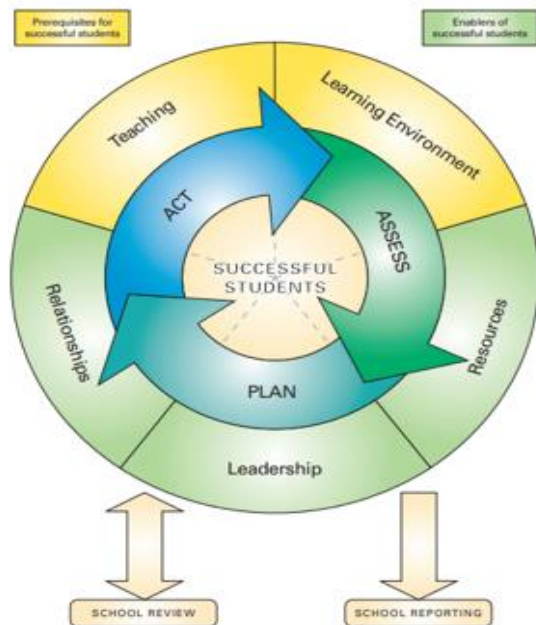# Balcatta PS
Business Plan

**We strive to work together to fully develop
the academic, social and emotional potential of every student**

Through the establishment of our school Business Plan we aim to provide our students with an education which will develop their knowledge, skills and understandings thus enhancing the children's self-worth and their appreciation of the environment in which they live, so that they are able to participate as informed, responsible members of society.

Conceptual Model

Balcatta Primary School's Conceptual Model has 'Successful Students' as its core. We believe that the standards of our students both academic and non-academic are central to what we do at Balcatta Primary School. The school will make every effort to overcome contextual factors so that students receive the highest quality educational instruction.

At Balcatta PS Together we will…

Provide

a learning environment, inclusive of staff wellbeing, that promotes learning dispositions to ensure every student a pathway to a successful future.

Lead

through a unified approach, using student performance data to drive decision-making and ensure the best interests of students' educational opportunities.

Teach

using collaborative, evidence based high quality practices to ensure teaching and learning excellence in every classroom.

Connect

with families, communities, agencies, networks and the wider educational system to support the development of every student.

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We Provide…	We will…
an inclusive, safe and orderly learning environment	• Support and accommodate students from linguistically and culturally diverse backgrounds, including Aboriginal students • Accommodate flexible grouping structures to support student needs • Ensure all teachers are trained in CMIS (Classroom Management Instructional Strategies) • Maintain OSH department recommended standards • Ensure Protective Behaviours are engrained in curriculum • Create an environment that values a sustainable future – waste and resources • Ensure high quality and safe use of equipment and resources • Ensure cybersafe practice is followed during whole school digital technology usage
an environment that develops student wellbeing, including promotion of optimism, resilience, confidence and self-efficacy	• Demonstrate full commitment to the belief that all students can achieve • Develop a school statement of Learning Dispositions (what makes a good learner) • Explore opportunities for students from different classes to interact together (buddy peer collaboration) • Embed self-regulatory feedback structures to meet student goals in support of self-efficacy and learning progression • Explore PATHS (Promoting Alternative Thinking Strategies) for supporting emotional and social competencies • Explore possible training within Zones of Regulation • Continue the Learning Environment Committee • Continue to develop our approach to Mental Health and Wellbeing through the Be You Program • Utilise the school chaplain resource effectively to support pastoral care processes • Explore the use of programs that support the resilience and confidence of students • Continue to explore ways to enhance the aesthetic appearance of the buildings and grounds (collaborative art and garden projects)
an environment that supports staff individual commitment to their own health and wellbeing	• Develop and commit to staff norms for professional discussions • Ensure structures that recognise effective, evidence driven teaching practice • Commit to a positive mindset • Foster a committed, supportive and collaborative teaching environment • Explore whole school approaches in providing a safe environment for staff to support their health and wellbeing.

Our Targets…

By 2023, we will;

1.1 reduce our Greenhouse footprint by 20%, as evidenced by the Climate Clever Measurement Tool.

1.2 Increase effective feedback to students from 3.69 to 4.1, measured through student voice collection methods and the Be You survey.

1.3 increase the number of staff who believe our school has a culture where mutually respected relationships are promoted and valued from 71% to 85%, as evidenced in the School Culture Self-Assessment Survey – Staff.

We Lead by…	We will…
creating opportunities for staff, both within the school and wider educational network	• Continue a distributed leadership structure through Committees and Cost Centre Managers • Provide clear and identified leadership roles, responsibilities and opportunities both internal and external • Select staff based on workforce requirements and succession planning which address school needs
using available data and evidence to identify students who are at risk of not achieving their full potential	• Ensure targeted groups of students are identified in school and classroom planning • Map support EA time to data and evidence of student need • Plan physical, financial and staffing resources in response to student need, based on evidence
ensuring consistent, valid and reliable school-based assessment data is used to inform decision making	• Engage the school community in vision and priority setting • Action recommendations of ESAT school review into school plans and priorities • Commit to triangulating teacher judgement through professional practice • Embed the use of Brightpath Assessment and EALD Progress Map Data to inform teaching programs • Build a culture of student self-efficacy that supports the development of data literate students
ensuring consistency in teaching pedagogy and promote high impact teaching strategies	• Provide collaborative opportunities for teachers based on school priorities • Support the implementation of whole school evidenced-based programs to support literacy and numeracy development • Follow whole school protocols for time allocations in each curriculum area • Build teacher capacity in the integrated use of digital technologies through the curriculum
encouraging a self-reflective culture and effective feedback that builds the capability of staff to maximise their impact on student learning	• Provide opportunities for classroom observations and embed an agreed whole school approach • Use Class Walk Throughs and other measures to collect information on student voice • Create and engrain a school self-assessment and feedback cycle into school planning • Use evidence to inform staff development
ensuring leadership is effective, reflective and responsive	• Utilise the Principal Performance Improvement Tool and the 360-Reflection Tool • Endeavour to reflect aspects of Department personal attributes for leaders • Lead school improvement through an effective change management cycle • Ensure Learning area plans are created and reviewed annually • Implement focus strategies for improvement for all staff

Our Targets…

By 2023, we will;

2.1 demonstrate our NAPLAN three-year average mean score to be increased further above the like school average in

    2.1.1 Reading

    2.1.2 Writing

    2.1.2 Numeracy

    from their current starting points as evidenced in whole school planning.

2.2 move our teacher judgements to within .3 standard deviation from their current starting points, and 10% WA mean when compared to NAPLAN as evidenced in whole school planning.

2.3 increase the number of staff strongly feeling they receive useful feedback about their work from 27% to 40%, as evidenced by staff surveys.

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2.4 increase the number of staff who believe school leaders effectively lead the school improvement cycle from 57% to 70%, as evidenced by the School Assessment Survey – School Leaders.

We teach…	We will…
effective, evidence-based Early Childhood practices, ensuring a strong, positive beginning for our students' education	• Commit to an agreed pedagogical model relevant to the early years • Implement a consistent phonemic awareness and synthetic phonics program • Incorporate hands on, intentional play ideologies into teaching practice
effective, evidence-based whole school strategies supporting the delivery of an engaging curriculum	• Develop a whole school approach to embedding literacy and numeracy skills and strategies across the curriculum • Include collaborative learning and instructional strategies to cater for all students • Foster creativity, problem solving and innovation • Explore the integration of STEAM skills and strategies across the curriculum • Embed the T4W Program and a thematic approach to curriculum delivery across the whole school • Review curriculum programs, resources and their effect
explicit pedagogy that provides clear feedback, feed up and feed forward opportunities to students across the curriculum	• Explore the use of High Impact Teaching Strategies (HITS) and the Principles of Teaching and Learning as a basis for an updated whole school pedagogical model • Include visible, differentiated Success Criteria and Learning Intentions into lessons • Ensure feedback continues as a school-based priority and develop a whole school feedback matrix • Build authentic opportunities for student self-efficacy
every student, ensuring they are achieving greater than year on year progress.	• Utilise IEPs/IBPS and attendance plans in response to the SAER Model • Ensure research-based Intervention in response to student-performance data • Develop enrichment opportunities to extend students achieving beyond their year level • Ensure teachers are monitoring the learning of students, employing strategies that enable visible student progress

Our Targets…

By 2023, we will;

3.1 increase our percentage of Year 1 students achieving their goals in on entry testing of

    3.1.1 Reading

    3.1.2 Writing

    3.1.3 Numeracy

    3.1.4 Speaking and Listening

    as evidenced in whole school planning.

3.2 demonstrate our PAT three-year average mean scaled score to be further above research outlined means

    3.2.1 Reading

    3.2.2 Numeracy

    3.2.3 Grammar and Punctuation

    3.2.4 Science

    as evidenced in whole school planning.

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3.3 increase the percentage of Stage 2 EALD students who obtain a Level 4 or above in Speaking and Writing by the end of Year 2, from 50% in Speaking and 67% in Writing to 70% in both Speaking and Writing, as evidenced by the EALD Progress Map.

3.4 maintain 80% of students who have taken part in 6 months of intervention with the Sound Check program, to move from below 50%, to achieving at least 80% on their respective Sound Check Assessment.

3.5 increase the number of teachers who believe we have a whole-school pedagogical framework designed to help achieve the learning outcomes that we intended for our students from 64% to 85%, as evidenced by the School Assessment Survey – Staff.

3.6 increase effective feedback to students measured through student voice collection methods moving from 75% to 80% of students being aware of where they are, where they are going and how to get there.

We connect by…	We will…
fostering positive connections with the community	• Continue to develop staff communication strategies through face-to-face interactions and electronic mediums • Seek increased partnerships with community groups • Allow parents with businesses to advertise through newsletter • Build a strong parental group to grow the Play Group with support from internal and external services • Build authentic feedback, planning structures, capacities and links with the school board • Continue to deliver the Triple P program • Communicate with parents professionally, regularly and at point-of-need about their child's social/emotional development and academic progress
developing and applying our understanding of Aboriginal histories and experiences, our value of diverse cultures and languages and family relationships to enable students to thrive academically and socially	• Develop inclusive practices for EALD and Aboriginal students • Embed Harmony and Naidoc Day celebrations as part of whole school culture • Identify other significant cultural days and explore integrating these into teaching and learning programs • Explore communication strategies that are culturally and linguistically sensitive • Access local Aboriginal Leaders to interact with school processes • Explore authentic opportunities to create a learning environment that is culturally reflective • Provide professional learning on the Aboriginal Cultural Standards Framework and implement strategies into whole school planning
increasing the number of students regularly attending school	• Develop a whole school attendance approach with a variety of communication strategies • Explore the school attendance toolkit • Engage with parents to ensure that relationship between home and school is conducive to student success
working in partnership with other agencies to support students and school processes.	• Seek feedback from external agencies on the effectiveness of our processes • Develop stronger ties with Dyslexia SPELD • Develop stronger ties with West Coast Language Development Centre • Continue to grow our commitment as a United Nations school

Our Targets…

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By 2023, we will;

4.1 move the number of school community members who believe the school council operates effectively from an average of 3.8 to 4.1, evidenced by the School Assessment Survey – Staff.

4.2 increase the number of parents believing that the school has strong ties with the local community from 76% to 90%, measured in the NSOS survey.

4.3 move the number of staff who believe the Aboriginal Cultural Standards Framework Informs our culturally responsive whole school planning from 38% to 80%.

4.4 move the regular attendance rate from 79% to 85%.

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