



Bayswater Primary School

School Plan 2025 – 2027



Acknowledgement of Country

Bayswater Primary School acknowledges the Whadjuk Noongar people as the Traditional Custodians of the land on which our students learn, grow and play. Biraliny, the traditional place name for Bayswater, is situated along the Derbal Yerrigan, the Swan River, and beside the wetlands where Noongar people lived for thousands of years.

Our mascot the Booyi, or Oblong Turtle, holds cultural significance for the Noongar people and is often associated with stories about the wetlands and river.

We pay our respects to the Whadjuk Noongar community, acknowledging their ongoing connection to the land and waterways, and honouring their Elders past and present.



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Our school

Ringin True since 1894, Bayswater Primary School has a long history of providing quality public education and is strongly supported by the local community.

We focus on fostering a family-friendly atmosphere where parent engagement is valued. Dedicated, professional staff provide an inviting and safe learning environment where the student's social, emotional, physical and academic well-being is well catered for. We offer a comprehensive curriculum with a strong commitment to the explicit teaching of Literacy and Numeracy, balanced with inquiry approaches for other learning areas. Our specialist programs include: Music, Physical Education, Visual Art, Italian and Science.



We want students to be happy, healthy and supported to achieve to their potential.

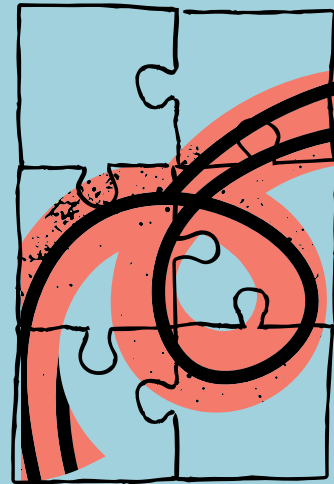
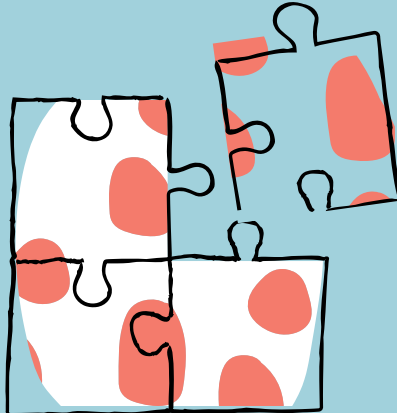
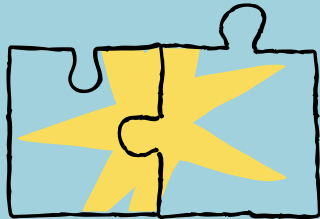
At Bayswater Primary School, we ensure that every child matters every day and we set high expectations of success for all.

We want students to be happy, healthy and supported to achieve their potential. Our school vision: 'Build, Belong Become' is focused on building lifelong learners who belong community, to become their best.



*Class of
1895*

Our vision



Build lifelong learners

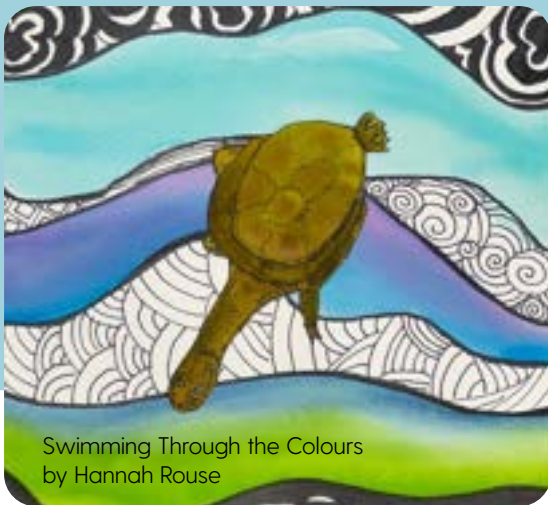
We are independent, curious and critical thinkers for the future.

Belong to a community

We value respect, kindness and inclusivity.

Become our best

We reach our potential as positive, resilient and confident individuals.



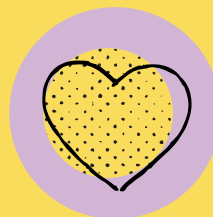
Swimming Through the Colours by Hannah Rouse

Our mascot

Our school mascot, Booyi, the Oblong Turtle, has a unique strength and quiet resilience that embodies our vision: **Build, Belong, Become.**

In this school, we empower students to build as learners for the future, belong to a supportive and inclusive community, and become the best version of themselves.

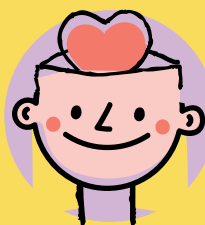
Our values



Respect for self



Respect for others



Respect for learning



Respect for the environment

Our beliefs about teaching and learning

- 1 Every student is the responsibility of everyone.
- 2 Students learn best in a safe, nurturing, inclusive environment where they feel respected, valued and supported.
- 3 High expectations for all students leads to higher achievement.
- 4 Positive partnerships between home and school are powerful for the engagement and learning of students.
- 5 Student voice and feedback allow students to take ownership of their learning.
- 6 Students need to take risks, make mistakes and challenge themselves.
- 7 Using data to inform our planning allows us to monitor and be accountable for student progress.
- 8 A balance between explicit instruction and inquiry-based learning achieves the best outcomes.
- 9 Staff collaboration increases teaching quality and effectiveness.
- 10 Differentiated instruction caters to all students' backgrounds, abilities and needs.

Our Early Years Learning philosophy

At Bayswater Primary School we value our community and work in partnership with families to support each child's learning, wellbeing and independence.

We believe that children thrive in a learning environment that is purposeful and responsive to each child's interests, strengths, and needs.

Our teaching programs balance an explicit instructional approach with meaningful play and inquiry learning experiences to develop confident, curious, successful lifelong learners.

Our self-assessment process

Successful students are at the core of our school improvement planning, with academic and non-academic standards as the central focus.

We align our School Plan targets and strategies with the strategic directions of the Department of Education WA and self-assess using the *School Improvement Accountability Framework*.

Our school improvement cycle is a continuous process of assessing data, planning for improvement and actioning these plans.

Our School Plan 2025-2027 focuses on the major drivers of student success through two main priority areas: **Becoming Our Best** (Teaching and Leadership) and **Building Belonging** (Learning Environment, Relationships and Resources).

Our next Public School Review is in 2026 and will validate the success of the school in providing a high-quality education for all students.



OUR FOCUS

TEACHING & LEADERSHIP

Becoming our best

At Bayswater PS we set high expectations and maintain our focus on quality learning through a school-wide culture of collaboration and continual improvement. We use data and evidence-based practice to ensure success for all.

Targets



1.1

The Year 3 and 5 means in NAPLAN for Reading, Writing, Spelling and Mathematics will be at or above like schools.



1.2

The percentage of students making moderate to very high progress in NAPLAN Reading, Writing, Spelling and Mathematics for PP - Year 3 and Year 3- 5 will be at or above like schools.



1.3

Staff rating on the School Culture Survey for 'Performance and Development Culture' increases to an average of 4.0 or above.



1.4

Students in Years 1-6 will be at or above expected progress annually in PAT Reading and Mathematics.

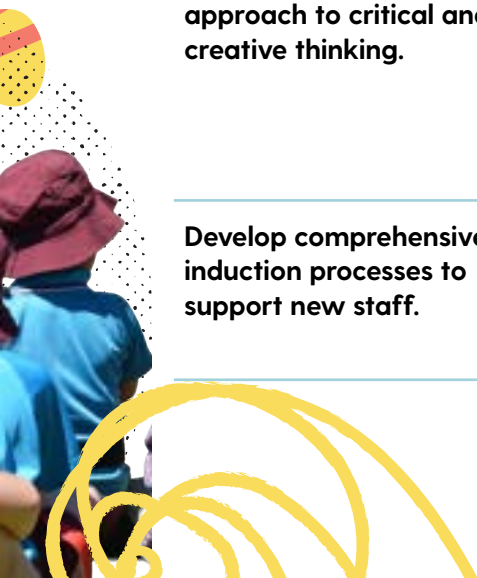


1.5

A whole-school approach to critical and creative thinking skills is implemented in all classrooms.



Focus Area	Major Strategies - What we will do
<p>Continue to develop high-quality, evidence-based instruction across the school.</p>	<ul style="list-style-type: none"> • Continue to refine the effective delivery of the explicit instructional model and whole school approaches across all classes. • Develop an instructional coaching model to ensure all staff have opportunities for feedback through observation and coaching. • Use data to inform teaching and learning to ensure student progress and assess impact.
<p>Continue to develop a Distributed Leadership Model to support and establish middle leaders.</p>	<ul style="list-style-type: none"> • Engage in and implement the Leading Cultures of Teaching Excellence professional learning program. • Build the capacity of middle leaders and provide direction and feedback to develop effectiveness
<p>Improve student achievement and progress in Reading/ Writing/Spelling.</p>	<ul style="list-style-type: none"> • Provide professional learning in evidence-based theory and approaches to Writing and Language Comprehension instruction. • Embed consistent understanding and practice of effective literacy instruction as outlined in the BPS Handbook. • Use data to identify key areas for whole school focus.
<p>Build the capacity of staff in the teaching of Mathematics.</p>	<ul style="list-style-type: none"> • Provide professional learning for staff on the Science of Learning in Mathematics. • Embed effective implementation of the whole school Maths program, PRIME ensuring a focus on the concrete-pictorial-abstract and bar model strategies. • Implement high-impact strategies to increase students' automaticity of basic facts. • Use data to identify key areas for whole school focus.
<p>Cater for the needs of all students through differentiated instruction.</p>	<ul style="list-style-type: none"> • Develop a whole school approach to support student progress, achievement and engagement using the Multi-Tiered Systems of Support (MTSS) framework. • Use data to track student progress using a case management approach with a focus on early intervention. • Provide professional learning for staff to develop a bank of effective differentiation strategies to support Tier 2/3 learners.
<p>Develop a whole school approach to critical and creative thinking.</p>	<ul style="list-style-type: none"> • Build staff professional knowledge of critical and creative thinking approaches. • Identify and implement a whole school approach to critical and creative thinking. • Staff collaborate to integrate critical and creative thinking strategies across the curriculum.
<p>Develop comprehensive induction processes to support new staff.</p>	<ul style="list-style-type: none"> • Implement a comprehensive induction process for new staff to develop an understanding of whole school programs and processes. • Enact the Graduate Support Plan to provide ongoing mentoring, support and development for graduate teachers.



OUR FOCUS

LEARNING ENVIRONMENT, RELATIONSHIPS, RESOURCES

Building Belonging

At Bayswater PS we provide a positive and inclusive learning environment where every student is valued and supported. We seek ways to build a strong connection with our community to enhance student engagement, learning and wellbeing.

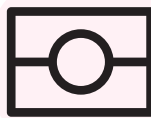
Targets

2.1



Overall scores for the Social and Emotional Wellbeing survey will show an increase in the percentage of students in Years 3-6 in the Developed to Highly Developed categories.

2.2



School assessment of the Aboriginal Cultural Standards Framework indicates progress in each standard towards increased cultural responsiveness.

2.3



Parent, Staff and Student survey data indicates satisfaction in all areas with an average score of 4.0 and above.

2.4

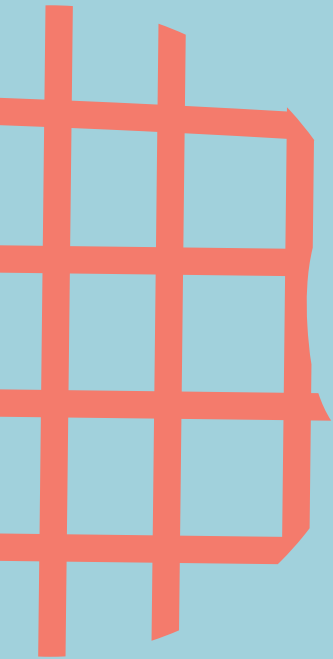


Attendance data matches or exceeds the like schools average for each of the attendance categories.



Focus Area	Major Strategies - What we will do
Support student and staff health and wellbeing	<ul style="list-style-type: none"> Review and refine a whole school approach to teaching Highway Heroes to support student well-being and social-emotional development. The School Chaplain will run targeted intervention programs for identified groups of students in areas of need. Develop a Student and Staff Health and Wellbeing Plan.
Build an inclusive and culturally responsive school community	<ul style="list-style-type: none"> Provide professional learning for staff on effective teaching strategies to support EALD students. Support students to feel a sense of belonging through understanding and celebrating the school's varied cultures. Continue to progress cultural responsiveness through initiatives identified in the Aboriginal Cultural Standards Framework Plan.
Provide a safe, orderly, supportive learning environment with high expectations of behaviour for all.	<ul style="list-style-type: none"> Embed the Positive Behaviour in Schools Policy with aligned practice across the school. Maintain a strong focus on acknowledging positive behaviour expectations by implementing a whole school reward system. Upskill staff with knowledge and strategies for a restorative approach to behaviour.
Develop clear procedures to improve student attendance.	<ul style="list-style-type: none"> Consistently apply attendance procedures and communicate to staff and parents.
Focus on student engagement and agency.	<ul style="list-style-type: none"> Seek regular opportunities for student voice in school decision making. Provide students with regular and timely feedback on their learning. Develop student leadership policy outlining structures, roles and selection processes.
Engage parents as partners in their child's learning.	<ul style="list-style-type: none"> Provide parents with effective strategies to support learning at home. Send regular communication to parents regarding learning programs. Run parent workshops on identified areas of interest.
Develop the physical environment through replacement and maintenance planning.	<ul style="list-style-type: none"> Develop and implement a Grounds Improvement Plan. Plan and develop purposeful outdoor spaces for student engagement and wellbeing in learning and play. Continue to action classroom furniture replacement plan.





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