



BAMBARA
Primary School

Business Plan

2018 - 2020



www.bambaraps.wa.edu.au

OUR FOCUS

This Business Plan 2018-20 prioritises our focuses over the next three years in building **Collaboration**, **Academic Excellence** and **Life Long Learning**.



OUR 5 PRIORITIES

These five priorities will support our students and staff to grow as learners and build on our commitment to prepare our students for the challenges of the 21st Century.



QUALITY TEACHING & LEARNING

We aim to continue to build a professional learning community focussed on personalising student learning.



A CARING & ENGAGING LEARNING ENVIRONMENT

Our learning expectations are consistent and our teaching is research based with a clear reference to monitoring student learning and well-being.



EFFECTIVE LEADERSHIP

Provide leadership opportunities for students, staff and parents and ensure leadership is shared, purposeful and empowering.



STRONG RELATIONSHIPS

Actively seek ways to partner with parents, carers, families and the local community to support student learning and increase enrolments.



OPTIMISING RESOURCES

The school's fiscal and human resources are effectively used to enhance student learning and well-being.

GROWING AS LEARNERS

Students as Learners

In developing our 'learner profile' we have identified 10 qualities we believe will assist students thrive in the 21st Century. We call on the support of our school community and the embedding of whole school practices, values and cooperative learning programs to build the 'learner profile'.



GROWING AS LEARNERS

Teachers as Learners

Our teachers continue to be learners of teaching. We will follow the 'Teaching as Inquiry' cycle to build a professional learning community and achieve improved outcomes for all students. The cycle is an organising framework that will help our teachers learn from their practice and build greater knowledge about how students learn best.



Teaching as Inquiry cycle is a school improvement strategy adopted from international studies.

PRIORITY 1

QUALITY TEACHING & LEARNING

“We aim to continue to build a professional learning community focussed on personalising student learning”



We will:

- ▶ Consolidate the implementation of Teaching as Inquiry cycle.
- ▶ Engage staff in professional learning to implement classroom strategies that support student and staff well-being.
- ▶ Implement whole school improvement program in Numeracy (Geometry and Measurement) and Writing.
- ▶ Focus on integrating Information and Digital Technologies throughout the curriculum.
- ▶ Develop relationships with teacher development schools and the Duncraig Network to further develop teacher's knowledge about the Early Year's program, the teaching of Maths, Writing and Digital Technologies.
- ▶ Implement classroom and co-curricular programs that take into account the learning styles and interests of students.

Our performance:

- ▶ The average performance of Pre Primary students in the On-Entry assessment will equal or exceed the expected 0.5 progression points when tested in Reading, Writing and Numeracy.
- ▶ Year 3 and 5 students are prepared for NAPLAN online in 2019.

Using the annual NAPLAN results:

- ▶ All Year 3 and Year 5 students are at or above the national minimum standard.
- ▶ Student achievement scores in Numeracy (Geometry and Measurement) and Writing are equal to or better than that of like schools.
- ▶ 25% of students will score in the top two proficiency bands in Numeracy (Geometry and Measurement) and Writing.
- ▶ Year 3 students will show a progress of 80 NAPLAN points or more in Literacy and Numeracy when re-tested in Year 5.

PRIORITY 2

A CARING & ENGAGING LEARNING ENVIRONMENT

“Our learning expectations are consistent and our teaching is research based with a clear reference to monitoring student learning and well-being”



We will:

- ▶ In-build goal setting, feedback and self-reflection through iSTAR lesson design.
- ▶ Continue to build the 'learner profile' through our values and cooperative learning programs.
- ▶ Develop consistent practice in the teaching of Writing and develop writing rubrics across year levels.
- ▶ Develop consistent practice in the teaching of Geometry and Measurement ensuring it is integrated across all aspects of Mathematics.
- ▶ Develop clear expectations around behaviour, attitude and effort that are understood by students, parents and staff.
- ▶ Engage in a range of professional learning to promote social and emotional learning, mental health and well-being and support for students, staff and parents.
- ▶ Engage students in non-academic, co-curricular programs.

Our performance:

- ▶ The **National Schools' Opinion Survey** (NSO Survey) results indicate that 'staff receives useful feedback about their work' providing a satisfaction rating of 4 or more.
- ▶ The staff NSO Survey results indicate that 'the school looks for ways to improve' providing a satisfaction rating of 4 or more.
- ▶ The NSO Survey results indicate that 'students like being at this school' with a satisfaction rating of 4 or more.
- ▶ The NSO Survey results indicate that 'student behaviour is managed well' with a satisfaction rating of 4 or more.
- ▶ The attendance rates of students over the school year meets or exceeds that of like schools.
- ▶ The Kitchen Garden program is extended to include Waste Wise accreditation and a 'sensory garden'.
- ▶ Robotics, writer and artist in residence programs are initiated.
- ▶ The MindUP program is implemented from K to Year 6.
- ▶ All staff participate in the National Excellence in School Leadership Health and Wellbeing program.

PRIORITY 3

EFFECTIVE LEADERSHIP

“Provide leadership opportunities for students, staff and parents and ensure leadership is shared, purposeful and empowering”



We will:

- ▶ Key leadership positions and committees are established for all learning areas, including health and well-being.
- ▶ Support staff to build their leadership in areas of curriculum, instruction and student services.
- ▶ Devolve additional leadership roles to Year 5 students which provide a direct link to the learner profile.

Our performance:

- ▶ The NSO Survey results indicate that ‘the school is well led’ with a rating of 4 or more.
- ▶ A Grounds Committee is established to oversee the development of the physical learning environment.
- ▶ Members of the School Board are co-opted in sub-committees to oversee the development of the School Business Plan and the Annual Report.
- ▶ 100% of teaching staff hold key leadership positions in areas of curriculum and instruction.

PRIORITY 4

STRONG RELATIONSHIPS

“Actively seek ways to partner with parents, carers, families and the local community to support student learning and increase enrolments”



We will:

- ▶ Strengthen the relationship between the School Board and school community.
- ▶ Ensure the School Board takes a leading role in representing the school’s interests in community issues.
- ▶ Investigate ways for the School Board to more effectively engage with parents and the community.
- ▶ A sense of belonging and inclusion for all school community members is specifically addressed in school planning through a range of school activities.
- ▶ The school celebrates cultural diversity through whole school cultural days.
- ▶ The school partners with community groups.
- ▶ Support networks are established for new families.

Our performance:

- ▶ The School Board has developed clear communication with the school community.
- ▶ When elections are held for Board positions there are more applicants than positions available.
- ▶ The NSO Survey shows 80% of parent respondents think the School Board is engaged and makes a positive difference to the school.
- ▶ Parent participation in the NSO Survey is increased by 5% annually.
- ▶ The School Board achieves the following meeting attendance targets each year: no member misses more than 3 meetings, collectively all meetings achieve quorum.
- ▶ The NSO Survey results indicate that both parents and staff agree that ‘the school has a strong relationship’ with the local community with a rating of 4 or more.
- ▶ By the end of the Business Plan 2018-20 our enrolments have grown to at least 180+ students.

OPTIMISING RESOURCES

“The school’s fiscal and human resources are effectively used to enhance student learning and well-being”



We will:

- ▶ Staff, parent and community expertise is used to enhance the school’s financial situation through grants, sponsorship and lease applications.
- ▶ Continue to connect with and engage community groups to build the profile of the school.
- ▶ Further develop co-curricular areas in Sport, Technology and Art.
- ▶ The school improvement program is supported by appropriate training for all staff.
- ▶ The Workforce Plan 2018-20 supports the school’s priorities.

Our performance:

- ▶ 95% of school budget is expended each year.
 - ▶ The school supports the P&C in its endeavours to raise funds for the school.
 - ▶ Engage University Science and Engineering post-graduate students to support the school’s STEM programs.
 - ▶ Implementation of extension classes in STEM (robotics and coding) for Years 1-6
 - ▶ A mid-year concert to showcase the school’s music and instrumental program.
 - ▶ The school is successful in funding through community sponsorship and grant applications.
 - ▶ 12-15% of the school budget is set aside for staff professional learning.
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