

# vision

Passionate learners who have the skills to contribute to the future of our world



**WEST BUSSELTON  
PRIMARY SCHOOL**

2022 - 2024 Business Plan

*Believing in Achieving*

# MORAL PURPOSE

To provide a supportive environment where students have opportunities to develop the skills and knowledge they need to be successful members of society

## PRINCIPAL'S MESSAGE



I am pleased to share with you this Business Plan which outlines our focus and attention for the next 3 years. At the heart of our work always, is the improvement of student outcomes in the school environment. We aspire to achieve high standards and hold high expectations of all school community members.

## STAFF SHARED BELIEFS



Staff at West Busselton Primary School base their planning, teaching and decision-making on the following shared beliefs:

- All children are expected to make progress on an annual basis
- Student learning is optimised when consistent teaching approaches are used
- Students learn best through a Gradual Release Model (I do, we do, you do)
- The learning environment needs to be safe, challenging and inclusive
- Students are most successful when we develop the whole child - socially, academically, emotionally, creatively and physically
- Students prior knowledge and understanding determines what and how we teach
- Positive student – teacher relationships are the key to successful learning
- High expectations, academically and socially, are demanded of all
- Differences are respected, valued and celebrated
- To be at their best, the health and wellbeing of students and staff is always a priority
- Partnerships in teaching and learning are sought after and valued



## RELATIONSHIPS & PARTNERSHIPS

### DEPARTMENT OF EDUCATION PRIORITY

- Partner with families, communities and agencies to support the educational engagement of every student

### OUR PRIORITY

Ensuring a positive school climate, good relationships with communities and strong parent support to enable a culture where everyone works together to achieve improved student learning

### KEY OBJECTIVES

- High student and family satisfaction
- Effective reporting of student progress to parents/carers
- Establishment of Professional Learning Communities within each phase of learning
- Embedding the Cultural Standards Framework into all planning
- Regular publication of positive school stories in a range of media



AREA OF FOCUS	WHAT WE WILL DO	MEASURING OUR SUCCESS
Parent Engagement and Communication	<ul style="list-style-type: none"> <li>• Provide regular opportunities for parents to attend workshops that support the school's priorities</li> <li>• Seek the parent community's ideas on workshops they value being offered</li> <li>• Communicate regularly and share student learning electronically</li> <li>• Provide opportunities for parents to contribute to the decision making for their child's education</li> <li>• Promotion and membership of The Fathering Project</li> <li>• Survey the school community annually on all aspects of the school's performance</li> <li>• Provide a structured transition program for all new Kindy enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• Participant feedback is positive overall</li> <li>• Annual parent survey data is rated 4 or higher</li> <li>• Parent feedback is positive at interviews and through the at-risk process</li> <li>• Attendance figures at workshops and events</li> <li>• Survey data for families entering and leaving the school are positive</li> </ul>
Reporting to Parents	<ul style="list-style-type: none"> <li>• Maintain parent interview opportunities at the end of Term 1 annually</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback is positive</li> </ul>
Aboriginal Cultural Standards	<ul style="list-style-type: none"> <li>• Provide opportunities to further develop the cultural awareness of the school community</li> <li>• Recruit a local Aboriginal person to help support and grow the performance of our Aboriginal students</li> <li>• Review the Cultural Standards Framework to identify how our school is progressing, and determine areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• Student feedback</li> <li>• Achieving "Cultural Competence" as a minimum standard</li> </ul>
Sense of Community	<ul style="list-style-type: none"> <li>• Create a new whole school Arts based celebration, led by the Music specialist</li> <li>• Maintain and strengthen community partnerships with organisations and groups that best connect with, and support the school's priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Community feedback via annual survey &amp; event feedback is rated 4 or higher</li> </ul>
Promoting the School	<ul style="list-style-type: none"> <li>• Publish stories on a regular basis in local print newspapers</li> <li>• Continue to maintain a social media presence to share the school's achievements and activities</li> <li>• Beautify identified areas of the school to instil a sense of pride</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain parent ratings above 4 on school appearance items in the annual survey</li> </ul>

## LEARNING ENVIRONMENT

### DEPARTMENT OF EDUCATION PRIORITY

- Strengthen support for teaching and learning excellence in every classroom

### OUR PRIORITY

A school that is orderly, with mutually respectful relationships that provide safe and positive learning cultures for students and staff

### KEY OBJECTIVES

- Positive behaviour
- Student voice
- Increased attendance
- Purposeful and positive play
- Make the school a place students want to be
- Develop the whole child



AREA OF FOCUS	WHAT WE WILL DO	MEASURING OUR SUCCESS
Positive Behaviour	<ul style="list-style-type: none"> <li>• Maintain a rewards system across the school for student incentives and rewards</li> <li>• Continue to develop our whole school knowledge and understanding through professional learning of positive behaviour modules</li> <li>• Maintain a whole school approach to regulating emotions</li> <li>• Build consistent whole school vocabulary to support positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour referral rates are in annual decline</li> <li>• Suspension rates are below 5%</li> <li>• Staff survey feedback are 4 or higher</li> <li>• Parent survey ratings are 4 or higher</li> </ul>
Student Voice	<ul style="list-style-type: none"> <li>• Seek student voice and feedback on an increasing range of class and school factors</li> <li>• Survey all students Yr3-6 annually to gain feedback on safety and wellbeing</li> <li>• Ensure that all classrooms are culturally responsive and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Student ratings are 4 or higher in survey data</li> <li>• Student bullying data shows students feel safe</li> </ul>
Health and Wellbeing	<ul style="list-style-type: none"> <li>• Maintain skills/fitness testing to inform our physical education programs</li> <li>• Teach social and emotional skills in all classrooms</li> <li>• Maintain self-esteem testing to track levels of wellbeing</li> <li>• Identify students at-risk socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>• Equal or exceed the national norm for student fitness</li> <li>• Self and school averages remain positive</li> <li>• Identified students show growth</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Implement the Education Department's attendance plan</li> <li>• Maintain intervention approaches for students with at-risk attendance</li> <li>• Maintain the attendance monitoring by a School Officer</li> <li>• Maintain an annual attendance improvement plan</li> <li>• Acknowledge and promote high attending students</li> </ul>	<ul style="list-style-type: none"> <li>• Regular attendance remains higher than 90%</li> <li>• Poor attending students are supported to improve</li> </ul>
Play	<ul style="list-style-type: none"> <li>• Provide a mixture of play environments to further engage and develop student play</li> <li>• Continue the playground replacement and enhancement program</li> <li>• Continue to review and acquire age-appropriate play-based resources in the early years (K-2)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback on play options</li> <li>• Student use of play spaces is high</li> <li>• Play is a central component of K-2 programs</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>• Teachers will actively utilise the natural environment and local experiences in their learning activities</li> <li>• Create flexible learning spaces in classrooms</li> <li>• Continue the classroom furniture replacement and enhancement program</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom programs utilise a range of layouts to support learning</li> <li>• Parent feedback</li> <li>• Student feedback</li> <li>• Teacher feedback</li> </ul>

## STUDENT ACHIEVEMENT & PROGRESS

### DEPARTMENT OF EDUCATION PRIORITY

- Strengthen support for teaching and learning excellence in every classroom
- Use evidence to drive decision-making at all levels of the system

### OUR PRIORITY

All students demonstrate a minimum of a year's growth per calendar year

### KEY OBJECTIVES

- Annual growth is monitored in literacy and numeracy
- Year level benchmarks are used to prioritise students for intervention
- Rigorous analysis of data is undertaken in phase of learning teams
- Focused reporting of student progress to parents/carers



AREA OF FOCUS	WHAT WE WILL DO	MEASURING OUR SUCCESS
Student Achievement and Growth	<ul style="list-style-type: none"> <li>• Establish year level benchmarks that students are required to meet, in literacy and numeracy</li> <li>• Recognise, reward and celebrate student achievement and progress</li> <li>• Embed student goal setting with a focus on literacy and numeracy</li> <li>• Report to parents on student growth as a key component of their learning, alongside achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers of students below benchmarks reduce</li> <li>• Students actively engage in goal setting</li> <li>• Parent feedback on quality of reporting are 4 or higher</li> </ul>
Consistent Judgements	<ul style="list-style-type: none"> <li>• Moderate student work samples</li> <li>• Collaborate to design consistent and comparable programs of learning across each year level and between classes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher judgements are consistent</li> </ul>
Data Analysis	<ul style="list-style-type: none"> <li>• Rigorously analyse assessment data each term</li> <li>• Collect and collate student performance data from a range of evidence based sources to ensure accurate judgements</li> <li>• Analyse performance data regularly</li> <li>• New enrolments are routinely assessed in literacy and numeracy, on their commencement</li> </ul>	<ul style="list-style-type: none"> <li>• Data literacy is the basis for planning</li> <li>• Student performance is tracked</li> <li>• New enrolment data is available to teachers</li> </ul>
Students at Educational Risk	<ul style="list-style-type: none"> <li>• Support teachers of students at educational risk</li> <li>• Engage with parents of students at educational risk</li> <li>• Develop intervention planning (documented plans) for students below benchmarks</li> <li>• Provide high level opportunities for our highest achieving students</li> <li>• Handover procedures are used for all students on a documented plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have access to resources and expertise</li> <li>• Intervention students show growth</li> <li>• High achieving students show growth</li> <li>• An increasing number of Year 1 students annually meet or exceed the Phonics Check minimum</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Increase our focus on the explicit teaching of numeracy concepts</li> <li>• Identify students who need targeted intervention</li> <li>• Establish clear intervention approaches for identified students</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3 numeracy data is at or above like schools</li> <li>• Year 5 remains above like schools</li> <li>• Identified students show positive growth</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Maintain the explicit teaching of literacy concepts</li> <li>• Prioritise the explicit teaching of grammar and punctuation</li> <li>• Teach spelling within the classroom literacy block</li> <li>• Prioritise the writing development of at-risk writers</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3 and 5 grammar and punctuation is at or above like schools</li> <li>• Spelling results are at or above like schools</li> <li>• Increase the number of students achieving Band 5 or higher in writing</li> </ul>

## LEADERSHIP

### DEPARTMENT OF EDUCATION PRIORITY

- Provide every student with a pathway to a successful future
- Build the capacity of our Principals, our Teachers and our Allied Professionals
- Strengthen support for teaching and learning excellence in every classroom

### OUR PRIORITY

Leaders ensure that high expectations for student learning and behaviour are explicit, identifiable, and understood by staff, students and parents

### KEY OBJECTIVES

- Executive team is strategic and ensures learning environments are orderly, friendly, and inclusive
- There is a strategic approach to building and distributing leadership capacity
- Staff enjoy a strong sense of team cohesion and delegated authority
- Encourage innovation and model the pursuit of innovative practices

AREA OF FOCUS	WHAT WE WILL DO	MEASURING OUR SUCCESS
Vision and Values	<ul style="list-style-type: none"> <li>• Revisit school's purpose, vision, beliefs each business plan cycle</li> <li>• Ensure that school planning and programs are culturally responsive</li> <li>• Embed an Early Years code of best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback is rated 4 or higher in surveys</li> <li>• Achieving "Cultural Competence" as a minimum standard</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Establish a whole school plan for celebration of annual key events</li> <li>• Collaborative structures are provided to enable teaching staff to moderate, plan and ensure consistency</li> <li>• The principal interviews all new enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• Entry survey data is positive</li> <li>• Staff feedback is positive</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Review and reform the performance feedback cycle</li> <li>• Reflect on our teaching practices via their impact</li> <li>• Continue to use the Future Leaders Framework for staff wishing to develop their leadership credentials</li> <li>• Maintain identified future leaders</li> <li>• Support the continued development of all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Development framework reviews are positive</li> <li>• Future leaders manage key areas</li> <li>• All staff have opportunities for development</li> </ul>
Change Management	<ul style="list-style-type: none"> <li>• Whole school approaches are selected from evidence-based research</li> <li>• Place the student at the centre of the change process</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Effectiveness of whole school approaches</li> </ul>
Resourcing	<ul style="list-style-type: none"> <li>• Ensure that expenditure on programs meets agreed criteria</li> <li>• Ensure that resourcing is aligned with planning</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent whole school approaches</li> <li>• Expenditure is tracked and matched as per budgeted areas</li> </ul>



## TEACHING QUALITY

### DEPARTMENT OF EDUCATION PRIORITY

- Use evidence to drive decision-making at all levels of the system
- Teaching and Learning excellence in every classroom

### OUR PRIORITY

Explicit teaching of literacy and numeracy, underpinned by effective curriculum differentiation, with targeted and sustained intervention and support

### KEY OBJECTIVES

- The West Busselton Instructional Framework is the basis of lesson design
- Explicit teaching is used in all literacy and numeracy lessons
- Build an observation and feedback culture to support continuous improvement
- We adjust our instructional practices to meet the challenge of change



AREA OF FOCUS	WHAT WE WILL DO	MEASURING OUR SUCCESS
Explicit Teaching	<ul style="list-style-type: none"> <li>• Deliver lessons using our instructional framework</li> <li>• Use consistent visual prompts and language in all classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Students experience consistency from class to class</li> </ul>
High Expectations	<ul style="list-style-type: none"> <li>• Develop whole school expectations for student work at each year level</li> <li>• Ensure that class programs provide creative and critical thinking opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed standards are applied in all classrooms</li> <li>• Programs are reflective of all curriculum requirements</li> </ul>
Observation and Feedback	<ul style="list-style-type: none"> <li>• Provide timely feedback following an observation</li> <li>• Develop a consistent culture of observation and feedback for teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• All teaching staff are routinely observed</li> </ul>
Data Literacy	<ul style="list-style-type: none"> <li>• Store student data in a central, accessible location</li> <li>• Discuss and analyse data in phase of learning teams</li> </ul>	<ul style="list-style-type: none"> <li>• Data is accessed regularly and effortlessly</li> <li>• Data analysis is linked to student planning</li> </ul>
Professional Learning Community (PLC)	<ul style="list-style-type: none"> <li>• Teachers collaboratively plan</li> <li>• Ensure a balance between explicit teaching and play-based learning in K-2</li> <li>• Participate in targeted projects to further develop our K-2 practices</li> <li>• Match professional learning opportunities to needs, in context with strategic and operational plans</li> <li>• Build competency with inquiry-based learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Parent feedback</li> <li>• Partner project reviews</li> </ul>
New Staff	<ul style="list-style-type: none"> <li>• Implement a thorough induction process</li> <li>• Identify areas of priority development for incoming staff</li> </ul>	<ul style="list-style-type: none"> <li>• Induction feedback is positive</li> </ul>
Teacher Development	<ul style="list-style-type: none"> <li>• Continue to focus on teacher development in line with strategic planning</li> <li>• Provide opportunities for teachers to collaborate and learn from each other</li> <li>• Ensure consistent judgements of student performance</li> <li>• Continue to promote and look for networking opportunities between schools and regions, both face to face and online</li> <li>• Use our partner school to further develop and enhance our literacy practices</li> </ul>	<ul style="list-style-type: none"> <li>• Access to training opportunities</li> <li>• Staff feedback</li> </ul>

# WEST BUSSELTON PRIMARY SCHOOL

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