



**BUNBURY**  
PRIMARY SCHOOL

# **BUSINESS PLAN**



**2017 - 2019**

# BUNBURY PRIMARY SCHOOL

## 2017 – 2019 School Business Plan

Bunbury Primary School is an Independent Public School (IPS). The Bunbury Primary School Business Plan 2017 - 2019 is a three year strategic document that outlines the school's key focus areas and objectives.

This Business Plan should be read in conjunction with Bunbury Primary School's other corporate documents, which are available from the school web site at [www.bunburyyps.wa.edu.au](http://www.bunburyyps.wa.edu.au)

### Our School

Our school has a rich history of high performance and achievement in academics, social behaviour, pastoral care, visual arts, performing arts, sporting events and environmental and social sustainability.

The school is committed to achieving excellence for all students.

Bunbury Primary is dedicated to maintaining positive learning environments and the school strives to provide an engaging learning environment. This allows for a continuous cycle of learning that challenges students to reach their potential academically, socially and emotionally.

Bunbury Primary has a strong sense of community and the school strives for excellence in teaching and individual student performance through its professional and dedicated staff.

### Our Vision

The vision at Bunbury Primary School is to work together to enhance our whole school community ensuring that every child at our school reaches their potential.

### Our Values

The values at Bunbury Primary School of *Responsibility; Compassion; Respect; Honesty; Self-discipline; Perseverance; Tolerance; and, Giving and Sharing* are integrated into all aspects of our academic program and our approach to pastoral care and student wellbeing.

Our school Behaviour Expectations, through the Positive Behaviour Support approach, are:

- Be Responsible;
- Be Caring;
- Be Respectful; and,
- Be your Best.

## Our Business Plan

This Business Plan is the culmination of an analysis of our school's previous performance, as captured against our preceding three-year Business Plan, alongside expressions of our desired future performance and strategic aspirations.

Bunbury Primary School has achieved a solid foundation of performance during its first six years of operation as an IPS, as outlined in the Independent Reviews of our school's performance that occurred in 2013 and 2016 (both Independent Reviews are available from our school web site and through the Department of Education Schools Online portal).

The structure of our Business Plan 2017 – 2019 has changed from its previous format to align with the Western Australian Department of Education's *Strategic Plan for WA Public Schools 2016 – 2019*. This Department strategic plan applies to all schools in Western Australia.

Our Business Plan builds from four priorities of the Department of Education's *Strategic Plan for WA Public Schools 2016 - 2019*:

- **Success for All Students**
- **High Quality Teaching**
- **Effective Leadership**
- **Strong Governance and Support**

Our school's planning is also built from what our data, and our school and the community, tells us we need to achieve. Our strategic goals also retain alignment to the Bunbury Primary School core themes or focus areas that are outlined below, and which are carried over from our previous Business Plan.

Within this Business Plan we have identified improvement targets and maintenance targets. This is necessary, as we believe that we have achieved performance levels in some areas that need to be maintained whilst there is a more concentrated effort put into those performance areas in which we want to lift our performance.

## Core Themes

The Core Themes or focus areas at Bunbury Primary school are:

### Academic

The school is committed to providing the best possible opportunities for all students. Students are encouraged and supported to compete and excel in academics. Opportunities include, amongst other things, *Have Sum Fun*, *Numero*, *International Competitions* (ICAS Mathematics, English, Spelling and Science), *Soap Box Public Speaking Competition*, *Writing Competitions* and *The Fremantle Literature Centre for Writing Program*.

The school uses the 'Letters and Sounds' program from K-2 and the Words Their Way program (3-6). The Letters and Sounds Program is also used as a literacy intervention program from P-6. The school has many students who are selected into the District Primary Extension and Academic Challenge (PEAC) program in year 4, 5 & 6.

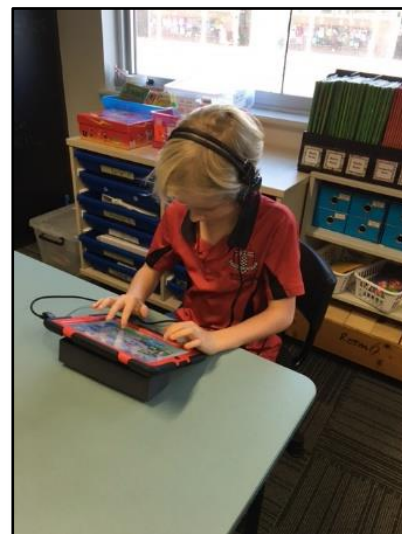
### **Positive & Engaging Learning Environments**

The school's Positive Behaviour Approach supports student engagement and the social and emotional well-being of students. The approach is supported by the following programs and resources: Kagan Co-operative Learning Structures, John Hattie's Visible Learning, the Friendly Schools Plus Bully Prevention program, Friendly Kids Friendly Classroom, Bounce Back and Kids Matter resources.

The school has been acknowledged for its creative and engaging playground initiatives. The school is also featured on the National Safe Schools hub website, won an award in the 2014 Children's Week Awards, presented at state 2015 Positive Schools Conference and has been acknowledged across the state, nationally and internationally for its positive and engaging learning environment.

### **Information Communication Technologies (ICT)**

The school operates in an SOE 4 environment and has effective wireless accessibility across the school. All classrooms have access to interactive digital projectors and/or white boards, class computers and banks of iPads. The school has a BYOD (iPad) program for students in years 4 - 6. The library has a bank of 10 computers. An ICT technician supports the school two days a week.



### **Community & Participation**

Parents and the community are highly valued and are actively involved in supporting the school in fundraising, committees, canteen and classrooms. Both the P & C and School Board are very active and have provided a great deal of support and direction to the school. The Hands Up for Kids program welcomes community volunteers and is utilised throughout the school to support staff, students and teachers. The school communicates with parents using the school newsletter, School App, email and school website.



### **Facilities & Environment**

The school has play equipment to reflect different interests and stages of development, across the school, for all students. We view play as an important part of learning and cater to as many approaches to play as we can. There are a number of initiatives that have been developed in conjunction with parents and the school P&C. These projects have included the addition of Junior and Senior Nature Play areas, an upgrade to the school vegetable garden and the development of the Our Harmony Garden reflecting Aboriginal Culture and other multi-cultural groups within the school.

### **Science**

The school has a Science specialist program that operates across 1 - 6 year levels. This has enabled all students to receive specialist teaching in Science and our senior students (years 3 - 6) to also utilise our specialist built Art/Science Room. The specialist program is also linked to community and classroom initiatives. Students are provided with opportunities to participate in Science competitions.



### Visual Arts

The Visual Arts program provides students with the opportunity to learn and apply skills in different mediums. Students in year 6 are also provided with the opportunity to participate in the Extension Visual Arts program at the local high school.

### Performing Arts

The Music program provides students with the opportunity of being part of a school choir, Drumming and/or Marimba groups, recorder and also competing in the annual City of Bunbury Performing Arts Eisteddfod. Students in year 5 & 6 can also be selected to participate in the School of Instrumental Music program (SIM). Students also contribute to, and participate in, community music events including the national Making Music – All in Music Day and performing for Aged Care facilities.



### Sporting

The Physical Education program provides students with opportunities to learn new skills as well as opportunities to be coached by community experts in different sports. The school participates and is highly successful in the Inter-school Athletics and Swimming carnivals, Interschool Cross Country and other local sporting events.

### Languages

All students from years 1 - 6 participate in the Language (Italian) program. Students are provided with opportunities to learn about the Italian language and culture. Oral and written communication is introduced and covered across the year levels.



### Environmental & Social Sustainability

Students are involved in many sustainable projects across the school: paper and organic waste recycling, battery, mobile phone, ink cartridges, ring pulls recycling, generating power using photovoltaic cells, Kids Teaching Kids Program and the CSIRO Sustainable Futures Project. The school has been recognised nationally for its sustainable initiatives. The school also has a vegetable garden to support classroom programs. The school continues to support and work with the community on projects and initiatives.

**The following pages outline those aspects of school performance which the school intends to maintain and those where the school wants to achieve by the end of 2019. As indicated earlier, our focus is on Success for All Students; High Quality teaching; Effective Leadership; and, Strong Governance and Support.**

## BUSINESS PLAN PRIORITY 1 – Success for All Students

*High expectations of success for every student.*

<b>SCHOOL OBJECTIVES</b> <b>What our school will continue to do</b>	<b>SCHOOL TARGETS</b> <b>What we want to achieve by 2019</b>
<ul style="list-style-type: none"> <li>• A School Operational Plan is prepared and implemented annually.</li> <li>• Use of evidence based whole school approaches in English, Mathematics, Science, Humanities and Social Sciences (HASS) and Information Communication Technology.</li> <li>• Maintain focus on meeting National Quality Standards requirements for Early Childhood.</li> <li>• Undertake professional learning in SEN<sup>1</sup> and SENAT to continue the development of strategies to support students and teachers in the classroom.</li> <li>• Maintain the monitoring of individual student progress in their social and emotional development through the Attitude, Behaviour and Effort (ABE) component of reporting.</li> <li>• Maintain case management processes through the systematic gathering, reviewing and monitoring of:               <ul style="list-style-type: none"> <li>○ school attendance data of students to identify those that fall into the 'at risk' categories (below 90%); and,</li> <li>○ for SAER<sup>2</sup>, EALD<sup>3</sup> and students with special needs.</li> </ul> </li> <li>• Maintain the effective monitoring of attendance of Aboriginal, vulnerable or at risk students and the organising of early intervention and case management processes.</li> <li>• Maintain the provision, to identified students, of access to a range of extension programs and opportunities.</li> <li>• Maintain the use of the school database as a method of identifying behavioural issues for pre-emptive interventions in order to maintain less than 5% of students receiving major behaviour referrals.</li> <li>• Maintain a minimum of 95% of students achieving 0.1 or above progression points in Writing in pre-primary on-entry assessment in term 1. (Stable cohort).</li> <li>• Maintain data collection protocols for PAT<sup>4</sup> Reading &amp; Maths, On Entry, Words Their Way, Letters &amp; Sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students above the Australian mean in NAPLAN Writing will be:               <ul style="list-style-type: none"> <li>○ 55% in Year 3.</li> <li>○ 60% in Year 5.</li> </ul> </li> <li>• Based upon the average percentile score over the three years of this plan, increase the percentage of:               <p>Year 3 students in NAPLAN:</p> <ul style="list-style-type: none"> <li>○ Numeracy Bands 5 and 6 to 50%.</li> <li>○ Reading Band 5 and 6 to 58%.</li> </ul> <p>Year 5 students in NAPLAN:</p> <ul style="list-style-type: none"> <li>○ Numeracy Bands 7 and 8 to 40%.</li> <li>○ Reading Bands 7 and 8 to 45%.</li> </ul> </li> <li>• Cohort level scores in PAT Reading and Mathematics will be above the Australian Mean in all year levels (1 – 6).</li> <li>• In the pre-primary On-Entry assessment tool (in term 1), the stable cohort will achieve the following:               <ul style="list-style-type: none"> <li>○ 85% of students achieving 0.5 or above progression points in Speaking and Listening.</li> <li>○ 90% of students achieving 0.2 or above progression points in Reading.</li> <li>○ 90% of students achieving 0.5 or above progression points in Numeracy.</li> </ul> </li> <li>• All classroom teachers will be using SAIS<sup>5</sup> data to inform planning and will have guidelines to use and access site.</li> <li>• Improve 3-year average attendance in categories as follows:-               <ul style="list-style-type: none"> <li>○ Regular: 81.8% - 84.0%</li> <li>○ Indicated: 15.0% - 14.0%</li> <li>○ Moderate: 2.8% - 2.0%</li> <li>○ Severe: 0.3% - 0.2%</li> </ul> </li> </ul>

<sup>1</sup> SEN – Special Education Needs    SENAT- Special Education Needs Assessment Tool

<sup>2</sup> SAER – Students At Educational Risk

<sup>3</sup> EAL/D- English as an Additional Language/Dialect

<sup>4</sup> PAT – Progressive Achievement Test

<sup>5</sup> SAIS – Student Achievement Information System

## BUSINESS PLAN PRIORITY 2 – HIGH QUALITY TEACHING

*A renewed and relentless focus on the best possible teaching practices.*

<b>SCHOOL OBJECTIVES</b> <b>What our school will continue to do</b>	<b>SCHOOL TARGETS</b> <b>What we want to achieve by 2019</b>
<ul style="list-style-type: none"> <li>• Maintain a learning environment that is safe, respectful, tolerant and inclusive.</li> <li>• Maintain positive caring relationships between staff, students and parents through the Positive Behaviour Support (PBS) approach and support from outside agencies.</li> <li>• Monitor individual student progress of social and emotional development through the Attitude, Behaviour and Effort (ABE) component of reporting modules.</li> <li>• Continue to embed the teaching of social skills and bullying prevention strategies using evidence-based resources; Friendly Schools Plus, Bounce Back, SDERA<sup>6</sup>, Friendly Kids Friendly Classrooms and Zones of Regulation.</li> <li>• Continue to provide regular information to staff and parents about student well-being through school newsletters.</li> <li>• Maintain the teaching of Protective Behaviours with support from school Psychologists, Speech Therapists, Occupational Therapists, Autism Intervention Team, etc. where necessary and appropriate.</li> <li>• Maintain reporting and assessment in digital technologies, geography, visual arts, music and physical education.</li> <li>• Embed the teaching of specific content of the WA curriculum in phase 2 learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The whole school learning dispositions of <i>Cooperativeness, Perseverance, Creativity, Resilience, Risk Taking, Self-Motivation</i> and <i>Thoughtfulness</i> will be embedded in classroom practice.</li> <li>• There will be consistency of approach to PBS, by all staff, to Tiers 1, 2 and 3 behaviours.</li> <li>• The Attitude, Behaviour and Effort (ABE) components of the interim and semester reports will reflect school expectations and dispositions.</li> <li>• The self-management strategies of the Zones of Regulation will be embedded in general student behaviour.</li> <li>• All teachers will use data, where appropriate, collected from NAPLAN; PAT Reading and Maths; Letters and Sounds; and, On-Entry as part of their Literacy and Numeracy planning.</li> <li>• Classroom Teacher Peer Observation will be an embedded part of the performance management process.</li> <li>• The whole of school approach to Visible Learning and school-accepted practises will have been further developed within the constraints of the budget.</li> <li>• All teachers will be utilising the Brightpath program to support their evaluative practises in English and Mathematics</li> <li>• Staff will regularly engage in professional learning via technology – Webinars; SABA; Connect Communities; etc.</li> <li>• Have begun the consolidation and implementation of phase 3 learning areas (Economics 5&amp;6 and Civics and Citizenship).</li> </ul>

<sup>6</sup> SDERA – School Drug Education and Road Awareness

## BUSINESS PLAN PRIORITY 3 – EFFECTIVE LEADERSHIP

***Strong and empowering leadership in every school across the whole system***

<b>SCHOOL OBJECTIVES</b> <b>What our school will continue to do</b>	<b>SCHOOL TARGETS</b> <b>What we want to achieve by 2019.</b>
<ul style="list-style-type: none"> <li>• Maintain ‘community care’ activities of:               <ul style="list-style-type: none"> <li>○ Choir and Band performances for senior citizens;</li> <li>○ Sponsorship of World Vision child;</li> <li>○ Whole school fundraising events to support charity organisations; and,</li> <li>○ Participation in community events (e.g. Anzac Day, Australia Day, etc.).</li> </ul> </li> <li>• Undertake the biannual National School Satisfaction Survey in 2018 to monitor and maintain the current level for:               <ul style="list-style-type: none"> <li>○ <i>School has strong relationship with its community</i> (4.40);</li> <li>○ <i>Satisfaction with overall standard of education</i> (4.47);</li> <li>○ <i>Would recommend school</i> (4.52).</li> </ul> </li> <li>• Maintain school leader walkthroughs with links to visible learning.</li> <li>• Maintain development of Tier 2 and Tier 3 strategies and support for ‘at risk’ students</li> <li>• School leaders maintain the currency of their professional learning and on-line learning programs are used to provide achievement feedback to teachers at regular intervals.</li> <li>• Maintain contact with local Relief Teacher group to advise of the availability of relevant professional learning.</li> <li>• Support student leadership opportunities.</li> <li>• Embrace opportunities to promote our school and its achievements through the media and professional networks.</li> <li>• Communicate with our school community through a variety of forums including the schoolbag app and a regular newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous people will be invited to support classroom programs.</li> <li>• NAIDOC week will have a whole school focus.</li> <li>• All staff will have completed the Online PL (via Portal) in regard to ethical decision making.</li> <li>• More opportunities for student leadership within the school will have been investigated and created as identified.</li> <li>• We have acted upon any identified areas for improvement as arising from the National School Satisfaction Survey.</li> <li>• The school web page has been updated and modernised to ensure currency and effectiveness.</li> <li>• Developed a school Face Book page as an additional communication tool with the community.</li> <li>• Opportunities to embrace and implement emerging technologies around engagement, communication and school operations are adapted as appropriate.</li> <li>• Opportunities for a School ICT sponsor have been investigated.</li> </ul>



## BUSINESS PLAN PRIORITY 4 – STRONG GOVERNANCE AND SUPPORT

### *A capable and responsive organization for now and into the future*

<b>SCHOOL OBJECTIVES</b> <b>What our school will continue to do</b>	<b>SCHOOL TARGETS</b> <b>What we want to achieve by 2019</b>
<ul style="list-style-type: none"> <li>• Maintain and review school Scope and Sequence Digital Technologies, General Capabilities and NAPLAN On-Line.</li> <li>• Maintain the Bring Your Own Device (BYOD) programme for year 4-6 students.</li> <li>• Maintain processes around implementing the ICT<sup>7</sup> Purchase and Replacement Plans, within budgetary constraints.</li> <li>• Continue the annual <i>Celebration of Learning</i> event involving all students and their families in Term 3 each year.</li> <li>• Managing staff Long Service Leave (LSL) and addressing staff gender imbalance.</li> <li>• All Board members have access to Department of Education Board training modules to understand their role in Governance and the Delivery and Performance Agreement (DPA).</li> <li>• Maintain an after-hours school care program.</li> <li>• Continued identification and planning for enhancements to buildings, grounds and facilities, including the development of additional playing spaces around the school that engage students in the playground.</li> <li>• Maintain an attitude of continuous improvement concerning safety when accessing our school by car, on foot and by bike.</li> </ul>	<ul style="list-style-type: none"> <li>• Attain Teacher Development School (TDS) Status in DigiTech</li> <li>• Have established links with Edith Cowan University or other like bodies on CoderDojo coding clubs.</li> <li>• STEM<sup>8</sup> activities (including coding and robotics) will be regular features of all classrooms in the school.</li> <li>• The school community will be aware of the importance of STEM education through community information evenings.</li> <li>• The School Board will have played a role in:               <ul style="list-style-type: none"> <li>○ Promoting to the school community the opportunity for making donations to support student needs and programmes.</li> <li>○ Continuing to encourage participation of parents in school activities and fundraising.</li> <li>○ Monitoring the safe ingress and egress of the school community to the school grounds.</li> <li>○ Identifying projects that advance education and seek to align them with external funding opportunities.</li> </ul> </li> </ul>

<sup>7</sup> ICT- Information and Communication Technology

<sup>8</sup> STEM – Science Technology Engineering Mathematics