



MOVING FROM GOOD TO GREAT

Developing a future of Excellence at
Bicton Primary School for the Whole Child



BICTON PRIMARY SCHOOL

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FORWARD

In an ever changing world schools need to be on the forefront of innovation, contemporary best practice and connected to the global world. We need forge a unique and refreshing vision of excellence for our students that is just as much about academic excellence as it is about their ability to be active, moral and humble citizens in the world. Ensuring that the school remains the 'hub' of the community where parents, students and the wider community feel a sense of belonging and connectedness is essential. The highest priority is placed on creating a culture of learning and ensuring a continuous improvement agenda is at the forefront of everything we do. High expectations are mirrored with high care where students develop their social, interpersonal and emotional skills to assist them in building and sustaining effective relationships. Our focus is to build resilient, capable, inquisitive and insightful young people who have the ability to achieve their true potential and beyond. Children are our future and ensuring they have the best experiences in their schooling life is at the heart of everything we do.

This document has been written to support the Bicton Primary School 2018 - 2020 Business Plan and to give the community a clear insight into our school and how we will be developing into the future with a continuous improvement agenda focusing on 'Good to Great'.

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WELCOME FROM THE PRINCIPAL

Vision

As the Principal of Bicton Primary School, my vision for our students is to ignite a passion for excellence, empowered by perseverance and resilience; so that all students in my care can fulfil their potential, flourish and lead meaningful lives in the future. In alignment with our Bicton Primary School Vision my guiding principles are that all students are nurtured, inspired and are given the skills and attributes needed to achieve success. The whole child is at the core of what I do and acknowledging and supporting individual difference enables our students to develop their unique talents. Together we learn, together we grow exemplifies our culture.

Values

I am committed to the learning and growth of young people and lead, motivate, inspire and serve in the best interests of the students and school community. Our Bicton Values underpin our culture and are upheld by the students, staff and community. We promote respect, integrity, learning, working together, resilience, happiness and responsibility in everything we do at Bicton Primary School.

Knowledge

My role as Principal of Bicton Primary School is a great privilege and I feel honoured to work with the school community every day. I bring to the role of principal a strong background in educational leadership, high level skills in change management, curriculum innovation and whole school improvement. I spent a number of years in schools

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building and leading high level practices and outcomes in Literacy and Numeracy and have continued this since my appointment at Bicton Primary School. I have led a focus on inquiry learning and integrated practice across schools to ensure students are given a balance of explicit teaching as well as the opportunity to discover, ask questions and explore their own learning trajectories. I build distributed leadership models within schools to enhance the capacity of staff and benefit the young people in our care. At Bicton we have developed a distributed leadership model that ensures teams of teachers and education assistants build their capacity together using a reflective, improvement model. I lead a culture of ‘lifelong learning’ and focus on developing professional learning communities that engage our staff and build their skills for contemporary education practices. Through my Masters of School Leadership, UWA, I have the knowledge, understanding and research of current teaching, learning, assessment and child development and how to apply this to meet the needs of the students within the school. My role is to deliver the most effective strategic leadership and operational management for Bicton Primary School and this is my clear focus for the future with the partnership of my leadership team, staff and the community.

Leadership Attributes

The convergence of current educational research identifies the critical role of principals as leaders of cultural change and this is essential for schools to have large scale sustainable improvement. My personal beliefs that stem from understanding this critical role are based around a strong commitment to being the Leader of Learning. I operationalise this through building a distributed leadership model for teachers to become instructional leaders to support effective teaching, learning and assessment. I utilise a strong conceptual framework for leading school improvement and use this framework in responding to the big picture drivers and working with the whole school community towards our vision and a preferred future.

My goal as a principal is to make a difference in the lives of students and I aim to have a positive impact in their lives through school environments where students, teachers, staff, parents and other community members feel valued, heard, supported and encouraged.

We have a dynamic school that is continually building and I am inspired by the work of renowned researcher Professor Jim Collins in his monograph to move from ‘Good to Great and the Social Sectors’ to take up the challenge of striving for excellence. My core belief as a principal is to build students to become lifelong learners who feel confident to pursue their dreams of success and achieve their goals, and I believe that position is fundamental to the strategies in our Bicton Primary School Business Plan 2018 – 2020.

Ms Kerryn Woodhouse
Principal, Bicton Primary School



LEADING TEACHING AND LEARNING

A CULTURE THAT PROMOTES AND SUPPORTS LEARNING

Developing the Whole Child

'We live in a global economy that requires our students to be prepared to think both critically and creatively, evaluate massive amounts of information, solve complex problems, and communicate well' (ASCD, 2018). We know that a strong foundation in reading, writing, speaking and listening, mathematics, science and other core subjects are extremely important but by themselves they don't always maximise on the lifelong learning successes possible if the whole child is in focus. Educating the whole child is a key focus at Bicton Primary School. In the 21st century it is imperative that:

- **CHILDREN ARE HEALTHY** – Research confirms that students do better at school when they are emotionally and physically healthy. At our school we are focusing on ensuring children have the knowledge and understanding to make healthy choices. As a school we are also focusing on ways we can continue to create and maintain a healthy learning environment.
- **CHILDREN ARE SAFE** – Feeling safe at school, translates into higher academic achievement, increased student well-being and greater engagement. Our Bicton values of respect, integrity, learning, working together, resilience, happiness and responsibility are all a key focus to ensure a safe environment for our students. At Bicton our students are our highest priority.

Mental Health and Wellbeing

At Bicton we have a continual focus on student health and wellbeing as part of our pastoral care initiatives at the school. Young people now grow up in an environment with increasing influences on mental health and wellbeing, such as peer influence and social/media influences. For our students there is a direct link between education and health and therefore when looking at improving our school performance a key factor in this is our students health. The care of our students is at the core of what we do every day. In linking with our Business Plan 2018 – 2020 our focus is on reviewing our whole school approaches for student support services and our mental health and wellbeing programs to better meet the needs of our community.



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- **STUDENTS ARE ENGAGED** – To learn at their best students must be engaged and motivated. Research shows that students who feel valued by adults and part of their schools perform better academically and also have more positive social attitudes, values and behaviour. At Bicton we are focusing on value adding to our teaching and learning program and cross-curricular learning. Giving students the opportunity to explore their passions and build on success as well as link to our community and beyond extends the learning opportunities for children in our care.
- **STUDENTS ARE SUPPORTED** – In addition to improving students' academic performance, research shows that supportive schools, which have learning environments that focus on caring student-teacher relationships, social and emotional needs and high expectations, build students that are resilient, well-grounded and have significantly lower rates of emotional distress. Central to supportive schools are teachers, leaders and caring adults that take a personal interest in the success of all students. At Bicton we continue to build a culture of inclusion, acceptance and support. Student well-being is at the forefront of our teaching and learning program and is a top priority for all year levels.



Early Childhood

Early childhood education is a key focus at Bicton Primary School. We pride ourselves on ensuring our teachers and early learning staff establish positive, vibrant and challenging intellectual, social and emotional and physical environments for students to engage with. Their learning environments create a sense of wonder, curiosity, risk taking and are safe and inclusive. Relationships and partnerships are crucial for all stakeholders in early childhood and they involve children, families, communities, educators and other professionals and organisations working collaboratively to provide optimal learning opportunities.

We ensure a balanced curriculum in early childhood which includes structured play-based learning as well as explicit teaching. Quality interactions and thoughtful implementation of developmentally appropriate experiences assist children in attaining knowledge, skills, attitudes and attributes that build a solid foundation for future learning. Our focus is on the 'whole child' and students' academic, social and emotional and physical

development. Our educators implement the Early Years Learning Framework, Western Australian Curriculum and Kindergarten Guidelines and have a key focus on making sure our early learners are challenged, safe, healthy, supported and engaged. Our educators plan a variety of multi-modal, strategy based learning experiences to engage children and foster participation. Children are often seen in play, small group and whole group interactions that involve explicit teaching, inquiry, real life experiences, transitions and routines. Our early year's curriculum aims to develop active learners that question, inquire and engage in the world around them. We support children to increase their independence and resilience as they continue to develop.

Your child's interests and curiosities are maximised through knowledgeable planning and assessment developed by our early years educators. Our staff expand these interests with rich ideas and new learning opportunities. We understand that engaging learners, arousing their curiosity and responding to their capabilities makes children more likely to be motivated, curious and enjoy the learning process.

“ Our focus is on the ‘whole child’ and students’ academic, social and emotional and physical development. ”



SUPPORTING CHILDREN AT ALL LEVELS

💡 *We are moving from individual responsibility to a shared responsibility for all students.* 💡

Learning Support and Extension

At Bicton we recognise that not all children are the same and they learn at different rates. We value diversity and support difference by ensuring a differentiated approach to learning. We have support at many different levels.

Response to Intervention

At Bicton we have a three tiered approach to supporting students at academic risk that is continually developing to meet the needs of individual students. Tier 1 is centred on quality evidence based teaching strategies for the whole class. Tier 2 is centred on evidence based intervention and 'catch up' opportunities for students which gives additional support and intervention. Tier 3 involves targeted intervention for individual children and groups of children requiring intensive support. This kind of support is essential for supporting students at different levels and meeting the needs of individuals. This year we have been able to provide targeted before and after school reading support for identified students through our PLD Support Program and this will continue. Our focus for the future is to continue to build our collective knowledge in the area of differentiation and targeted support to give our students the best learning opportunities possible as well as investigate options for support in other learning areas.

Case Management

Case Management is a whole school approach to school improvement, ensuring the literacy and numeracy learning needs of all students are identified, monitored and ultimately achieved. It is a process that results in differentiated curriculum, with the focus being on any student not achieving their potential. This may sometimes include students achieving at or below the National Minimum Standard (NMS). As successful case management is a consequence of effective processes, systems, collaborative whole school planning and practices, Bicton's direction for the future utilises our new distributed leadership model to develop more collaborative practices and responsibility for cohorts of students. We are moving from individual responsibility to a shared responsibility for all students. Through 2019 a key focus will be placed on case management in every year level to support our students.

Extension and Gifted and Talented Education

At Bicton supporting and extending our top 20% of students is embedded into our operational planning through our aspirational targets for continuous improvement. Our talented, high achieving and gifted students have specific learning needs that require adjustments to content (what students learn), process (how students learn), product (how students demonstrate their learning), and learning environment, according to personal characteristics such as readiness, interest and learning preference. By creating adjustments that take account of these differences, teachers are able to address the individual learning needs of each student and maximise their learning potential in the classroom. At Bicton we are developing our programs for students requiring extension or curriculum broadening within their learning. Adjustments and programs that are being developed focus on the need to reflect students' abilities (E.g. Learning at a faster rate, problem solving abilities, abilities to manipulate abstract idea and make connections). In 2018 we have continued to invest in this area for our students. We are focusing on developing the following strategies for our students:

- Continuing the Opti-MINDS Creative Sustainability Challenge as this empowers participants to think, create and communicate. It is a creative problem solving event that focuses on Language Literature, Science Engineering and Social Sciences.
- Continuing extension support classes for students identified through whole school data analysis.
- Investing in professional development targeted at curriculum compacting, spiral curriculums and multi-level learning solutions for all teachers.
- Investing in professional development from Dr Peta Hay, University of NSW, in Mini Certificate for Gifted and Talented Education through Perth Modern School.



Distributed Leadership Model

At Bicton we have a new distributed leadership model that was designed to support the collaboration and learning of our students. ‘There is no substitute for a well-designed school leadership model – one that distributes end-to end responsibility for improving teaching and learning’ (Brain, 2018). Our model incorporates Team Leaders (who are supported to lead their teams in collaborative planning, reflection, assessment, monitoring, differentiation and best practice in teaching), Curriculum Leaders (who are supported lead the operational planning of our curriculum areas,

oversee and monitor whole school programs and strategies and strategically resource) and Specialist Project or Initiative Leaders (who focus on specialist areas requiring leadership and innovation). The focus of distributing leadership at Bicton is to develop our vibrant learning community where our collaboration and combined skills help students fulfil their potential. Great leadership is an essential ingredient in making a school successful therefore our school looks at a multifaceted approach to this and we build leaders at many levels.



ROLES AND RESPONSIBILITIES SNAPSHOTS

Administration Team:

- Provide professional strategic leadership that focuses the school culture on enhancing learning and teaching.
- Develop and use management systems to support and enhance student learning.
- Strengthen communication and relationships with staff and networks to enhance student learning.
- Create a learning environment in which there is an expectation that all students will experience success in learning.
- Coach and mentor the leadership group to develop high level leadership skills.

Leadership Team:

Team Leaders:

- Coach and mentor staff members in planning, assessment, goal setting, personal and professional growth, communication, teaching and learning strategies as well as effective team protocols.
- Develop and manage consistent year level planning in all subjects with team.
- Develop common assessment tasks for key curriculum areas.
- Monitor, update and analyse year level data sets.
- Develop a positive team culture.
- Case Management – collecting, analysing and planning for cohort of students.

Curriculum Leaders:

- Systemic innovation in curriculum design.
- Systemic innovation in teaching and learning practices.
- Build networks with other schools
- Build the capacity of teaching and non-teaching staff within curriculum areas.
- Mentoring and coaching individual teachers and teams.
- Support and implement whole school programs/decisions.
- Contribute to the development of the Annual Report.
- Develop yearly Operational Plans ensure the strategic direction of the school and include strategies to achieve school targets.



“ We aim to build confident communicators, imaginative thinkers and informed citizens. ”



English

At Bicton we believe that the study of English is central to the learning and development of our students. We aim to build confident communicators, imaginative thinkers and informed citizens. Through our English pedagogy we develop students' ability to analyse, understand, communicate with and build relationships with the world around them. Our students engage imaginatively and critically with literature and broaden their understanding of the cultures throughout the world and in Australia. A small snapshot of key focuses and strategies Bicton is employing to continue to build our English programs and pedagogy are:

- Curriculum Leaders and Curriculum Committee to develop a Bicton Primary School English Curriculum Guide to inform planning, teaching, assessing and reflecting.
- Investigate and develop programs or professional learning that identify and extend high achieving students.
- Explicit teaching of synthetic phonics using Promoting Literacy Development (PLD) Sequence and Resources as the primary source.
- First Steps Reading Comprehension strategies embedded in teaching.
- Curriculum leaders to review and analyse NAPLAN data with Team Leaders in Year 2, 3, 4 and 5.
- Refresh Professional Learning for all staff on Guided Reading strategies to ensure effective differentiated practice in all classrooms.

Mathematics

At Bicton we aim to provide students with the essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. Our focus is to develop students' numeracy capabilities that they require in their personal, work and civic life and provide the fundamentals on which mathematics specialities and professional applications of maths are built. We focus on developing a sophisticated, refined mathematical understanding for our students that promote and extend their skills in fluency, logical reasoning, analytical thought and problem-solving. A key focus of our future mathematics programs is to ensure our emphasis is on 'strategy based learning' so our students are able to think flexibly with numbers and utilise their skills to solve challenging problems requiring multiple steps. A small snapshot of key focuses and strategies Bicton is employing to continue to build our Mathematics programs and pedagogy are:

- Investigate Lesson Design and Numeracy block structure for the whole school.
- Investigate effective whole school resources and practices to better cater for student achievement levels.
- Develop a Bicton Mathematics Guide, including problem solving strategies and consistent language in consultation with Math Curriculum Committee and team leaders.
- Develop and use Year level overviews for planning teaching, learning and assessment.
- Teams (K/PP, 1/2, 3/4, 5/6) to develop common assessment tasks linked to SCSA Assessment Pointers incorporating proficiencies.
- Consolidation of agreed whole school vocabulary guide to ensure consistency in language across the school.
- Teachers use ICT including iPads, interactive whiteboards and other technologies to engage students in numeracy.
- Investigate and develop programs or professional learning in identifying and extending high achieving students.

”” *A key focus is on problem solving and thinking about opportunities and challenges for the future.* ””



Science

Science is a key focus at Bicton and one way that our school is becoming a distinctive school in our local area. Our science program challenges students to hypothesise, inquire and answer important questions about the biological, physical and technical world. Science is a dynamic, collaborative and highly engaging subject that creates a desire to make sense of the world through exploring the unknown, investigating, making predications and solving problems. Our students develop an understanding of important science concepts and processes, practices used to develop scientific knowledge, science contributions to society and the applications in our lives. Our students are also able to engage in complex and interesting science experiments in our purpose built science lab. A small snapshot of key focuses and strategies Bicton is employing to continue to build our Science programs and pedagogy are:

- Use the Primary Connections program to teach Science and integrate cross curricular where possible.
- Develop Yearly overview to guide topic and skill coverage to ensure accountability.
- Develop Bicton Science Vocabulary list to inform classroom Word Walls to raise scientific literacy profile.
- Develop common experiment design and reporting process (Questioning and predicting, Planning and conducting, Processing and analysing, evaluating, communicating).
- Continue working with community experts to build the scientific program and link with outside agencies and companies.
- Professional learning sessions to be conducted with staff on integration of other curriculum areas (eg Digital Technology-Math).
- Curriculum leader to manage and oversee whole school, year level planning and review.

Humanities and Social Sciences

Humanities and Social Sciences (HaSS) focuses on the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Our students look at historical and contemporary focuses in both personal and global contexts. A key focus is on problem solving and thinking about opportunities and challenges for the future. We develop students' ability to question, think critically, make decisions based on evidence, create proposals for actions and communicate effectively. A small snapshot of key focuses and strategies Bicton is employing to continue to build our HaSS programs and pedagogy are:

- Year level teachers use yearly overviews to inform and develop term overviews using Teacher Development School term planning templates.
- Use Dashboard (on Student Achievement Information System - SAIS) to check grade distribution, for moderation and to allow for differentiation and effective planning.
- Explicitly teach HaSS concepts with a focus on inquiry skills for a minimum of 1 hour per week (integrate within literacy lessons).
 - *Questioning and Researching - self questioning (reading)*
 - *Analysing - making connections (reading)*
 - *Communicating and reflecting (determining importance, summarising and paraphrasing (reading), oral language presentations (speaking and listening)*
 - *Evaluating (synthesising, self questioning)*
- Embed the Aboriginal Cultural Awareness Project over a two year period to develop students understanding of Aboriginal culture.

Technologies

Technologies has become a key focus within our school as we look to support students into the future where the world is rapidly changing. Technologies enrich and impact our lives daily and on society as a whole. Our changing society needs students that are avid problem solvers, make discerning decisions and contribute to sustainable patterns of living. Design and Technologies and Digital Technologies are continually integrated into English, Mathematics, Science and other core subjects. We are focusing on increasing the knowledge and skills to analyse and creatively respond to design and digital challenges. Our aim is to foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. A small snapshot of key focuses and strategies Bicton is employing to continue to build our Technologies programs and pedagogy are:

- Develop a Bicton Design and Technology Guide and Digital Technologies Guide to outline expectations, vocabulary, assessment tools and resources.
- Use Inquiry approach to teach design and technology and integrate where possible.
- Teams to develop Common Themed/Open Ended tasks/resource file for design and technology.
- Revisit Substitution, Augmentation, Modification and Redefinition (S.A.M.R.) model with a focus on moving towards Redefinition to guide technology use.
- Investigate quality Professional Learning opportunities targeted at: Curriculum, device use (Bring Your Own Device BYOD context) and whole school implementation eg Apple Educator and Microsoft 365 PL CSER MOOC PL, Wonder Workshop.

Health and Physical Education

Our students at Bicton learn how to enhance their own and others health, safety, wellbeing and physical activity participation in varied and changing contexts. Our Health Program and Physical Education Program focuses on ensuring our students focus on the curriculum but also our Bicton Values which form part of the core learning. Students are challenged at many levels and are able to engage in different team games, sports and activities that capture their interests. Our Health Program is supported by our school chaplain and we have a Physical Education specialist.

Music

Music at Bicton engages, inspires and enriches the students by encouraging them to reach their creative and expressive potential. Studying Music stimulates imagination and innovation response, critical thinking and aesthetic understanding and encourages students to express themselves. We have a Music specialist who is focusing on giving students more opportunities to perform and engage with the wider community. Moving forward more students at Bicton will be given the opportunity for specialist music as developmentally music is beneficial for all other learning areas.

Visual Arts

Visual Arts at Bicton focuses on three distinct areas of art, craft and design. Our students develop their skills to create visual representations that express their ideas, feeling and communication. They develop critical reasoning, conceptual understanding and expand on their knowledge of the world around them through exploring and expressing in different mediums. The study of artists, artwork and history forms a large component of this subject at Bicton. We have two specialist art teachers who challenge and expand the creativity of our students. Some of our students are also involved in our onsite afterschool art classes facilitated by The Art Branch.

Languages

At Bicton we have a specialist Japanese teacher who assists students to broaden their cultural horizons, intercultural understanding and sense of identity as they are immersed in a different language. Students are challenged, explore, investigate, research and question to ensure they are able to identify similarities and differences in their own languages and cultures.

Riverside Network

The Riverside Network focuses on developing teachers, education assistants and school staffs' capacity to assist in the improvement of outcomes at all schools in the network. Network principals strategically plan a continuous improvement agenda which involves professional learning in a range of different areas. The network is structured into Year Level Teams and staff across schools share expertise and best practice. Bicton students benefit greatly from the collective knowledge and skills shared on school development days and throughout each term. As a network key focuses include the implementation of the Technologies Curriculum, Early Childhood Education, Year 6/7 Transition and STEM approaches to name a few.



STAFF DEVELOPMENT

DEVELOPING AN EXPERT TEACHING AND LEADERSHIP TEAM

Professional Learning Community

'Teaching as a practice maintained in isolation is replaced by collaboration. ... Essentially, what defines a professional community is a shared commitment to work together to create an effective learning environment' (Ingvarson, 2018). At Bicton we are guided by the vision that our school is a community of professionals. We have begun our journey into building a successful professional learning community (PLC) and are focusing on the practices, values and working relationships that will enable us to create a dynamic PLC that combines a professional culture, exemplary leadership, student engagement, learning and wellbeing, improving knowledge and practice and performance and development. Our staff are regularly engaged in professional learning, team meetings, curriculum meetings and staff meetings to build their capacity and encourage collaboration and reflection. The Leadership Team and Team Leaders will be working closely using the ACER Professional Learning Community Framework to continue to develop our professional learning community to meet the needs of our students and our continuous improvement agenda.

Lesson Study (Observation, Feedback and Reflection Model)

Our teachers know that seeing best practice in action and receiving feedback and reflecting on their practice is essential in our profession. Lesson Study at Bicton is a peer observation model. Peer observation enables teachers to build their individual capability and develop a shared understanding of effective classroom practice. It also allows teachers to build their capability in giving and receiving feedback. At Bicton we use this model as part of our teachers' professional development and to support them in achieving goals in their performance and development plans.

Leadership Development Program

Bicton has a sophisticated distributed leadership model that supports teams of teachers and is continually developing. To support this model it is imperative that all leaders within the school develop their skills in leadership. As the principal I have developed a leadership program to support the leaders within the school. After the implementation of the program this year it will continue through Term 4 2018 and into the future. The program focuses on communication, conflict/resolution, self-awareness, team building, mentoring and coaching, change management, strategic thinking and planning, building trust, emotional intelligence, leadership types/attributes and a range of other leadership areas depending on the needs of teachers. Leaders at Bicton



are actively engaged in scholarly articles and research to develop their skills and attributes. Bicton has formed a partnership with Illuminate Group who will also be supporting the leadership development within our school into the future as well.

Staff Mental Health and Wellbeing

Staff mental health and wellbeing at Bicton is paramount to our effectiveness. Here we have a large focus on ensuring our teachers develop strategies to reduce stress, lead healthy lifestyles, help reduce workload, build and maintain effective working relationships and belong. This year we have started our 'Mental Health and Wellbeing Program' which has consisted of team building exercises, games, challenges and collegiate support. This program is fundamental to our future success and is built into our professional learning community. Key focuses for the future include mindfulness, stress reduction, yoga and team building exercises including 'Master Chef Challenges'.

University of Notre Dame Australia – Pre Service Teacher Partnership

Bicton has a long standing partnership with Notre Dame School of Education in Fremantle. Notre Dame offer 32 weeks of professional teaching experience in their degrees which is significantly higher than other Australian universities. This presents Bicton with a great opportunity to have pre-service teachers fully immersed in our school culture, practices, processes and programs. Each year pre-service teachers are part of our Bicton community in all four terms. Not only is this an excellent experience for pre-service teachers, it also gives our teachers an opportunity to coach and mentor as well as the students the opportunity to learning from some of our newest practitioners of contemporary education practices.

LEADING IMPROVEMENT, INNOVATION AND CHANGE

WITH AN EXPLICIT IMPROVEMENT AGENDA

Our Continuous Improvement Agenda

At Bicton we engage in processes of school improvement and accountability. This process involves school staff examining information and assessing the performance of our school; developing plans to address areas where the evidence tells us improvement is most needed; and putting our plans into effect and checking they have had the intended impact. Here we call this a 'Continuous Improvement Agenda' which ensures that we are regularly involved in a cycle of planning, acting and assessing as well as a culture of review, responsibility and shared accountability. Some of our processes for our continuous improvement include:

- Business Planning (Strategic Planning)
- Operational Planning
- Data analysis and review (NAPLAN, Cohort Data Sets, whole school assessments)
- Performance and Development processes
- Strategic workforce planning
- Professional Development and Leadership Development
- School Resourcing - planning and monitoring

Bicton Primary School Business Plan 2018 – 2020

Our 2018 – 2020 Bicton Primary School Business Plan sets the strategic direction for our school over the next three years. It has been the culmination of ideas, based on thorough data analysis and findings, of staff, the leadership team and the school board. Our Business plan guides our operational planning and classroom planning as well as incorporates our key school attainment targets. It is a visionary document that is owned by all who contributed and forms part of our continual school self-assessment. It shows that as a school we are striving for excellence, change and better results for our students.

Science Lab and Partnership

We were extremely lucky to receive the Science Laboratory Grant which saw us receive \$25,000 to spend on science resourcing and the redevelopment of a classroom into a functioning science lab. At Bicton we are focusing on building a science program that links with outside agencies, companies, scientists and organisations. It is our vision to see our program incorporate scientists and specialist teachers who are able to challenge our students to inquire, experiment and hypothesise. Our partnership with parents has been very successful and it is with their support that we are looking to the future to use our science platform to inspire students to challenge themselves.





Innovations Committee

At Bicton we value the knowledge and expertise our wider community have. We are focusing on bringing to life our Innovations Committee in 2019 which has a focus on supporting big picture and entrepreneurial thinking at the school. Collaborative and creative practices are well embedded within the school, allowing everyone to discuss, understand the need for change and to contribute significantly to innovation in the school. A range of technology is used to support and encourage new initiatives.

COMMITTEE GOALS:

- To seek, review and prioritise innovative ideas, in order to recommend those that demonstrate a benefit, bolster and improve current curriculum and non-curriculum activities.
- To develop and research ideas which are “big picture”, diverse, exciting, motivating and challenging. These innovative ideas need to fit within the school’s capabilities, vision, mission and values; ideas not to be limited by fiscal matters.
- To work with and integrate with other school committees and groups, like the P&C, School Board, and staff curriculum committee, to ensure efficient and effective delivery of innovation.
- To look at various ways to generate additional funds, such as through grants, business tax incentives, and so on, to support innovative practises and outcomes.
- An emphasis on utilising and working with the broader community (parents, extended family and local constituents) where practicable is encouraged.

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Student Leadership Development Program

At Bicton we have an excellent opportunity for students to be part of our student leaders group when they are in Year 6. The best way for preparing students for high school and the wider world is to ensure they not only have the skills needed for their academic studies but also those needed for interacting with other. It is not enough for students to simply decide they want to be a leader and be given a leadership role. It is essential that we prepare them with the skills needed to be a successful leader. From 2019 a comprehensive leadership program will be developed to support our Year 6 leaders. Led by myself and the leadership team, students will be supported to master the fundamental aspects of leadership including communication skills, decision making skills, organisation skills, action planning, strategic thinking, emotional intelligence, collaboration and risk management.

ENGAGING AND WORKING WITH THE COMMUNITY

SCHOOL-COMMUNITY PARTNERSHIPS

At Bicton we believe that families are a huge part of the learning journey their children undertake during primary school. One thing that makes us a distinctive school is that we focus on supporting our parents and community however our parent body also give back to the school in many ways through their knowledge, skills, attributes and networks. This makes us a very connected school community that truly want the best for the students. Our Bicton School Board and Parents and Citizen's Association are fundamental to many of the excellent things we have and do at our school.

Bicton Primary School Board

At Bicton we have an active, engaged and vibrant school board that have the best interests of the students, community and school at heart. As a dynamic team we focus on the governance of the school and strategic thinking for our future.

Some of the key strategies we will be focusing on moving forward to further engage and build partnerships with our school community are:

COMMUNICATIONS STRATEGY

The School Board have been working in 2018 to develop a communication strategy for the future to ensure that as a school, School Board and P&C the communication you receive is relevant, informative and engaging. This strategy also focuses on further ways to bring our community into the school through additional links with our local high school, more comprehensive Kindergarten Open Days, Pre-Schooling support and networking as well as promoting a comprehensive K-6 program to our community and beyond.

PARENT LEARNING OPPORTUNITIES/ SCHOOL LEARNING OPPORTUNITIES

As a school we are focusing on some curriculum innovations particularly in Mathematics, Science and Technologies. As parents are our partners, we will be offering some learning opportunities for our parents to give you the language, tools and strategies to help your children when at home. In addition to this we will be maximising and capitalising on our parent and community knowledge and linking with a scientist and science field parents, through our Science Partnership, to help build our science program to be a distinctive part of our school. We are also focussing on our community knowledge to further support our knowledge students and school in other areas.

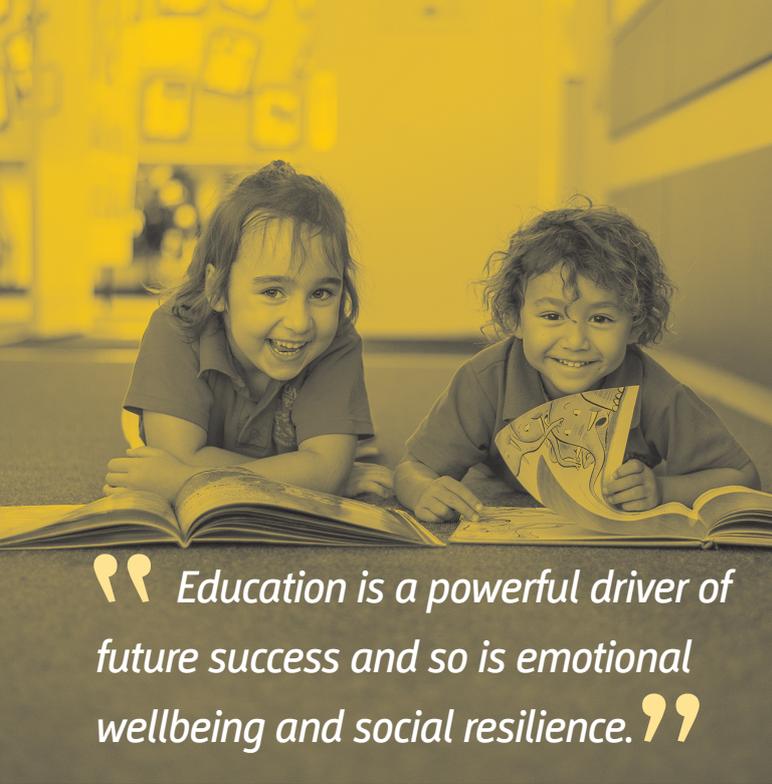
CHINESE SCHOOL PARTNERSHIP

We will be continuing our partnership with Huijia Private School, Beijing. This has been a valuable experience for our students to interact with students in their own school from a very different culture. In 2018 our families hosted students from Huijia in their own homes and the students were embraced by our Year 5/6 cohort. Moving forward we are looking at other ways our school could benefit from this partnership and looking at different strategies that might include cultural experiences, language support/extension, immersion classes or travel learning experiences.



CELEBRATING SUCCESS

Our school is the hub of our community and it is filled with many cross-curricular opportunities for our students. We are bringing a bigger focus on celebrating the success of our students and school into the future. I am proud of our school and continuing to build a culture that celebrates our successes is a key practice in developing further success.



“ Education is a powerful driver of future success and so is emotional wellbeing and social resilience.”

A MESSAGE FROM THE BICTON PRIMARY SCHOOL BOARD CHAIR NICK EMELJANOW

The Bicton Primary School Board fully supports the school's Business Plan "Together we learn Together we grow".

It describes the aspirations of the whole school community: what's important, how the school intends to operate, and how this will be measured. In the last Annual Report I mentioned some key areas of the Board's focus: our children, our school community and links to the local community, the culture in the school and the capacity of the school to support all the great outcomes we are planning to achieve.

I also mentioned that the school would ensure that parents and the community would be effectively engaged.

This document goes some way to continue a conversation with the school community, about what's important.

Good to Great is about taking the school's Business Plan and reflecting it onto classroom outcomes, and continually improving while caring for and supporting our kids. Education is a powerful driver of future success and so is emotional wellbeing and social resilience.

Our values have our children at their heart.

Our school Mission says in part we all share the responsibility to achieve our children's success.

I hope you find this document informative about how we as a school community can work towards continually improving our children's experience at Bicton Primary School

Nick Emeljanow, School Board Chair

Our school values



Respect



Resilience



Learning



Happiness



Integrity



Working Together



Responsibility

Parents and Citizens' Association

Bicton's P&C focus on supporting the school to fundraise, build community engagement and deliver additional resources and opportunities for our students and school. They are an active group with the needs of the school at the forefront of everything they do.

A MESSAGE FROM GEMMA OSIEJAK, SOCIAL MEDIA AND COMMUNICATIONS P&C MEMBER

INTRODUCTION

Bicton P&C is the official body for parents at Bicton Primary School. We are a voluntary committee made up of parents and representatives with a genuine interest and desire to ensure the best outcomes for our school.

Bicton P&C is dedicated to ensuring that Bicton PS families are well represented and informed with regard to a range of activities in and around the school and we aim to foster a genuine sense of school community.

Funds raised by the P&C go towards a range of items to benefit the school and the students such as subsidising educational tools, sports equipment and other essential resources, in addition to improving school facilities.

FUTURE VISION

Our vision is for a well-connected and engaged school community where parents and carers are enthusiastically involved in supporting the activities of the P&C in order to achieve the best outcomes for our students learning and personal growth.

Gemma Osiejak,
Social Media and Communications P&C Member

GOALS AND KEY INITIATIVES

Over the next three years, Bicton P&C aims to:

- Continue to support the Bicton Primary School Business Plan 2018 -2020
- Improve engagement and communication with all parents and carers
- Continue to establish and document standard governance processes
- Participate in new parent welcome/ orientation at the beginning of each school year including contributing to a new parent welcome pack
- Participate in school engagement activities to build relationships with the local community and encourage new students to the school
- Streamline fundraising initiatives through forward planning for events and other fundraising activities on an annual basis
- Release an annual calendar or events and fundraising activities at the beginning of each calendar year so parents are well informed
- Establish and communicate clearly defined fundraising targets at the beginning of each calendar year
- Increase our volunteer database to better represent the number of parents and carers at school
- Foster stronger relationships with local businesses and relevant representatives to build sponsorship opportunities and good will in the Bicton community and surrounds
- Improve succession planning to ensure strong parent representation on the committee in future years

THANK YOU FOR TAKING THE TIME TO READ ABOUT OUR SCHOOL, OUR VISION FOR THE FUTURE AND OUR BICTON PRIMARY SCHOOL BUSINESS PLAN 2018 – 2020.

MS KERRY WOODHOUSE, PRINCIPAL

REFERENCES:

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- <http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Change-Leader.aspx>
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