Balga Primary School

Business Plan

2015—2017

We aim high

The Business Plan has been developed in consultation with staff and the School Board. A range of foci have been identified for the school over the coming years. The Business Plan supports the Department of Education's Plan for Public Schools 2012-2015, Focus 2015 and the Classrooms First Strategy. The school's Annual Report addresses the undertakings of the Business Plan and is endorsed by the School Board.

Through the Business Plan and the Delivery and Performance Agreement, we will be accountable for our student performance targets, key focus areas and operational strategies for 2015-2017.

Both the School Administration and the School Board acknowledge that the targets of the Delivery and Performance Agreement and Business Plan need to be flexible in order to best respond to the needs of the students. Targets will be reviewed annually in order to ensure consistency and that realistic expectations are maintained. The school's Operational Plans, Self-Assessment Plan and Workforce Plan complement the Business Plan.

The School Administration and School Board acknowledge that changes to policy and mandated requirements at a state and federal level of education may impact on current improvement/targets set by the school and School Board. Furthermore, the Balga Primary School Community promotes the highest ideals of excellence in learning and personal development in a caring and supportive environment.

We will focus on strategic educational planning to ensure that our students develop understandings, skills and attitudes relevant to their individual needs, thereby enabling them to fulfil their potential and contribute to the development of our society.

Our Vision

To provide a quality education where all students are respected, valued and encouraged to do their best in a safe, supportive and caring environment.

DoE Values

Learning	Excellence	Equity	Care

School Values

Values for Australian Schooling:

1. Care & Compassion
2. Doing Your Best
3. Fair Go
4. Freedom
5. Honesty & Trustworthiness

6. Integrity
7. Respect
8. Responsibility
9. Understanding, Tolerance & Inclusio

Our Beliefs

We believe that students at Balga Primary School learn best when:-

♦ There is a long term strategic plan with improvement targets, linked to operations plans and classroom plans
♦ The planning process is collaborative, coherent and consistent
♦ Targets are specific, measurable achievable and timely and reviewed by staff.
♦ Staff engage in ongoing professional learning and regular meetings and reflections about practice
♦ Staff members feel motivated, valued and respected as part of a professional learning team.
♦ Expectations for the individual's learning are high.
♦ There is a process for early identification, referral and intervention for children 0-4 years.
♦ There is a consistent and engaging approach to curriculum delivery across the school.
♦ New learning allows the opportunity for discussion, modelling, practice and application of the learning.
♦ Learning experiences are meaningful, relevant and draw on cultural understandings and background knowledge.
♦ Feedback is regarded as a positive contribution to learning.
♦ A safe, consistent and supportive environment is provided.
♦ Parents are encouraged to participate as a valued and integral component of the school community

Our School

Balga Primary School's motto is 'We Aim High'. It is reflected in the standard set by the students and staff and parents. We recognise the Noongar people, the traditional owners, who are the past and present owners of the land on which our school is situated.

Our school is located in the suburb of Balga in the North Metropolitan Education Region. It was established in 1965. The school is set upon spacious grounds with many facilities provided for both junior and senior playground areas. We became an Independent Public School in 2015. We are a culturally rich and diverse school with students from many cultures.

We are a technology rich school. In addition to a computer lab we have iPads in every classroom for students to use as a whole class or in small group work. Each classroom also has an interactive whiteboard for teachers to use a teaching tool and for students to access the curriculum in a different way.

We have a whole-school approach to literacy and numeracy. Staff are competent in the use of the Australian Curriculum and have high expectations of student achievement. The school timetable has designated literacy and numeracy blocks with students working at their ability level in a differentiated curriculum.

In the early years phonemic awareness and reading comprehension have a significant focus and provide the necessary building blocks for success in English. The Spelling Mastery program used in years 1 to Year 6 is a direct instruction sequential spelling program which has been highly successful in improving students' spelling ability at the school.

The Origo mathematics program is a comprehensive and rigorous core program that provides a developmentally appropriate sequence for teaching outcomes-based curricula. Origo, together with Mathletics and Maths expert Paul Swan's hands-on maths resources support student learning and develop the basic facts knowledge which serves as the building blocks for future maths learning.

We look at holistic student development and work collaboratively with the 12 Buckets organisation which provides a mentoring program to nurture the educational and social/emotional development of each student.

Music is a successful program which has been run for many years, with our school choir performing in many choral festivals. A sports specialist teacher teaches students the physical and cooperative skills necessary to play individual and group sport. A Science specialist teacher works in the purpose built science laboratory with all classes twice per week using the Primary Connections program to give them a solid understanding of the content and concepts of science.

Key Objectives of the Classroom First Strategy:

To make every student a successful student

At Balga Primary School, a successful student is one who:

Is happy, safe and secure in themselves, and is well prepared for the transition to further learning and is confident they can succeed.
Is given the opportunity to achieve their academic potential.
Is adaptable, resourceful and resilient, with the skills to think things through and to show initiative.
Is hard-working, shows self-discipline and strives to achieve their personal best, both academically and socially.
Feels that they belong to our school community, and later to the wider community.

To have sound teaching in every classroom

At Balga Primary School, this means that teachers will:

Build positive relationships with their students. Teachers will have respect for their students and will expect the same in re

Build positive relationships with their students. Teachers will have respect for their students and will expect the same in return.
Have high expectations of all students, both in their standards of learning and their behaviour.
Personalise the learning of their students and will develop a safe and supportive learning environment to optimise student learning.
Engage in a process of self-reflection which will encourage their own professional development and teaching practices.

To ensure every public school is a good school

This means Balga Primary School will:

Provide a friendly, welcoming and caring environment with clear expectations of the standards expected.
Ensure teachers are supported in the delivery of interesting and stimulating educational programs.
Have a leadership team that provides an inspiring educational vision that puts practical processes in place to enable the vision to become a reality.
Be open and accountable, undertaking rigorous self-assessments, and will set challenging targets for improvement.
Have a strong school ethos and will cultivate a sense of pride and belongingness in a whole school community.
Encourage opportunities for parents to become involved in the school and to become partners in their children's education.
Encourage partnerships with local community groups that will provide benefits for both the students and the whole school community.

Balga Primary School Priorities

Raising Standards in Literacy and Numeracy

Strategies

- Develop and maintain a highly skilled teaching staff to effectively deliver the curriculum to meet student needs.
- Collaborative planning on early close days to enable teachers to refine Literacy and Numeracy Programs to meet the requirements set out in the Australian Curriculum.
- Whole-school Literacy and Numeracy Blocks.
- Continue Early Childhood and Junior Primary phonological awareness program.
- Literacy and Numeracy Curriculum Coordinators to lead an on-going structured whole school approach while providing support and coaching to staff in effective teaching and assessment practices.
- Continue the Spelling Mastery program.
- Ensuring teachers monitor and assess the progress of EALD Stage 1 & 2 students, using the EALD Progress Maps, and use the EALD strategies recommended in these documents.
- Evidence-based whole school teaching strategies, i.e. Gradual Release of Responsibility Model, Explicit Instruction, WALT & WILF, consistent lesson structure.
- Whole school consistent use of agreed literacy and numeracy resources.

Engagement

Strategies

- 12 Buckets mentoring program which provides services to children at educational risk from volunteer members of the community.
- Whole school approach to behaviour management and pastoral care through an ongoing review of the School Behaviour Management Policy, the Classroom Management Strategy (CMS) and Reflective Behaviours. The Traffic Lights Program is used as a whole school approach to consistent behaviour management.
- Provide support to students and families through services like the School Chaplain, information sessions, group work with children at risk and a weekly pre-kindergarten playgroup.
- Breakfast Club provides breakfast 5 mornings a week to ensure that children start the day with a good meal to maximise learning opportunities.
- Positive reinforcements used as the primary tool for managing classroom behaviour including class incentive schemes to reward positive playground behaviours.
- Integrated use of ICT in classrooms to support multimodal student learning and differentiate the curriculum.
- Structured lunchtime sports sessions integrates with the Behaviour Management Program and provides a variety of activities across the year.

Improving Student Attendance

Strategies

- Produce and implement a new attendance policy in line with DoE requirements. This includes providing regular information to parents, i.e. publishing regular articles in the newsletter.
- Increase the overall attendance of all students especially those considered at risk. Currently this would be students with an attendance rate less than 90%. Strategies to achieve this are detailed in the Operational Plan.
- Positive rewards program in place to encourage regular attendance.
- Use of detailed attendance data to plan interventions for those students who are at risk because of poor attendance.
- Rewrite attendance policy, monitor at risk students and devise ways to increase student attendance rates.
- Administration and support staff work collaboratively with teachers to implement targeted intervention programs for Special Needs, Aboriginal and multicultural students at educational risk as prepared by the classroom teacher.

Teaching and Learning

Target	Strategies	Monitoring
By 2017, the students without learning disabilities will achieve at least the same scores as like schools* in the NAPLAN Reading assessment.	Implement effective teaching practices using the gradual release model	Each skill has an assessment text to monitor progress. Classroom teacher to record results and compare growth when the skills are re-visited in semester 2.
The stable cohort will achieve moderate or better progress in all learning areas as assessed in NAPLAN year 5.	Whole school approach to teaching reading comprehension.	Admin will use the Literacy Practices Guide to reflect on effective teaching practices.
*Genuine "like schools" as determined through staff discussion of NAPLAN "like schools" grouping are Ashfield, Clayton View, Gwynne Park, Lockridge, Medina, Midvale, Neerigen Brook, North Balga and Roseworth Primary Schools.	Continue teaching of **phonological awareness** linked with phonics as a vital underpinning foundation in the development of spelling, reading and writing.	Years PP-2 on-entry assessment annually to track linear progression of stable cohort.
	Agreed consistent lesson structure.	Years 2-6 PAT testing annually to track linear progression of stable cohort.
	Literacy Blocks	Teacher to monitor student progress using daily checklists for each group each week/ fortnight and check progress against this.
		Spat and/or swan PA screener once a semester.
		Each skill has an assessment text to monitor progress. Classroom teacher to record results and compare growth when the skills are re-visited in semester 2.
		Staff will use the Literacy Practices Guide to reflect on effective teaching practices.
		DOTT providers timetabled to ensure that they do not interrupt literacy block.
		Cluster leaders to have agendas for early close meetings.

Learning Environment

Target	Strategies	Monitoring
Provide an inclusive environment to nurture growth and extension for EALD and Aboriginal students.	Regular collaborative meetings between the classroom teacher, EALD and AIEO staff to monitor progress and track against ESL progress maps.	Administration to attend collaborative meetings Minutes to be recorded and distributed by collaborative teams.
All teachers to adhere to Behaviour Management Policy	Behaviour incidents to be recorded on SIS	All teachers to use SIS to record student behaviour issues and to develop Individual Behaviour Plans when required.
Implement and embed use of 9 Values for Australian Schooling	Value of the fortnight to be highlighted at assemblies and discussed in classrooms. Reward slips given and prizes for selected children given at assemblies.	Parent and student surveys distributed every 2 years to monitor opinions about safety and care of students. Aussie of the month award

Relationships

Target	Strategies	Monitoring
All staff to foster positive relationships within and across the school community	Staff contribute to newsletter as appropriate	Annual parent classroom information sessions 1st term
Students feel safe and valued at Balga Primary School	Teachers will work collaboratively to share successful strategies for supporting students' mental health and well-being.	Open classrooms 3rd term
Students and families feel supported and assistance is given when hardship occurs.	School Chaplain to provide support to students and families through information sessions, group work with children at risk and a weekly pre-kindergarten play-group.	Minutes to be recorded and distributed by collabora-tive teams.
Increase the overall attendance of all students especially those considered at risk. Currently this would be students with an attendance rate less than 90%.	12 Buckets mentoring offered to children referred by teachers and administration	Student and parent surveys
	Attendance awards	Anecdotal Evidence

Resources

Target	Strategies	Monitoring
Learning area resources purchased to ensure whole school planning targets are met	Learning area leaders ensure resources are purchased in a timely manner	Finance committee ensures resource expenditure aligns to whole school targets
Classrooms are an ICT rich environment for students and staff	Phase of learning teams meet regularly to ensure re-sources are purchase to support curriculum priori-ties	Admin to seek feedback from staff and regularly visit classrooms to monitor ICT use
	Teachers to utilise banks of iPads and interactive white boards to enhance learning outcomes	

Leadership

Target	Strategies	Monitoring
All staff enhance their leadership capacity	All teachers provided with opportunities to lead a learning area committee	Staff performance management linked to school Business Plan, operational plans, classroom plans and individual student plans
Learning area committees continue to develop whole school plans including resource allocation and evaluation of plans	Provision of professional learning for staff linked to Business Plan targets	Survey student leaders and analyse results for future planning – Year 6 teacher and administration
All teachers embed student leadership and encourage student leadership opportunities.	Learning area committees meet during staff meetings, collaborative time and in their own time to ensure resource expenditure to meet planned targets	Teacher reflection
Senior teacher roles and responsibilities established	Maintain pre-service teacher opportunities	Performance management
	Year 6 leadership roles – councillors and faction captains	
	Teacher leaders provided with opportunities to lead whole school programs	
	Opportunities to present knowledge at staff meetings and networking events	

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	are safe and supported in the school environment are included are treated with respect	participate and contribute to school positive behavior programs build positive relationships demonstrate respect and tolerance towards others
School leadership	is supported in developing the school's plan to prevent and effectively manage bullying is supported in implementing the strategies and programs under the school's plan	provides leadership in resourcing the school's plan ensures the school community is informed of the plan implements the plan supports staff to implement the strategies and programs under the plan
Staff	feel safe and supported in the workplace are informed of the school's plan on bullying have access to professional learning in preventing and effectively managing bullying have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)	promote and model positive relationships participate in developing the school plan identify and respond to bullying incidents deliver the strategies and programs to students in responding to bullying effectively promote effective bystander behavior promote social problem솔solving use appropriate terminology when referring to bullying and the students involved
Students	have access to curriculum that supports the building of resiliency and social skills are informed of the school's plan on bullying are provided with supports to stop bullying	understand and value the concepts of inclusion and tolerance identify and respond effectively to bullying are aware of themselves as bystanders seek help for themselves and others as needed
Parents	are treated with respect are confident their children are provided with a safe and supportive school environment are provided with access to information on the prevention and management of bullying are informed of the school's plan and opportunities to participate	support and encourage children to treat others with respect and tolerance act in accordance with the school plan if they observe/ know about bullying encourage children to report bullying incidents work effectively with the school in responding to bullying
Wider community:	are strategically included in prevention and bullying management	provide support and input into the school's approach to preventing and managing bullying