

# Implementation plan

Building clear and consistent expectations of behaviour for learning at Beeliar Primary School, WA

| Problem (why?)   | Implementation description (what?)   | Implementation activities (how?)  | Implementation outcomes (how well?)   | Final outcomes (so what?)   |
|--|--|---|---|---|
| <p>At Beeliar Primary School, WA, academic results had plateaued and staff noticed that students were compliant, but were not actively engaged in their learning.</p> <p>Data indicated that the school was coasting, with results generally sitting below those of like schools.</p> <p>The school had a well-articulated, whole-school behaviour management program and policies, however there was inconsistency in the proactive behaviour strategies being used at the classroom level.</p> <p>Staff were using a range of teaching techniques and routines, but did not have opportunities to share and learn from observing others.</p> | <p><b>Active ingredient 1</b><br/>Staff have a shared vision for excellence at the school and a shared moral imperative focused on learning and improving outcomes for their students. This includes a mindset focusing on 'what the students are learning' instead of 'what the teachers are teaching' and aiming to actively engage every student.</p> <hr/> <p><b>Active ingredient 2</b><br/>A school-wide approach is implemented consistently to support behaviour expectations:</p> <ul style="list-style-type: none"> <li>• Consistent language and practices are reflected in policies and procedures</li> <li>• Consistency in expectations and strategies across classes</li> </ul> <hr/> <p><b>Active ingredient 3</b><br/>Staff deliver consistent, high-quality instruction so that students can successfully engage in learning including:</p> <ul style="list-style-type: none"> <li>• Learning is planned, explicit and scaffolded to support student engagement</li> <li>• Reduced frequency of teacher talk</li> <li>• Checking for understanding for every student in order to teach concepts to mastery</li> </ul> <hr/> <p><b>Active ingredient 4</b><br/>Students know what to expect and know what is expected of them in the classroom:</p> <ul style="list-style-type: none"> <li>• Classroom routines, both to be ready for learning and in learning, are explicitly taught</li> <li>• Students engage in role playing examples and non-examples of expected behaviour</li> <li>• Engagement norms, embedded as routines, are explicitly taught for students (such as pair/share and non-volunteer strategies)</li> </ul> | <p><b>Initial professional learning for staff</b></p> <ul style="list-style-type: none"> <li>• Visit high-impact schools to observe practice and create a shared vision for excellence</li> <li>• Conduct whole school professional development days that focus on building a shared vision, moral imperative, mindset and a common language around behaviour and learning</li> </ul> <hr/> <p><b>Ongoing staff coaching and development</b></p> <ul style="list-style-type: none"> <li>• Ensure existing Professional Learning Communities (PLCs) have a clear focus on instruction, routines and consistency</li> <li>• Conduct ongoing observations, coaching and mentoring that follow on from whole-staff professional learning</li> </ul> <hr/> <p><b>Structures and policies</b></p> <ul style="list-style-type: none"> <li>• Create a distributed leadership team via the selection of outstanding teachers as instructional coaches. Coaches receive training and are responsible for coaching their colleagues</li> </ul> <hr/> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>• Ensure instructional coaches observe practices occurring in classrooms, looking for consistency</li> <li>• Confirm a Learning Management System (LMS) is in place to track behaviour and feedback from teachers, students and families</li> </ul> | <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• All staff attend professional learning sessions</li> <li>• LMS is used to track types of student behaviour both in and out of the classroom</li> <li>• Teacher, student and family feedback is collected</li> <li>• All staff receive coaching and mentoring from an instructional coach</li> </ul> <hr/> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Conversations within PLCs shift from operational to deep instructional and learning dialogue</li> <li>• Explicit teaching of routines for learning and behaviour is observed in all classrooms</li> <li>• Student engagement in learning is seen through learning walks and lesson observations</li> </ul> <hr/> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Teachers report high-levels of confidence in themselves and their colleagues (collective efficacy)</li> <li>• Instructional coaches report consistent and sustained high-impact practices and strategies over a number of years</li> </ul> | <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Teachers report very minimal interruptions to teaching time due to low-level disruptive behaviours</li> </ul> <hr/> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• The school regularly demonstrates an orderly environment, through feedback from staff, students and families</li> </ul> <hr/> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• After three years of consistent application a clear shift appears on academic (literacy) results, with the school performing above like schools</li> <li>• 'Tail end' students lifted, no students below the expected state mean</li> </ul> |