

# Busselton Primary School Business Plan 2019—2021



## OUR VISION

Busselton Primary School: a great place to learn and a great place to be; a leading school within our district and a school of choice.

## OUR MISSION

At Busselton Primary School, quality learning opportunities are provided within a safe, caring school community, to foster the development of the whole child.

Always Our Best



## Every student, every classroom, every day.

Our aspiration is for every student to:

- Unlock and fulfill their learning potential.
- Be equipped with contemporary and emerging work capabilities.
- Develop the personal and social attributes that form the basis for future well being.
- Achieve year on year growth in their learning throughout their schooling.
- Be well prepared to take the step beyond school into further education, training or work.



## GUIDING PRINCIPLES

**Tradition** – The traditions of the school are respected as the foundation of the present and the future.

**Environment** – A safe, nurturing and visually pleasing environment is maintained in the classrooms, buildings and grounds.

**Respect** – All members of the school have inherent value and should be treated with respect. All cultures are actively respected. Staff members model the qualities that are expected in our students. Staff members demonstrate cooperation and collaboration in decision making and problem solving.

**Wider Community** – The school is viewed in a positive light within the wider Busselton community. We work with our parents and community to support students' learning and ensure that education is held in high regard.

**Relationships** – All relationships within the school community are based on mutual respect, cooperation and reflect the principles of inclusivity.

**Learning** – Learning opportunities will reflect the needs of students whilst meeting the demands of the 21<sup>st</sup> century.

**Organisation** – All aspects of the school will be well organised whole school level, class level and individual level.

**Curriculum** - Our curriculum is relevant, stimulating and differentiated when necessary; enabling development and application of skills and knowledge.

**Expectations** – We have high expectations of all members of the school community. Students are challenged and supported through rigorous programs of learning.

## BELIEFS AND UNDERSTANDINGS

- every child can be a successful learner.
- students learn best in a school and classroom environment that is intellectually, socially and physically supportive of learning.
- teachers respect and accommodate differences between learners acknowledging that students develop at different rates, have different learning styles and bring different cultural and linguistic backgrounds to the classroom.
- teachers need to emphasise engagement by involving students in doing, imitating, planning, creating and making; and then reflecting on the process.
- the Principles of Learning and Teaching, describing how learning can be supported, guide whole school planning and classroom practice.
- students require frequent opportunities to observe and practise the actual processes, products, skills and values which are expected of them.
- learning experiences need to connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
- learning experiences need to be motivating and their purposes clear to the students.
- students need the opportunity to learn independently and cooperatively.
- students achieve more in an environment where teachers collaborate.



# Teaching Targets

## Numeracy

- NAPLAN achievement to be consistently at or above Like Schools.
- Reduce the school's average percentage in the bottom 20% in NAPLAN Assessments
- Maintain the percentage in the Top 20% of students across assessments from Year 3 and Year 5.

## Literacy

### Spelling

- Maintain performance in NAPLAN achievement to be consistently above Like School's mean over time. Year 3—374, Year 5—463. Like Schools Year 3—376, Year 5—463. (as at 2019)
- Aboriginal students with attendance greater than 90% in their primary school years to be at or above the National Bench Mark.

### Reading

- NAPLAN achievement to be consistently at or above Like Schools.

### Writing

- NAPLAN achievement to be consistently at or above Like Schools.

### Across Curriculum

- Majority of Aboriginal students to show an above average improvement in progress when comparing Year 3 and 5 assessments in NAPLAN.
- Student progress from On Entry Assessment to be within 5% of like schools.
- Establish and data base in physical literacy.

## Improvement Drivers

1. Provide every student with a pathway to a successful future.	2. Strengthen support for teaching and learning excellence in every classroom.	3. Build the capacity of our principals, our teachers and our allied professionals.
4. Support increased school autonomy within a connected and unified school system.	5. Partner with families, communities and agencies to support the educational engagement of every students.	6. Use evidence to drive decision-making at all levels of the system.

## Teaching Strategies

Develop teachers with a purposeful pedagogy that challenges but supports students and connects to their experience, stage of development and background.

### What we will do?

Make learning intentions and expectations explicit.

Implement an evidence-based lesson design structure.

Embed evidenced-based approaches to teaching of literacy, numeracy and Physical Education.

Integrate technology into all learning areas.

Cater for all student abilities and interests.

### How we will do it?

- Learning intentions and success criteria are made explicit at the beginning of each lesson.
- Use an agreed lesson design structure for lesson planning.
- Consolidate whole school programs.
- Implement physical skills program.
- Use technology to enhance learning experiences.
- Provide students with a range of relevant, interesting and engaging learning opportunities.
- Use assessments tools to determine readiness to progress learning.
- Differentiate learning activities and expectations.



# Learning Environment

## Health and Wellbeing

- Establish valid tools for the collection of data.
- National School Opinion Survey responses above a ranking of 4.

## Attendance

- Maintain regular attendance (greater than 90%) to above 70% of students.
- The percentage of Authorised Absences to greater than 70%

## Behaviour

- Positive behavioural data will be maintained above 80%.
- Identified spikes in negative behaviour will be reduced once identified.

## Leadership

- Have established Focus Teaching Teams across the school to action identified targets.
- Have aspirational leaders applying for leadership positions.
- Established Classroom Peer Observation as a valued tool in professional learning and performance management.



### Learning Environment

Establish a learning environment where students feel safe, where student behaviour is well managed, where pastoral care programs promote student wellbeing and where attendance, retention and engagement are priorities .

#### What we will do?

Provide a safe, positive and orderly learning environment

Build resilience, conflict resolution and relation skills of students

Create a culture of high expectations

#### How we will do it?

- Progress implementation Positive Behaviour in Schools to Tier 2 and 3.
- Implement a whole school wellbeing plan.
- Foster a 'growth mindset' within the whole school community
- Develop student leaders.
- Have a clear and visible expectations for all stakeholders.
- Continue with communication strategies on attendance.

### Leadership

A focus on teaching pedagogy and practice are likely to have the greatest impact on students achievement. By encouraging expert teachers to operate collaboratively and share their skills and understandings, good school leaders nature, develop and expand quality teaching in the school.

#### What we will do?

Strengthen collaborative culture.

Ensure staff are skilled in the delivery of whole school learning programs.

Develop self-reflective practice.

#### How we will do it?

- Restructure the shared leadership model to include data focused teams.
- Provide ongoing professional learning to all staff.
- Induct new staff in the school specific learning programs.
- Engage in relevant professional learning.
- Implement peer observation and feedback processes.
- Use self reflection tools e.g. AITSL assessment, student surveys.



# Resources

## Facilities

- Enhance playground experience for students with addition of nature playground areas.
- Modernise and refurbish a third of the school's classroom furniture.

## Information, Communication and Technology

- Extend the wireless network for greater access across the school.
- Increase the number of mobile devices for students to access.
- Increase available resources in STEM.

## Relationships

- Raise the profile of the school to the wider community of Busselton.
- Complete two Arts based projects involving the whole school community.
- Increase the number of children attending Little Dolphin's playgroup.
- Maintain the number of external agencies working with the school.



### Resources

The extent to which resources are targeted, through school improvement planning, to maximize students achievement. Resources are managed in accordance with legislative and policy imperatives.

#### What we will do?

Explore options in latest thinking in classroom layout and design for engagement, efficiency, look and safety.

Work with the community to develop plans and source funding for an engaging play environment.

Move to a mobile use of technology across the school.

Stay informed of the latest innovations in STEM education.

#### How we will do it?

- Audit across the school of furniture needs and aspirations.
- Plan for a staged refurbishment of Year 1—6 classrooms.
- Apply for community grants to supplement school's funding cycle.
- Install Wireless Access Points (WAPs) in shared common areas.
- Increase the school's bandwidth access.
- Move from desktops to laptops in the middle and upper primary.
- Professional Learning for staff to innovate STEM learning.
- Research and review STEM resources for purchase and use in learning.

### Relationships

#### What we will do?

Communicate effectively with parents and carers.

Engage parents and carers in school programs.

Provide access to services to support families engage in education.

#### How we will do it?

- Look to technologies to determine the best suite of tools to communicate with and promote the school to the community.
- Identify school based projects to engage the skills and knowledge within the community.
- Revamp the Little Dolphins Program for 0—3 children.
- Maintain strong professional relationships with other agencies.

