



Burns Beach Primary School

2023 - 2025 Business Plan

Acknowledgement of Country

We wish to respectfully acknowledge the Aboriginal and Torres Strait Islander People, the Traditional Owners and First Nations People of this land, the Whadjuk and Yued Nyungar People of the Perth region from the Noongar nation, and their elders past, present, and emerging. We acknowledge, recognise, respect their knowledge and we seek to learn from the continuing culture and the contribution that they make to the life of this city and Yellagonga's region.

Ocean Reef region is Yellagonga's country and is part of the Yued Nyungar people country that extend north of the Swan River (Derbarl Yerrigan) to past Moora (Mooro). It is included in the walking trail that follows the ocean (Wardarn) down to Fremantle. The trail that Albert Facey and the team of stockman took to drive the cattle down to Fremantle, to where they camped at Point Walter (Tjuntalup). This is the trail that Nyungars used for centuries as they traveled to the water holes (Kep Qwonels) e.g. Star Swamp, Lake Joondalup, Lake Gnangara, Herdsman Lake and Lake Monger. There is ample bush tucker in the region mainly Quandongs,

Sandalwood, roots, trees, shrubs, and animals such as turtle (Yakkan), goanna (Karda), kangaroo (Yonga), possum (Koomal) and fish, marron (fresh water crayfish), ducks and swans.

This is Noongar Boodja.

This is Elder Neville Collard's interpretation of the Noongar language used in this document. Burns Beach Primary School acknowledges Neville's contribution to our Plan and to our aspiration to be a culturally inclusive school learning on Noongar Boodja.



Our School



Burns Beach Primary School is the first school in the beautiful suburb of Burns Beach. We have used this unique opportunity to create an inclusive learning hub where all are welcome in an environment that recognises and reflects the character and spirit of our local community.

Our aim is to provide innovative, motivating and engaging experiences that inspire each student to love learning. We will use a student-centred learning approach that nurtures each individual's intellectual, social, creative, emotional and physical capabilities.

A culture of care and high expectations will permeate every classroom and every social interaction. We will have high expectations of our students, staff and community, supporting our students to achieve and progress.

We will demonstrate excellence in the way we care for each child, their families, and for each other.



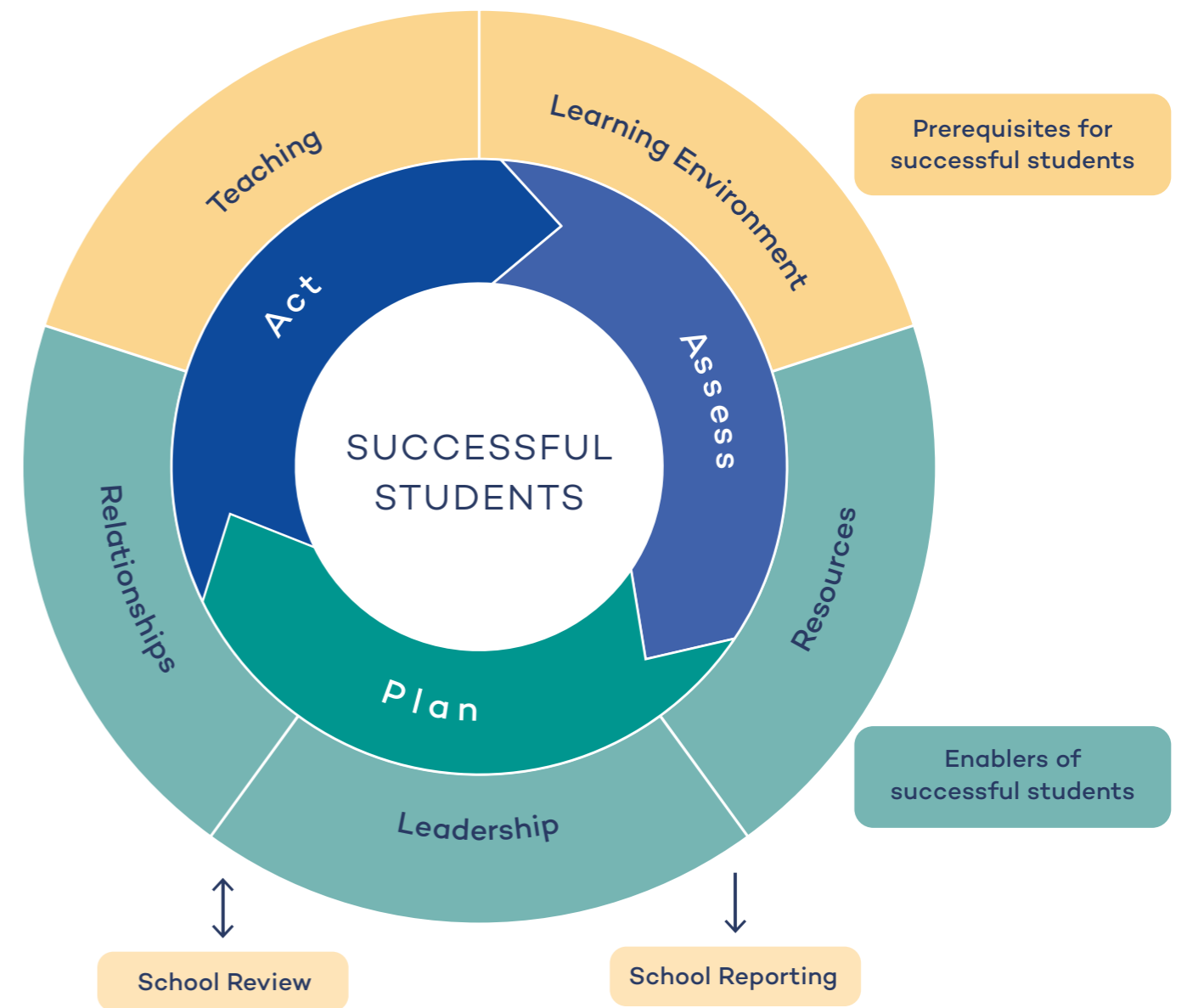
2023-2025

Business Plan

Our 2023-2025 Business Plan was developed in collaboration and partnership with the Burns Beach Primary School staff and our School Board.

It describes the key focus areas and high-level strategies that we will employ as a school to have the maximum positive impact on student achievement, improvement and progress. Our staff are committed to ensure that every student achieves success and we place students at the heart of everything we do.

The Business Plan will be supported by operational plans in all learning areas as well as by our Positive Behaviour Support Plan, our Inclusion Plan and Early Childhood Education Plan. Each of these operational plans will provide the essential link between the Business Plan and classroom planning-where the impact on student learning is made.



Our Self-Assessment Process

We use a systematic, continuous and comprehensive process to reflect on, and evaluate, our performance, to plan for and enact improvement. We gather and analyse student data and a range of other evidence to make judgements about the standard of student achievement and the effectiveness of our school processes and operations.

We adhere to an annual detailed self-assessment schedule that ensures we critically analyse data and other evidence and will engage our School Board as a review partner for this analysis.

Our Community

In 2021, we held enrolment meetings with each of our students and their families. In these meetings, we asked two important questions:

- » **What makes a good teacher?**
- » **What makes an effective school?**

The responses to these questions are in the word wall below. We highly value student and parent voice and have acted on this feedback in the way we interact with, and teach, our students, and in how we have established systems and processes in our school.



Our Vision

Inspiring Heads, Hearts and Hands

We will support our students in all facets of their development, from progressing their academic achievement-their 'heads', to nurturing their social and emotional development-their 'hearts', whilst also ensuring a connection to the local community and the wider world-their 'hands'.

Our Values



Connected

gnullark noyyang ngulla boodja maarman ngaarnk coolungarrs

"We are connected to the land, men, women and children (people)"

Connected students have a sense of identity, strong personal values and can see where they fit in the 'big picture'. Students learn and develop best when their culture, their language, their knowledge and community are affirmed by others in their everyday lives, allowing them to feel they belong.



Caring

gnullark garodjin noonida

"We are caring and looking out for you"

Caring students display kindness and concern for others and themselves.



Curious

coolungars winjie wah koorl boorda

"We are curious about travelling into the future"

Curious students are eager to find out answers and to explore and learn. They are engaged in their education, are more positive and believe there is something good to learn about the world around them.



Courageous

gnullark koorlinjy boorda doornitj booraka moorditj

"We are going strongly and courageously into the future"

Courageous students risk on purpose, have-a-go and make brave choices. They stand up for themselves and their friends, challenge themselves to excel or try something new.



Creative

noonida motogon nitja yaye boorda boorda

"Everyone is creative here, now and later on"

Creative students use their imagination and ideas to spark collaboration and learning that challenges minds.



Our Beliefs

Students learn best when:

- » Whole school approaches are evidence based, data driven and consistently delivered to ensure low variation in teaching.
- » Teachers have high expectations of their students and provide a range of relevant, purposeful and authentic learning opportunities.
- » Learner agency and student voice is promoted and valued.
- » Learning is differentiated to ensure each student is challenged and supported to succeed.
- » They feel safe and have a sense of belonging and connection to the school.
- » Their learning environment is well resourced and inclusive of their individual needs.
- » School and home partner together, working in unison to support the whole child.

Our Strategic Priorities



Inspiring Heads

High quality teaching, learning and leadership



Inspiring Hearts

A safe, connected and inclusive learning environment



Inspiring Hands

Strong and positive partnerships and relationships

Inspiring Heads



High quality teaching, learning and leadership

Students will be actively engaged and curious. They will engage with, and feel connected to, the world around them and will feel free to ask questions to deepen their understanding.

Our staff will deliver motivating, engaging and inspiring educational experiences, while maintaining high expectations of every student.

Our teaching and learning experiences will be evidence based and founded on the premise that every child will succeed. Whole school approaches will support teaching consistency, and a focus on critical, creative and higher order thinking will be embedded across all learning areas.

Staff will strategically employ instructional strategies to support each child. Classroom instruction will ensure a nuanced balance of safety and accountability and will strive for the engagement of all learners, all of the time.

Leadership will be highly visible and distributed across all facets of the school community. Leaders will be highly ethical and have a strong moral purpose that has student learning at the centre, and will be committed to the care and development of every student.

Early childhood teaching and learning will be evidence-based best practice. The learning environment will reflect a sense of fun, allowing students to problem-solve, enhance their innate sense of curiosity and make valuable social connections.

We will:

Embed whole school approaches to teaching and learning that ensure consistency of practise

Utilise the Quality Teaching Strategy and its components to build a culture of teaching excellence

Develop a school wide approach to instruction/lesson design that is informed by research and is evidence-based

Establish a RAP Working Group to commence the process of developing a Reconciliation Action Plan/Statement

Develop a self-assessment schedule that encompasses a broad range of data collection methods and is used to inform teaching and learning

Develop a whole of school approach to Performance Development that includes the opportunity for staff to observe peers to support professional growth

Ensure a focus on critical, creative and higher-order thinking is embedded across all learning areas

Establish learning area teams and leaders to develop Operational Plans for each of the 8 Learning Areas

Implement an Instructional Coaching model that prioritises time for teachers to discuss student learning and participate in a cycle to measure the impact of their teaching and identify areas for further improvement

Integrate technology into classroom teaching and learning and ensure it is utilised by students to deepen and enhance their learning

Differentiate learning outcomes based on student needs in classroom practice

Develop a strategy to identify and support staff leaders and provide targeted professional growth opportunities

Establish the Burns Beach PS Curriculum, Assessment and Reporting Guidelines

Develop an academic enrichment program to support identified students in a range of leaning areas

Allocate physical and financial resources to ensure maximum impact on student achievement and progress

Establish a Student Leadership Team and provide informal and formal opportunities for developing leadership skills and attributes

Embed Sounds-Write from Pre-primary to Year 6 as our whole school structured synthetic phonics program

Align our Workforce Plan to ensure the attraction and development of highly skilled staff to implement our evidenced based approaches

Establish a Sounds-Write Intervention program for Tier 2 and 3 students

Prepare and provide our students with the skills needed to contribute to, and create, a sustainable future

Develop an Early Childhood Education Plan that is aligned to the Early Years Learning Framework and National Quality Standard

Inspiring Hearts



A safe, connected and inclusive learning environment

Our staff will prioritise high quality student-teacher relationships. They will create positive and safe learning environments that reflect student voice and provide learner agency.

Students and staff will work together to create a sense of community that is warm, caring and reflective of the students' interests and culture.

Inclusion will be supported by our culture and embedded in everyday practices.

Differences will be embraced and valued as the attributes that make each person unique.

Inclusive education will involve supporting each child to belong, participate and access ongoing opportunities. Diversity will be celebrated and respected.

We will learn from, and relate respectfully with, people from our own culture as well as other cultures

We will all understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures.

Inspiring Hands

Strong and positive partnerships and relationships

We will know our families well. Our parents and carers will be seen as partners and advocates for their children. We will develop a strong connection between families and our school and will seek and act on feedback.

The School Board will provide strong governance and have a mindset of responsibility and collective accountability while being positive advocates for our school.

We will establish and maintain strong channels of communication and engagement that are a genuine exchange of information and ideas between the school, parents and students, and external partners with a focus on student learning and wellbeing.

We will:

Develop a strategy to establish annual opportunities to seek and act on feedback from students, staff and parents

Provide a calendar of school events that welcome parents as partners and enhances and celebrates student learning

Analyse the National School Opinion Survey data (2023, 2025), share and celebrate achievements, and take action to address identified areas of concern

Develop a timeline of Parent Workshops that share information with parents about our whole school approaches and how these can be supported at home

Develop the Burns Beach PS Communication and Engagement Strategy to promote strong, trusting and positive relationships with students and families

Conduct enrolment meetings with all new Pre-primary to Year 6 students and their families using the BBPS Enrolment Meeting format

Establish and develop the School Board and P&C as partners in school governance and community engagement

Provide an annual Kindergarten Orientation program in Term 4 of each year, for the following year's Kindergarten students and their families

Develop a strategy to enable the School Board to seek ongoing feedback from the school community to allow a mindset of responsibility and collective accountability



We will:

Prioritise seeking student voice and ensure it is evident in the learning environment and in decisions that affect students

Progress being a culturally responsive school with reflection aligned to the Aboriginal Cultural Standards Framework

Establish a strategy to seek student feedback as part of our reflection on the effectiveness of our teaching to enhance student learning

Prioritise embedding culturally responsive pedagogies in all classrooms

Establish a highly effective Education Support Program based on the 5 Principles of Inclusive Education as defined by Monash University

Embed Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE) as school-wide approaches to maximise student engagement across all learning areas

Establish a school wide approach to implementing a social and emotional learning program

Embed the Zones of Regulation as a whole school approach

Develop a plan to support school wide consistency of the provision of essential elements in the learning environment

Develop a Student Services Team to provide a case management approach to support identified students' mental health, academic progress, pastoral care and safety

Establish and embed a whole of school framework for Positive Behaviour Support

Develop a school wide approach to attendance monitoring and support

2023 - 2025

School Business

Plan Targets

By embedding a student-focused learning philosophy, focused on consistent, whole-school approaches by 2025, Burns Beach Primary School will:

- » Raise Year 3 and Year 5 NAPLAN achievement in Reading, Numeracy, Spelling, and Grammar and Punctuation to match or exceed those of Like Schools.
- » Maintain Year 3 and 5 NAPLAN Writing achievement as exceeding those of Like Schools.
- » Have student progress and achievement from our Year 3 to Year 5 stable cohort, for all areas assessed in NAPLAN, be in the “Higher Progress-Higher Achievement” quadrant compared with Like Schools.
- » Meet all 7 quality areas of the National Quality Standard.
- » Achieve an attendance rate of all students above that of Like Schools.
- » Increase the percentage of students attending regularly (90-100%) from 67% to 75%.
- » Report an upward trend in the percentage of students achieving ‘consistently’ in the Lower Primary and Primary attributes in Reporting to Parents from 2023-2025.
- » Achieve an improvement of the average score in items 7, 8, 13, 15 and 20 in the National School Opinion Survey.




Resources and References:

- Building on Strength: Future Directions for the Western Australian public school system (2020-2024)
- Focus 2023
- The Public School Review Standard (DoE WA)
- Burns Beach Primary School Prospectus 2021
- Principles of Instruction: Research Based Strategies That All Teachers Should Know, Barak Rosenshein (2012)
- Teaching for Impact (DoE WA)
- Principles of Inclusive Education-Monash University (2019)
- What Makes a School a Learning Organisation: OECD (2016)
- Speaking Out About School and Learning: Commissioner for Children and Young People 2018



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