



BALDIVIS PRIMARY SCHOOL
BUSINESS PLAN





Learning is at the heart of what we are about.
 Our goal is to ensure every student's learning,
 development and experience is of the highest quality so
 they can flourish today and in the future.

(adapted from Stoll, 2004)

Our School



Baldivis Primary School prides itself on providing a caring, engaging and stimulating learning environment for all students. The strength of Baldivis Primary School is encapsulated in our school motto of "We Care."

We Care about:

- **C**ooperation and collaboration
- **A**chievement for all students
- **R**espect and Responsibility
- Our **E**nvironment, Community and becoming a good global Citizen

At Baldivis, we are driven by our shared commitment to achieving excellence and care. All decisions are made with the clear purpose of ensuring every student is a successful student and every teacher is a highly effective teacher.

The 2018-2020 Business Plan describes the priority areas in which we will focus our work over the coming three years. They have been identified through a careful analysis of student and school performance data and complement the priorities identified in the Strategic Plan for WA Public Schools (2016-2019), High Performance–High Care.



This Business Plan is built upon the following five priority areas to ensure success for all students:

- Excellence in Teaching in Learning
- Positive Climate for Learning
- Partnerships in Learning
- Leadership
- Resource Management

At Baldivis Primary School - We CARE

C ooperation & Collaboration	We Care about learning and working cooperatively and collaboratively with success for each student.
A chievement	We Care about achievement for each student focusing on academic, social, emotional, creative and physical success.
R espect & Responsibility	We Care about being respectful and responsible for our behaviour and the choices we make.
E nvironment	We Care about our environment , our community and working actively towards being good global citizens.

Priority Areas of our Business Plan

These priorities form the basis of our improvement journey and guide our efforts for the duration of the Business Plan. Our priorities were identified after a comprehensive review of our student achievement and performance data, effective school research and feedback from the school community.

Our priorities are:

Excellence in Teaching and Learning

Positive Climate for Learning

Partnerships in Learning

Leadership

Resource Management

At Baldivis PS, we believe students learn best when:

- There is a strong, trusting and positive relationship between students and staff and school and home.
- They feel their teacher genuinely cares for them.
- The learning environment is safe, supportive, caring and inspiring.
- Adults and students believe in their ability to reach ambitious goals.
- Each teacher knows each student – their strengths, their areas of development and their story.
- Evidence and research based strategies and programs are implemented in a consistent manner.
- New skills and knowledge are taught in an explicit manner using a gradual release of responsibility model.
- Learning is differentiated to meet the needs of all students.
- Students have friends at school and feel a sense of belonging.



School Self-Assessment



The School Improvement and Accountability Framework will provide the structural framework for our self-assessment. Successful students are at the core of the Framework with all other components connected to and focused on the standards of student achievement. We will **assess** our performance, **plan** for improvement and **act** on our plans.

Components of the School Improvement and Accountability Framework include:

- Teaching
- Learning Environment
- Relationships
- Leadership
- Resources

Our School Priorities include:

- Excellence in Teaching and Learning
- Positive Climate for Learning
- Partnerships in Learning
- Leadership
- Resource Management

Our Targets



ATTENDANCE

- By the end of 2020 our authorised attendance rate will be 75% or greater.

PRE-PRIMARY - YEAR 3

- 90% of students identified as being at educational risk in Reading in Literacy Pre-primary On Entry assessment (i.e. achieving at or below 0.4 progression point) achieve above the NAPLAN National Minimum Standard for Reading in Year 3.

YEARS 3 AND 5

By 2020:

- Our Numeracy performance will exceed that of like schools in Year 3 and 5.
- Our Reading performance will exceed that of like schools in Year 3 and 5.
- Our Writing performance will be equal to or above like schools in Year 3.
- Our Writing performance will exceed that of like schools in Year 5.
- Our Spelling performance will exceed that of like schools in Year 3 and 5.
- Our Grammar and Punctuation performance will be equal to or above like schools in Year 3 and 5.



National School Opinion Survey



The National School Opinion Survey results are positive for Community, Staff and Students (i.e. each item has a ranking of at least 4.0)

PROFESSIONAL LEARNING COMMUNITY FRAMEWORK AND SURVEY – creating a strong professional learning community.

An upward trajectory in survey responses will be evident in each of the Framework's 5 domains.

Domain 1: A professional culture

Domain 2: Leadership

Domain 3: Student engagement, learning and wellbeing

Domain 4: Improvement of professional knowledge and practice

Domain 5: Performance and development

School Priority 1: Excellence in Teaching and Learning

Implementation Guide

School Improvement Strategies		2018	2019	2020
Aligned Curriculum Aligning our curriculum to the School Curriculum and Standards Authority (SCSA) requirements.				
1.1	Implement Western Australian Curriculum and Assessment Outline (WACAO), the Early Years Framework and Kindergarten Guidelines.	●	●	●
1.2	Integrate the WACAO General Capabilities in Teaching and Learning. (Literacy, Numeracy, ICT capability, Critical and Creative Thinking, Personal and Social capability, Ethical Understanding and Intercultural Understanding)	●	●	●
1.3	Integrate the WACAO Cross Curricular Priorities in Teaching and Learning. (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability)	●	●	●
1.4	Implement the Baldivis PS Operational Plans and Assessment Outline.	⦿	●	●
1.5	Collaboration between staff members to improve student learning.	⦿	●	●
Data Using diverse data to drive instructional improvement.				
1.6	Use evidence based assessment tools to track school progress.	⦿	●	●
1.7	Analyse multiple sources of data to track and assess student progress.	⦿	●	●
1.8	Provide multiple opportunities to moderate student learning and outcomes.	⦿	●	●
Classroom Practices and Instruction Ensuring consistent and high quality classroom practices, routines and instructional strategies are across all classrooms to drive student achievement.				
1.9	Common whole school approach to instructional practice.	⦿	●	●
1.10	Common effective classroom routines and procedures to maximize learning time.	⦿	●	●
1.11	Use of evidence and research based High Impact Teaching Strategies.	⦿	●	●
1.12	Evidenced based feedback tools and strategies to improve instructional practice.	⦿	●	●
Student Centred Interventions Developing supports and systems that equip teachers to respond quickly and effectively to the needs of all students.				
1.13	Whole school student identification and tracking system to monitor progress towards achievement standards.	⦿	⦿	●
1.14	Student learning supported by documented plans in response to individual student needs.	⦿	●	●



Planning and Trial Phase



Implementation and Refinement Phase



Embedded

“Our ambitious improvement journey to High Performance and High Care”

School Priority 2: Positive Climate for Learning

Implementation Guide

School Improvement Strategies		2018	2019	2020
A Safe, Supportive and Encouraging Environment				
2.1	Implement a whole school approach to Behaviour Management. Specific behavioural expectations are described, taught and consistently implemented.	🕒	🟠	🟠
2.2	Establish a Learning Support Team to provide support and tailored intervention for students at risk.	🕒	🟠	🟢
2.3	Implement a whole school social and emotional program.	🕒	🟠	🟢
2.4	Develop initiatives that support positive well-being and health for staff and students.	🕒	🟠	🟢
2.5	Maintain a safe, friendly and welcoming classroom environment.	🟢	🟢	🟢
Physical Environment				
2.6	Comfortable, engaging and inspiring classrooms and learning spaces.	🕒	🟠	🟢
2.7	Safe and engaging playground for all students promoting inquiry and investigation.	🕒	🕒	🟠



Planning and Trial Phase



Implementation and Refinement Phase



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School Priority 3: Partnerships in Learning

Implementation Guide

School Improvement Strategies		2018	2019	2020
Decision Making				
3.1	The School Board is actively involved in the self-review process, Business Plan development, the Delivery and Performance Agreement, School Review process and Annual School Report.	●	●	●
3.2	The School Board membership is diverse and representative of the school community.	●	●	●
3.3	Parents/Carers are consulted and involved in relevant decision making processes.	⦿	●	●
3.4	Staff, students and parents given the opportunity to provide suggestions and feedback.	⦿	●	●
Communication				
3.5	Establish a variety of effective communication strategies to keep parents and school community informed of school and classroom activities.	●	●	●
Parent/Carer/Family Participation Purposefully engaging families and community in the academic and social success of students.				
3.6	Seek opportunities to promote parent/carer participation and involvement. (Open days, information session and workshops, special days, learning journeys, classroom helpers)	●	●	●
3.7	Continue to work collaboratively with the P&C and work towards common fundraising goals and school events.	●	●	●
3.8	Identify, utilise and recognise the skills, trades and talents of parents/carers to support school improvement.	⦿	●	●
Community				
3.9	Build relationships with pre-school aged organisations to assist school readiness.	⦿	●	●
3.10	Continue to strengthen partnerships with neighbouring schools.	⦿	●	●
3.11	Continue to promote the use of school facilities for community events and groups.	⦿	●	●
3.12	Extend partnerships with local businesses and organisations to further enhance student participation and engagement.	⦿	⦿	●
3.13	Participation in special events and celebrations.	●	●	●
3.14	Develop a community resource to connect families with other support agencies.	⦿	⦿	●
3.15	Build strong partnerships with local cultural groups and enhance cultural participation.	⦿	●	●
3.16	Being a culturally responsive school utilising the Aboriginal Cultural Standards Framework.	⦿	●	●



Planning and Trial Phase



Implementation and Refinement Phase



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School Priority 4: Leadership

Implementation Guide

School Improvement Strategies		2018	2019	2020
Shared Leadership				
4.1	Develop a comprehensive leadership strategy that identifies nurtures and supports aspiring leaders.	🕒	🟠	🟢
4.2	Provide opportunities for staff to develop, lead and model programs across the school.	🕒	🟠	🟢

“Our ambitious improvement journey to High Performance and High Care”

School Priority 5: Resource Management

Implementation Guide

School Improvement Strategies		2018	2019	2020
Staff				
5.1	Build and enhance staff capacity to meet school improvement strategies.	🕒	🟠	🟢
5.2	Utilise existing staff strengths and expertise to support distributed leadership.	🕒	🟠	🟢
Financial				
5.3	Clear and transparent financial alignment to school improvement strategies.	🕒	🟠	🟢
5.4	Forecast future resource needs aligned to school improvement.	🕒	🟠	🟢
Physical				
5.5	Engaging and inspiring learning spaces for students.	🕒	🟠	🟢
5.6	Safe, engaging outside areas for students utilising our unique environment.	🕒	🟠	🟠



Planning and Trial Phase



Implementation and Refinement Phase



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