

BUSINESS PLAN

2023-2025



ABOUT Us

Bateman Primary School is located in the suburb of Bateman, 14km south of Perth City. Our school is focused on the development of the "Whole Child" through a whole-school Wellness approach which seeks to create a safe and inclusive school environment for every student, and excellent teaching practice.

To engage every student at their level of need, we differentiate all learning activities to provide both support and extension opportunities. We employ a Student Services Coordinator and a GATE coordinator to ensure that we are able to work closely with families to meet the social, academic and health needs of their children. High levels of individual support and the belief in student wellness are key principles for our whole school community. We utilise our school chaplain in our wellness programs and support learning with evidence-based programs such as MiniLit and MacqLit with trained teachers and provide support for those with a non-English background.

We support classrooms by providing specialist teachers in Mandarin, Science, Phys. Ed. and Music as well as running a kitchen garden cooking program in which students plant and care for vegetables and fruit, collect eggs and produce and then follow recipes to prepare and eat the things they have grown.

We have an opt-in BYOD iPad program, and all classes are well-resourced in terms of technology and other teaching resources.

We have an amazingly supportive and diverse school community who believe in our "Whole-Child" philosophy and are active in activities around the school. Our grounds and beautiful and families are encouraged to use our facilities after school and on weekends. The school provides out-of-school-hours care and access to third party providers onsite to cater for the needs of our families.



OUR BELIEFS

We believe in encouraging and supporting our students as they navigate their own journey through life.

We nurture each child to develop the *courage* to be who they are, the *creativity* to develop new ideas and approaches, the *confidence* to try, succeed or fail, the *compassion* to understand, appreciate and *connect* with others, and the *curiosity* to want to discover more as they develop a love for learning.

We believe students thrive when they have a Voice and are in a safe, engaging and inclusive environment that is cultivated from caring and connected relationships.

DEVELOP QUALITIES

In developing the whole child, we create a sense of belonging and empower students to thrive in their social, emotional and cognitive development.

- **CONFIDENCE:** We believe in ourselves and in our abilities, with a positive mindset around the process of learning. We encourage each other to be flexible thinkers and, with the support of our community, become confident and resilient learners as we face new challenges.
- **COURAGE:** When we desire to know more, we are curious. When we are curious, we find the courage to pursue our endeavours. We aim to provide opportunities that encourage fun and curiosity. Students share responsibility for their learning recognise and grow from their mistakes.
- **COMPASSION:** Kindness is values, practiced, and modelled to promote and foster happiness and belonging. Differences are valued as assets, and we develop cultural responsibility to act with compassion and empathy towards one another.

BUILD CONNECTION

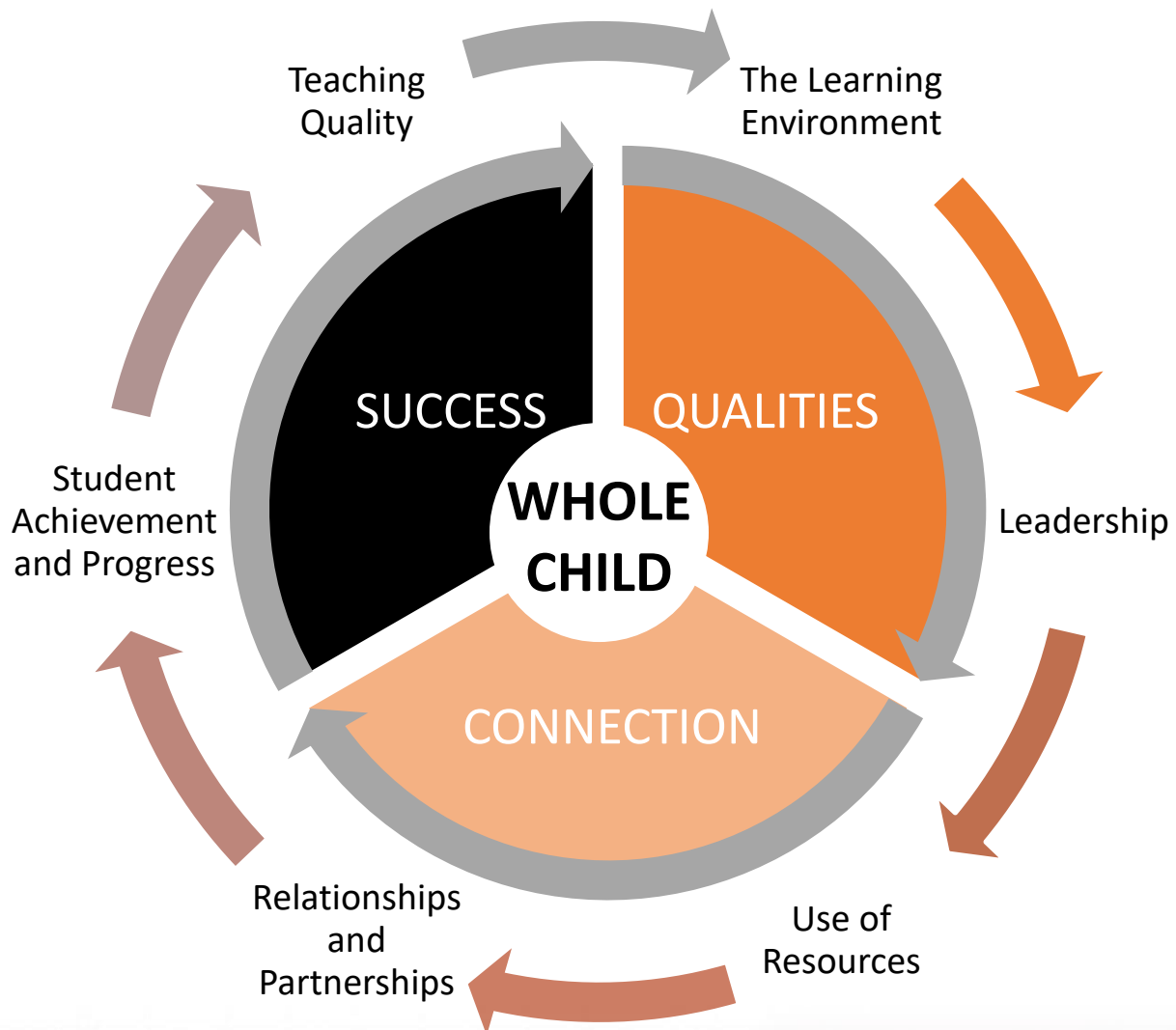
Building strong and trusting relationships is integral to the holistic development of our students. These relationships exist within multiple connections across our school- between students, staff, parents, the environment and community. We are committed to building these connections through nurtured relationships. From being connected, we maximise the potential for our students' achievements in both academic progress and social-emotional well-being.

SEEK SUCCESS

We aim to inspire and guide students to attain their personal best through high quality teaching practices that respect and cater to their needs and aspirations. Success is supported and celebrated across multiple domains of development to cater for individual growth and achievement. Our learning experiences seek to engage and encourage creative and agile thinking whilst promoting enjoyment for learning.

OUR VISION

With the whole child in focus, we work together to create a learning environment where all students can utilise the values, skills and knowledge to succeed in the opportunities and challenges of today, and into their future.



FOCUS AREA ONE:

RELATIONSHIPS & PARTNERSHIPS

Bateman Primary School will engage in strong sustainable partnerships through trust, common purpose, collaboration and excellent levels of communication to increase improved student opportunities and performance.

- Bateman Primary will enrich student learning and well-being by working collaboratively with parents and the broader community.
- The school recognises its partnerships with the community and works to support the diverse individual needs of its families.
- Clear communication at all levels allows partnerships to flourish.
- The school will seek input from families and will act on this input.
- Student Voice is recognised and embraced.
- Professional relationships between staff flourish through collaboration and result in enhanced outcomes for students.
- The School Board fulfils its role in supporting school governance.

TARGET	STRATEGIES
There is a positive climate on staff based on trust and respect.	<ul style="list-style-type: none">• Develop shared purpose and a clear understanding of staff roles.• Collaborative time is provided at a year level and committee level for planning and analysis.
There are positive relationships between the school and families.	<ul style="list-style-type: none">• Our communication with families is clear, consistent and sensitive.• Listen to parent input and act upon this communication where appropriate.• Cultural factors are acknowledged and embraced.• Parental support is measured through the Parent Survey, formal and informal written and verbal feedback, participation in school events and the quality of relationships between school and home.
Partnerships exist or are developed to meet the needs of our school community.	<ul style="list-style-type: none">• Third-party providers work with students and families on-site.• Case Conferencing is managed to a high standard.• Our Aboriginal community and local Elders are consulted and engaged.• Positive working relationships exist with the P&C and School Board.• Student Voice is recognised and acted upon through the Student Council and other developing channels.
School governance is facilitated through the School Board.	<ul style="list-style-type: none">• Members understand the function of the Board.• Members understand their role.• Board meetings address all areas of governance across the year and questions on operation and performance can be addressed.



FOCUS AREA ONE:

RELATIONSHIPS & PARTNERSHIPS MILESTONES

- There is a positive climate on staff based on mutual respect and an understanding of everyone's roles, as shown in surveys and feedback.
- Shared planning time is maximised on curriculum, assessment and operational issues.
- Committee time is utilised to develop programs and activities for students across the school.
- Parents report satisfaction of the levels of communication from classrooms and school.
- Parents acknowledge that their concerns have been addressed positively.
- High quality case conferencing supports students and their families through working in partnership to obtain increased social and academic outcomes.
- Parents show their support for the school through survey responses, participation in events and positive interactions with staff.
- The school website is current and reflective of the school.
- The school and P&C work in unison to support the students in the school.
- The School Board is able to discuss school issues in an informed way by being supplied with relevant information prior to meetings.
- The Board uses data, feedback and available documents when monitoring the Business Plan and school performance. It utilises community input when developing the Business Plan and reviewing policies.
- Leadership opportunities and suitable strategies are developed to allow students to have a genuine voice in school issues.
- High communication levels exist with our Aboriginal community.
- A RAP is developed that builds a safe and inclusive environment for Aboriginal students and grows all students' understanding of Aboriginal culture.
- Changes are made in our assembly welcome, anthem and building names to reflect Aboriginal links to school site.
- Partnerships exist for third party providers to support students and families onsite whenever possible.
- An out-of-hours care facility is available for families at the school.
- The school's buildings and grounds are available outside school hours for local groups.



FOCUS AREA TWO:

LEARNING ENVIRONMENT

Bateman Primary School will be a safe, positive, supportive and inclusive learning and working environment for all staff and students, with strategies to support all students, particularly those at social and educational risk.

- Bateman Primary will create a safe, caring, inclusive and culturally responsive classroom and whole-school environment through our student-wellness focused approach.
- We will utilise positive student behaviour and attendance to enhance student learning and participation and thus increase outcomes.
- Enhanced health and wellbeing of students and staff is our focus and our key strategy in increasing social, academic and welfare outcomes.
- Bateman Primary will continue to supply exceptional support and strategies for identified and imputed Students at Educational Risk (SAER) and form partnerships with families.
- We will continue to determine ways to maximize student voice and ensure we are receptive to its important messages.
- We will continue to develop the school's physical environment to enhance learning experiences and invite our community to enjoy these outside instruction hours.

TARGET	STRATEGIES
There is an identifiable high level of staff and student well-being across the school.	<ul style="list-style-type: none">• Mindfulness programs, UR Strong and Wellness Festivals engage all students.• Positive School Committee develops strategies to further grow student well-being.• Positive School and Social Committees support staff wellness.• Programs like the Kitchen Garden/Cooking project engage our students.• iYarn program to track staff and student wellness.
High levels of attendance and positive behaviour are evident.	<ul style="list-style-type: none">• Students are motivated to attend school and encouraged and supported to behave appropriately.• Parents are engaged in the school and send the students ready to learn.
Classrooms and the wider school community is safe, caring and culturally aware and responsive.	<ul style="list-style-type: none">• The school's values and beliefs are shared with and supported by families.• Our Cultural and Positive School Committees support our approach and develop programs to enhance our environment and practices.• We are proactive in engaging with local Elders and embed Aboriginal culture in our greetings, anthem, buildings and curriculum. Similarly, we acknowledge our large Chinese cultural background.
Maintain an exceptionally high awareness of the needs of our identified SAER students, funded or not, and provide outstanding support to these students and their families.	<ul style="list-style-type: none">• Employ a Student Services Coordinator.• Employ a GATE Coordinator to assist teachers to engage identified gifted students.• Further develop our case conference procedures to fully meet the needs of students through partnerships between parents, staff and third parties where appropriate.• Provide appropriate professional learning and resources to enable staff to best support students.
Provide increased opportunities for Student Voice to be heard and acted upon	<ul style="list-style-type: none">• Increase student leadership opportunities.• Have student leaders present their ideas at staff meetings.• Provide opportunities for students in lower years to have input into decision making or senior student leadership groups.

FOCUS AREA TWO:

LEARNING ENVIRONMENT MILESTONES

- There is a positive climate on staff based on mutual respect and an understanding of everyone's roles.
- Wellness programs such as "UR Strong" are engaging students and providing them with coping skills. Survey data shows they value the programs.
- Student behaviour, attendance data and feedback shows that students feel safe at school.
- Our Cultural, Positive School and Social Committees address issues of student and staff wellness.
- Cultural diversity is embraced, and special days celebrated.
- Aboriginal perspectives are taught in all classes across the school.
- Our Student Services Coordinator provides excellent support to staff and families to facilitate increased learning and social opportunities for identified students.
- Our GATE Coordinator upskills staff to best cater for identified gifted students and conducts high-interest courses for students.
- Targeted professional learning is available for all staff to cater for student needs.
- Student Voice is shared with staff and impacts our decision-making.
- The kitchen garden program supports the cooking program and students enjoy the program.



FOCUS AREA THREE:

LEADERSHIP

Bateman Primary School will provide clarity of vision and a sense of direction in implementing Department priorities and community input to meet the learning needs of our students. We will look to increase the leadership opportunities and capabilities of all staff.

- Bateman Primary will ensure that Department imperatives are incorporated into our school vision and priorities.
- School planning is evidenced-based and meets the individual learning needs of our students.
- Classroom practice is aligned to the School Curriculum and Standards Authority expectations.
- Leadership opportunities are provided to staff through our committee structure, phase of learning planning teams and access to relevant professional learning opportunities for future school leaders.
- Staff have access to feedback, through professional review, and to instructional support.
- Change management is applied to identified areas of need in a clear and timely manner.

TARGET	STRATEGIES
A shared vision exists based on the belief that all students can learn and grow.	<ul style="list-style-type: none">• Staff interrogate Focus documents and align them to Department 4-year plan and the BPS Business Plan.• “Who We Are & What We Believe” is reviewed & updated by staff each year.• Staffing processes focus on selection of staff members with a shared vision.
Classroom pedagogy is phase of learning appropriate and consistent.	<ul style="list-style-type: none">• Peer and admin. observations ensure consistent practice across phases.• Differentiation is planned for in all activities and learning opportunities.• Professional learning and support is available for all staff as needed.
Staff input into all curriculum and social program planning is at whole-school and phase of learning level.	<ul style="list-style-type: none">• Committees plan across the school for learning areas and non-academic.• 4 hours of shared planning time is provided for each year group.• Staff contribute to non-compulsory policy and procedure planning.• All staff participate in analysis of data and planning from this analysis.
Staff are encouraged to seek leadership opportunities and increase their status.	<ul style="list-style-type: none">• Committee structure provides leadership opportunities for all staff.• Encourage teachers to attain Senior Teacher, Level 3 Teacher status or deputy or principal positions at other schools.• Provide appropriate learning opportunities for identified staff.
All Change Management is transparent and based on identified need.	<ul style="list-style-type: none">• Staff are provided with all relevant information when change is necessary/anticipated and consulted on options where appropriate.
Professional review and staff development are based on the regular sharing of feedback.	<ul style="list-style-type: none">• All staff participate in the Department’s performance review process.• Staff feedback is through ongoing formal and informal meetings.• Classroom and admin observations support staff.• Leaders provide guidance and support to staff.

FOCUS AREA THREE:

TARGET	STRATEGIES
All staff have a deep understanding of Aboriginal histories and culture in a local and broader setting.	<ul style="list-style-type: none">• Appropriate PL is provided for all staff.• Local elders are engaged in school planning and activities when appropriate.• Staff have a shared vision of why we teach Aboriginal perspectives through discussion and planning.
Resourcing meets the needs of staff and students.	<ul style="list-style-type: none">• Appropriate levels of support staff are employed to meet the needs of funded and non-funded but identified students.• Staff submit budget requests and are cost centre managers.• Staff from each phase of learning are on the Finance Committee.• Appropriate staffing is supplied to run identified evidence-based learning programs.• An asset replacement plan and budget is in place.

LEADERSHIP MILESTONES

- Staff understand the links between Department priorities and school planning and can identify key foci.
- Staff beliefs and practices about teaching and learning outlined in “Who We Are” are consistent with those of the Department and Bateman community and the direction of the school.
- There is a demonstratable link between school and classroom planning and data.
- Our classroom practice is consistent across the school and aligns to SCSA.
- Staff are keen to lead our committees or demonstrate leadership at staff meetings, planning days or other occasions.
- Staff provide appropriate professional learning or share knowledge at planning days and staff meetings.
- Senior teachers coordinate shared planning times and our MIS cycle of testing.
- Staff are increasing their qualifications with teachers aspiring to Senior Teacher, Level 3 or administrative positions.
- All staff participate in the Department developed performance management process.
- Aboriginal perspectives are taught across the school with the purpose of providing students with knowledge and positive attitudes.
- Staffing resources are available to run all school programs and to support identified and non-identified students.
- Staff acting as cost centre managers ensure that all programs are well resourced.
- An assets replacement plan exists and there is appropriate annual budgeting to anticipate future replacement of assets and resources.



FOCUS AREA FOUR:

USE OF RESOURCES

Bateman Primary School will manage its resources in a targeted manner to maximise learning opportunities and outcomes for all students.

- Bateman Primary will ensure that financial management complies with the Funding Agreement for Schools (FAS).
- Resource allocation is evidence-based and practices support school planning.
- Targeted funding is used appropriately to support student learning.
- Workforce planning aligns with student needs.

TARGET	STRATEGIES
Our processes and practices are in-line with FAS requirements.	<ul style="list-style-type: none">• Manager of Corporate Services manages day-to-day operations.• Finance Committee assist with setting and managing the budget.• Reports are presented to the School Board before each meeting.• External audits of the school's processes occur regularly, a self-audit assessment is completed annually and a summary statement provided in the Annual Report.
Budgeting aligns with school planning.	<ul style="list-style-type: none">• Funding is available for identified priorities in strategic and operational planning.• Staff supply budget requests according to their cost-centre area of responsibility.
Targeted funding is used to support student learning.	<ul style="list-style-type: none">• Appropriate levels of EA support and resources are available to support identified students.• Resourcing is available to support case management and the involvement of families and staff in this for best outcomes.• Identified evidence-based programs are resourced to support student learning.
Physical resources and assets are monitored through a replacement management process.	<ul style="list-style-type: none">• All assets are listed on a register and money put into a reserve budget each year to cover replacement at end-of-life.• Lease agreements are completed for expensive ICT items to help manage and spread their cost.
Funding provided for Aboriginal students is available to support their learning opportunities.	<ul style="list-style-type: none">• A budget is established for resourcing specific programs.• Performance analysis data informs spending.
Workforce Planning is ongoing and provides for on-going change over time.	<ul style="list-style-type: none">• A workforce plan has been developed to anticipate staffing needs and changes over time.• Negotiations with staff support class structure and staffing levels.

FOCUS AREA FOUR:

USE OF RESOURCES MILESTONES

- MCS and Principal complete appropriate financial training.
- Our Finance Committee directs funding into school priority areas.
- The Board receives financial updates before meetings and can ask questions about spending.
- There is a clear link between allocated funding and school spending on areas such as student support, social disadvantage and Aboriginal students.
- There is a clear link between funding and school performance.
- Classrooms and support programs are well resourced.
- Case Management is supported through teacher release, additional psych time and a school chaplain.
- There is an asset report and corresponding budget areas to ensure the replacement of expensive items over time.
- Lease agreements exist for the majority of IT products.
- There is a Workforce Plan in place for 2023 – 2025.



FOCUS AREA FIVE:

TEACHER QUALITY

Bateman Primary School staff share the belief that the success of every student is critical, and that quality teaching is the key factor in achieving this success.

- Bateman Primary staff share similar beliefs about teaching and learning across the school.
- High levels of planning and collaboration allow staff to deliver and assess quality teaching aligned to the WA Curriculum.
- Lessons and activities are differentiated in all learning areas to allow students to access them at their level of need.
- Analysis of data informs planning and is the basis of reporting progress and achievement to parents.
- Appropriate professional learning is provided for all staff and graduate teachers are supported through school-based and Department agencies.

TARGET	STRATEGIES
Common agreement amongst staff about how students learn and what is good teaching practice.	<ul style="list-style-type: none">• Staff contribute to and revise “Who We Are and What We Believe”.• There is a shared approach to most lessons. (STAR)• There are school-wide programs in English and Maths.• Peer and admin Observations ensure consistency of practice across the school.• Whole-school and individual professional learning is available to all staff.
High levels of collaboration exist for planning, assessing and reporting on student achievement.	<ul style="list-style-type: none">• Each year group has 4 hours of common DOTT each week.• School-wide programs exist in English and Maths, all staff utilise BrightPath and common assessment tasks such as PAT-R and PAT-M each year.• Moderation is practiced across all 4 classes in each phase.• There are clear expectations on formal and informal reporting to parents.
Differentiation of teaching and tasks allows all students to access the curriculum and experience success.	<ul style="list-style-type: none">• Differentiation occurs in all learning areas and in single classes.• Opportunities exist for ability group cross-setting, high interest cross-setting and gender-based classes as appropriate.• Support programs exist to support teachers in Reading and with students from non-English speaking backgrounds.• Learning opportunities are provided for identified gifted students.
Staff analysis of data is accurate and informs our planning and reporting.	<ul style="list-style-type: none">• Staff receive training on how to interpret and employ NAPLAN, PAT, BrightPath and other data.• Opportunities are provided to year groups and relevant committees to access data to inform their planning and assess the effectiveness of our programs and teaching• There is a high correlation between teacher judgements and NAPLAN data in Year 3 and 5, and in On-Entry testing in Pre-Primary.

FOCUS AREA FIVE:

TARGET	STRATEGIES
Professional Learning is relevant to whole school needs or personalised to individual goals.	<ul style="list-style-type: none">• Professional learning around Department priorities and directions is provided for staff at the start of each year.• Relevant whole-school learning is provided for school-based programs such as Heggerty, Letters & Sounds, Talk 4 Writing, our school developed spelling program and our wellness programs for students.• Individual learning needs are identified through staff self-reflection, peer and admin observations, performance review meetings and student need.
Graduate teachers are supported and given every opportunity to flourish.	<ul style="list-style-type: none">• A staff mentor is identified and fortnightly sessions available for meetings, feedback or learning.• Access to Department support is facilitated.• Graduate teachers are placed in supportive teams for planning and assessment.

TEACHER QUALITY MILESTONES

- Staff share a belief about quality teaching and learning across the school and document this and make it available to the community.
- Four hours of shared planning time is allocated to each year group for curriculum and operational planning, with curriculum planning aligned to the WA Curriculum.
- Moderation occurs regularly during planning sessions.
- The Department's "Quality Teaching Strategy" is implemented across the school.
- All staff can access relevant professional learning.
- There are current school-wide Maths and English programs.
- Wherever possible, lessons are differentiated to allow all students to access the curriculum.
- A GATE program exists to cater for identified and imputed giftedness.
- MiniLit, MacqLit and EAL/D groups operate to support student intervention.
- Peer Observation and Admin. observation occurs in every classroom.
- Staff are performance managed according to the new Department pro-forma.
- Staff are data literate and apply this to standardised and school-developed testing.
- There is good correlation between teacher judgements and NAPLAN data.
- Graduate teachers are supported by a coordinator and given access to all available resources.



FOCUS AREA SIX:

STUDENT ACHIEVEMENT & PROGRESS

Bateman Primary School will plan for student improvement and use a range of assessment strategies, including formal testing, school-based assessments, teacher insights and daily observations to make accurate judgements of student performance and report these clearly to parents formally and informally.

- Whole-school and class planning features a commitment to improving student outcomes and progress.
- Individual Education Plans (IEPs) or Group Education Plans (GEPs) feature strategies to improve individual or small group outcomes.
- Systemic data and school-based assessments are used to assess student performance and progress.
- Teacher observations add to judgements about performance of individual students.
- Our students should perform at a similar level to those in like-schools in NAPLAN testing – over time.
- Students should attain their respective achievement standards in literacy and numeracy and are supported to do so.
- Student assessment and grade allocation aligns closely with student achievement in systemic testing.

TARGET	STRATEGIES
Assessment is ongoing and involves formal and school-based assessment (MIS) and classroom observations.	<ul style="list-style-type: none">• The school develops a Management Information System (MIS)• Teachers plan using MIS and systemic testing data.• Moderation processes allow good judgements about student progress to be made.• Assessments are made using a broad range of data and not one or two pieces.
Staff use data to set improvement targets in their planning.	<ul style="list-style-type: none">• Teacher data literacy is at a high level.• Teachers set realistic improvement targets aligned to current performance.• Staff understand expected standards of achievement for their year levels.
The progress of Aboriginal students is tracked.	<ul style="list-style-type: none">• Data is compared to prior performance and the group whole.• Strategies are put in place to support student progress where appropriate.• High levels of communication exist with parents.
Year 3 and Year 5 students continue to perform at a similar level to those in like schools.	<ul style="list-style-type: none">• Staff are data literate, can interpret group data and plan for improvement from this data.• Planning at all levels is a response to NAPLAN (and other) data.• Whole-school data analysis sessions are held in staff meetings and on pupil-free days.• Suitably funded evidence-based programs such as MiniLit and MacqLit and early intervention strategies improve identified student progress over time.
A school-wide student assessment database is established to track individual and cohort performance and progress.	<ul style="list-style-type: none">• Establish an electronic database accessible by all staff.• Enter existing On-Entry, PAT, NAPLAN and MIS data.• Teach staff how to enter data and use it to track performance of individuals and cohorts.• Off Level testing is completed to better show student capabilities.• Link this to the transition files that teachers use to record information, planning, interventions and parent meetings.

FOCUS AREA SIX:

STUDENT ACHIEVEMENT & PROGRESS MILESTONES

- An MIS exists to inform teachers testing program.
- Planning is based on data from systemic and MIS testing.
- Moderation occurs frequently between classes.
- Realistic improvement targets are set in planning.
- Parents are informed regularly of academic progress or concerns.
- Days are put aside for all staff to view and analyse data and plan from this.
- Support programs are in place for identified students requiring support.
- An electronic database parallels summary information used for file transfer at the end of each year.
- Maintaining student NAPLAN performance in comparison with like-schools.



GLOSSARY OF TERMS

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