

BALINGUP PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL



BUSINESS PLAN
2018-2020



Our Distinction

Small School

- ✓ personal attention
- ✓ individual tuition
- ✓ close relationships

High Levels of Pastoral Care

- ✓ mental health and well-being
- ✓ whole school focus
- ✓ school chaplain
- ✓ school psychologist
- ✓ access to outside agencies
- ✓ cater to individual needs

High Standards

- ✓ positive behaviour
- ✓ strong values
- ✓ academic
- ✓ extra-curricular opportunities

Highly Experienced Staff

- ✓ permanent and committed
- ✓ compassionate and collaborative

Natural Environment

- ✓ nature play
- ✓ loose parts play
- ✓ student fruit trees/garden



Vision

Balingup Primary School empowers students to develop independence and resilience in a diverse learning environment.

Through an inclusive and collaborative approach to educational growth, we instil a culture of high expectations.

We create contemporary opportunities for students to become life-long learners.



Values

We aim to build resilience and encourage multi-age friendships with a shared responsibility.

We embed our virtues program to ensure student success in the global community.

Our staff thrive in a supportive and collaborative environment and inspire growth and change within one another.



School Creed

We are a team
We respect each other
We take risks
We learn from our mistakes
We create
We dream big
We celebrate each other's success
We strive for personal best
We are Balingup Primary School

Our School is Distinctive.

✓ **Interpersonal Skills**
We want students to develop compassion and empathy

✓ **Respect**
We want students to respect our natural environment and participate actively in sustainability

Our Intentions



Interpersonal Skills



Motivation



Future Success

Respect for Nature



Technology Savvy

✓ **Motivation To Learn**
We want students to enjoy their learning journey and to be active participants in their schooling

✓ **Success in the Global Community**
We want students to be prepared for life after school and to successfully integrate into and navigate the global community

✓ **Technology Savvy**
We want our students to thrive in the ever-advancing digital global community

Student achievement is important to us.



We will grow and embrace change.



Self Assessment

At Balingup Primary School rigorous self assessment processes are a key component of our planning and improvement cycle. Informed judgements about the standards of student achievement and the effectiveness of school processes in maximizing student achievement are regularly and consistently made. School staff, board members, students and parents are all actively immersed in the collection, analysis and ongoing review of whole school improvement. They each review specific data that contributes towards the whole school improvement process, both academic and non academic.



1. Whole school Monitoring System

As a small school we are in the unique position to track, monitor and assess every students' progress throughout their whole schooling. We continually assess individual student achievement and write informed individual education plans to ensure success.



2. Reflective Practice

Our whole school literacy and numeracy programs run on a three year cycle of implementation and improvement. Teachers participate in reflective practice to ensure the programs are meaningful, current and curriculum aligned, and analyse student data to ensure maximum learning is occurring.



3. Quantitative Data

We collect and analyse quantitative data to ensure student success. Whole school assessments are:

- PLD (Promoting Literacy Development) Early Literacy Screen
- South Australian Spelling Test
- Reading Benchmarks
- Ballard Westwood Mental Computation Assessment
- Progressive Achievement Test in Mathematics (PATMaths) To be implemented;
- Progressive Achievement Test in Science (PATScience)
- Brightpath (writing)



4. System-Wide Data

To support our individualised tracking system, a range of system-wide data is collected and analysed:

- National Assessment Program Literacy and Numeracy (NAPLAN)
- Student Achievement Information System (SAIS)
- Student Attendance Records
- On Entry Assessment for Pre Primary
- Behaviour and Attendance Data
- School Community Surveys
- Australian Early Development Index (AEDI)



5. Staff Reflection

Our staff participate in a range of self reflective practices to ensure a continuous journey of improvement and growth is sustained. All staff participate in performance management reviews and goal setting and collaborate to observe and encourage each others' practice within the classroom. Staff attend a minimum of six professional learning days per year. A staff survey is used bi-annually to monitor whole school progress.

Cycle of Improvement

Balingup Primary School has developed a robust cycle of annual self-assessment based upon collaborative analysis of whole school and national data related to the strategic improvement targets.

PLAN, ACT, REVIEW

Balingup Primary School's self assessment cycle and planning framework ensures we continue to seek growth and embed change. With three linked components to drive school direction, we consult student achievement, whole school and state-wide data to support collaborative, instructional and explicit decision making.



1. Strategic Direction – Business Plan

The Department of Education Strategic Plan and yearly Focus documents provide clear direction for our three year business plan cycle. We ensure success for all students, high quality teaching, effective leadership and strong governance and support remain our priority foci in whole school improvement and link specifically to our core business.



2. Operational Plans

School based operational plans identify areas of strategic focus and set short term targets and strategies that are achieved within that year. These plans are linked to the long term targets of the business plan and detail who is responsible for implementing the strategy and how that change will occur.



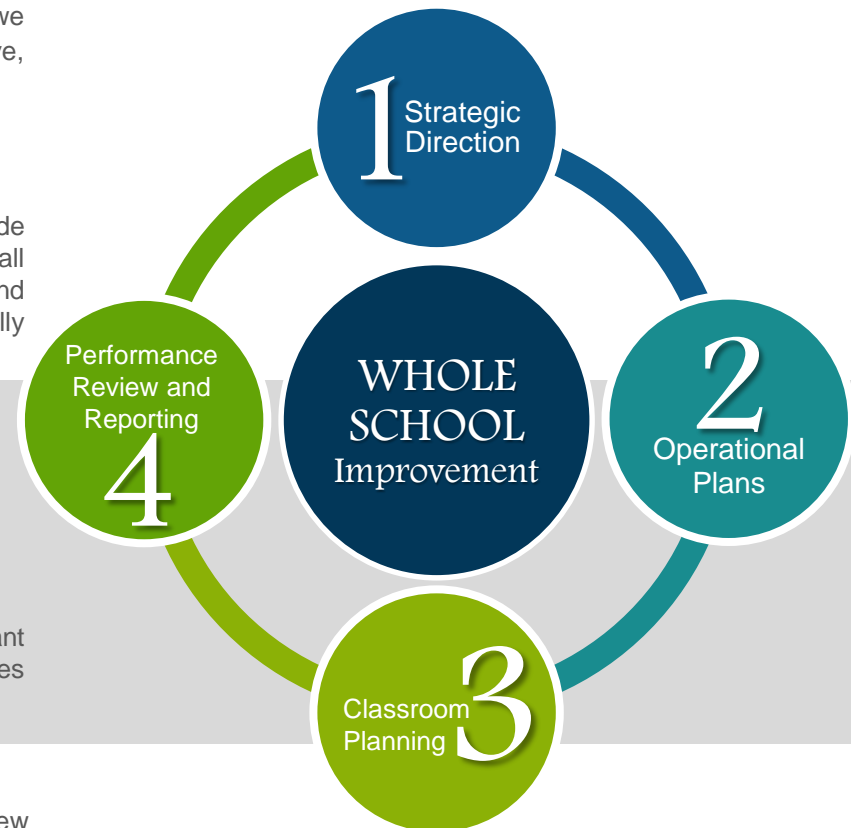
3. Classroom Planning

Classroom planning directly impacts on student achievement and is an important element of whole school planning. Teachers partake in collaborative opportunities to ensure classroom planning aligns to the operation and strategic plans.



4. Performance Review and Reporting

Balingup Primary School participates in self reflection and performance review each year and reflects on overall school progress relating to the three year business plan.



Our School



Successful Students

01

02 Leadership & Teaching



STRATEGIES

PERFORMANCE TOOLS

- | | |
|--|--|
| ✓ Showcase excellence through specialist programs visual art, Auslan languages, choir, STEM, guitar and physical education | School Surveys |
| ✓ Continue the three year implementation cycle of the Back to Front Mathematics whole school program | PATMaths Assessment
Whole School Data Analysis, |
| ✓ Embed the explicit teaching of synthetic phonics program PLD from Kindergarten to Year 6 to improve student achievement | Whole School Data Analysis |
| ✓ Implement and embed whole school writing program Seven Steps for Successful Writing to teach multi-age groups | Brightpath writing moderation |
| ✓ Implement a visible, student by student high performance- high care culture based on strong individualised case management | Individual Education Plans (IEPs), SAER coordinator, case conferencing with parents, specialist literacy and numeracy intervention |
| ✓ Develop opportunities for early identification and intervention of literacy and numeracy in Kindergarten to Year 2 | |
| ✓ Ensure identification of Talented and Gifted Students (TAGS) and maintain access to Primary Extension & Challenge Program (PEAC) | Liaise with district wide PEAC coordinator, identification of students in Year 4 |

STRATEGIES

PERFORMANCE TOOLS

- | | |
|--|---|
| ✓ Develop sustainable shared leadership roles beyond the classroom | Staff survey and roles and responsibilities document
AITSL Framework utilised by teachers |
| <ul style="list-style-type: none"> ✓ Provide staff with regular opportunities to attend professional learning focusing on multi-age group classrooms, planning for Humanities and Social Science and Science learning areas ✓ Build staff capacity in digital fluency ✓ Develop further the expertise of Education Assistants to support student learning | Improved teaching practice evident across all classrooms |
| <ul style="list-style-type: none"> ✓ Continue the performance management of all teaching and non teaching staff to enable whole school growth ✓ School leaders to embed a culture of feedback ✓ Self-reflect against the Principal Performance Improvement Tool ✓ Continue mentoring and collaboration opportunities for staff | Performance Management and goal setting documentation
AITSL Framework utilised by teachers |
| ✓ Embed the use of school developed scope and sequence documents in literacy and numeracy and introduce multi-age scope and sequence documents in science and humanities and social science from pre-primary to year 6 to continue whole school consistency | Staff capacity survey in teaching multi-age classrooms |
| ✓ Promote positive health and wellbeing for all school staff through ongoing school based and Education Department agencies | Staff survey |

Focus Areas



Partnerships

03

STRATEGIES	PERFORMANCE TOOLS
<ul style="list-style-type: none"> ✓ Build and maintain positive and caring relationships between staff, students and parents ✓ Encourage the greater responsibility of and educate the parents and school community about the importance of student attendance through regular communication ✓ Continue the implementation of school-based strategies 	<ul style="list-style-type: none"> Utilise community, parent, staff and student surveys to inform continual whole school relations and improvement SARs (Student Attendance Reporting) Data School Attendance Coordinator School Surveys
<ul style="list-style-type: none"> ✓ Work collaboratively with the school community to increase resources and opportunities for student learning ✓ Continue to apply for grants from the Balingup Small Farm Field Day, Medieval Carnivale and seek donations from community groups to improve school resources 	<ul style="list-style-type: none"> Provision of specialist subjects After school activities Grant applications for nature play, technology, sensory room and flexible learning environments
<ul style="list-style-type: none"> ✓ Maintain effective operation of the School Board, attracting new members with specific skill sets 	<ul style="list-style-type: none"> All board members to participate in training
<ul style="list-style-type: none"> ✓ Develop community partnerships i.e. lift school involvement in festivals such as the Small Farm Field Day and Balingup Medieval Carnivale ✓ Use the Aboriginal Cultural Standards Framework to promote community awareness and belonging through NAIDOC and Harmony Day celebrations 	<ul style="list-style-type: none"> Ongoing school involvement in community-based events Parent volunteers through the P&C
<ul style="list-style-type: none"> ✓ Continue to build upon cross school relations to support Year 6 transition to high school 	<ul style="list-style-type: none"> Develop and embed handover practices
<ul style="list-style-type: none"> ✓ Continue to work with Department and external providers to improve student outcomes and purchase and develop resources to support students with additional needs 	<ul style="list-style-type: none"> Ongoing consultation and collaboration with NDIS (National Disability Insurance Scheme) providers & One Classroom Education Department portal



04 Learning Environment

STRATEGIES	PERFORMANCE TOOLS
<ul style="list-style-type: none"> ✓ Maintain the provision of quality facilities and physical resources that promote optimal learning and ensure the learning environment supports the different learning styles of all students ✓ Develop flexible learning spaces to cater for individualised learning ✓ Continue to build technologically enriched classrooms with integrated daily use evident through observations and feedback 	<ul style="list-style-type: none"> Completion of sensory room Purchase furniture and equipment to support flexible learning spaces Lease new laptops, purchase 20 new iPads, buy a range of technology equipment to support learning Feedback from school surveys
<ul style="list-style-type: none"> ✓ Maintain our family friendly environment and develop further opportunities for parents to participate in their child's education ✓ Embed opportunities for participation in whole school events, team teaching and collaborative classrooms 	<ul style="list-style-type: none"> Increased parent involvement in school board, parents and citizens committee, open days, family events and parent participation in classroom volunteer rosters Feedback from school surveys
<ul style="list-style-type: none"> ✓ Promote the Bullying. No Way! campaign, teach protective behaviours and embed virtues and mindfulness across the school 	<ul style="list-style-type: none"> KidsMatter implementation Bullying! No Way and Harmony Day celebrations
<ul style="list-style-type: none"> ✓ Provide quality school facilities 	<ul style="list-style-type: none"> Develop a nature play and loose parts playground Maintain neat and inviting school grounds
<ul style="list-style-type: none"> ✓ Prepare for the introduction of online testing through capability assessments (NAPLAN) 	<ul style="list-style-type: none"> Administration to participate in professional learning Review and upgrade where needed school bandwidth and technology facilities

Writing



We will;

- ✓ Improve writing through ongoing professional development
- ✓ Implement and embed Seven Steps to Writing Success across the school, whilst continuing to use Western Australian Curriculum documents to support student learning
- ✓ Collect and analyse individual student data to ensure continual growth and success
- ✓ Use a case management approach to individualise learning
- ✓ Participate in both peer and formal observations to improve practice
- ✓ Reflect on our practice through performance management reviews

Numeracy



We will;

- ✓ Embed and monitor the use of Back to Front Mathematics whole school program
- ✓ Use school designed Western Australian Curriculum aligned tools to teach mental computation and improve basic facts knowledge
- ✓ Collect and analyse individual student data to ensure continual growth and success
- ✓ Use a case management approach to individualise learning
- ✓ Participate in both peer and formal observations to improve practice
- ✓ Reflect on our practice through performance management

Digital Technology



We will;

- ✓ Purchase and update resources to maintain relevance to the global digital world
- ✓ Attend professional development to ensure all teachers are technologically savvy and well equipped to embed the use of technologies across all learning areas
- ✓ Teach STEM (science, technology, engineering, mathematics) as well as digital technologies
- ✓ Implement webSIS, providing opportunities for Administration to attend professional development
- ✓ Continue to develop effective school communications through digital devices
- ✓ Produce surveys for staff, students and parents to ensure this priority is effective across the whole school community

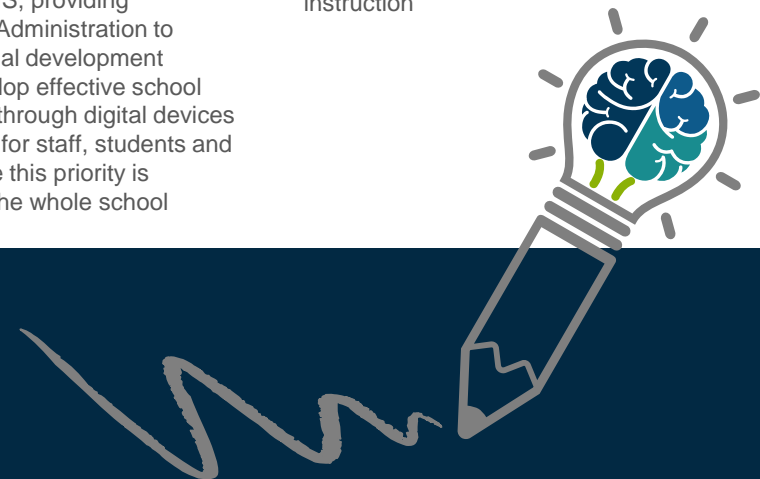
Multi-Age Grouping



We will;

- ✓ Participate in professional development focusing on explicit teaching in multi-age classrooms
- ✓ Use multi-age Western Australian Curriculum based documents to plan deliberate opportunities for students to work at their own ability level
- ✓ Use whole school data to track individual student progress
- ✓ Use Education Assistants to support small group and individualised instruction

School Priority Areas





2018~2020 Targets

Balingup Primary School aims to maintain a culture of continuous growth. To embed change, specific targets for Numeracy, Literacy and Attendance have been identified. Yearly goals and strategies used to meet these targets will be embedded in Operational Plans. Target progress will be reviewed yearly and published in the Annual Report.



Literacy

- ✓ L.1 By 2020, students identified in operational plans will make moderate progress or higher from Pre-Primary On Entry Assessment to Year 3 NAPLAN Reading test when compared with Like Schools.

- ✓ L.2 By 2020, achieve NAPLAN results which are at least consistent with or above 'like schools' in Writing, Spelling, Punctuation and Grammar.

Numeracy

- ✓ N.1 By 2020, students identified in operational plans will make moderate progress or higher from Pre-Primary On Entry Assessment to Year 3 NAPLAN Numeracy test when compared with Like Schools.

- ✓ N.2 By 2020, the school will improve their rating of achievement and progress between Years 3 to 5 and 5 to 7 NAPLAN Numeracy test when compared to Like Schools.

Attendance

- ✓ A.1 Annually, increase the percentage of students in the regular attendance (90%+) category as compared to 2017 Semester One Student Attendance Reporting (SARS) data.



Strong community relationships
are important to our school



Our Distinctive
School

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Road Safety Awareness

We started a road awareness program to teach students about road safety using electric mobility scooters with our outstanding program featured on the South West ABC News.



Balingup Primary Junior Bush Fire Brigade

We run a *Junior Fire Brigade* to teach our students how to be bush fire aware and prepared in an emergency.

This is the first ever of its kind to be implemented Australia wide and has been featured on the South West ABC News.

Community Relations

Balingup Primary School has a strong presence within the Balingup Community.

We take pride in our relationships with;

- ✓ Balingup Small Farm Field Day
- ✓ Balingup Medieval Carnival
- ✓ Balingup Country Women's Association (CWA)
- ✓ Balingup Community Garden
- ✓ Balingup Volunteer BFB
- ✓ Greenbushes Talison Mine
- ✓ Community ANZAC Ceremony
- ✓ Balingup Progress Association
- ✓ Balingup Tourist Centre
- ✓ Local Businesses and Stores



Auslan Languages

Balingup Primary School was one of the first Western Australian Schools to implement Auslan (keysign) as its chosen Languages Curriculum.

Inclusivity and belonging are important to our school and are the driving factors behind the implementation of this Curriculum subject.

