

Bicton Primary School
Discover a School of Opportunities

Together We Learn Together We Grow

Business Plan for Bicton Primary School
2016-2018



To nurture, inspire and achieve success



**BICTON PRIMARY SCHOOL
BUSINESS PLAN 2016-2018**
Together we learn, Together we grow

We are delighted to present this plan, “Together we learn, Together we grow”, which sets the strategic direction for Bicton Primary School over the next three years.

This plan is for every child who attends Bicton Primary School.

The critical importance of the early years of a child’s life to their future educational success is well known. We want every one of our students to have the best start to school, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for later years of schooling.

As students progress through our school, it is important to ensure they develop essential skills, knowledge and understandings in a range of disciplines. We want parents, families and our community to support your children’s learning at home and in school, and value education as the most powerful driver for future success.

By focusing on the priorities and aspirations in this plan, we believe we will make a real difference to our Bicton Students.



Our Bicton VISION

*To nurture,
inspire and
achieve success*



RESPECT

We treat ourselves, our peers, our community and our environment with respect

INTEGRITY

We are committed to acting openly, honestly and ethically

LEARNING

We challenge our students to be creative, positive and independent thinkers who strive to reach their full potential

WORKING TOGETHER

We work together to achieve and share success

RESILIENCE

We nurture our students' social and emotional skills so that they can be confident in themselves and their decisions

HAPPINESS

We create an environment where our students enjoy learning and can have fun

RESPONSIBILITY

We take responsibility for our decisions, our actions and their consequences

Our Bicton MISSION

Bicton Primary School exists to develop our children to be creative, positive and independent people. We aim for personal excellence based on recognition of individual differences, supported by a positive learning

environment of developmentally appropriate instruction. Our school promotes a respectful, nurturing, and supportive environment. Each student's self-esteem is fostered by positive relationships with

students and staff. We strive to have our parents, teachers, and community members actively involved in our school life.

By promoting high standards and expectations we all share the responsibility for achieving the school vision.



Together we learn, Together we grow

SCHOOL STRATEGY 2016-2018

SUCCESS FOR ALL STUDENTS

In a safe and orderly environment, build on strengths, identify areas for improvement and address the needs of our students, with the intention of making every student meet their potential.

HIGH QUALITY TEACHING AND LEADERSHIP

The basis for improved student learning outcomes is high quality teaching and leadership.

BUILD SCHOOL COMMUNITY PARTNERSHIPS

Generate positive relationships and productive partnerships with our parents and our community.

**BICTON PRIMARY SCHOOL
BUSINESS PLAN 2016-2018**

BICTON STRATEGIC OBJECTIVE 1: SUCCESS FOR ALL STUDENTS

We aim to build on strengths, identify areas requiring improvement and address the needs of our students with the intention of making every student meet their potential.

Goal/Target	Key Strategies	Monitoring	Supporting Resources
Extent to which Bicton PS maintains and improves standards of achievement in literacy and numeracy	<ul style="list-style-type: none"> Data is analysed to determine school and year focus areas 	<ul style="list-style-type: none"> Data collected from the identified focus areas indicates improved performance and/or progress over the period On Entry data to indicate minimum of 0.5 points expected progress in numeracy and literacy in PP/1 	National Numeracy and Literacy Standards WA Curriculum resources Go MathACE; First Steps, Primary Connections and agreed whole school processes
	<ul style="list-style-type: none"> Reliable and valid student data and information is collected to inform classroom teaching. All teachers routinely use this information to identify and address strengths and weaknesses (focus areas) 		
	<ul style="list-style-type: none"> Administer the On-Entry assessment for all PP and re-test year one SAER. Teachers use this information, along with ongoing assessment, when planning learning programs 	<ul style="list-style-type: none"> SAER are identified early and have documented plans with the appropriate adjustments to teaching in place. 	Operational Planning Files, school and classroom records
	<ul style="list-style-type: none"> Documented improvement plans for SAER are developed and implemented by teachers/EAs/relevant staff and parents/carers 		
	<ul style="list-style-type: none"> ECE teachers continue early the identification of SAER 	<ul style="list-style-type: none"> Support teachers use differentiated curriculum, teaching adjustment and collaborate with classroom teachers with student achievement and/or progress 	K-6 Higher Order Thinking Skills, the school editing policy and editors code (DATS)
	<ul style="list-style-type: none"> Student support is collaboratively planned, rigorous, evidence based, allocated to areas of established need, outcomes driven and supported within the available resources. 		
	<ul style="list-style-type: none"> All students are supported in attaining the school focus, "good to great" through identification and powerful teaching focused on student improvement 	<ul style="list-style-type: none"> Teachers and staff are accessing relevant professional learning and planning Whole school plans and common approaches are developed and used by teachers 	K-6 mental computations scope and sequence, K-6 School Spelling and Word Study policy
	<ul style="list-style-type: none"> Coordinated whole school approaches to facilitate teacher development and maintain student performance 		
	<ul style="list-style-type: none"> Incorporate the National Quality Standards into ECE teaching and learning 	<ul style="list-style-type: none"> The extent to which teachers demonstrate implementation of the National Quality Standard in classroom practice. 	National Quality Agenda for Early Childhood Education and Care, Quality Standards, On Entry Assessment, Early Years learning Framework, AEDI and WA Curriculum
	<ul style="list-style-type: none"> Establish phase teams K-2 and 3-6 for common planning, connected practice and endorsed teaching strategies with systematic assessment and recording 	<ul style="list-style-type: none"> The extent to which teachers adopt the common approaches determined by the phase team 	
<ul style="list-style-type: none"> ECE team identify elements of the Director General's statement on the early years of schooling (2013 doc) 	<ul style="list-style-type: none"> The extent to which the DG statement is implemented 	Director General's statement on early years of schooling	

Goal/Target	Key Strategies	Monitoring	Supporting Resources
To provide enhanced learning for our students through greater breadth and depth in our wider curriculum	<ul style="list-style-type: none"> Look for opportunities for the whole school to be engaged in learning which incorporate, staff strengths and school community expertise eg, Science activities and competition, ANZAC display, choir, school assemblies, student leadership, art display, book week, dance, school tables and spelling bee 	<ul style="list-style-type: none"> Documentation of opportunities and participation Behaviour and attendance data Mid-year review data Surveys 	Parents Volunteers Specialist teachers SAIS report information
	<ul style="list-style-type: none"> Student creativity, self-esteem, diversity and well-being are planned and catered for through; incorporated use of ICT devices, goal setting, class meetings, curriculum differentiation, cooperative learning, critical thinking skills, class and school wide activities 	<ul style="list-style-type: none"> Teacher provide evidence of the key strategies they are using in their classrooms 	ICT devices Competitions and events eg Book Week, National Science week, School Chaplain, Rainbows program, Semester reports, Survey, Attendance and behaviour data
	The school community supports our Bicton PS values	Data is collected to inform values support and positive outcomes for our students	

BICTON STRATEGIC OBJECTIVE 2: HIGH QUALITY TEACHING AND LEADERSHIP

We recognise the basis for improved student learning outcomes is high quality teaching and leadership.

Goal/Target	Key Strategies	Monitoring	Supporting Resources
The extent to which teaching, learning and assessment principles are embedded into teaching and learning	<ul style="list-style-type: none"> Consult SCASA and WA curriculum and assessment documents; develop common approach to assessments, moderate reporting grades 	<ul style="list-style-type: none"> SCASA assessment principles and reflective questions are used as a tool to review classroom and whole school assessments 	SCASA Assessment Principles Parent and community surveys Network curriculum based activities ICT
	<ul style="list-style-type: none"> All teachers have strong application of the guiding Principles of Teaching, Learning and Assessment 	<ul style="list-style-type: none"> Performance Management Classroom practice 	
	<ul style="list-style-type: none"> Transition of Year 6 students to secondary is well planned and comprehensive 	<ul style="list-style-type: none"> Transition feedback from year teachers, students and parents 	
Teachers and leaders are engaged in relevant, quality professional learning	<ul style="list-style-type: none"> Implement key components from the Director General's statement on public school leadership 	<ul style="list-style-type: none"> The extent to which the DG statement is implemented 	National Professional Standards for Teachers Conferences PL and collegial visits Networks
	<ul style="list-style-type: none"> Leadership development opportunity to ensure school leaders and aspirants have necessary leadership skills 	<ul style="list-style-type: none"> Principal, Deputies and Teachers meet the expectations of the National Professional Standards for Teachers and Leaders. 	
	<ul style="list-style-type: none"> Staff professional learning needs are identified and planned. These are linked to student needs, systemic requirements and performance management 	All staff have performance management plans in place EA participation rates	
	<ul style="list-style-type: none"> Extend the expertise of education assistants through collaboration and professional learning 		
High quality and innovative teaching practice is recognised, supported and shared by teachers and leaders	<ul style="list-style-type: none"> School teams and the School Board contribute to planning and setting school direction 	<ul style="list-style-type: none"> Successful actioning of plans and direction 	ICT Audit Portable computing devices Connect Networks
	<ul style="list-style-type: none"> High quality teaching and innovation is identified, supported and promoted 	<ul style="list-style-type: none"> Effective and endorsed teaching strategies are adopted and demonstrated in all classrooms 	
	<ul style="list-style-type: none"> A school innovations committee operates to support teachers and students with membership from parents and staff 		
	Bicton PS is involved in Riverside Network activities	Involvement in Network activities	
	<ul style="list-style-type: none"> Teacher use ICT to support curriculum delivery 	<ul style="list-style-type: none"> Effective integration of available ICT into classroom teaching 	
	<ul style="list-style-type: none"> Provide support for teachers to adopt technologies 		
Feedback about performance is provided through performance management and classroom observation and feedback	<ul style="list-style-type: none"> Performance Management conversations that provide effective feedback through a coaching model. 	<ul style="list-style-type: none"> All staff have current performance management plans in place 	National Professional Standards for Teachers Lesson Study Networks
	<ul style="list-style-type: none"> Classroom observation and feedback is a part of teaching practice and utilised to share and inform teaching 	<ul style="list-style-type: none"> All teachers participate in classroom observation and feedback 	
	<ul style="list-style-type: none"> Recognise and acknowledge quality teaching, contribution and valuing others 	<ul style="list-style-type: none"> Teachers and support staff feel valued and appreciated 	

BICTON STRATEGIC OBJECTIVE 3: BUILD SCHOOL COMMUNITY PARTNERSHIPS

We continue to prioritise positive relationships and productive partnerships with our parents and our local community.

Goal/Target	Key Strategies	Monitoring	Supporting Resources
<p>The extent to which Bicton PS staff foster positive relationships within and across the school community</p> <p>Parents are connected, informed and supportive of their children's learning</p>	<ul style="list-style-type: none"> The School, School Board and the P&C work together to enhance educational and physical learning environments for students Provide opportunities for parents and teachers to meet and support students eg learning journey, meetings, workshops, excursions, class reading, sporting, parents providing expertise-Science, joint committees Provide parents with information to support their children's development eg K induction, teacher /parent meetings, parent information forums/workshops, Innovation committee, attendance Teachers in the early years establish positive and collaborative relationships with families; which are to be built on in later years 	<ul style="list-style-type: none"> Parents' participation in school/classroom activities reflects strategies Regular (90%-100%) Attendance rates improve. Indicated at risk (80-89%) reduces Parent complaints are addressed as per the Complaints Management Policy Classroom Learning Journeys Class meetings 	<p>School Website</p> <p>Email</p> <p>Newsletter</p> <p>P&C</p> <p>Parents Volunteers</p> <p>School survey</p> <p>Early childhood reference documents</p> <p>EYLF</p> <p>School Volunteers Program</p> <p>School Chaplain</p> <p>Annual Report</p> <p>Naturescape project</p>
<p>Staff, students and parents are active participants to support sustainability and the local environment</p>	<ul style="list-style-type: none"> Parent complete a volunteers form at the commencement of each school year which captures parental skills and willingness to get involved in activities (also new families to the school) 	<ul style="list-style-type: none"> Student behaviour tracking and values data demonstrates positive relationships The extent to which the forms are considered useful by teachers 	<ul style="list-style-type: none"> Volunteers available and accessed, including involvement on committees <p>External environmental organisations and initiatives</p> <p>Volunteers</p>
<p>Develop and implement a branding and marketing strategy to increase our local community awareness and promote Bicton Primary School as a Government School of choice</p>	<ul style="list-style-type: none"> Environmental activities are provided eg Swan R foreshore project, waste wise days, recycling, garden, utilities management, carbon neutral, classroom activities and sustainability curriculum/lessons Look for opportunity to showcase the school to the community (e.g. Art exhibitions, music, dance, science fair, local newspaper etc) Develop a communication strategy for promotion of school activities and communication to broader community 	<ul style="list-style-type: none"> Retention of students Parent participation in extra-curricular activities is measured and is increasing Voluntary contribution rates improve. Number of stories about BPS in media Parent and staff surveys show 85+% satisfaction rate with school communication School activities and profile are visible in the local community 	<p>External relevant organisations</p> <p>ICT</p> <p>Parents</p> <p>Volunteers</p> <p>Ribbons of Blue</p>

Goal/Target	Key Strategies	Monitoring	Supporting Resources
	<ul style="list-style-type: none"> Engage with relevant external organisations to support school initiatives and community groups eg Curtin University to assist with science fair, Rotary joint projects, Notre Dame pre-service, Braemar Lodge, RSL, 	<ul style="list-style-type: none"> Data recording access and benefits 	<ul style="list-style-type: none"> Melville city joint grounds agreement OSH after school club
	<ul style="list-style-type: none"> Form additional joint parent- teacher committees on key or topical subject areas to feed into future strategic planning 	<p>Joint decision making occurs for significant decisions</p>	

BICTON LINKS TO SYSTEM DIRECTIONS 2016-1018

<p>Bicton PS Strategic Objectives 1,2,3</p>	<p>Strategic Plan For WA Public Schools 2016-18</p>	<p>Focus 2016-18: <i>direction for schools</i></p>
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BICTON LINKS TO SYSTEM DIRECTIONS 2015

Bicton PS Strategic Objective	Plan For Public Schools 2012-2015	DoE Focus 2015
SUCCESSFUL STUDENTS	<p>For all students, teachers will:</p> <ul style="list-style-type: none"> • Identify areas requiring attention • Put measures in place to address them, and • closely monitor progress <p>so students achieve the standards we expect. Teachers will build on the strengths of students and extend their achievements.</p>	<ul style="list-style-type: none"> • Increase intensity of teaching and assessing mastery of phonics throughout the early years. • Increase expectations to identify and intervene where students are at risk of not achieving above the national minimum standards in NAPLAN. • Commence implementation of the WA Curriculum and Assessment Outline, including requirements for reporting to parents. • Teach and assess English, history, mathematics and science using the Australian Curriculum content and achievement standards in preparation for full implementation in 2015. • Review specific teaching and assessment practices in health education, with renewed emphasis on students' personal and social capabilities and mental health promotion. • Use new national standards for disability to document and report levels of learning and teaching adjustments made for students
TEACHING AND LEADERSHIP	<ul style="list-style-type: none"> • attract, retain and develop high quality teachers and leaders, including the use of new incentives • provide all staff with access to high quality professional learning opportunities • support school-based networks that provide professional support for teachers and school leaders • introduce new national professional standards for teachers and principals • ensure sound workforce planning for future needs • coordinate professional learning and leadership development • support high quality, innovative teaching, assessment and reporting practice among teachers • provide principals with greater authority to develop staffing profiles, and select and appoint staff • introduce workforce reform that benefits students and learning 	<ul style="list-style-type: none"> • Use a whole-school approach to peer classroom observation to provide robust, professional feedback for teachers. • Plan with individual staff to manage the reduction of leave liability. • Ensure all staff are aware of possible staffing changes and opportunities, including Switch, arising from the move of Year 7. • Participate in school leader and registrar training in preparation for the new student-centred funding model in 2015. • Use national principal and teacher standards as a basis for performance management. • Implement the education program and practice elements of the National Quality Standard in the early years in preparation for 2015
SCHOOL COMMUNITY	<ul style="list-style-type: none"> • More opportunity for involvement in key decisions about direction of schools • Schools in partnerships with business, industry and community organisations to benefit students and families 	<ul style="list-style-type: none"> • Schools reflect needs, interests and aspirations of their students and communities. As measured by surveys, complaints, compliments.