

Bannister Creek Primary School Business Plan 2017-2019



COURAGE

WISDOM

HAPPINESS

Our School

In 2011 Bannister Creek Primary School became an Independent Public School, (IPS), gaining the autonomy and flexibility to shape school direction tailored to the context of the school community. The school has now completed two Business Plan cycles. As an established and highly regarded IPS, Bannister Creek Primary School is committed to a rigorous self-review and reflection cycle. We strive for continual improvement in student learning, and work towards empowering our school community to invest in ownership of the school and their children's education.

Our Vision

Bannister Creek Primary School is dedicated to providing:

- Excellence in education through a range of inclusive and contemporary programs across all learning areas.
- A learning environment that is safe, positive and stimulating. A place where everyone is encouraged to develop resilience and reach their full potential.
- Opportunities for open communication by all members of the school community that supports an environment where COURAGE, WISDOM and HAPPINESS are embraced.

Our Board

The Business Plan demonstrates Bannister Creek Primary School's commitment to providing excellence in education and a learning environment that is safe, positive and stimulating. The Bannister Creek Primary School Board (The Board) has reviewed the targets and key strategies within the Business Plan, and fully support and endorses its content.

The Board has an important role to play within the Governance and Support focus area, making sure it fulfils its obligations as an effective Board. The Board will continue to work closely with the School's Leadership Team to regularly review the targets and ensure progress is being made.

Mark Burgess
School Board Chair

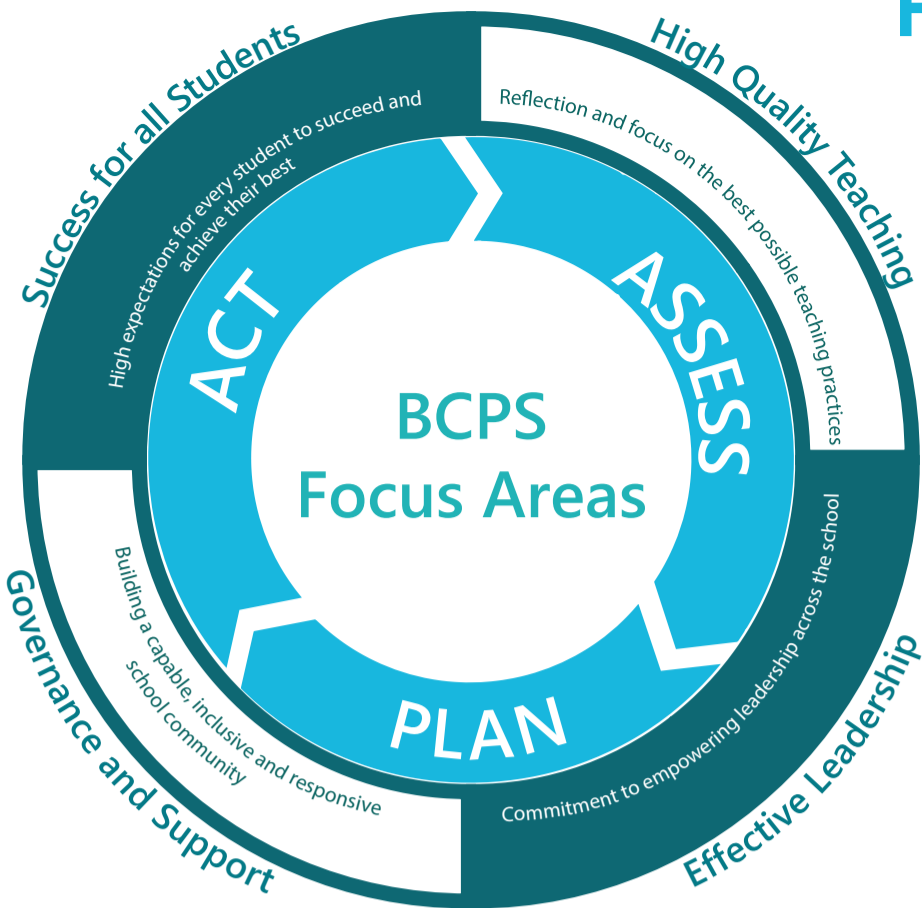
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Our Teaching and Learning Beliefs

- Creating meaningful learning experiences, engaging students to observe and practise the actual processes, skills and values that are expected of them.
- Learning will connect with student existing knowledge, skills and values while extending and challenging their current ways of thinking.
- Learning is optimised through connected teaching practice across year levels and phases of learning.
- Learning encourages both action and reflection on the part of the student.
- Promoting students to become autonomous learners able to plan independently, work in teams and communicate ideas.
- Differentiating learning experiences by respecting and accommodating the diverse cultural background experiences that students bring to the classroom.
- Students achieve their best when parents are involved and actively encouraged to become partners in their children's education.



Focus Areas + Targets



1. Success For All Students

Targets

- 1.1 In all areas of NAPLAN, BCPS mean will be at or above like school's mean.
- 1.2 Provide an integrated approach to STEM.
- 1.3 In all areas of NAPLAN, BCPS will achieve high achievement against like schools.
- 1.4 70% of students will achieve moderate to high progress from On-Entry to Year 3.

Key Strategies

- Focus skills development in preparation for NAPLAN Online.
- Identify target students to provide differentiated instruction (Gifted & Talented/SAER/Low Achievers).
- Use STEM to engage students and develop problem solving skills.
- Integrate ICT to enhance student learning.
- Explicit teaching of Literacy and Numeracy skills.
- Promote a culture of student high expectations.
- Literacy and Numeracy Blocks.
- Ongoing self-assessment against National Quality Standards.

2. Effective Leadership

Targets

- 2.1 An effective distributed leadership model is embedded.
- 2.2 The well-being and mental health of students and staff underpin decision making.

Key Strategies

- Committee and team structure provides informed and involved decision making processes.
- Develop and support aspirant leadership.
- Provide leadership opportunities for students to have a voice in school decision making.
- Staff expertise and advice is shared across the school.
- Whole school approach to peer observations.
- Performance Management to improve teacher quality.
- Implement sustainable approaches to support staff health and well-being.
- Implement targeted social/emotional programs to address student needs.
- Develop a process to identify student mental health issues and address needs (Protective Behaviours).



“Trying my hardest and pushing myself to be my best”

3. High Quality Teaching

Targets

- 3.1 WA Curriculum implemented according to system requirements.
- 3.2 Develop and implement assessment/reporting policy in line with system requirements.
- 3.3 Develop and implement whole school connected practices.

Key Strategies

- Continue to teach children in accordance with WA Curriculum (Phase 2 & 3).
- Up skill staff with ongoing professional development (Plan PD).
- Develop BCPS Instructional Framework based on 'The Ways of Teaching' - SCSA.
- Adhere to SCSA's reporting and assessment policy - collect relevant data as per school requirements.
- Develop analytical and evaluative practices (moderation).
- Intervention for students who have below expected progress.
- Implement 'The Ways of Assessing' - SCSA.
- Build a professional growth culture of observation, reflection and feedback.
- Gradual implementation of visible learning strategies & structured lesson design.
- Collaboration to update Scope and Sequence for Learning Areas.
- Embed environmental sustainability focus across curriculum.
- Performance Management based on BCPS Instructional Framework.
- Formal induction program in place for all new staff.



4. Strong Governance and Support

Targets

- 4.1 Effective board processes are in place.
- 4.2 Strategic allocation and use of resources.
- 4.3 Promoting and developing school/community partnerships.

Key Strategies

- All Board members to complete training modules.
- Induction processes in place.
- Ensure compliance with DPA and funding for school.
- Early intervention through EALD/AIEO/Chaplain/LSC and interagency support.
- Maintain ICT infrastructure and develop resources across Kindergarten to Year 6.
- Cost centre submissions reflective of processes and needs.
- Clear audit.
- Self-assess to track continuum development on the Aboriginal Cultural Standards Framework.
- Engage support and involve EAL/D families in school programs.
- Develop strategies to promote BCPS in the local community.
- Develop links to build community partnerships in:
 - Environmental sustainability
 - ICT and digital technologies
 - Developing ECE play area
 - Moort Boodja trail
- Bi-annual community surveys—parents/teachers/students.



“A safe, friendly environment that includes everyone”