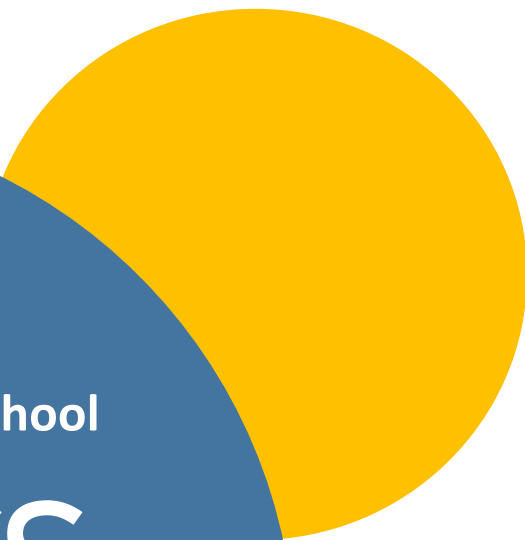




Bassendean Primary School

BUSINESS PLAN

2022-2025



Our Vision

Bassendean Primary School provides a positive, safe and inclusive environment that enriches every child's opportunity to learn, creating meaningful connections for all students while guiding them to achieve excellence, and to be kind, respectful, and resilient members of the community.



OUR EXPECTATIONS

Be Kind

Out of mutual respect we treat each individual with kindness. We support others to engage, we actively listen to, and learn from one another.

Be Safe

As life-long learners, we actively participate in our own learning and support that of others to engage with the world; inquiring, thinking critically and creatively. We take risks and we are safe.

Be Respectful

We value and accept the uniqueness and diversity of everyone in our community. We value the significance and beauty of our environment and we understand and act as custodians of the land and rivers.

Be an Achiever

We recognise that we all learn in different ways, and that, together we play a part in creating learning opportunities where each child can shine and reach their individual potential.



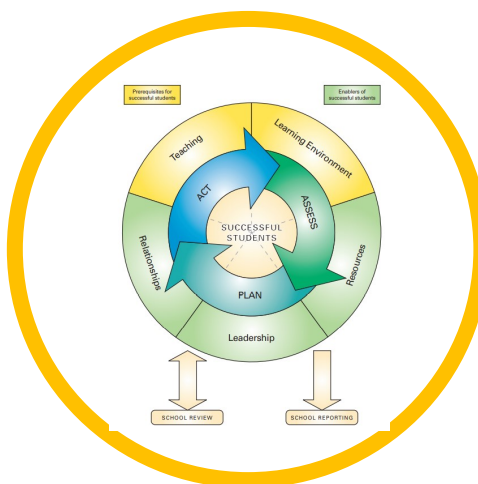
Business Plan

Our Business Plan represents the collective work of our school leadership team, our staff and our School Board in identifying the key elements of the school's targeted improvement agenda. It will guide our focus and practice over the next three years and articulate our priorities, strategies and performance indicators.

Successful students are at the core of our school improvement and accountability framework. All other components connect to, and focus on, the standards of student achievement, both academic and non-academic.

Our school operations are the practices, processes and procedures that enable us to ensure improvement in the standards of student achievement. These include the pre-requisite domains of 'Teaching' and 'Learning Environment' and the enabling domains of 'Relationships', 'Leadership' and 'Resources', and form the framework of the Business Plan.

We review our practices, processes and procedures internally and receive external validation of our progress through the Public School Review process.



We monitor and review student performance in academic and non-academic achievement and progress.

The School Improvement and Accountability conceptual model is core to our focus on developing successful students.

TEACHING



WHOLE SCHOOL APPROACHES

To ensure consistent implementation of the curriculum we have agreed whole school teaching approaches across the year levels in Literacy and Numeracy to support whole school teaching through High Impact Teaching Strategies (HITS) and an evidence-based approach.

EARLY CHILDHOOD

Further develop Early Childhood teaching practices to ensure we provide high quality, evidence-based learning opportunities in the Early Years, ensuring we balance curriculum delivery with explicit instruction and opportunities for choice and playful practice. Learning opportunities include open-ended, inquiry based tasks to support the development of problem solving and creativity.

PHYSICAL EDUCATION

Continue to develop students' skill level and sportsmanship, encouraging them to become active members of the school community. Through our Physical Education program we promote student health and wellbeing to assist students to be active participants in sporting interests beyond school life.

THE ARTS

Continue to strengthen the Arts skills, knowledge and understanding inclusive of all students within the school and develop new opportunities within the wider community to explore multi-disciplinary arts.

ICT and DIGITAL TECHNOLOGY

Develop and extend staff knowledge in ICT and Digital Technologies capabilities to support student learning. ICT and Digital Technologies will be incorporated into every day learning, through direct teaching and integration of learning areas.

TARGETS

- BPS Whole School Processes Model is apparent in classroom practices (Performance Development Cycle , and self-assessment, peer observation, Administration class walk-throughs)
- Showcase students' understanding and skills learnt in the Arts to the school community.
- Staff embed the Technologies Curriculum into their practices and utilise technologies for teaching and learning planning and communication.
- Students use technologies through a range of curriculum areas in every day learning.
- Year 5 and 6 students use laptops as a learning tool.
- All classes use Seesaw, CONNECT and Teams as online learning platforms.

*Be equipped with
contemporary and
emerging*

*Strengthen and support
our whole-school
approach to quality
teaching with a focus on shared
beliefs, purposeful staff
collaboration,
differentiated quality teaching and
informed decision-making using
quality data.*



LEARNING ENVIRONMENT



POSITIVE BEHAVIOUR SUPPORT (PBS)

Develop, review and renew our PBS Plan with reference to feedback from staff, students and community (including SET surveys for each Year level). Effectively share and communicate the updated plan with the school community to encourage consistency, understanding and ownership by all.

STUDENT AGENCY

Staff build the capacity of their students critical thinking and problem solving skills so our students can thrive within the learning environment. Students develop ownership of their learning. They are engaged and connected to their learning and develop deeper understandings of the curriculum content.

STAFF WELL-BEING

Review the Staff Wellbeing Plan. Re-engage a Wellbeing Committee and identify staff to develop initiatives and plans to support and foster staff wellbeing. Review processes to support an environment where all staff feel supported and have the opportunity to flourish.

STUDENT SERVICES

Annually review the student services case management approach to best support and meet the changing needs of students with additional needs and those at risk.

DATA LITERACY

Build teacher capacity around data literacy and the use of data to inform evidence-based teaching practice. Staff are confident and effective in the use of data to inform decision making about student wellbeing, achievement and progress to target future planning.

TARGETS

- Primary Attendance rating to be at or the same as Like Schools.
- The school achieves all elements of the National Quality Standards (NQS) Quality Area 3—Physical and Environment.
- Through PBS create a whole school matrix and learning sequence for each Expectation. — Be Kind, Be Safe, Be Respectful, Be An Achiever
- Develop each PBS Matrix into year levels and learning sequences which will be actively taught across the school.
- Data Literacy - Teacher judgements will be within expected grade allocation in English, Maths, Science and HASS.

*Unlock and fulfil their
learning potential.*



Provide an inclusive and welcoming school environment where the staff and students alike, feel valued and supported in their work and learning.

RELATIONSHIPS & PARTNERSHIPS



SCHOOL BOARD

Investigate and develop stronger communications strategies for the Board to build school and community understanding of the Board's role.

Review and refine Board processes including formal DOE Board Training for new and existing members.

COMMUNITY PARTNERSHIPS

Develop and strengthen relationships and partnerships between key stakeholders (including the Town of Bassendean, BPS School Board, P&C, Camp Australia, Hawaiian, Barking Gecko, River Rangers and Trillion Trees) the Administration team and staff to support school and industry initiatives which further enhance and support student learning and engagement.

RECONCILIATION ACTION PLAN (RAP)

In conjunction with our Aboriginal families and staff, develop and implement strategies for a RAP and introduce an ongoing cycle of assess/review/plan. Focus on creating opportunities to work collaboratively with local communities, including our Aboriginal community, to determine aspirations and maximise opportunities for students. Connect to local Aboriginal histories, cultures and languages, to strengthen well-being, engagement and achievement.

TARGETS

- In conjunction with the RAP Committee inclusive of parents, community members and staff, implement actions and commitments articulated in the School's Reconciliation Action Plan and build upon the Aboriginal Cultural Standards Framework.
- Continue to develop strong and purposeful relationships with external agencies and businesses.
- The School Board members utilises CONNECT Community to access documents and minutes.
- The Board undertakes an annual self-reflection survey demonstrating its effective engagement in its school governance.

Develop the personal and social attributes that form the basis of future wellbeing.



Provide a positive school climate with strong parent support and purposeful relationships with the local and broader community.

LEADERSHIP



STAFF LEADERSHIP FRAMEWORK

Support staff who are aspirational in their career. Develop and formalise a staff leadership framework that serves to support staff undertake leadership opportunities.
Resource and review the Distribute Leadership Model in response to identified needs and priorities.

STUDENT LEADERSHIP

Continue to provide a range of authentic student leadership opportunities that develop values and character, interpersonal skills and active citizenship current practices of student leadership that enables student voice, and support all students to develop leadership skills including the senior school leadership roles.
Continue to engage Student Voice through Class Meetings and the Student School Council Meetings.

RIVER RANGERS

Enhance the Year 6 students learning and leadership opportunities through the River Rangers Cadetship as they actively engage with Boodja and Bilya: learn about the indigenous culture, develop deeper understandings of environmental studies and engage with the community to protect the land, river and waterways.

TARGETS

- The school self assessment cycle is completed and reviewed each year.
- All staff reflect on school practices and set targets for improvement.
- Feedback from students engaged in leadership roles reflect that their contributions are valued and supported by the staff and students.
- Student School Council continues to add value to the school with ideas, concerns and actions to support students in the school.
- Students actively engage and learn about environmental studies. Feedback from students supports the value and success of the Rive Rangers Program.

Develop leadership practices that support excellence, encourage and facilitate participation and focus on creating a culture of shared responsibility to improve our student outcomes and school performance.

*Creating future leaders in
our students and staff*



USE OF RESOURCES



HUMAN RESOURCE MANAGEMENT AND WORKFORCE

Strategically plan, recruit, develop and manage staff to ensure we have the capacity to successfully implement the school improvement agenda. Considerations include staff reducing FTE, staff on various forms of leave and staff retirements along with staff recruitment processes.

FINANCE COMMITTEE

A fully operational Finance Committee, with representation across the staff, oversees budget allocations with a focus on resourcing priority areas and supporting the school improvement agenda, prioritising resource allocation based on student performance evidence and aligned to strategic and operational plans.

ASSET REPLACEMENT

Asset replacement schedules are implemented with a focus on replacement and updating of classroom furniture and fittings and student learning resources including digital technologies and ICT equipment. A robust replacement plan is in place to ensure that financial resources are allocated annually.

TARGETS

- Learning Area and Priority Area (Literacy and Numeracy) Plans are appropriately resourced with budgets that are well-managed and adhered to.
- Continued focus on the purchase and maintenance of Science, STEM and Maker Space resources.
- The Student Characteristics and Targeted Initiatives funding provide support to identified students' learning needs.
- Financial Audit is Excellent across all areas.
- Workforce Plan successfully implemented to ensure succession planning, and the focused use of staff to support school needs and priorities with a balanced use of Fixed-Term staff and allocation of permanent appointments.
- Equipment, furniture and resources are maintained and upgraded as specified in replacement schedules.

*Maximising our resources to
prioritise learning
opportunities*



*Ensure school resources:
human, physical and financial,
are strategically used to
support targeted school
improvement and maximise
student achievement.*

STUDENT ACHIEVEMENT & PROGRESS



WHOLE SCHOOL IMPROVEMENT

Continue to ensure a rigorous and cohesive cycle of school improvement with a focus on fostering excellence in student learning and a celebration of student talents and achievements – *Every Student, Every Classroom, Every Day*. Classroom Plans are reflective of the school Operational and Business Plans, aligning with the Department of Education's strategic directions.

WHOLE SCHOOL DATA

Whole school data is used by staff to inform student progress and achievement. Staff regularly review whole school and class data to inform point of error, and learning trends in the classroom and year level to inform planning and teaching.

STUDENTS AT EDUCATIONAL RISK (SAER)

Identified students who require additional support are tracked by class teachers and case managed through the Student Service Team. Learning trajectories and individual learning plans are implemented and reviewed. Individual Learning Plans are reviewed on a cyclical basis with the support of external agencies, where applicable.

TARGETS

- Student performance (achievement and progress) to consistently match that of 'Like schools' across all areas in Year 3 and 5.
- Progress is evident in On-Entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN data for the stable cohort.
- Achieve longitudinal improvement in student progress and achievement:
- Identified students are case managed and data supports and informs learning progression in identified areas.
- Student progress in Progressive Achievement Test (PAT) in Reading, Mathematics and Science demonstrates year on year progress.

*Achieve year on year growth in
their learning.*

*Provide an inclusive welcoming
school learning environment
where they staff and students
alike, feel valued and supported in
their work and learning.*



GLOSSARY



Business Plan A collaboratively developed document that outlines the school's strategic

Aboriginal Cultural Standards Framework (ACSF) A tool to assist the school to reflect on the level of cultural responsiveness.

Digital Technologies Electronic tools and systems for teachers and students to support and enhance learning opportunities.

Distributed Leadership Model Building capacity in staff, utilising the leadership strengths and expertise of staff members.

Like Schools

NAPLAN A standardised test for all students across Australia in Years 3,5,7 and 9 in Literacy and Numeracy.

Operational Plan A detailed plan in each learning area that articulates the actions, processes and resources needed each year to enact the Business Plan.

On Entry Testing Assessments in basic Literacy and Numeracy skills in the early years of learning to target planning for learning.

Progressive Achievement Tests (PAT) Standardised tests which track student learning, providing teachers with further information to measure progress and achievement.

Reconciliation Action Plan (RAP) A series of commitments to foster knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

SET

Student Characteristics Funding allocated to schools for students: Including Aboriginality, disability, English as a Second Language, or Dialect, and social disadvantage.

Student Voice The ability of students to have agency in their education.

