



**EVIDENCE
FOR LEARNING**

Implementation Profile

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



Building clear and consistent expectations of behaviour for learning

Evidence for Learning would like to offer our sincere thanks to the team at Beeliar Primary School, and past principal Louise O'Donovan, for their contributions to the development of this Implementation Profile.

Introduction

At Beeliar Primary School, there was no dip in results or extreme behaviour challenges that created an impetus for change. Rather, academic results suggested that the school was cruising and their results were not on par when compared with like schools.

Observations and conversations identified that:

- Students looked engaged in classes but were compliant rather than engaged in learning, and
- There were pockets of great teaching happening but there was an inconsistency of practices and strategies.

Early conversations focused on exploring the school's data and building a case for change. A moral imperative arose and became a shared mission for staff — they could be a school of excellence — but they had work to do.

Context

Beeliar Primary School is a medium sized Independent Public School located in Beeliar, WA.

460 students are enrolled in the K-6 school, supported by 24 teaching staff and a number of other support and administrative staff.

This implementation profile focuses on work conducted within the school since 2020.

"Our teachers were on-board early which made all the difference. They saw that we could go from a good school to a school of excellence by being thoughtful and consistent with our practices. Exploring the research evidence, our own experiences, and the practices of other schools gave us a clear route forward."

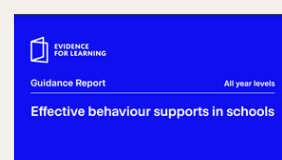
Louise O'Donovan
Immediate Past Principal

Key evidence resources

The team at Beeliar Primary School explored a range of research evidence when looking to improve outcomes, including the importance of simple and consistent routines and effective instructional practices.

Relevant E4L Guidance Reports

[Effective behaviour supports for schools](#)



Active Ingredient

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

The first step for staff at Beeliam Primary was to explore the data and unpack why students' achievement and growth suggested they were 'coasting'. By visiting other schools, both like their own and in different settings, they came to a shared understanding that just because their students were doing well, there was no room for complacency. From this understanding came a clear moral imperative - every student should be making the best possible progress.

Active Ingredient

A school-wide approach is implemented consistently to support behaviour expectations

School policies and procedures were revised to ensure consistency of language and practices. The consistency of expectations and strategies between classes was a critical component of ensuring students' expectations were reinforced and supported no matter which class they were in, or which teacher they were working with.

Active Ingredient

Staff deliver consistent, high-quality instruction so that students can successfully engage in learning

Exploring the evidence around what supported expected behaviour in schools, staff understood the importance of high-quality instruction and explicit teaching both for student learning outcomes, and as a way to proactively prevent disruptive behaviours from arising.

The staff focused on explicit teaching, effective scaffolding, teaching concepts to mastery and checking for understanding.

This approach included efforts to actively engage every student by ensuring the work in class was appropriate and accessible, and on reducing the frequency of teacher talk within classes.

Active Ingredient

Students know what to expect and know what is expected of them in the classroom

The school focused on explicit teaching of classroom routines related to both general behaviour and learning behaviours, ensuring students were ready to learn and actively engaged in learning.

Engagement norms were embedded as routines for students. These strategies, including pair-share and calling on non-volunteers for responses, were explicitly taught to students within classes. Teachers engaged students in role playing both examples, and non-examples of expected behaviour.

Read more

A full implementation plan for Beeliar Primary School is [available here](#).

Evidence for Learning has a range of materials to support implementation including:

- [Putting evidence to work: a school's guide to implementation](#) - a useful starting point for schools thinking about implementation in their own context.
- [Effective behaviour supports in schools](#) - a Guidance Report containing recommendations for implementation approaches to behaviour.
- [A suite of illustrations and profiles](#) which demonstrate how Australian schools have implemented approaches in their contexts.
- [A summary of active ingredients](#) which supports schools to understand and articulate the essential components of their implementation plan.
- A resource to support schools [gather and interpret data](#) in order to identify priorities.

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