



WHO WE ARE AND WHAT WE BELIEVE

Information first compiled by staff in 2016 and revised in 2018 and 2020 that forms the guiding principles of our pedagogy and practices at Bateman Primary.

UNDERLYING BELIEF

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.

OUR VISION

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



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.

WHAT WE BELIEVE ABOUT EFFECTIVE TEACHING

- It develops the “Whole Child”.
- It promotes cultural awareness and values.
- It happens when student and teacher forms a positive relationship.
- It is a balance of explicit and enquiry approaches
- It is differentiated and caters for individual students.
- It has clear objectives and is relevant, flexible, responsive and proactive.
- It recognises that all children can learn when they are open to interaction.
- It is based on knowledge of how children learn.
- It requires high levels of staff curriculum knowledge.
- It is integrated through careful planning and data analysis.
- It requires excellent communication and interpersonal skills.
- It creates positive classrooms and good student management.
- It has high expectations for all students and staff.
- It requires perseverance, collaboration, resourcefulness and organization.
- It engages all students, including those with special needs, in the Curriculum.
- It requires engagement in and application of relevant professional learning.
- It has genuine self-reflection and feedback at its centre
- It is collaborative and requires partnerships with colleagues, families and outside agencies.
- It encompasses school policies and procedures.
- It celebrates success at all levels.
- It requires professional behaviour and being a good ambassador for the school at all times.
- It is multi-modal to enhance learning where applicable.



WHAT WE BELIEVE AN EFFECTIVE LEARNER DOES

- They are collaborative and work with the teacher.
- They persevere through difficulties.
- They value learning.
- They are inquisitive.
- They take risks and try something new.
- They use a range of strategies across contexts.
- They are reflective and understand their learning style.
- They seek and deserve constructive, quality feedback.
- They work independently and as part of a team.
- They complete all work, including homework if required.
- They embrace new technology.
- They take pride in their work.
- They are good communicators and listeners.
- They are organised and follow class and school rules.
- They ask questions and are able to reason to solve problems.
- They set goals and persevere.
- They learn from their mistakes and will seek help.
- They are open-minded and willing to seek help.
- They are happy and healthy.
- They have good self-esteem.
- They have a positive growth mind-set.



WHAT WE BELIEVE ABOUT PROFESSIONAL LEARNING

- It underpins our practice as we are all continual learners.
- It should be linked to the school's and Department's strategic direction.
- It is meaningless unless shared with colleagues and applied in class.
- It covers both pedagogy and curriculum content and delivery.
- It includes collaboration in teams for planning and moderation.
- It includes peer observation both as a presenter and an observer.
- It may include partnerships with Universities and other parties.
- It will form part of the performance management process.
- Phase of Learning Teams will meet regularly in timetabled sessions to plan and review learning area development and implementation, moderate and discuss students' work and plan collaborative tasks.
- Our committees inform all staff of latest best practice and develop school-wide plans and activities to enhance students' learning experiences.
- All staff are available to be mentored or to mentor others.



THE COMMON INSTRUCTION MODEL

At Bateman Primary we set high expectations for all students and staff as we work towards our Vision. We develop a shared understanding between staff and students of the rigour needed in the teaching and learning process and the need for high quality learning opportunities to meet our high aspirations.

We use a common approach to teaching Maths and English across the school with common language and philosophy from Kindergarten to Year 6, appropriate to phase of learning.

We teach the West Australian Curriculum explicitly across all learning areas and differentiate tasks to cater for all students to accommodate prior knowledge and family background. We believe that all children can learn and we provide high quality opportunities for this to occur in situations where students are expected to behave and apply themselves to their full capability.

We believe in structured played-based discovery learning in the early years of schooling and utilise the Early Years Learning Framework and Kindergarten Guidelines as well as the National Quality Standards to guide our planning and practice.



To extend our very capable students we provide opportunities for extension, both in and out of the classroom. We challenge all students by promoting Higher Order Thinking Skills through our questioning and structured learning opportunities.

We believe that teachers need to be learners and develop their teaching, assessment and management skills through quality professional learning aligned to the school's strategic direction. Teachers use genuine self-reflection and peer observation to inform their personal growth and are supported with mentoring and a performance management model that supports their professional growth.

A strength of our teaching team at Bateman Primary is our collaborative structures across the phases of learning and learning areas which use data and teacher observation to inform planning, teaching and assessment practices. All staff members are expected to be active participants in collaborative processes and opportunities are provided for teacher release to allow these meetings to occur on a regular basis.



Our assessment and reporting of student performance is both fair and valid. Assessment is made against the achievement standards of the West Australian Curriculum and is based on formal assessments such as NAPLAN, PAT –N and R and On-Entry testing, school-wide supplementary testing and moderated common assessment tasks, classroom observations and other records. We add value to students' learning and achievement when we actively involve them in the assessment process. We report formally and informally throughout the year and consider parents as partners in this process.



HOW OUR PLANNING WORKS

