

BASSENDAN PRIMARY SCHOOL



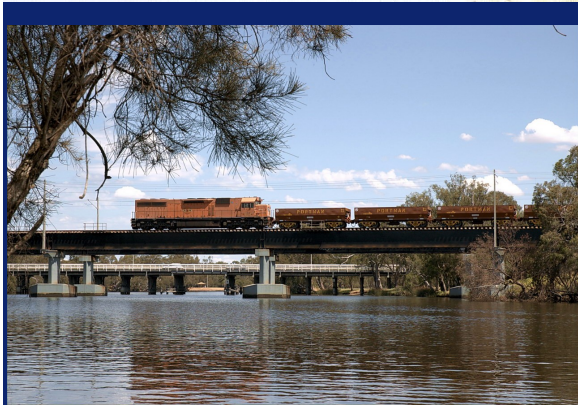
**SCHOOL BUSINESS PLAN
2019 — 2021**



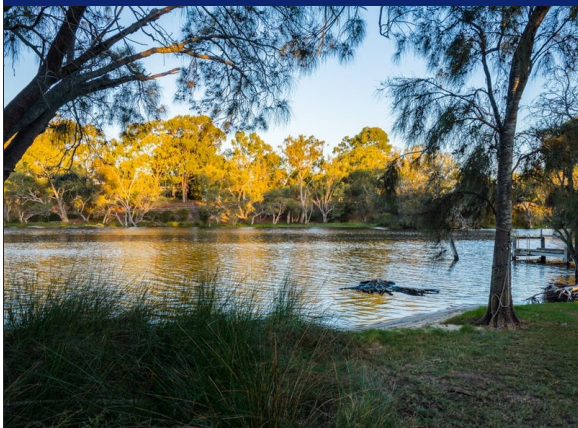
Bassendean Primary School

‘Loyalty and Service’
We are Bassendean Primary School

Nestled between the River and the Railway sits what locals refer to as the village of Bassendean. Bassendean Primary School first opened as West Guildford Primary School in October 1906. In 1922 the West Guildford area, along with the school, was renamed Bassendean.



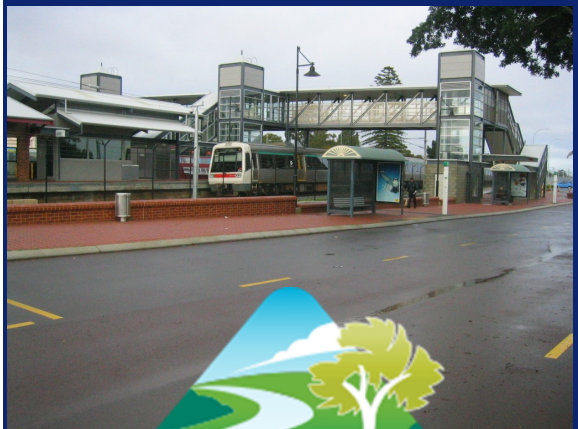
While acknowledging our school’s rich history dating back to 1906, we are foremost a contemporary school engaged in best practice teaching methodology. Many of the families who attend our school are multi-generational and have strong links to the community. We also have many families who have chosen to move into the area and as such become a part of our school community.



Our byline ‘Loyalty and Service’ is steeped in history/ historical in its context. As a school our current interpretation of this is embedded in the work we do through our connections with community. As a school we are committed to each other as our values embody kindness and respect. We believe it is important to serve the community through engaging the students in the volunteer, leadership and sustainability programs at our school.

Bassendean Primary School proudly became an Independent Public School in 2018. This is our first Business Plan and is designed to build upon our shared set of beliefs and values about how children learn best.

Our School Vision is to provide a positive and safe environment that enriches each child’s desire to learn, encouraging them to become happy, responsible, confident members of our community while striving for academic excellence.



We aspire to be a school of excellence where students strive to achieve and be successful. We aim to develop students who are confident and positive in developing meaningful relationships and have an understanding that each individual is different. As educators in partnership with parents, our greatest aspiration is that our students will grow up to be adults who contribute positively to their world.



MORAL PURPOSE

Our students are a community of active and reflective learners with high expectations of themselves and one another. They are encouraged to inquire, understand and develop a desire to learn more.

Each child is appropriately challenged to continually improve, experiencing the self-worth that being a successful, empowered individual brings.

Staff utilise evidence and research and high impact strategies that focus on individuals and the group within a caring classroom and school community.



Faith Integrity Commitment
Effort Empathy Loyalty Unity
Civic Collaborative Duty Caring
Consistency Compassion Respect
Service Humanity
Community Reliable
Committed Responsibility Goals
Focus Family Comradery Pride
Valuing Leadership Helping
Faithful Volunteer Values
Truthful Companionship
Team Work Inspiration
Connection Support Spirit
Helpfulness Others
Willing Consistent
Sharing Giving Kindness
Always Trust Rules
Supportive Heart Contributions
Togetherness Dedication
Friendship Trustworthy Loyal
Responsible Providing
Soul Consideration
Compliance Honest
Following Trying
Common

SCHOOL BELIEFS

In workshops with parents, educators and students, as a school community we believe children learn best when...

- they are motivated and engaged in a purposeful, structured learning environment that caters for individual difference
- there is a positive, mutually respectful relationship between home and school
- staff are highly motivated, professional, skilled and enthusiastic
the environment in which they learn is resource rich, stimulating, safe and engaging.

At Bassendean Primary School we respond to the demands of the twenty first century learner to equip them to be resilient, creative, motivated and confident, using their skills to be critical and creative thinkers. Our experienced teachers collaborate in Professional Learning Communities to share their expertise, refine their skills and develop an understanding of current research and educational trends and initiatives including: the implementation of the Western Australian Curriculum and Early Years Learning Framework, and the National Quality Standards for education and care in Western Australian schools as well as the Aboriginal Cultural Standards Framework.

As an independent public school, Bassendean Primary School implements the identified values, focus outcomes and strategic directions of the Department of Education. We are guided by the four core values of the Department of Education:

Learning, Excellence, Equity and Care

And these are articulated for our community as:

Care, Courtesy, Respect and Responsibility

Care

I show care when I:

- value myself because I am a unique person
- am kind
- help others
- look after the environment

Courtesy

I show courtesy when I:

- use my manners
- acknowledge others
- am polite and considerate
- speak appropriately and listen to others

Respect

I show respect when I:

- consider the feelings of others
- follow the school rules
- accept we are all different
- look after my belongings and other people's property

Responsibility

I show responsibility when I:

- am honest and reliable
- act safely
- do my best



COMMUNITY

Community is vital to our school and we look to our parents and carers to be invested and proactive participants in their child's education. As educators in partnership with parents, our greatest aspiration is that our students will grow up to be adults who contribute positively to their world.

Regular communication with families is essential to maintaining productive and reciprocal relationships between home and school. We provide additional social and emotional support to our community through the School Chaplain and the School Based Support Worker.

We have strong links with the wider community to enhance and broaden the learning opportunities at our school. Students have the opportunity to be involved in River Ranger Cadet Programs, numerous Visual Arts and Drama Festivals, including the Perth International Arts Festival, Choir and a diverse and well-developed sport program, through Local and State Government programs





CONCEPTUAL MODEL

As part of this Business Plan, clear school wide targets are set and communicated with the school community. These fall within the following Conceptual Model which is a driver of school review processes covering the six areas:

1. Teaching Quality
2. Learning Environment
3. Leadership
4. Use of Resources
5. Relationships and Partnerships
6. Core to this is Student Achievement and Progress



1. TEACHING QUALITY

The teaching and learning programs at Bassendean Primary School are designed to ensure that our students are successful engaged learners. The teaching programs are developed by teachers to support and challenge our students. They are research-based, resourced and where appropriate include the integration of a range of technologies.

Student progress is carefully monitored and progress is regularly communicated with parents, via a range of means, including Parent/teacher Meetings, Reports, Parent-Teacher communication in person and via Connect, achievement awards, both school and class based. A case-management approach is used when a child has been identified as being at educational risk, whether this is academic or social and emotional.

Staff place a high expectation on student learning and behaviour and the school strives to assist all students to meet these expectations and to achieve their personal best.

As a staff we believe children learn through inquiry based learning, explicit and direct teaching methods where learning is differentiated and caters for the diverse needs of our student cohort. We are responsive to the directions and imperatives of the Western Australian Curriculum and the School Curriculum and Standards Authority (SCSA).

Effective teaching underpins the delivery of quality teaching and learning. We are committed to developing and supporting our committed teachers so that they can inspire our students and develop in them a love of learning which is an essential requirement for future success.

All staff at BPS work collaboratively to build respectful and positive relationships with their students, parents and the community, developing learning programs to maximise student engagement.

The school's teaching staff are supported through quality professional learning. This is embedded within an action learning cycle by using collaborative reflective processes and feedback which refine teaching practices.

Teachers and Education Assistants will engage in peer observations and discussions about the learning intention. As part of the feedback cycle School Leaders will undertake Class Walk Throughs and observations of classroom practices. Staff are provided with timely feedback.

We believe in developing the whole child at BPS, and are committed to providing a broad range of exciting learning opportunities through our specialist programs including; Languages- Bahasa Indonesian, The Arts (Visual and Performing) and Health and Physical Education.

The Cross-curriculum priorities and the General Capabilities are embedded in all learning areas. They encompass the knowledge, skills, behaviours within the curriculum content which assist in the development of 21st Century learners.

Integrating the use of **ICT** into a range of learning areas is a high priority at Bassendean Primary School. This is achieved through the use of computers, laptops, Ipads and interactive whiteboards. We use a wide variety of interactive, electronic and manipulative STEM tools. This includes using coding and robotics, and consumable materials within the design technology and interactive technologies curriculum. We are working towards using the SAMR model to develop teacher capacity and student learning and engagement.

1. TEACHING QUALITY - SPECIALISED PROGRAMS

The Arts – Visual Arts, Dramatic Arts and Music

We have a robust Arts program at the school which includes Visual and Performing Arts. Students engage in a number of authentic opportunities throughout the year to showcase the work undertaken in The Arts. This includes the School Art Exhibition, which leads onto the Bassendean Town Council Art Exhibition, The Speech and Drama Festival at Governor Stirling Senior High School, and the Choir performing at State and local festivals and events.

In Year 5 the students are tested for their musicality and in Year 6 selected students learn guitar with a Specialist Instrumental teacher from the School of Instrumental Music. Students from Year 3 -6 are invited to join the School Choir. These students perform at a number of festivals and local events throughout the year.



Physical Education

Physical Education at Bassendean Primary School is fun, varied, and encourages skill development and fair play. It provides students with opportunities to participate in class, before and after school, and during their lunch time breaks.

Students are exposed to a wide variety of sport and movement activities during their designated physical education lessons. The focus in the early years is on the development of much needed Fundamental Movement Skills using mini games, obstacle courses and individual practise. In the middle to upper primary years there continues to be skill development but inclusive of a focus on game sense and team play. Physical education lessons are taught by a Specialist Health and Physical Education Teacher.

The physical education program at Bassendean Primary School also provides students with the opportunity to participate in optional sport and training before and after school including Run Club, Sporting Schools Program and Interschool Training with the assistance of parents.

1. TEACHING QUALITY - SPECIALISED PROGRAMS

Languages Other than English (LOTE)

At Bassendean Primary School the students learn Bahasa Indonesian with a Specialist teacher who is a first language speaker. Bahasa Indonesian LOTE covers the fundamentals of the language and is enriched through incursions provided with support of the Indonesian Consulate to develop an understanding of the culture of the Indonesian people.



River Rangers

Our Year Six students are very fortunate to be involved in the River Rangers Cadets Program which is funded by the Department of Biodiversity, Conservation and Attractions in conjunction with the Parks and Wildlife Service. River Rangers engages and educates students to protect our local rivers. It aims to empower students to make positive change to their local communities and waterways and ultimately, their local river park. River Rangers allows students to actively investigate local issues and design, evaluate and share the results of their projects with other schools and the wider community.

Your Move

In 2018-19 we became involved in The Department of Transport and Town of Bassendean **Your Move** Bassendean program. This program supports the community to engage in active travel. In March we held a highly successful Active Travel Festival which saw 91% of our students travel to school by bike, scooter or walking. Through this program we will continue to support active travel to school.



1. TEACHING QUALITY



Broad Strategies - What we do

- Whole school approaches guide the explicit teaching of literacy and numeracy.
- Continue to develop the ICT and STEM skills of teachers and education assistants.
- Assist teachers to develop assessment practices to ensure confidence in diagnosing the impact of the teaching and learning programs.
- Full implementation of the Aboriginal Cultural Standards Framework to deepen the understanding of the history and culture of our Aboriginal people.
- Continue to support the diverse specialist programs and opportunities at school, local and state events.
- School sustainability programs are integrated through learning areas.
- Achieve school wide consistency on strategies to increase quality teaching practices.
- Clearly articulate play-based learning in early childhood so there is a shared understanding with staff and parents.
- Early Childhood and Junior Primary teachers will follow the principles, practices and learning outcomes set out in the Early Years Learning Framework and the National Quality Standards.
- Continue the two-year cycle of Performance and Development underpinned by the Australian Professional Standards for Teacher and the Bassendean Performance and Development documents
- Whole of school processes are embedded within the school for Literacy and Numeracy. This provides the scope for differentiation of the learning programs to support those students who require adjustments to support their learning or accelerate their learning.
- Development of school based Teacher Appraisal initiative, based on research work from the Grattan Institute.
- New staff are inducted and mentoring programs are in place for newly appointed staff and staff in their early years of teaching
- Performance and Development processes which clearly articulate self-assessment, career and development
- Classroom Walk Throughs used as a strategy to provide feedback about student learning.
- Continue to track students and set trajectories of learning through 'above level testing and NAPLAN testing

Monitoring - How we know

- Analysis of progress and achievement in NAPLAN and school based above level NAPLAN testing
- On Entry Assessment analysis, Probe and Alphas Assess
- Grade allocation and teacher judgment analysis
- Words Their Way Spelling Inventories
- Westwood Maths Computation
- Brightpath and Talk 4 Writing– beginning the journey
- Individual and Group Plans
- Wave 3 academic and mental health teacher based judgements
- School self-assessment processes

1. TEACHING QUALITY

Teaching Quality Targets

Improve School NAPLAN performance when compared to Like Schools in Year 3 and 5.

Decrease the percentage of students within the apex of the Wave 3 document to be equal to the population averages of 5 %

By 2021 all staff will have engaged in the peer assessment process and provided constructive feedback to their colleagues.

Teaching staff will have completed the required number of hours of effective Professional Learning (TRBWA) to maintain registration.



2. LEARNING ENVIRONMENT

The work of our staff is highly valued at Bassendean Primary School. Staff work to create an inclusive, engaging and safe learning environment across the school, underpinned by Classroom Management Strategies, processes and support.

It is important that children are equipped to take 'risks' with their learning and in doing so we create an environment which builds resiliency. Much work is done in this area at our school, including the Bounce Back, Zones of Regulation, You Can Sit with Me programs and a range of student leadership opportunities.

Our classrooms are word and numerate print rich environments that scaffold student learning. Teachers display student work that reflects student learning which helps to create a sense of ownership, belonging and pride in the classrooms.

We believe play-based learning is important in early childhood. A child's first teachers are their family. In their daily experiences, they learn about their world, their culture and family. At Bassendean Primary School, we believe play is an essential part of every child's learning.

Through play, children practice and apply what they learnt in the classroom. Play-based learning can be *Child Initiated*, *Guided* and *Adult led*. Teachers carefully plan and support play-based learning as an important part of a balanced approach which includes explicit teaching and instruction.

At Bassendean Primary School we consider the whole child. We believe play is important for all children and we have created a number of play opportunities from active and robust play which assists children as they learn to solve problems, and cooperate with others., Nature play and passive play options. We have a master plan which is under consideration of development by the staff, students, P and C and the Board.



2. LEARNING ENVIRONMENT

Broad Strategies - What we do

- Continue to build strategies that ensure a safe and orderly learning environment.
- Promote and reinforce the School Values. High expectations of behaviour are established for students, staff and parents as defined in the Community Agreement.
- Whole School Behaviour Management and Bullying Guidelines are used consistently by all staff.
- Allocation of EA time is used to directly monitor and supervise students who have been identified as being 'at risk' either medically, socially or emotionally.
- Zero tolerance of violence and threatening behaviour
- Continue our commitment to provide students with extra-curricular activities eg, Running Club, After School Sports, Choir, River Rangers Camp and special events.
- Zones of Regulations and Protective Behaviours are used consistently across the school.
- Utilise the School Chaplain and the School Based Social Worker to assist with social and emotional support and as part of the Student Services Team.
- Continue our War on Waste and Sustainability programs.
- Student User Agreements develop each child's Digital Citizenship in a Cyber safe environment.
- Evacuation Plans and Procedures are updated and practiced.
- Occupational Health and Safety along with Keeping Our Schools Safe (KOWS) Documentation is reviewed, updated.

Monitoring - How we know

- Greater alignment of Grade allocation/teacher judgement analysis and NAPLAN results
- Attitude, Behaviour and Effort (ABE) analysis
- Various individual behaviour plans scoping complex behaviours
- Risk Management Plans for school events
- Students at Educational Risk Database
- Attendance Data
- Behavioural Tracking Data, including Shine Awards
 - Medical Data monitors students with a range of medical conditions
 - Surveys, school based and National School Opinion Surveys
 - The use of support agencies including SENBe, Autism Team, Chaplain and the School Based Support Officer and EdConnect.
- Physical Education data collated over time to demonstrate student fitness
- The number of students enrolled in the extra-curricular activities.

Learning Environment Targets

- By 2021 the area behind the Early Childhood Centre will be landscaped to become an extension of the learning area.
- Maintain attendance levels at or above state mean and improve punctuality results.
- All students requiring intervention receive support.
- Teachers monitor, define and moderate the ABE results across the school.
- Implement and embed the Be you program to support mental health and wellbeing across the school community

3. LEADERSHIP



At Bassendean Primary School we have developed a team of highly professional staff who are encouraged to take on active leadership roles across the school and beyond the classroom context. There is a distributed and shared responsibility of leadership across the school which support student learning.

We have developed a comprehensive Workforce Plan to recruit, retain and develop staff with the skills, knowledge and experience to achieve the school's strategic objectives.

Staff are proactive in their professional learning at the school and within the Swan Valley Network. They are collegial in their approach and learn with and from one another through the action learning cycle which is embedded in school our professional learning processes. The school governance has many branches and each play an integral role in ensuring we help to create the right conditions for student success.

At Bassendean Primary School we have Year 6 Student Councillors and Faction Leaders. These roles are held for semester terms, allowing and encouraging students an opportunity to be involved in student leadership.

Leadership in Sustainability and Friendship Ambassadors is held by our Year 5 students. The Sustainability role assists 'Our War on Waste' and the Friendship Ambassadors assist with the 'You Can Sit with me Program', with alternate lunch time activities and spreading reinforcing the notion of 'Being Kind'.

At Bassendean Primary School we believe it is important to listen to the voice of our students. Once a Term, the Principal holds a Student School Council Meeting which includes student councillors and class representatives. These meetings are based on the Minutes of Class Meetings. These meetings give students the opportunity to share their learning, their successes and concerns. From these meetings items are discussed with Student Council and Staff. Some items also come to the attention of the P and C and the Board, providing an authentic opportunity for the student

Our P and C connect with the parents, staff, students and the Bassendean community. They foster support and community engagement. While our Board works on the school's strategic direction and provides advice and support on key initiatives and compliance issues.

3. LEADERSHIP

Broad Strategies - What we do

- Development of Workforce Plan which articulates the support of the professional growth of staff. This model includes the stages of a teacher's career.
- Clearly articulated roles and responsibilities of staff including the various school based committees. This is inclusive of the roles for Level Three & Senior Teachers.
- Distributed and dispersed leadership opportunities are fostered throughout the school.
- All school leaders continue the focus on student and staff wellbeing.
- Student Leaders initiative, including Year 6 Councillors and Faction Leader, year 5 Friendship Ambassadors and Environmental Leaders and the School Student Council. Student Leadership Program is supported and reviewed annually.
- Staff development is supported through quality professional learning and performance management systems which support and develop school leadership.

Monitoring - How we know

- Survey Data Staff and students.
- • Annual school review data
- Performance and Development process that reflects staff self-assessment and aspirations.
- Teachers undertaken Annual NQS Audit to reflect on the achievements within the seven quality areas in early years (K-2) as part of School Self-assessment Framework.



Leadership Targets

- All committees structures are well planned and members engage in the work of the committee.
- By 2021 the Principal/ Deputy to participate in Principals' Professional Review process
- Teaching staff self-reflect on their professional practice for continuous improvement (e.g. AITSL professional standards and evidence –based research).
- Continue to develop and extend staff leadership opportunities.
- Continue to develop Student Leadership as part of the school governance.

4. USE OF RESOURCES



Core to our work at Bassendean Primary School is the utilisation of resources to support student learning. Bassendean Primary School uses its resources, human, physical and financial, to support progress and achievement and develop the social and emotional learning needs of our students.

We have a wide range of practices and programs to address student needs. The flexible structures and processes enable us to respond to the needs of individual students and their families.

We value sustainability and have implemented a school wide War on Waste. This includes Waste funding, a Waste Wise Committee, Environmental Student leaders and work with the P and C to promote a Community Garden.

Broad Strategies - What we do

- The Board is to note the Delivery and Performance Agreement for Independent Public Schools and the new Funding Agreement guide.
- Continue to develop the capacity of the Finance Committee and School Board members to fulfil their responsibilities including the budget.
- Ensure staff understand the financial requirements that Learning Area Budgets match Learning Area Plans.
- Continue funding the Chaplain and School-based Social Worker.
- Staff are supported through the Student Services Team, including teacher and classroom support through the Learning Support Coordinator and Curriculum Support Teacher.
- Strengthen information technology in the school to support learning, collaboration and management.
- Widen the Board's membership into the community by co-opting members that suit school-based priorities.
- Recruit, develop and manage staff in accordance to strategic needs.
- Work with the P and C, and Board to develop the school grounds plan. The plan developed by a parent is designed to enhance the grounds and gardens, and maximise play areas and natural shade for students while providing outdoor learning areas and supporting sustainability initiatives.
- Student characteristics funding is used to implement appropriate teaching and learning adjustments to support improved outcomes for groups of students
- A balanced budget set each year and includes short and longer term planning for workforce, and reserves to ensure expenditure does not exceed budget
- Induction processes are developed for new Schools Board members.

4. USE OF RESOURCES



Monitoring - How we know

- Feedback and surveys of students, parents and community through the National Schools survey.
- School based surveys of key events
- Development of a Partnerships and Community Engagement Profile
- Annual Report School Review
- Monitoring spending in learning areas ensuring it matches the Operational Plans

Use of Resources Targets

- Ensure funding is available to maintain the roles of the Learning Support and Curriculum Support Co-ordinators to support student learning and quality teaching.
- Plan for Targeted initiatives in terms of human and financial resources.
- Learning Area resources are purchased to ensure they support whole of school targets.
- Procurement and Replacement Plans meet the teaching and learning requirements within the school.



5. RELATIONSHIPS AND PARTNERSHIPS

At Bassendean Primary School we actively seek to enhance each student's learning and well-being in conjunction with families, local businesses, community groups, local and state government and educational institutions.

Parents and families are an integral part of the school community and their children's learning. We believe it is important to have a strong relationship between home and school.

We have a strong collegiate staff at Bassendean Primary School, who work, learn and share their knowledge to support and develop student learning.

We continue to develop relationships with a range of business which support and enhance the students' learning environment and opportunities.

We are responsive to community and broader issues and as part of our school we have in conjunction with our P and C been able to provide a broader range of play options for our students including our newly constructed Nature Play area. Further plans and works are anticipated over the next few years.

We have joined with our community to provide a more sustainable environment for our students. We encourage active travel to school 'Fume Free Fridays' and have initiated our 'War on Waste' which is supported by both the staff and community to have waste free and bin free Wednesdays 'Nude Food Wednesdays'.



5. RELATIONSHIPS AND PARTNERSHIPS

Broad Strategies - What we do

- Maintain and increase the involvement of our parents and the community in school life.
- Maintain (and expand) our relationship and partnerships with local businesses, outside providers and educational facilities that provide learning opportunities for our students, including River Rangers, Hawaiian Group, Barking Gecko, Piaf, ECU Mt Lawley, local Primary and Secondary Schools, Town of Bassendean.
- Engage in opportunities and events which connect students to experiences at a local and global level.
- We support the use of the school grounds by a range of community and business users through the Deed of Licences.
- Support the community with events and programs that involve our students.
- Developing civic responsibilities in our students through charity fundraising and community visits.
- Use our Friendship Ambassadors to promote and sustain strong student relationships.
- Maintain and enhance our positive partnership and effective communication with the Board and P&C
- Future development Ground Plans, including Nature Play and Community Gardens
- Use cooperative learning strategies to enhance each student's ability to work in effective groups.
- Seek opportunities for grants and funding
- Continue with special events such as Assemblies, Volunteer morning teas and Graduation and Busy Bees.
- Continue to build mentor and volunteer relationships with EdConnect.

Monitoring - How we know

- Finance Meetings
- Annual report
- School Review
- Special Events
- Self-Assessment Schedule
- School Board and P and C
- River Rangers Report and Acquittal
- Waste Wise Funding Acquittal
- Financial Audit
- NQS Audit
- Parent Surveys

Relationship & Partnership Targets

- Maintain the high level of parent involvement in school activities and events.
- Maintain or improvement the level of Parent satisfaction through the NSOS Parent Survey.
- Survey parents, teachers and students after special events to gather levels of engagement to support future



6. STUDENT ACHIEVEMENT AND PROGRESS



The school has developed structures and processes to monitor our progress through a cycle of planning, implementation/teaching, and evaluation of the programs as we seek to improve the daily experiences and outcomes for our students.

Staff are committed to our whole school approaches in Literacy and Numeracy, which is embedded to ensure continuity of student learning.



Data is collected on student learning, analysed and trajectories of learning are set. Students who are educational risk are supported through case management processes. Students who are gifted and talented are extended to reach their potential.

All students who require additional support to meet their learning or behavioural expectations are case managed through a dedicated Students Service Team. This team includes the Principal, Deputy Principal, Learning Support Coordinator, School Psychologist, School Based Support officer (Parkerville Association) and the School Chaplain. This team works with parents, staff and outside agencies to support students with additional needs.



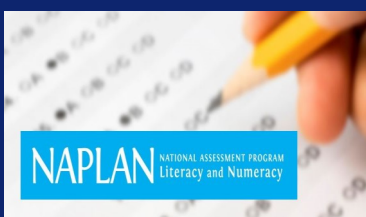
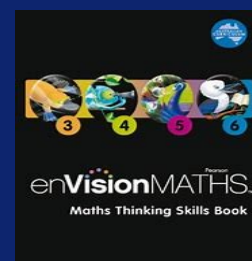
6. STUDENT ACHIEVEMENT AND PROGRESS

Broad Strategies - What we do

- Continue commitment to whole school approaches in Literacy and Numeracy
- Continue the implementation of Talk for Writing, Jolly Phonics and Jolly Grammar
- Use the Words Their Way inventories as a diagnostic tool
- Explicitly teach synthetic phonics in K-3
- Differentiate the curriculum through group and/or one-to-one learning to support the individual needs of students
- Emphasize the role of play-based learning in a balanced curriculum across all year levels
- Continue the implementation of the Brightpath program and moderated student writing across all phases of learning
- Continue with the whole school focus Talk for Writing
- Actively contribute to the Swan Valley Network's programs
- Continue to use the EnVision program monitoring student performance through the concept check-ins
- Continue the whole school focus on basic facts
- Students at educational risk are case managed, they are identified, appropriate intervention is planned for and there is regular review of their progress.
- Continue with both the Reading and Spelling Intervention programs

Monitoring - How we know

- Analysis of achievement and progress from NAPLAN Data
- Analysis of achievement and progress of Above Level Testing for year 2,4, and 6
- On Entry Data analysis (including PP and where students are at education risk inclusive of Year 1)
- School-based tracking of students over time through the use of Probe, Alpha Assess and the Spelling Inventories and EnVision concept check-ins.
- Trajectories of student learning in both Literacy and Numeracy
- Individual or Group planning and achievement
- Review of Individual Education Plans each term to monitor student achievement of set goals.



Student Achievement and Progress Targets

- By 2021 decrease the percentage of students within the apex of the Wave 3 document to be equal to the population averages of 5 %.
- Track students annually through NAPLAN and Above Level testing to measure progress and achievement,
- Ensure intervention strategies support student learning needs.
- Each cohort will show improvement in their NAPLAN achievement data in Year 3 to 5.

SCHOOL SELF - ASSESSMENT

Self assessment is fundamental to an effective school improvement cycle. There are 8 components of the self assessment cycle. At Bassendean Primary School the staff and the Board reflect on and evaluate the performance and plan for improvement.

An improvement agenda

At Bassendean Primary School we have an annual collection and analysis of school wide data, this includes, academic, attendance, behavioural outcomes and student well-being. Data is collected and compared over time, within identified groups and is both system wide and school based.

Targeted use of school resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. Policies, practices and programs assist in identifying and addressing student needs. Our structures and processes enable the school to respond appropriately to the needs of individual learners.

Curriculum Delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

Effective pedagogical practices

Highly effective teaching is the key to improving student learning throughout the school. At Bassendean primary School we use research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

A culture that promotes learning

The school is driven by the belief that every student is capable of successful learning. . We have a priority to build and maintain positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among staff, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

An expert teaching team

The school has a school-wide, professional team of highly able staff, including teachers who take an active leadership role beyond the classroom. There is a shared responsibility for student learning and success, and the development of a culture of continuous professional improvement both to address the needs of the school as well as the needs of the Swan Valley Network.

Differentiated teaching and learning

Teachers address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

School Community partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community

