



**Baynton West**  
PRIMARY SCHOOL

# BUSINESS PLAN

2023 - 2025



Growth and Inspiration



**The Baynton West Way** has become a way of life for many of our students and staff. Integrity, innovation, dedication, care and sustainability are our key guiding values, and our school vision of **Children are at the heart of our school** embodies everything we do, every day.

Our moral purpose is all about making sure children achieve their academic potential and that their emotional and social needs are met. We have observed over the years that children's self-esteem is boosted by achievement and progress brought about by hard work and regular school attendance.

We recognise that we work in close partnership with our children's family and that we are a team in the learning process. We acknowledge the support of the silent majority who assist their children through homework, morning reading, attending meetings, and by being 'present' throughout school years.

We embrace the challenge of providing our students with a rich and responsive curriculum, promoting high achievement and excellence through ongoing self-reflection and goal setting, heavily emphasising English, Mathematics and Science. An integrated future focused curriculum which caters for diverse learning styles prepares children for life in the 21st century. The cross curricular priority of science, technology, engineering and maths (STEM) creates opportunities for children to challenge existing understandings and take the lead in the education process. Together with our innovative approach to

languages (Mandarin) and Ngarluma, our students are at the forefront and primed for a successful future. We have tight bonds with the community and regularly call on expertise to enhance our ambitious, child centred targets.

As a proud Positive Behaviour School (PBS), we understand the need to teach 'behaviour' as part of our curriculum. We use four 'Positive Powers' (Becky Be Your Best, Safety Boy, Rosie Responsibility and Mr Resilient) to educate children about how to work with others and be part of a functioning group. Positive social behaviours are not assumed, instead they are explicitly taught through our PBS program that is



woven throughout every aspect of our life at school.

With strong School Board governance and an active P&C Association we work closely with our parent community and they provide us with opportunities to enrich the lives of students in our care.

We have now bypassed our ten year anniversary yet remain the newest school in Karratha. We are proud of our foundations which have formed powerful traditions around embracing our local community and cultures. We are proud of the support our parents and caregivers provide which contributes to the wonderful atmosphere throughout our school.

Our strong and courageous leaders, students, parents, caregivers and staff bring fun and laughter to our school on a daily basis. Our students definitely turn lemons into lemonade.



**Our Vision**  
Children are at the heart of our School.

## Ngayintharri-Gumawarni-Ngurrangka

- We all come together for Country -

*We respectfully acknowledge the past, present and future emerging custodians of this land on which we meet, the Ngarluma people. It is a privilege to be standing on Ngarluma country.*

*We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together - Australia.*



## Our Moral Purpose

Baynton West Primary School provides educational opportunities to build upon individual strengths in a safe, inclusive and supportive environment, which is engaging and pursues high academic performance.

Our school community works together to build lifelong learners who are socially and emotionally responsive and responsible.





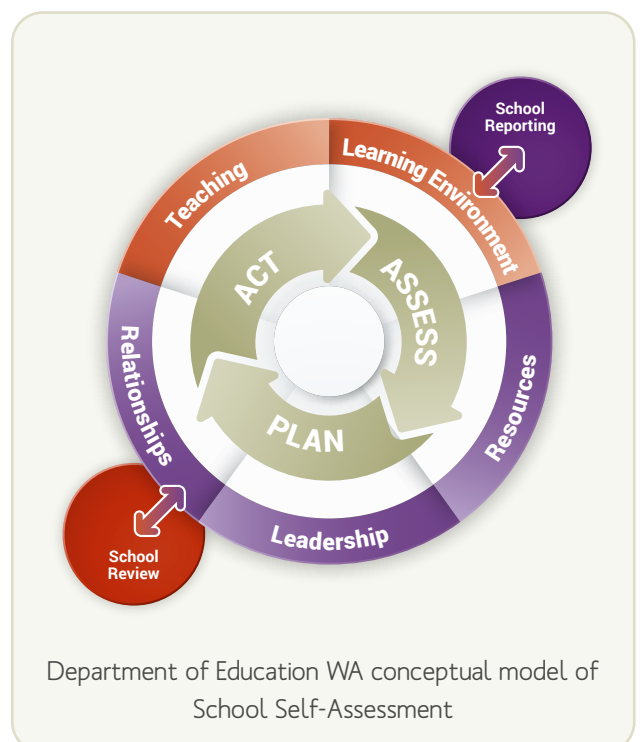


## Baynton West Primary School Self-Assessment

The Baynton West Primary School Business Plan is a strategic plan aligned to systemic policy and describes the key change strategies that we expect to drive improvement in our overall goal of high standards of student achievement, academic and non-academic. Each year the school completes a cycle of self-assessment, review, annual reporting and planning. Quality performance information assists the setting of priorities and decisions related to targets, strategies, resourcing and monitoring and evaluation measures within school planning.

The school will use the Department's Electronic School Assessment Tool (ESAT) against the following six domains:

- **Relationships and Partnerships**
- **Leadership**
- **Learning Environment**
- **Teaching Quality**
- **Use of Resources**
- **Student Achievement and Progress**



Through engagement in effective school self-assessment practices, Baynton West Primary School addresses the three fundamental accountability questions:

- **What are we seeking to achieve?**
- **How well are we doing?**
- **How can we improve?**

## A few quick facts...

Total Student Population **825**

**382**  
GIRLS

**443**  
BOYS

**11%**

Students with a disability

**16%**

Aboriginal Students

**28%**

Transiency rate of students

Independent Public School since commencement in 2013

Index of Community Socio-Educational Advantage (ICSEA): 991





# The Baynton West Way

## Culture

- We embody an evidence based approach to support our students to flourish in the modern world.
- Students are offered opportunities to develop their individual strengths and interests.
- We understand that the standard you walk past is the standard you accept.
- We have high expectations of each other and our students.
- We offer extracurricular activities to support the development of the whole child.
- We understand that student success is driven by the positive relationships forged within the school.
- We collaborate closely with families and the surrounding community.
- We support our colleagues through connected practice and collaboration.
- Student data is analysed to implement responsive programs.
- Our staff collaborate meaningfully to drive student achievement.

- High expectations are communicated clearly to students, families and colleagues.
- We set clear goals and celebrate achievement.
- We embrace whole school approaches for teaching and learning, behaviour and response to intervention.
- We differentiate learning programs to cater for all of our students.
- Leadership is shared to support change management and is responsive to need.
- We reflect on our practice to refine our teaching.

## Leadership

- We embrace opportunities to improve the learning of our students.
- We take pride in 'going the extra mile' for our students and our community.
- We acknowledge each other's strengths and celebrate accomplishments.
- Leadership is responsive to the needs of our school and is acknowledged at all levels.



- We nurture our graduate teachers and acknowledge their contributions to our school.
- Roles are clearly defined.
- Student voice and leadership are valued and celebrated.
- Leadership opportunities are embraced by staff regardless of career stage.
- We work closely, and forge strong relationships, with our School Board and P&C Association.
- Staff continually look for ways to develop their skills to cater more effectively for students.
- School Leaders provide opportunities for professional growth for all staff.

### **Learning Environment**

- Our staff work and students learn best in a calm, organised and orderly environment.
- Our classrooms are visually appealing and welcoming.
- The environment is print rich and promotes student ownership.
- Our playgrounds and gardens are safe and well maintained.
- We actively teach a positive behaviour curriculum and encourage respectful interactions.
- We engage in trauma informed practice.
- Behaviour management is fair and equitable with a whole school approach visible.

**Our school aspires to achieve above 'all Australian' schools results in Literacy and Numeracy throughout the term of the Business Plan 2023-2026.**

## **Key Focus Areas**

### **Excellence in Teaching and Learning**

**Every student in our school notably improves academically every year.**

### **A Commitment to Care, Belonging and Inclusivity**

**We promote Health and Wellbeing for our staff and students, and we empower our students to use their voice.**

### **A Strong Connection to our local Community and Culture**

**Our community is proud of our school and views it as an extension of family.**

### **Professional Leadership**

**As a team of highly professional educators, we foster collaborative partnerships, trust and loyalty. We are all leaders who seek professional growth and add value to Public education.**



## Key Focus Areas



## Excellence in Teaching and Learning

Every student in our school notably improves academically every year through evidence-based approaches.







## Outcomes

- All staff use student data effectively to plan for student improvement.
- Each staff member has a deep knowledge of where each child is at through ongoing use of data and tailors teaching towards ensuring each child is successful.
- All staff share high aspirations for our children and ensure that each child is catered for, and engaged in their learning through delivery of high impact teaching strategies.
- Productive collaboration exists within and across year level teams through a commitment to connected practice.
- Higher order thinking is developed through engagement with a broad range of learning opportunities encompassing STEM, Humanities and Social Science, Science, the Arts, Languages (Mandarin), Technologies, Health and Physical Education, English and Mathematics, and extends beyond literacy.
- High impact instruction is embedded in all classrooms with leadership and peer coaching available for all staff.
- Instructional coaching is provided for all staff through high level professional learning opportunities.
- 'Essential Understandings' are further developed in Mathematics, to outline what needs to be mastered for progression.
- English benchmarks are developed for all year levels; these define our school's minimum acceptable standard in English.
- Explore alternative intervention for transient students not below school benchmark levels.

## Targets\*

- We will increase the percentage of students in the top two proficiency bands in all NAPLAN areas;
- The overall percentage of Aboriginal students demonstrating growth within a calendar year (tested term one and three) in PAT Reading and Mathematics improves annually;
- We continue to perform close to, or above WA Public Schools and Australian Schools means in all assessment areas;
- The Year 3-5 NAPLAN growth score is greater than the 'like' school and WA Public School score;
- We will maintain and improve the performance of students in each year level on ACER Progressive Achievement Tests (PAT); Reading, Mathematics, Vocabulary, Spelling and Grammar and Punctuation;
- Raise levels of student achievement on On-Entry testing (Pre-Primary) when comparing to previous cohorts.

## Key Focus Areas



# A Commitment to Care, Belonging and Inclusivity

Health and Wellbeing for all,  
Belonging, and facilitating  
Student Voice.





## Outcomes

- Our Positive Behaviour approach is embedded and embraced by all, with a whole school approach to behaviour intervention.
- We implement a consistent and whole school approach to literacy intervention.
- Attendance remains a strong focus in our school, good news home visits are conducted weekly, encouraging attendance of vulnerable students. Visits are educative and never punitive.
- Our student voice is recognised as the most important voice in our school and encouraged at every opportunity.
- Our staff are loyal, supportive of each other and contribute to a strong and positive school culture.
- Students with additional needs are catered for using a differentiated curriculum.
- We work in partnership with our School Psychologist, parents/ caregivers, SSEN:D, SSEN:BE and allied professionals to cater for students with diverse needs.
- Extracurricular activities are offered before, after and during school breaks to support student wellbeing.
- Student success is celebrated in a variety of ways.



## Targets\*

- Organisational Health Index data (McKinsey & Company) remains in the top decile.
- Improve the percentage of students who report a positive sense of belonging, and are motivated and interested, as evidenced in the Tell Them From Me Survey (TTFM), Year 3-6.
- The regular attendance rate of students is at 'like' school level.

\* During the term of our Business Plan:



## Key Focus Areas



# A Strong Connection to our local Community and Cultures

Our community is proud of our school and views it as an extension of family.







## Outcomes

- Further develop partnerships with local corporations and families to promote Aboriginal languages, histories and culture.
- Our parent communication strategy promotes ease of communication by incorporating social media platforms with MGM Outreach, Seesaw, Facebook, Communication Boards, and an up to date website.
- Our strong and effective School Board is well trained and supportive of school key focus areas.
- Strong relationships are maintained with Western Australian Centre for Rural Health (WACRH) and Universities to access pre-service allied health professionals and pre-service teachers.
- Comprehensive parent information and education online resources are available digitally, for ease of access.
- Interagency, business and community partnerships are nurtured to build on our student strengths and to bridge gaps in our expertise, especially in STEM.
- Parents/caregivers participate in school showcases, carnivals and open classroom events.
- Opportunities are sought to incorporate Ngarluma language into our curriculum.



## Targets\*

- The parent National Schools Opinion Survey (NSOS) results continue to be positive (3.6 or above).
- Increase the number of views of online parent information and education sessions by 10% each school year.

\* During the term of our Business Plan:



## Key Focus Areas



# Professional Leadership

As a team of highly professional educators, we foster collaborative partnerships, trust and loyalty. We are all leaders who seek professional growth and add value to Public education.







## Outcomes

- Develop further aspirant leaders through the phase leadership program.
- Targeted professional learning, ongoing coaching and mentoring is provided for all Teachers and Education Assistants.
- Sustain the rigorous performance development, coaching and feedback culture for all staff.
- Cultural competence is further developed in our staff by meaningful engagement with Aboriginal cultures and use of the Aboriginal Cultural Standards Framework.
- The Extracurricular program offered to students is further developed utilising collective expertise of staff.



## Targets\*

- 70% of teaching staff are retained for four years or longer.

\* During the term of our Business Plan:

# Growth and Inspiration

## The Baynton West Song

We're Baynton West and we strive for our best  
Working hard, aiming high, 'till we reach the sky  
We're Baynton West and we strive for our best  
Look at us we're learning all the time

With collaboration and harmony  
We're building our future strong  
With fearless determination we try  
Never give up - we can do no wrong

We're Baynton West and we strive for our best  
Working hard, aiming high, 'till we reach the sky  
We're Baynton West and we strive for our best  
Look at us we're learning all the time

Like the Mulla Mulla petals we're resistant  
and strong

Like the Ashburton Pea we adapt  
We're a sea of purple in a big red land  
Baynton West, we're on the Pilbara map!



**Baynton West**  
PRIMARY SCHOOL

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