



# Bayswater Primary School

## Business Plan 2022-2024

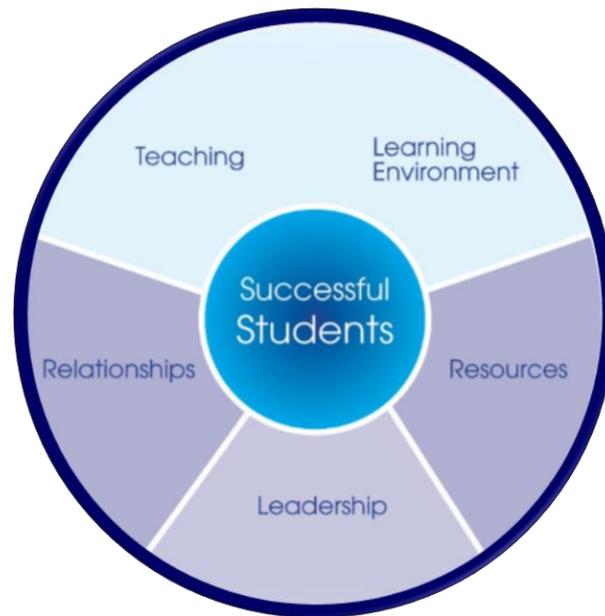
### Our Vision

Inspiring every student to be responsible, respectful and resilient life-long learners who engage in and contribute to their world.



# Our Goals and Strategies

The following model, adapted from The School Improvement and Accountability Framework, has been used to shape our Business Plan. Strategies and targets have been grouped against the six components with the goal of successful students at the core.



## Successful Students

### Overview

*Communicating regularly about student progress, teachers can build parent confidence in their judgements about standards of achievement. Judgements about student achievement and progress are a blend of standardised and school-based instruments in combination with an integrated set of observations, daily records and student feedback.*

### Objectives

- Students will be motivated, critical, reflective thinkers with a positive attitude to learning.
- Students will be challenged to extend their learning.
- Students will develop foundations literacy and numeracy skills along with 21<sup>st</sup> Century skills.

## Beliefs

### We believe that...

- every student has the potential and capacity to be successful.
- all students will be valued as an individual.
- educators will have high expectations of all students.
- students will be nurtured to become positive, productive global citizens.
- we will support students to develop academically, socially and emotionally.

## Strategies

- 1.1 Scope and Sequence documents outline the core consistent curriculum that all students are taught.
- 1.2 Monitor student achievement and progress using Brightpath, PAT Reading, PAT Maths, Dibel and teacher judgement.
- 1.3 Explicit teaching following a consistent, whole school approach. (Tier1)
- 1.4 Students at Educational Risk are identified and supported through a three-tier approach to intervention.
- 1.5 Learning is differentiated to accommodate extension and support. (Tier 2)
- 1.6 Develop individualized learning goals and targets for students at risk of falling below benchmark. (Tier 3)
- 1.7 Semester Reports will provide clear information on student achievement and progress with concise comments in English and Mathematics.

## Targets and Goals

### Reading

- By 2024, the percentage of Year 3 students, achieving at or below Band 2 in NAPLAN will be lower than 'like schools'. (Achieved 9% in 2021/ Like Schools achieved 5% in 2021)
- By 2024, the percentage of Year 3 students, achieving at or above Band 5 in NAPLAN will be higher than 'like schools'. (Achieved 66% in 2021/ Like Schools achieved 69%)
- By 2024, the percentage of Year 5 students, achieving at or above Band 7 in NAPLAN will be higher than 'like schools'. (Achieved 66% in 2021/ 'like schools' achieved 56% in 2021)
- By 2024, the Year 3 and Year 5 reading NAPLAN means will be above 'like school' means.
- In all years, for PAT-Reading, the average test score will be maintained at 5% or more above the test average.

### PAT reading Averages

Year	Average Scaled Score	2024 Target	Year	Average Scaled Score	2024 Target
PP	73.9	77.5	Yr 4	117	122
Yr 1	73.2	81.3	Yr 5	117	134
Yr 2	84.3	88.5	Yr 6	130	136.5
Yr 3	104	109			

### Writing

- The percentage of Year 3 students in Bands 1 and 2 will be lower than 'like schools'. (Achieved 2% in 2021/ 'like schools' achieved 2%)
- The percentage of Year 3 students, achieving at or above Band 6 in NAPLAN will be higher than 'like schools'. (Achieved 19% in 2021/ 'like schools' achieved 35%)
- The percentage of Year 5 students in Bands 3 and 4 will be lower than 'like schools'. (Achieved 7% in 2021/ 'like schools' achieved 8%)
- The percentage of Year 5 students in Bands 7 and 8 will be higher than 'like schools'. (Achieved 49% in 2021/ 'like schools' achieved 35%)
- By 2024, the Year 3 and Year 5 writing NAPLAN means will be above 'like school' means.

### Numeracy

- By 2024, the percentage of Year 3 students, achieving at Band 3, will be lower than 'like schools'. (Achieved 17% in 2021/ 'like schools' achieved 14%)
- By 2024, the percentage of Year 3 students, achieving at or above Band 6 in NAPLAN will be higher than 'like schools'. (Achieved 25% in 2021/ 'like schools' achieved 23%)
- By 2024, the percentage of Year 5 students in Bands 3 and 4 will be lower than 'like schools'. (Achieved 5% in 2021 / 'like schools' achieved 5%)
- The percentage of Year 5 students, achieving at or above Band 7 and 8 in NAPLAN will be higher than 'like schools'. (Achieved 51%/ 'like schools' achieved 46% in 2021)
- In all years, for PAT-Numeracy, the average test score will be maintained above the test average.

Year	Average Score	2024 Target	Year	Average Score	2024 Target
PP	84	88	Yr 4	120	126
Yr 1	88	93	Yr 5	125	131
Yr 2	99	103	Yr 6	132.7	138
Yr 3	106	111.3			

# Quality Teaching

## Overview

*We invest significantly in creating and sustaining the conditions under which quality teaching can prosper. Research shows that quality teaching, above all other influences, is the most important factor in supporting student achievement. We have an ethos of shared ownership for the success of all students.*

## Objectives

- Implement the Quality Teaching Framework including explicit teaching.
- Apply whole school, collaborative approaches to student achievement through meaningful feedback.
- Use data to understand student, school and system performance and to inform practice.

## Beliefs

### We believe that...

- high expectations for both staff and students will significantly raise standards across the school in all areas.
- high quality teaching will enable students to achieve success.
- quality data informs quality teaching.
- every child has abilities that deserve to be nurtured and extended.
- all educators aspire to be critically reflective, flexible and ongoing learners.

## Strategies

- 1.1 Implement a consistent, explicit instructional approach to literacy and numeracy.
- 1.2 Staff work collaboratively to analyse data and plan learning programs. They engage in consensus discussions to ensure consistent teacher judgement.
- 1.3 Professional learning in evidence-based teaching practice for all staff as identified in the Quality Teaching Framework.
- 1.4 Staff share best practice to upskill others (Peer Observations).
- 1.5 Staff are recognized for their contributions and receive constructive feedback on their performance (Coaching).
- 1.6 Develop student inquiry skills through implementing a whole school Inquiry model for HaSS, science and technology.
- 1.7 Students receive specialist instruction in the arts, language and physical education areas.

## Targets and Goals

### Teaching

- All teachers follow the Bayswater Primary School explicit teaching model for literacy and numeracy instruction.
- All teachers engage in coaching and peer observation annually

## Learning Environment

### Overview

*Schools strive to establish a safe, positive and supportive learning environment for students and staff. We create programs to address student attendance, behaviour, and engagement and implement strategies to provide support for all students, particularly those at educational risk.*

### Objectives

- Reinforce positive behaviours and our school values and beliefs.
- Adopt whole school approaches which enhances student engagement and wellbeing.
- Create a learning environment which enhances student resilience and whole school values.
- Provide a stimulating and welcoming physical environment (inside/outside).
- Ensure that the learning environment is inclusive of all cultures and abilities.
- Foster contentment, a sense of belonging and positive wellbeing in all students.

### Beliefs

#### We believe

- that all staff need to build positive relationships and know each child well.
- that every child matters every day.
- that positive, welcoming, safe and inclusive environments support student learning and wellbeing.
- that students learn more effectively in a safe, supportive and stimulating environment.
- that students, staff and families feel welcome and supported in the school community.

## Strategies

- 2.1 Review the Positive Behaviour Plan and communicate to all members of the school community their role and responsibilities in implementing the plan consistently.
- 2.2 Targeted approach to effectively manage student attendance for students whose absences place them at educational risk.
- 2.3 Review and update inside and outside spaces so they are appealing and stimulating.
- 2.4 Use Social Emotional Wellbeing (SEW) assessment to evaluate and monitor student well-being and implement whole school SEW program supported through the provision of resources and personnel including chaplain, psychologist and Aboriginal and Indigenous Education Officer.

## Targets

- Maintain higher attendance than like schools.
- Overall score for Social and Emotional Wellbeing in the ACER survey will be above the 'All School' mean.
- More than 80% of students will achieve 'consistently' for 'Showing confidence in making positive decisions and choices' for Attitude, Behaviour and Effort on Semester Reports.

# Resources

## Goal

*We manage resources in a targeted manner, maximising the learning outcomes for all students. We support the implementation of School objectives through effective financial, physical and human resource management.*

## Objectives

- Comply with Department of Education financial practices and processes.
- Provide a sustainable and transparent approach to planning and budget allocation.
- Target resources towards achieving positive student outcomes.

## Beliefs

### We believe that...

- strategic distribution of resources supports student achievement across the school.
- resources should be systematically reviewed and strategically updated as necessary.
- resources should be prioritised towards meeting the needs of all students.

## Strategies

- 3.1 Align annual budget to learning area programs and priorities within the Business and Operational Plans.
- 3.2 Collaborate with the P&C on the strategic use of funds raised through the parent body.
- 3.3 Develop and implement a maintenance plan for school facilities and equipment.
- 3.4 Develop a framework to leverage opportunities for external partnerships.
- 3.5 Population growth is planned for including the development of a Master Plan for the site.
- 3.6 Quality teaching is supported with appropriate professional development and resources.

## Targets and Goals

- Budgets are aligned to the Operational Plans for all cost centres.
- The school actively seeks and receives supplementary funding through partnerships, grants and hire of facilities.
- The value of resources increases annually through targeted spending to improve the physical environment.
- Overall agreement for 'This school is well maintained' in the National Schools Opinion Survey is higher than 90%.

# Leadership

## Overview

*School leaders are concerned with leadership practice and how it is exercised and transacted. They facilitate organisational change and growth, achieving alignment between management obligations, professional responsibilities and accountability. Clarity of vision and a reliable sense of direction create confidence and trust in both staff and the wider school community.*

## Objectives

- Develop collective approaches to learning area program development, innovation and implementation.
- Support the development of staff leadership capacity.

## Strategies

- 4.1 Provide time and resources for Learning Area Leaders to develop programs.
- 4.2 Create opportunities that allow for collaboration between staff.
- 4.3 Coach and mentor staff in classroom teaching across all learning areas.
- 4.4 Recognise and promote achievement.
- 4.5 Implement the Future Leaders Framework.

## Targets and Goals

- Middle leadership positions are advertised and filled each Year.
- Overall agreement for 'This school is well led' in the National Schools Opinion Survey is higher than 95%.
- Staff assess the school as High for 'An explicit improvement agenda' on the National School Improvement Tool.
- Staff move into leadership roles within and beyond the school

# Relationships

## Overview

*Positive school climates, good relationships with communities and strong parent support are powerful influences in school success. We mobilise parents and communities to attain goals for improved student performance. Positive relationships fostered by the leadership team contribute to high staff morale and job satisfaction.*

## Objectives

- Foster an open and collaborative approach when communicating with parents, students, staff and the wider community.
- Create a sense of responsibility and empower the Bayswater School to actively engage in promoting and maintaining a positive school culture.
- Create in students a strong sense of contribution and commitment to the community.
- Establish and maintain professional relationships between staff and provide opportunities for authentic collaboration across.
- Create a culture of respect across the school which enhances relationships with all stakeholders.

## Beliefs

### We believe that...

- positive relationships between staff, students and the wider community support student learning and wellbeing. Positive relationships are maintained through effective communication.
- Staff understand that respectful relationships and culturally responsive practices with Aboriginal students, their families and communities are essential in addressing student needs.

## Strategies

- 5.1 Provide a welcoming environment and a sense of belonging for students and other community members.
- 5.2 Seek feedback from parents, staff and students at least once per year on progress against the Strategic Plan, school initiatives and general levels of satisfaction.
- 5.3 Create a shared understanding of school governance, in particular roles and responsibilities of the School Council, P&C, School Leadership and Staff.
- 5.4 Conduct biannual National School Opinion Surveys and respond purposefully to feedback.
- 5.5 Develop a policy for two-way communication between the school and families using multiple modes of communication.
- 5.6 Establish a committee to oversee the implementation of the Aboriginal Cultural Standards Framework.
- 5.7 Establish, maintain or extend partnerships with service providers, community organisations, local government, businesses, and educational institutions to the benefit of the school, students and the broader learning programs.

## Targets and Goals

- Overall agreement for 'This school works with me to support my child to learn.' in the National Schools Opinion Survey is higher than 92%.
- Each class undertakes a least one community engagement project which involves an outside community organisation each year.
- School Board Survey effectiveness survey completed at the end of year to determine areas of strength and improvement.
- P&C survey undertaken to determine suggestions/ideas to support school projects.