - Use evidence base to develop BPS instructional routines – what routines we would expect to see in a lesson e.g. talk partners, zero noise hand signal, 1,2,3, cold calling, no hands up, mini whiteboards. - Embed Rosenshine's Instruction Principles. - Explicit instruction with modelling. - Guided practice & collaboration. - Establish a school-wide gradual release model (I Do, We Do, You Do). - Allocate time at staff meetings and development days for PL. - Organise PLCs (Professional Learning Communities) for teachers to share and refine lessons. - Identify leaders across the school to support others. - Sharing lesson planning and resources, saving on the shared drive to reduce teacher workload.	- The number of students achieving in the top 20% of NAPLAN proficiency bands will increase in all areas. 100% of teachers use a common BPS-aligned lesson template. 100% of lessons include structured routines. - Most students participate actively in discussions and collaborative activities. - Student voice surveys show an improvement in perceived lesson effectiveness. - Lessons designed reflecting Rosenshine's Instruction Principles.
Learning Intention and success criteria to be explicitly communicated in every lesson.	- Align scope and sequence for each curriculum area to WA Curriculum and use to inform learning intentions for lessons. - Establish whole school approach to sharing LI and SC – consider language to be e.g. "Today we are learning to...." - LI & SC are requirements for every lesson—visible in classrooms or on digital slides. - LI & SC to be in child friendly language. - SC to be linked to modelling and examples of work. - Refer to SC throughout lesson. - Plan PL to support teachers understanding how to write LI's and SC. - Conduct learning walks or peer observations to see how LI & SC are being implemented. - Offer coaching sessions for teachers needing additional support.	- Students can articulate what they are learning and why. - Students use the SC to reflect on their learning and identify next steps in their learning. - All lessons display and reference LI & SC explicitly.
Assessment and data analysis to inform teaching & learning (link to teaching for impact document p24).	- Develop a school-wide approach to collecting and using data; DIBELS, Brightpath, moderation, whole school trackers. - Ensure assessment and data practices align with SCSA. - Teachers use assessment for learning strategies to inform lesson planning and adjust instruction in real time. For example (thumbs up/down, whiteboard responses, exit tickets, quizzes, peer/self-assessments). - Make data analysis a regular part of planning and use to plan daily reviews. - Provide PL sessions on using assessment data effectively. - Engage in moderation activities to support teacher judgements. - Data-Driven goal setting with students. - Implement flexible grouping based on assessment results (e.g., targeted small groups, intervention programs). - Identify students at risk and provide: small-group instruction or 1:1 support. - Implement adaptive strategies to support children independently complete learning tasks. - Design & implement data meetings to analyse student progress and adjust instruction. - Track student progress year on year.	- NAPLAN means being equal to or above like schools in reading, writing and numeracy. % increase of students receiving a B grade or above in reading, writing and maths. - Staff data literacy built through professional learning. - Data being analysed and used to identify needs, set targets and establish differentiated programs for students. - Increase in adaptive learning strategies. - Students using goal-setting and self-assessment practices.



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PRIMARY SCHOOL

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