Growth and inspiration

Business Plan
2014 - 2016

Growth and inspiration
Vision
Children are at the heart of our school.

Motto
Growth and Inspiration.
This relates to each child being supported to reach their potential, in partnership with the school, their families and the wider community.

Purpose
- In partnership with our community, Baynton West Primary School achieves success for all by ensuring opportunities abound in academic, physical, creative and social pursuits.
- Baynton West Primary School is valued by members of our community.
- In collaboration with our community, Baynton West Primary School provides a safe, inclusive and engaging learning environment ensuring our children achieve their potential as resilient, resourceful, lifelong learners in an ever changing society.

School Priorities
Success for all
- Baynton West Primary School actively seeks opportunities for all members of the school community to be engaged and inspired.

School culture
- Baynton West Primary School aspires to be a happy, enjoyable and positive place to be: where students, staff and the community are engaged and involved in all aspects of school life.

Early Childhood education
- Baynton West Primary School acknowledges our unique demographic of younger and larger families, our school has high growth in early childhood education, typically K and P.

Resourcing the school
- As a new school, in its first 3 years of operation, Baynton West Primary School endeavours to provide ongoing opportunities for students through continual accumulation of high quality resources and staff appointments.
Values

Community
- Is the foundation of our school providing an inclusive and nurturing environment
- Actively contributes toward every day activities that supports strong networks, belonging and resourcing

Relationships
- Between students, caregivers, teachers and the community are positive, respectful and reciprocal

Collaboration
- Is working together to inspire innovation, shared experiences and supporting each other in decision making

Passion
- Inspires positive and engaging learning environments contributing to excellence in all that we do

Resilience
- Is central to our learning, it challenges attitudes and develops behaviour to cope in an ever changing society;
- Is fostered through our behaviour and attitude in our learning and use of resources

Targets

School Culture
80% of parents/caregivers, staff and students surveyed are positive about Baynton West Primary School.

Early Childhood
85% of students completing the On Entry Assessment commencing 2013 until 2015 will achieve the expected achievement in all areas.

Success For All
- **Attendance** Whole school attendance for the year will be at or above 90%.
- **Specialist Learning Areas** The Arts and Sport have a high level of participation and success.

- **Reading** Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools.
- **Writing** Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools.
- **Maths** Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools.
- **Grammar and Punctuation** Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools.
- **Spelling** Year 3, 5 and 7 cohorts of students tested in 2015 NAPLAN will be at or above the mean performance of like schools.

Resourcing the School
Voluntary contributions are paid by 75% of families.
Positive partnerships are established with external stakeholders.
“I love the positive vibe throughout the entire school, the feeling of belonging. All of the students, teachers and staff genuinely love being there.”

K-3 Parent
## Success for all

Baynton West Primary School actively seeks opportunities for all members of the school community to be engaged and inspired.

### Broad Strategies

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<tr>
<th>Students</th>
<th>Milestones</th>
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| “Value-adding” to progress/achievement evident in literacy, numeracy and science | • Data (both system and school based) is used to plan programs and direct resources to areas of need  
• Improve standards in NAPLAN, On Entry and WAMSE assessments through the use of Australian Curriculum train-the-trainers and Specialist coaches  
• Assessment schedule developed across the school to track progress and data  
• English, Mathematics and Science blocks are consistent and implemented in all year levels |
| Effective implementation of the Australian Curriculum in all classrooms | • A seamless approach and transition provided for all students with case management for students experiencing difficulties  
• Trainers utilised to provide point of need support for staff and targeted professional learning  
• Whole school approach to implementation of the Australian Curriculum (Networking and moderation procedures in place for staff within our school, Karratha Network and Teacher Development Schools)  
• Teacher Development initiative is explored at school level and similar model implemented to provide an additional support for staff within the Karratha Network  
• Information sessions are held to inform community of curriculum, assessment and reporting changes |
| Students learn in a safe and orderly environment | • Behaviour management processes are collaboratively developed with, and publicised to the school community  
• Positive Behaviour Strategy Initiative implemented in each classroom  
• Consistent approaches to behaviour management are evident  
• All teachers record behaviour data on SIS and use data to develop plans for individuals when required  
• Classroom Management Strategies are adopted by all staff with coaching provided |
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<tr>
<th>Broad Strategies</th>
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<tr>
<td>**Information and Communication Technologies (ICT) are used to encourage and</td>
<td><strong>Portable devices are accessible in each Teaching Block</strong></td>
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<td>enhance student engagement and learning**</td>
<td><strong>Library resource centre seen as the ‘hub’ of the school with technology</strong></td>
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<td><strong>widely available for staff and student use</strong></td>
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<td><strong>Each class has wireless network access and interactive devices</strong></td>
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<td><strong>accessible to students</strong></td>
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<td><strong>New technologies are trialled and used where appropriate</strong></td>
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<td>**Support staff allocated to ‘trouble shoot’ difficulties with equipment/</td>
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<td><strong>technologies</strong></td>
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<td><strong>Staff expertise is utilised to develop ICT opportunities and provide</strong></td>
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<td><strong>support for colleagues</strong></td>
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<td><strong>Curriculum differentiation and rigour in all classrooms</strong></td>
<td><strong>All Classrooms are collaborative and engaging</strong></td>
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<td><strong>Print rich environments relating to key curriculum areas are evident</strong></td>
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<td><strong>Data interrogation and analysis evident and demonstrates ongoing</strong></td>
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<td><strong>improvement</strong></td>
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<td><strong>Cooperative and differentiated group structures are in place to</strong></td>
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<td><strong>address different ability levels</strong></td>
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<td><strong>Digital technologies are used to strengthen curriculum delivery</strong></td>
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<td><strong>Staff trained in First Steps: English and Mathematics</strong></td>
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<td><strong>Team teaching and open door policy are promoted</strong></td>
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<td><strong>Staff are trained in Cooperative Learning and Classroom Management</strong></td>
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<td><strong>strategies</strong></td>
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<td><strong>Documented plans are in place for students with additional needs</strong></td>
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<td><strong>Gifted and Talented Education programs are offered</strong></td>
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| Access to specialist teachers and programs                                       | • School Psychologist and Learning Support Coordinator provide advice and assistance to cater for the needs of individual students  
• Primary Extension and Challenge programs are offered for eligible students  
• Aboriginal Tutorial Assistance Scheme (ATAS), Schools Plus and English as an Additional Language/Dialect (EAL/D) support offered to eligible students  
• Music and Visual Arts, Health and Physical Education Specialist teachers provide relevant and engaging programs and opportunities for community events/performance |
| Strong transition to high school procedures are in place for all students in upper primary | • Strong School representation in Network transition committee  
• School transition committee established  
• Links between School and High School for moderation, work shadowing and student access to purpose built facilities offered at high school  
• Parent/Caregiver information sessions are offered regularly, involving staff across the network |
| All students are engaged and catered for                                           | • Teachers plan collaboratively to develop documented plans for students requiring additional support  
• Lunchtime and after school opportunities exist for students to pursue interests and talents |
| Staff                                                                            |                                                                                                                                                                                                                                                                               |
| Staff are engaged with school vision, ethos, policy and procedures               | • Induction procedures are in place to cater for staff employed at the beginning and throughout the school year  
• Staff operational manual updated regularly  
• All staff are engaged in school self-assessment  
• Staff are regularly surveyed to ascertain satisfaction and engagement |
| Opportunities for staff to develop themselves and others                          | • Staff are encouraged to engage in lifelong learning by engaging with colleagues and coaches, accessing Karratha Network opportunities and online professional learning  
• Australian Institute of Teaching and School Leadership (AITSL), Standards are utilised as a self reflection tool for teachers and school leaders  
• Performance Management is used as a tool to support, monitor and develop skill sets in all staff  
• Dispersed Leadership model provides opportunities for staff with leadership aspirations to develop their skills  
• Level 3 aspirant program initiated at school level |
### Community

**Parent/caregivers are fully engaged in the school and play an active role in decision making**
- School Board is elected and representatives participate in School Board induction program
- School Board working parties support aspects of school activity and student welfare
- School community engaged in some staff selection, establishment of vision, values, priority and uniform
- Parents/Caregivers are regularly surveyed to ascertain levels of satisfaction and engagement at the school
- The School Board’s role is developed into one of shared accountability and Governance
- The school and P&C works in partnership to promote the school as the heart of the Baynton and Baynton West communities

**Diversity and differences in culture are acknowledged by our school**
- Cultural Awareness professional learning program for all staff
- Harmony, ANZAC and NAIDOC Days are observed
- Students’ diverse cultural backgrounds are acknowledged and respected
- EAL/D support is offered for students with additional languages

**Strong partnerships with industry, businesses and organisations and the school exist**
- Partnerships with colleagues within the Karratha network, Teacher Development Schools, universities, local businesses and organisations exist to support student achievement
- ‘Value-adding’ student and teacher programs are sponsored

**School’s relationship with and perception by community is established and reviewed**
- Parent/caregivers surveyed regularly
- Positive feedback shared with whole school community
- School Board surveyed regularly
- School involvement in local events and festivals
- Celebrations hosted by school honouring parent and community involvement
- Outstanding staff nominated for awards of recognition
“Positive encouragement is given to the students by outgoing and interested teachers, they make it fun and meet the educational needs as well.”

Parent
## School Culture

Baynton West Primary School aspires to be a happy, enjoyable and positive place to be; students, staff and the community are engaged and involved in all aspects of school life.

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| FiSH! philosophy implemented with staff, students and parents | • A School Culture committee is established and meet regularly  
• A ‘Special Day’ is celebrated once a term highlighting the 4 principles of FiSH!  
• FiSH! is visible throughout the school  
• A staff social committee is formed and supports staff positive interaction |
| Recognition of excellence and progress | • Students, staff and the community are acknowledged and honoured regularly through assemblies, newsletters, celebrations and award nominations. |
| Strong relationships present between students and staff | • Morning ‘relationship’ time is evident K-7  
• Each student is known by staff and school leadership team; a sense of belonging is promoted  
• Students and their families are given regular and meaningful feedback about performance through reporting processes |
| ‘Student voice’ embedded | • Leadership programs and camps designed for student leavers at Network level  
• Student leaders meet with staff mentors on a regular basis  
• Leadership opportunities exist from Year 1-7 with ideas for school improvement incorporated into school planning |
| Positive Behaviour Support initiative introduced and embedded | • School wide matrix is collaboratively developed with all stakeholders, including students, displayed and fully implemented  
• All staff utilise Classroom Management Strategies to establish positive teaching and learning in classrooms  
• Collect and interrogate school wide behaviour data to drive decision making in the area of pastoral care and behaviour program  
• Co-operative learning structures utilised throughout the school, all staff trained in either; Instructional Strategies, Tribes or Kagan approach |
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<td>Partnerships within the Karratha Education Network</td>
<td>• Our school works closely with other schools in the Karratha Network to target resources and professional learning to student and workforce needs</td>
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<td>• A strong network of specialist trained teachers support the implementation of the Australian Curriculum across the network</td>
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<td>Specialist and extra curricula subjects are offered and valued highly by the school community</td>
<td>• Specialist teachers with expertise in Visual Arts, Music and Physical Education are appointed through local selection processes</td>
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<td>• Whole school and interschool sporting and cultural events are promoted with maximum community engagement, e.g. Musicals, Eisteddfods, Sports carnivals, art exhibitions and school showcase evenings</td>
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<td>An engaged school community</td>
<td>• Staff, students and parents are surveyed regularly. This information is reviewed and incorporated into school self assessment processes</td>
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<td>• Parent/Caregiver information sessions and programs offered regularly</td>
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<td>• Open nights, information sessions, interviews and showcase events offered regularly to our community</td>
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<td>• Informative and engaging newsletters, assemblies, website, exposure in the local newspaper and radio keep our community informed about our school</td>
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### Early Childhood Education

Baynton West Primary School acknowledges our unique demographic of younger and larger families, our school has high levels of growth in Early Childhood Education, typically K, P, Years 1 & 2.

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<td>Ensure rigour in Early Childhood Education</td>
<td>• The Australian Curriculum is fully implemented across all K-2 classrooms (kindergarten focus on general capabilities; social and personal competence, preparatory literacy and numeracy capabilities)</td>
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<td>• On entry assessment program is utilised and individual achievement is tracked across P-2</td>
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<td>• English and Mathematics blocks are implemented in all classrooms utilising the Australian Curriculum, First Steps and the Early Years Learning Framework</td>
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<td>• Learning area specific print rich environments are evident</td>
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<td>• Case management approaches adopted for students experiencing difficulties</td>
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<td>Staff are familiar and utilise the National Quality</td>
<td>• Students, staff and the community are acknowledged and honoured regularly through assemblies, newsletters, celebrations and award nominations.</td>
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<td>Standard Framework and Early Years Learning Framework</td>
<td>• Kindergarten programs at our school offer high quality standards across the 7 identified areas; educational program and practice, children’s health and safety, physical environment, staffing, relationships with children, collaborative partnerships with families and the community, leadership in ECE</td>
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<td>• The National Quality Standards are adopted in Kindergarten programs</td>
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<tr>
<td>Partnerships with Parents/caregivers and the</td>
<td>• Strong links and partnerships with community exist and enhance opportunities for our children</td>
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<td>community are strong</td>
<td>• Sponsorship from key organisations, business and industry to support programs in 0-4</td>
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<td>• Parent/Caregiver information sessions are offered regularly in curriculum change in ECE</td>
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<tr>
<td>Transition</td>
<td>• Structured transition procedures are implemented to assist children and families confidently transition from home to Kindergarten, Kindergarten to fulltime Pre Primary and then to Year 1</td>
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Growth and inspiration
“Love the uniform! Overall, we are thoroughly pleased with all aspects of our Children’s school year. The teachers are very approachable, admin team is ‘seen’, and the school and classrooms are inviting and look amazing.”

K-3 Parent
Resourcing the School

As a new school, in its first 3 years of operation, Baynton West Primary School endeavours to provide ongoing opportunities for students through continual purchase of high quality resources; value for money is sought along with ongoing care and maintenance of these resources. The workforce is valued highly and our staff is appointed through local selection processes.

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| **Our school environment is distinct and engaging** | • School furniture is bright and colourful and specifically designed for maximum comfort and engagement of students  
• Staff recruited express willingness to work collaboratively and design learning spaces to maximise opportunities to promote this  
• Students interact with high quality play equipment and well maintained playgrounds |
| **The library is the ‘hub’ of the school** | • Expenditure on library resources is prioritised, high quality books, ICT, learning games and furniture ensure our library is fully utilised by students  
• Library Officer position is reclassified to Level 2 and rigorous recruitment processes are in place to find the most suitable applicant  
• Library Officer time is reviewed regularly to ensure the work fraction matches student growth |
| **Financial responsibility is dispersed to staff** | • A finance committee provides leadership in allocating funding equitably  
• Professional Learning Communities are fully implemented with teachers leading curriculum direction for our school  
• Purchasing cards are distributed to teacher leaders to streamline resource acquisition  
• Identified priority areas are resourced deferentially  
• School meets financial audit requirements  
• Financial policy compliance is evident throughout the school |
| **All students have access to ‘state of the art’ ICT resources** | • Portable devices are available to students K-7, these include laptops and iPads  
• Interactive whiteboards are installed in each classroom and used effectively to improve student learning  
• An ICT ‘trouble shooter’ is appointed, providing ongoing support and training to staff  
• Centra and Connect are used to support the professional learning needs of staff  
• Assistive technology is used to assist students with Special Needs |
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<tr>
<td><strong>Strong community participation</strong></td>
<td>• The School’s P&amp;C plays an active role in resourcing our school, school staff support the initiatives of the P&amp;C.</td>
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</table>
| **Specialist programs are resourced to maximise students’ opportunities to engage with a wide and varied curriculum** | • Specialist teachers appointed have relevant skills and experience to offer an engaging curriculum to students  
• Extra curricula activities in Health and Physical Education and the Arts are offered and appropriately resourced |
| **Attraction and retention of quality staff**         | • All staff are selected using a panel approach utilising the expertise from teaching staff, the leadership team and/or community. Staff are selected using merit selection, redeployment, and from the graduate, fixed term and transfer recruitment pools  
• All staff undergo a formal Induction process  
• School policies and procedures are documented for staff  
• New staff are assigned a ‘buddy’ for support in the initial stages of their employment at our school  
• A Workforce Plan is developed to guide recruitment processes  
• Staff Levels of satisfaction are monitored regularly through surveys and Performance Management processes  
• Learning Walks and Instructional Rounds are used as a tool to further develop teaching pedagogy and value add our workforce  
• Professional Learning is offered to all non teaching staff  
• Involvement in Regional Royalties for Regions project |
“It is wonderful to work with such highly competent teachers and staff who all share a common desire and goal of making Baynton West Primary School a ‘stand out’ school.”

Teacher