

# BUSINESS PLAN

## 2020- 2022



# ABOUT Us

Bateman Primary School, situated 11km south of Perth City, caters for approximately 350 students from Kindergarten to Year 6. The school has a strong literacy and numeracy focus with each child catered for at their level of need and ability across the whole school. It became an Independent Public School in 2017 and caters for a wide range of cultural backgrounds.

Bateman Primary has a deserved reputation of being a very community-focussed school, with parents playing an important role in supporting our children. The school features a very active P&C and School Board which support the school in meeting the academic & social outcomes for our students.

The P&C provides classroom and school-wide resources while the School Board works to ensure school governance and that our direction is in-line with our stated community-developed vision for the school.

Staff are very strong supporters of the changes that are continuing to happen at Bateman Primary to ensure that we provide the best possible opportunities to allow all students to achieve success. The staff value and promote the development of the 'whole child' whilst striving for excellence in all that we do. They work actively in developing whole-school and phase-of-learning strategies and participate in committees designed to ensure our programs are vibrant and Best Practice.

To supplement quality classroom programs, the school also has excellent Science, Music, Physical Education and Mandarin classes. Bateman Primary provides cluster-grouping opportunities for those students who have formally been identified as gifted, to allow them to flourish with like-minded students. As a multi-cultural school we are very culturally aware and have sought links with various community leaders including indigenous elders to ensure we are culturally responsive to the needs of all.



# FROM THE BOARD



The Bateman Primary School Business Plan for 2020 to 2022 has been inspired from the lessons learnt from the previous plan and feedback gained from the school-based and Board surveys of parents, pupils and staff during 2019. In developing this Plan the Board and school have utilised available data on student performance and strategic imperatives of the Department of Education as outlined in its Strategic Plan and Focus documents.

At Bateman Primary we share an **Underlying Belief** that every child has the capacity to excel in whatever they choose and that it is our role to provide our children with the tools to unlock and realise their full potential. To be successful in this we will focus on just three core **Values**; “**Excellence, Whole Child** and **Community**”. By creating a balance between these **Values** we will deliver on **Our Vision**.

To enable successful implementation of **Our Vision** and to provide a method for monitoring and measuring to ensure continual improvement we will focus our planning on the following six focus areas, which also support our **Values**:

1. Leadership
2. Teaching Quality
3. The Learning Environment
4. Student Achievement and Progress
5. Use of Resources
6. Relationships and Partnership

# OUR BELIEFS & VISION

## BELIEFS

At Bateman Primary School we believe that all children have the capacity to excel in whatever they choose, and it is our role to guide them to maximise their opportunities for development.

## VISION

To empower our children to realise their full potential to become successful learners and future-ready citizens.



# OUR GUIDING PRINCIPLES



To realise Our Vision we will focus on three core Values, which are further underpinned by our Guiding Principles:

## EXCELLENCE

- **WORLD CLASS PEDAGOGY:** Bateman Primary School is a place where educators are provided with the resources and opportunities to excel within an environment which fosters staff collegiality and mutual support.
- **PERSONALISED:** Staff believe that all children are unique and strive to discover their individuality and tailor their teaching to achieve that.

## WHOLE OF CHILD

- **LEARNING ENVIRONMENT:** Attending Bateman Primary School will be fun and enjoyable for the whole community.
- **NURTURING:** Our role is to provide a supportive and resilient environment in which to promote the whole-of-life development of our children.

## COMMUNITY

- **COLLABORATIVE:** Staff collaborate with the children's guardians to unlock and realise the child's full potential.
- **ACCESSIBLE:** The school is central to the community and promotes the use of its assets by all.

# FOCUS AREA ONE:

## LEADERSHIP

*A distributed model that supports staff and supports our shared moral purpose.*

- BPS operates with a school-wide shared moral purpose to improve students' learning outcomes.
- Our distributed leadership philosophy encourages leadership opportunities at all levels of the school.
- School-wide analysis and discussion of systematically collected data on student outcomes is a high priority.

### TARGETS:

- All staff demonstrate commitment to our school distributed leadership.
- Identify and support staff to achieve greater qualifications or pursue leadership opportunities.
- Students are provided with leadership opportunities.

### STRATEGIES:

- Committees inform the school about current curriculum initiatives and plan for their implementation through the development of operational plans.
- Senior Teachers and Level 3 Teachers demonstrate leadership in their designated areas of school operations.
- Members of the Admin Team have clearly defined roles in which they lead.
- Provide opportunities and support staff to engage with leadership roles.
- Student opinion is sought and helps to inform curriculum focus and direction.
- Students are provided with leadership opportunities through faction captain, Wellness Warrior, Tech Head and other programs.



# FOCUS AREA ONE:

## LEADERSHIP MILESTONES

- Committees have operational plans that are reviewed annually to evaluate their success.
- Staff identify areas in which they can assist/lead and this is documented and reviewed annually.
- Committees have a clear understanding of their roles and responsibilities which are reviewed annually.
- Senior and L3 Teachers report their role regularly at staff meetings.
- Staff have a clear understanding of the role of all administration staff and know who to seek assistance from. This is reviewed annually.
- 1 or 2 staff will achieve an increased teaching status or promotion or be part of the Department's Leadership Mentoring Initiative by the end of 2022.
- Staff leadership success is celebrated regularly at staff meetings, Weekly Words, Daily Notices, Assemblies, Newsletters and other appropriate forums.
- Each student body meets regularly to discuss and provide feedback to relevant staff which is then passed on to appropriate committees for consideration and possible inclusion in planning and procedures.



# FOCUS AREA TWO:

## TEACHING QUALITY

*An explicit focus on the development of quality teaching and professional growth.*

- BPS recognises that highly effective teaching is the key to improve learning throughout the school.
- BPS will build upon its established professional learning community to sustain our pursuit of continuous school improvement. This includes self-reflection, classroom observation, feedback, action learning, mentoring and coaching.
- On-going development and collegiate support to build capacity drives our individual improvement goals and professional development plans for excellence in teaching.

### TARGETS:

- Observation has a positive impact on staff classroom performance.
- Learning in Early Childhood is through intentional play-based activities.
- There is professional learning and a policy for catering for gifted students.
- Professional Learning is based on the identified needs of staff.
- Staff gain enhanced capacity to effectively deliver STEAM learning opportunities in the classroom.
- Staff morale and well-being is enhanced.
- Professional Learning and Workforce planning ensure a well-prepared workforce.
- All staff demonstrate our shared values of teaching and learning in their classroom.

### STRATEGIES:

- Utilise Peer and Admin Observation at least twice a year to develop consistent good practice teaching methodology.
- Provide frequent opportunities for staff collaborative planning and moderation.
- Have a dedicated Early Childhood Deputy and a GATE coordinator.
- Encourage and define intentional play-based learning in Early Childhood.
- Implement performance management for all staff based upon the AITSL Standards for Teachers and JDF for non-teaching staff around individual, school and Department needs.
- Provide at least 2 whole-school STEAM days per year plus other activities to enhance teachers' capacity to conduct effective STEAM activities.
- Actively promote staff well-being through wellness activities, developing staff culture and improving the physical and working environment for staff.
- Implement a 3-year Professional Learning Plan and a Workforce Plan.
- Review and Refine the "Who We Are" document on teaching and learning.

# FOCUS AREA TWO:

## TEACHING QUALITY MILESTONES

- Peer Observation is identified as being a major positive contributor to staff professional development in staff surveys to be conducted in 2020 and 2022.
- A Junior Primary Deputy Principal coordinates Early Childhood pedagogy and staff development and the development of an Early Childhood Policy.
- Learning opportunities in K and PP are readily identified as intentional play-based learning and examples are also evident in Year 1 and Year 2.
- A Gifted Program Coordinator provides professional learning for all staff and targeted learning for “cluster teachers” as well as coordinating the Gifted Program.
- The “Cluster Model” for grouping gifted students is positively accepted by staff and parents, as demonstrated in survey feedback, and achieves positive academic and social/emotional outcomes for identified students as demonstrated through academic testing and staff/parent feedback to our Gifted Program and Student Services Coordinators
- All staff are performance managed and their individual learning needs identified and met where possible.
- Whole-school professional learning occurs for areas identified by data and in-line with the 3-year professional learning plan developed.
- There are 2 whole-school STEAM activities each year and staff also demonstrate through performance management that they are effectively implementing learnt strategies in class.
- The well-being of all staff is enhanced by a range of activities available to all and demonstrated through staff feedback to Admin and the Positive School Committee.
- A Workforce Plan for 2020 – 2022 is developed and implemented.
- A Professional Learning Plan for 2020 – 2020 is developed and implemented.
- The “Who We Are and What We Believe” document is revised and implemented in all classrooms.

# FOCUS AREA THREE:

## THE LEARNING ENVIRONMENT

*A safe, supportive and inclusive learning environment sustained by a welcoming cohesive school culture.*

- BPS believes that students are most receptive to learning when they are happy and relaxed and have positive relationships with peers and staff.
- As well as mental wellness, students are impacted upon by their physical surrounds and BPS believes that maintaining an attractive and functional environment is very important.

### TARGETS:

- Students have the language and skills to resolve friendship and relationship issues.
- Students demonstrate positive social-emotional health and are ready to maximize learning opportunities.
- All students and families are able to access the support they need from the school and agencies.
- Buildings and grounds are both functional and attractive to enhance student learning and well-being.
- More ground areas are created and developed to allow students to have a range of play options available to them.
- Lunchtime and before and after-school activities are available to students to meet their interest levels.
- Our kitchen garden and cooking programs are embedded and we establish a range of environmental programs.

### STRATEGIES:

- Continue to focus on the “Whole-Child” utilizing the “U R Strong” program to develop language, skills and positive mindsets to build strong emotional well-being and negate violent interactions.
- Continue with activities such as Yoga, Mindfulness strategies and the Wellness Festival.
- A Student Support Deputy coordinates the needs of students, families and staff.
- Implement a Good Standing Policy in 2020 to supplement our Positive Behaviours Policy.
- Continue to develop our grounds and buildings to ensure that they meet the needs of students and staff.
- Expand upon existing playgrounds and areas for students to play creatively. Develop an area for Year 6 students.
- Provide out-of-class opportunities for students in areas such as Mandarin, music, chess, writing and coding.
- Continue our cooking and kitchen garden projects and build on our recycling programs.

# ***FOCUS AREA THREE:***

## **THE LEARNING ENVIRONMENT MILESTONES**

- Pre and Post testing of “You Are Strong” indicates a positive impact of the program on students’ understanding and capacity to use the language and strategies of the program.
- Staff and students are using common language in the classroom and playground.
- Student survey data highlights the positive impact of social-emotional programs on their wellness and attitude to school.
- There is a decrease in negative behaviour recorded in tracking books and Student Information System.
- The Good Standing strategy is understood by all parties and its positive application is highlighted in behaviour data.
- Feedback from parents, staff and students indicates that they are able to access the support they require for students, either at school or through outside agencies, by liaising with the Student Services Deputy.
- Our Grounds & Buildings Committee reports positively on the progress happening in the Grounds Development Plan 2020 – 2022.
- Feedback from Year 6 students is positive with regards to the area in the grounds developed specifically for their use.
- Enrichment opportunities are available for students at lunchtime and before and after school.
- The cooking program runs efficiently and is enjoyed by students, as demonstrated by feedback from staff and students.
- The kitchen garden is well maintained through student and staff input and produces much of the produce needed for the cooking program.
- Initiatives for environmental programs such as recycling are introduced and embedded.

# FOCUS AREA FOUR:

## STUDENT ACHIEVEMENT & PROGRESS

*A school-wide focus on maximizing academic achievement for every student*

- BPS follows the sequential stages of the Western Australian Curriculum across all learning areas.
- Evidence-based teaching practices are facilitated in all classrooms, including explicit instruction, to maximise learning for student success.
- Targeted early-intervention strategies are applied to planning using available data.
- BPS recognises that student performance is enhanced when students are socially and emotionally well and focuses on the development of the “Whole Child”.

### TARGETS:

- NAPLAN will be comparable with like-schools in Year 3 and Year 5.
- Progress made by Year 5 students in NAPLAN will be comparable to that of like-schools.
- Progress made by Year 3 students in NAPLAN compared to On-Entry data will be comparable to that of like-schools.
- NAPLAN data in Writing will be comparable to like schools by 2022.
- Yearly average stanines for PAT-R and PAT-N will increase or remain constant for each cohort as it progresses through the school.
- Students are confident and competent users of technology in the classroom.
- Students in Early Childhood are developing attitudes, skills and knowledge through play-based opportunities.
- Student attendance will remain around the 95% level across the school.

### STRATEGIES:

- Utilise whole-staff data analysis to inform planning and teaching.
- Provide differentiation in all lessons to allow students to access the curriculum at their level of need and ability.
- Provide cluster grouping opportunities for identified gifted students.
- Explicitly teach literacy and numeracy.
- Implement a school-wide Writing program “Talk 4 Writing” following staff PL in 2020.
- Provide support for identified weak Year 1 and 2 readers through the Mini-Lit program.
- Assess the need for students in Y3 – 6 to access the Macq-Lit support reading program once Mini-Lit is embedded.
- Utilise iPads for tablet technology usage in the classrooms that focuses on the high end of the SAMR model.
- Balance academic attainment with a focus on student social-emotional well-being.
- Develop a pedagogic profile for teaching of Early Childhood students at Bateman Primary incorporating WA Curriculum, Early Years Framework and the National Quality Standards.
- Individual attendance is tracked and plans developed for students where attendance is becoming a concern.

# ***FOCUS AREA FOUR:***

## **STUDENT ACHIEVEMENT & PROGRESS MILESTONES**

- Whole-staff data analysis of NAPLAN, PAT and other data is informing school-wide and phase of learning planning.
- Agencies such as the Fremantle Language Development Centre are utilised to audit programs and provided appropriate targeted professional learning for staff.
- Student performance and progress for Year 3 & 5 students is consistently comparable to like-school performance.
- Progress in PAT-M and PAT-R is consistent or increasing and students progress through the school.
- All lessons are differentiated to allow all students to access the curriculum.
- Cluster grouping allows identified gifted students greater academic and social-emotional support.
- Research-based support programs such as MiniLit are available to support and develop skills in identified students.
- Talk 4 Writing is being utilised in all applicable classrooms by Semester 2 2020.
- Students demonstrate increased confidence and skill development in the use of tablet technology as measured by student survey data and our scope and sequence document.
- Student emotional well-being is increasing as measured by student survey feedback, student services data and observable behaviour.
- A school-based Early Childhood philosophy and teaching and learning strategy is developed and implemented during 2020 and modified after phase of learning review.

# FOCUS AREA FIVE:

## USE OF RESOURCES

*Human and Physical resources are utilised in a way to maximise the learning opportunities for all students.*

- BPS will maximise the use of its human and physical resources to maximize the academic, social and emotional outcomes of our students.
- The school will maintain iPads as the tablet technology for use in the classroom and as its BYOD option.

### TARGETS:

- Staff have access to professional development, mentoring and coaching as required.
- Identified student needs are catered for.
- Classrooms and learning areas are well-equipped with the physical resources necessary to run effective teaching and learning programs.
- Spending is demonstrably linked to school priorities and systemic directions.
- Reserve accounts provide for long-term or emergency projects.

### STRATEGIES:

- Provide levels of support to ensure all staff stay current in terms of pedagogy and curriculum knowledge.
- Provide specialist support for identified students through quality teaching, EA's and specific evidence-based programs such as Mini - Lit
- Purchase resources matched to curriculum initiatives driven by research and data interrogation to increase student outcomes.
- Prioritise spending on identified school initiatives driven by data and Department direction.
- Maintain reserve accounts to meet anticipated needs and replacement of physical resources.



# FOCUS AREA FIVE:

## USE OF RESOURCES MILESTONES

- Fiscal resources are available for teacher relief and course costs to allow staff to complete identified professional learning.
- Identified staff are able to access support from staff or externally to reinforce or improve identified aspects of their performance.
- Resourcing for support of identified students is spent on the provision of educational assistants, assessment and planning, support programs, classroom resources, teacher release and support time and professional learning.
- Staff report that classrooms are adequately resourced in terms of furniture, infrastructure and consumable materials.
- Adequate resources are available and prioritised for grounds and buildings development.
- The Finance Committee considers all requests for resourcing from committees and individuals and allocates available resources according to identified priorities.
- The School Board is able to see the links between the School Development Plan and the allocation and spending of funding in the annual budget.
- Our reserve budgets have anticipated future expenditure clearly identified, a pathway to meeting these future needs established and funds dedicated from each annual budget to ensure funding for future projects is available.



# FOCUS AREA SIX:

## RELATIONSHIPS & PARTNERSHIPS

*Engaging in strong sustainable partnerships through trust and excellent levels of communication and collaboration.*

- BPS will actively enrich student learning and well-being by collaborating with parents and the community.
- The school recognises the partnership between the school and the community it serves and works to support the diverse individual needs of its families.
- Partnerships with parents/carers, the community, other educators and training institutions, local businesses and community organisations are forged to address the wide-ranging needs.

### TARGETS:

- Parent feedback to communication between home and school is positive.
- Increasing numbers of parents are volunteering to work in the classrooms and in the school grounds.
- Our Board is effective in governance of the school.
- The P&C represents the parent community and continues to grow in size.
- BPS will continue to be an active contributor to the Riverton-Rossmoyne Cluster meetings.
- Community input is used to develop our business plans and guide our planning.
- Survey feedback can be highlighted in our planning and processes.
- Our school seeks greater outreach through local media, businesses and internal publications.
- An effective Reconciliation Action Plan is developed.

### STRATEGIES:

- Aim to provide at least two parent information evenings each year around relevant topics depending on interest levels, in addition to showcasing tablet technology use in open classroom sessions.
- Utilise Connect and other digital media.
- Utilise parent volunteers to support student learning and grounds development.
- Maintain the capacity of the P&C and Board to represent our diverse community.
- Liaise with network schools to improve Y6 transition and develop teacher competency.
- Act on survey results from parents, students and staff to inform decisions.
- Seek community input into our Vision, Values and direction.
- Improve our community visibility through improved and increased marketing opportunities.
- Investigate options to increase discretionary funding.
- Provide access to families to third party providers of services.
- Develop a Reconciliation Action Plan to improve our delivery of outcomes in the Aboriginal Cultural Framework.

# FOCUS AREA SIX:

## RELATIONSHIPS & PARTNERSHIPS MILESTONES

- Feedback received from parents in surveys, daily communication and informal conversations is overwhelmingly positive.
- The school actively seeks to address individual and group concerns raised by parents.
- Parents and community members continue to volunteer to assist in classrooms, on excursions and with grounds development programs.
- Communication levels with parents and the office/classroom utilise programs such as Connect and parent feedback on levels of communication is very positive.
- The school's website is current and reflective of the school.
- The School Board is able to discuss school issues in an informed way due to the reports it receives a week prior to any meetings.
- The Board uses data, feedback and available documents when developing and monitoring the School Business Plan.
- Parental input is sought and acted upon when setting the direction of the school.
- Parent Information Evenings are held regularly to allow parents to be aware of educational direction, school practices, local interests and parenting advice/support.
- Support is available to allow families to access additional support for their child where necessary.
- The P&C is actively supported and promoted by the school through the newsletter, assemblies and other communications.
- Financial requests to the P&C are in-line with our Business Plan and school-community interest initiatives.
- Regular communication and the highlighting of events within the school results in greater local media coverage.
- The school buildings are available for use outside school hours for approved groups.
- A before and after-school program exists for the convenience of families.
- A Reconciliation Action Plan is developed and implemented across the school and monitored by our Cultural Awareness Committee.

# GLOSSARY OF TERMS

<p><b>ABORIGINAL CURRICULUM FRAMEWORK</b> An outline of the topics and understandings needed to be embedded in all teaching across all learning areas.</p>	<p><b>AITSL STANDARDS</b> A set of 7 standard for all Australian teachers in which they may be ranked from “Graduate” to “Lead”</p>	<p><b>BUSINESS PLAN</b> Similar to a strategic plan where a school’s vision and targets are supported by strategies to achieve these.</p>	<p><b>BYOD</b> Bring Your Own Device. We have a voluntary iPad BYOD program from PP to Year 6 to increase tablet technology access for students.</p>
<p><b>CLUSTER-GROUPING</b> Taking 6 – 8 identified gifted students and putting them in same class for their educational and emotional growth.</p>	<p><b>“CONNECT”</b> A web-based communication system used to connect schools to families and other groups.</p>	<p><b>DISTRIBUTED LEADERSHIP</b> Where all staff members have the opportunity to lead areas of the school’s programs and practices.</p>	<p><b>FOCUS DOCUMENTS</b> A series of annual documents linked to the Classrooms First program which lay out government foci for the year.</p>
<p><b>GOOD STANDING POLICY</b> New in 2020 this approach will determine if a student is able to participate in selected addition activities based on set criteria.</p>	<p><b>INDEPENDENT PUBLIC SCHOOL (IPS)</b> A government school with greater autonomy over its finances and staffing decisions.</p>	<p><b>LEVEL 3 TEACHER</b> An experienced teacher who has demonstrated high level skills. This teacher is expected to lead staff in some field.</p>	<p><b>MINI-LIT (1 - 2) AND MACQ-LIT (3 - 6)</b> Evidence-based reading fluency programs to support identified students in a small group setting.</p>
<p><b>NAPLAN</b> Australia-wide testing of numeracy and literacy for Year 3, 5, 7 and 9 students.</p>	<p><b>PARENTS &amp; CITIZENS (P&amp;C)</b> A volunteer parent body who meet to fundraise and create social and educational opportunities for students and families.</p>	<p><b>PAT-M and PAT-R TESTING</b> Australian-normed maths and reading tests for all students from Year 1 – 6. Designed by ACER.</p>	<p><b>PEDAGOGY</b> An old Greek word most commonly understood as the approach to teaching and learning.</p>
<p><b>PEER OBSERVATION</b> Where staff are filmed and observed by other staff to provide an avenue for self-reflection and improved classroom performance.</p>	<p><b>POSITIVE BEHAVIOUR POLICY</b> Our policy which lays out expected behaviours and consequences for not meeting those expectations.</p>	<p><b>PROFESSIONAL LEARNING (PL)</b> Targeted courses designed to address a need in our teaching and learning programs as identified by data or the Department.</p>	<p><b>RECONCILIATION ACTION PLAN (RAP)</b> A plan of strategies to integrate the Aboriginal Cultural Framework across all learning areas.</p>
<p><b>RIVERTON-ROSSMOYNE CLUSTER</b> Rossmoyne SHS and its 6 feeder primary schools who meet each term to improve teaching quality and liaison.</p>	<p><b>SAMR MODEL</b> Substitution, Augmentation, Modification, and Redefinition. The stages of effective technology use in classroom teaching.</p>	<p><b>SCHOOL BOARD</b> An elected group of parents and staff who meet twice a term to ensure school governance.</p>	<p><b>STEAM</b> Science, Technology, Engineering, Art and Maths combined to create stimulating learning scenarios for students.</p>
<p><b>STRATEGIC PLAN</b> A plan that outlines strategies and targets, usually over 3 years. We had strategic plans before we became an IPS.</p>	<p><b>“U R STRONG”</b> One of the wellness and social/emotional programs we use across the school to aid friendships and student wellness.</p>	<p><b>WHOLE-CHILD</b> Focusing on the development of a child’s social and emotional growth as well as academic growth.</p>	<p><b>WORKFORCE PLAN</b> A review of the existing workforce and strategies to address any deficits in the workforce in the near to mid future.</p>

# TARGETS AND STRATEGIES QUICK CHECK

## LEADERSHIP TARGETS

- All staff demonstrate commitment to our school distributed leadership.
- Identify and support staff to achieve greater qualifications or pursue leadership opportunities.
- Students are provided with leadership opportunities.

## TEACHING QUALITY TARGETS

- Observation has a positive impact on staff classroom performance.
- Learning in Early Childhood is through intentional play-based activities.
- There is professional learning and a policy for catering for gifted students.
- Professional Learning is based on the identified needs of staff.
- Staff gain enhanced capacity to effectively deliver STEAM learning opportunities in the classroom.
- Staff morale and well-being is enhanced.
- Professional Learning and Workforce planning ensure a well-prepared workforce.
- All staff demonstrate our shared values of teaching and learning in their classroom.

## LEARNING ENVIRONMENT TARGETS

- Students have the language and skills to resolve friendship and relationship issues.
- Students demonstrate positive social-emotional health and are ready to maximize learning opportunities.
- All students and families are able to access the support they need from the school and agencies.
- Buildings and grounds are both functional and attractive to enhance student learning and well-being.
- More ground areas are created and developed to allow students to have a range of play options available to them.
- Lunchtime and before and after-school activities are available to students to meet their interest levels.
- Our kitchen garden and cooking programs are embedded and we establish a range of environmental programs.

## LEADERSHIP MILESTONES

- Committees have operational plans that are reviewed annually to review their success.
- Staff identify areas in which they can assist/lead and this is documented and reviewed annually.
- Committees have a clear understanding of their roles and responsibilities which are reviewed annually.
- Senior and L3 Teachers report their role regularly at staff meetings.
- Staff have a clear understanding of the role of all administration staff and know who to seek assistance from. This is reviewed annually.
- 1 or 2 staff will achieve an increased teaching status or promotion OR BE PART OF THE Department's Leadership Mentoring Initiative by the end of 2022.
- Staff leadership success is celebrated regularly at staff meetings, Weekly Words, Daily Notices, Assemblies, Newsletters and other appropriate forums.
- Each student body meets regularly to discuss and provide feedback to relevant staff which is then passed onto appropriate committees for consideration and possible inclusion in planning and procedures.

## TEACHING QUALITY MILESTONES

- Peer Observation is identified as being a major positive contributor to staff professional development.
- A Junior Deputy Principal coordinates Early Childhood pedagogy and staff development and the development of an Early Childhood Policy.
- Learning in K and PP is identified as intentional play-based learning and examples are also in Year 1 and Year 2.
- A Gifted Program Coordinator provides professional learning for all staff and targeted learning for "cluster teachers" as well as coordinating the Gifted Program.
- The "Cluster Model" for grouping gifted students is positively accepted by staff and parents.
- All staff are performance managed and their individual learning needs identified and met where possible.
- Whole-school professional learning occurs for areas identified by data.
- There are 2 whole-school STEAM activities each year and staff show through PM that they are effectively implementing learnt strategies in class.
- The well-being of all staff is enhanced by a range of activities available to all.
- A Workforce Plan for 2020 – 2022 is developed and implemented.
- A Professional Learning Plan for 2020 – 2020 is developed and implemented.
- The "Who We Are and What we Believe" document is revised and implemented in all classrooms.

## LEARNING ENVIRONMENT MILESTONES

- Pre and Post testing of "You Are Strong" indicates a positive impact of the program on students.
- Staff and students are using common language in the classroom and playground.
- Student survey data highlights the impact of social-emotional programs on their wellness and attitude to school.
- There is a decrease in negative behaviour recorded in tracking books and SIS.
- The Good Standing strategy is understood by all parties and its positive application is highlighted in behaviour data.
- Feedback from parents, staff and students indicates that they are able to access the support they require for students.
- Our Grounds & Buildings Committee monitors the progress of the Grounds Development Plan 2020 – 2022.
- Feedback from Year 6 students is positive with regards to the area in the grounds developed specifically for their use.
- Enrichment opportunities are available for students at lunchtime and before and after school.
- The cooking program runs efficiently and is enjoyed by students.
- The kitchen garden is well maintained through student and staff input and produces much of the produce needed for the cooking program.
- Initiatives for environmental programs such as recycling are introduced and embedded.

# TARGETS AND STRATEGIES QUICK CHECK

## STUDENT ACHEIVEMENT & PROGRESS TARGETS

- NAPLAN will be comparable with like-schools in Year 3 and Year 5.
- Progress made by Year 5 students in NAPLAN will be comparable to that of like-schools.
- Progress made by Year 3 students in NAPLAN compared to On-Entry data will be comparable to that of like-schools.
- NAPLAN data in Writing will be comparable to like schools by 2022.
- Yearly average stanines for PAT-R and PAT-N will increase or remain constant for each cohort as it progresses through the school.
- Students are confident and competent users of technology in the classroom.
- Students in Early Childhood are developing attitudes, skills and knowledge through play-based opportunities.
- Student attendance will remain around the 95% level across the school.

## USE OF RESOURCES TARGETS

- Staff have access to professional development, mentoring and coaching as required.
- Identified student needs are catered for.
- Classrooms and learning areas are well-equipped with the physical resources necessary to run effective teaching and learning programs.
- Spending is demonstrably linked to school priorities and systemic directions.
- Reserve accounts provide for long-term or emergency projects.

## RELATIONSHIPS & PARTNERSHIPS TARGETS

- Parent feedback to communication between home and school is positive.
- Increasing numbers of parents are volunteering to work in the classrooms and in the school grounds.
- Our Board is effective in governance of the school.
- The P&C represents the parent community and continues to grow in size.
- BPS will continue to be an active contributor to the Riverton-Rossmoyne Cluster meetings.
- Community input is used to develop our business plans and guide our planning.
- Survey feedback can be highlighted in our planning and processes.
- Our school seeks greater outreach through local media, businesses and internal publications.
- An effective Reconciliation Action Plan is developed.

## STUDENT ACHEIVEMENT & PROGRESS MILESTONES

- Whole-staff data analysis of NAPLAN, PAT and other data is informing school-wide and phase of learning planning.
- Agencies such as the Fremantle Language Development Centre are utilised to audit programs and provided appropriate targeted professional learning for staff.
- Student performance and progress for Year 3 & 5 students is consistently comparable to like-school performance.
- Progress in PAT-M and PAT-R is consistent or increasing and students progress through the school.
- All lessons are differentiated.
- Cluster grouping allows identified gifted students greater academic and social-emotional support.
- Research-based support programs such as MiniLit are available to support and develop skills in identified students.
- Talk 4 Writing is being utilised in all applicable classrooms by Sem 2 2020.
- Students demonstrate increased confidence and skill development in the use of tablet technology as measured by student survey data and our scope and sequence document.
- Student emotional well-being is increasing as measured by student survey feedback, student services data and observable behaviour.
- A school-based Early Childhood philosophy and teaching and learning strategy is developed and implemented during 2020 and modified after phase of learning review.

## USE OF RESOURCES MILESTONES

- Fiscal resources are available for teacher relief and course costs to allow staff to complete identified professional learning.
- Identified staff are able to access support from staff or externally to reinforce or improve identified aspects of their performance.
- Resourcing for support of identified students is spent on the provision of educational assistants, assessment and planning, support programs, classroom resources, teacher release and support time and professional learning.
- Staff report that classrooms are adequately resourced in terms of furniture, infrastructure and consumable materials.
- Adequate resources are available and prioritised for grounds and buildings development.
- The Finance Committee considers all requests for resourcing from committees and individuals and allocates available resources according to identified priorities.
- The School Board is able to see the links between the School Development Plan and the allocation and spending of funding in the annual budget.
- Reserve budgets have anticipated future expenditure clearly identified, a pathway to meeting these future needs established and funds dedicated from each annual budget to ensure funding for future projects is available.

## RELATIONSHIPS & PARTNERSHIPS MILESTONES

- Feedback received from parents is overwhelmingly positive.
- The school actively seeks to address individual and group parent concerns.
- Parents and community members continue to volunteer.
- Communication levels with parents and the office/classroom utilise programs such as Connect and parent feedback on levels of communication is very positive.
- The school's website is current and reflective of the school.
- The School Board is able to discuss school issues in an informed way..
- The Board uses data, feedback and available documents when developing and monitoring the School Business Plan.
- Parental input is sought and acted upon when setting the direction of the school.
- Parent Information Evenings are held regularly.
- Support is available to allow families to access additional support for their child..
- The P&C is actively supported and promoted by the school.
- Financial requests to the P&C are in-line with our Business Plan.
- Regular communication results in greater local media coverage.
- The school buildings are available for use for approved groups.
- A before and after-school program exists for the convenience of families.
- A Reconciliation Action Plan is developed and implemented across the school.