2020 BUSINESS PLAN 2022

Baynton West
PRIMARY SCHOOL

Growth and Inspiration

Our School

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

Entwined in that vision is our moral purpose of making sure children exceed 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 the primary 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 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), 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 characterised by; 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 high functioning team. 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.

We engage in trauma informed practice to build connections, resilience and to avoid isolation with our vulnerable children.

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

As a relatively new school in Karratha, our traditions have formed powerful foundations over the past seven years and we are constantly seeking ways to work with our community. We are proud of the support our families provide which contributes to the wonderful atmosphere throughout our school.

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

Our Vision

Children are at the heart of our School.

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.

Values:

Our values are reflected in everything that we do. We call it the *Baynton West Way*.

Integrity means we take responsibility for what we say, what we do and who we are. We demonstrate this by having the *courage* to do the right thing with *fidelity* and *consistency*.

Innovation means we are continually striving for ways to achieve success for all in a *world of continuous change*. We demonstrate this by providing responsive *learning* and encouraging deep thinking and *creativity*.

Dedication means our *determination* to apply the best of ourselves in everything we do. We demonstrate this by persisting with positive action to overcome obstacles and challenges.

Community means being there for one another. We demonstrate this by treating everyone *equitably* and with *respect*. We listen with empathy and act with compassion.

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
- Learning Environment
- Use of Resources
- Leadership
- Teaching Quality
- 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?

Department of Education WA conceptual model of School Self-Assessment

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The Baynton West Way

Culture

- We move forward using an evidence based approach to support our students to thrive in the 21st century.
- 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 other stakeholders.
- We support our colleagues.
- Student success is tracked by paying close attention to data and implementing 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 adopt whole school approaches in curriculum and social/emotional pedagogy.
- We differentiate to support each child's development.
- Leadership is shared and dispersed and supports change management.
- Change is responsive to student needs.
- We question, research and use an evidence based approach.

Dispersed Leadership

- We embrace opportunities to improve the learning of our students.
- We display courage by 'going the extra mile' for our students and our community.
- We acknowledge each other's strengths and celebrate their 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 is valued and student leadership acknowledged.
- Leadership opportunities are embraced by staff whatever the level of their career.
- 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

- We believe that children and adults 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 pro-social behaviour.
- We engage in trauma informed practice.
- Behaviour management is fair and equitable with a whole school approach visible.
- We promote sun safety and environmental responsibility.
- We engage in Explicit Instruction K-6.
- We promote higher order thinking based learning for all students.

Targets

Our targets reflect what we aspire to achieve over the next three years during this Business Plan cycle.

- Year 3-5 NAPLAN growth score with the stable cohort for reading, writing, and numeracy is greater than the 'like school' and state average scores.
- To reduce the differential score between WA Public schools and students in Year 3 & 5 in Reading, Spelling, Writing and Numeracy (NAPLAN).
- 15% or more of our students are in top 2 proficiency bands in Year 3 & 5 for Numeracy, Spelling and Writing (NAPLAN).
- 75% of students in Years 2, 4 & 6 demonstrate growth greater than 5 scaled points when Progressive Achievement Tested (PAT) tested in the same calendar year in Reading and Maths.
- 65% of Aboriginal students in Years 2, 4 & 6 demonstrate growth greater than 5 scaled points when Progressive Achievement Tested (PAT) tested in the same calendar year in Reading and Maths.
- Increase regular attendance to 85%
- Reduce number of students in the moderate/severe attendance category (less than 5%)
- Increase the percentage of parent education seminars with more than 15 parents in attendance
- Maintain the top decile health outcome on all 9 outcomes of Organisational Health Index (2020 only)
- 75% or more of parents/caregivers pay their children's' voluntary contributions and charges
- The National School Opinion Survey results for Community and Students remain positive (3.6 or above)

The Baynton West Song

We're Baynton West and we strive for our best
Working hard, aiming high, 'til 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, 'til 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!

Key Focus Areas

1 Success and Celebration

Baynton West Primary School promotes high achievement and excellence through providing enriching opportunities. We encourage and celebrate success for all.

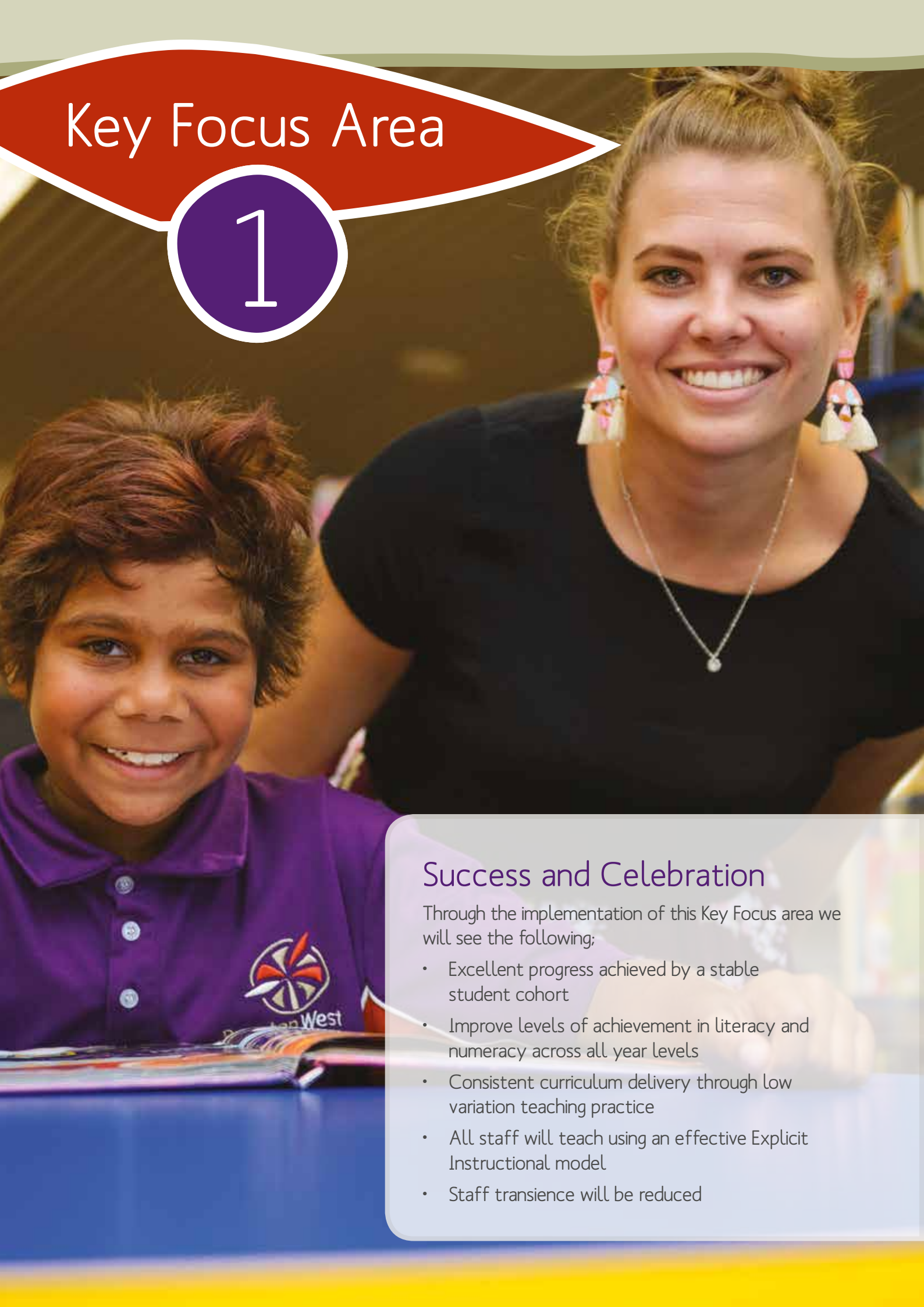
2 Allegiance with our stakeholders

Baynton West Primary School values student agency and commitment through positive engagement with students, staff and our community; allowing individuals to be heard and respected through strong partnerships.

3 Higher Order Thinking for the Future

Baynton West Primary School provides diverse opportunities for students to apply higher order thinking skills through an integrated, future focussed curriculum.

Key Focus Area 1



Success and Celebration

Through the implementation of this Key Focus area we will see the following;

- Excellent progress achieved by a stable student cohort
- Improve levels of achievement in literacy and numeracy across all year levels
- Consistent curriculum delivery through low variation teaching practice
- All staff will teach using an effective Explicit Instructional model
- Staff transience will be reduced

Key Focus Area 1

Broad Strategies WHAT WE WILL DO	Milestones WHAT YOU WILL SEE
Implementation of a low variation curriculum across our school in English, Mathematics and specialist subjects.	Teaching staff collaboratively developed an agreed scope and sequence and time line in English and Mathematics.
	Coaches, in collaboration with year level and learning area teams will develop and implement year level scope and sequence curriculum maps and review this twice a year.
All staff implement an agreed whole school instructional model focusing on Explicit Instruction.	Mathematics is taught in a more targeted manner using commercially produced resources using a Concrete, Pictorial and Abstract approach (CPA).
	All staff implement Explicit Instruction K-6, including provision of Daily Review across all English, Mathematics and Specialist learning areas.
Case management tracks and improves individual student performance and reviewed regularly.	All staff are inducted into the school policies, procedures and whole school instructional approach.
	Collaborative planning time is provided to ensure consistency across classes in the same year levels, moderation occurs regularly.
Aspirant leaders who are high performers are recognised, encouraged and developed through a coaching culture.	Coaching roles are further refined and support teachers implement evidence-based programs in classrooms.
	Lead teachers support curriculum and pedagogical development of all staff.
	Year level targets are developed and reviewed regularly in collaborative planning and whole school meetings.
The 'goodwill' of our staff is recognised with change management efforts supported at all stages of implementation.	All student achievement is tracked through the use of data walls and case management.
	Intervention strategies are employed to assist those students not achieving at required levels in English and Maths.
	Lead teachers are inducted into the review team role annually.
A school review team is supported with regular opportunities for growth and development, this team plays a lead role in the review of initiatives.	Curriculum leaders support curriculum development and model best practice pedagogy across the school.
	Expert Engagement from outside of the school is accessed regularly to support ongoing teacher development.
	Student Social and Emotional development is tracked closely through regular surveying of students and timely referrals are made to appropriate support teams for targeted intervention.
Leadership opportunities are offered to school-based advertised positions.	Achievements and success are regularly publicised, celebrated across our school community.
Gifted and Talented students.	Gifted and talented students are offered opportunities through school based extension and Primary Extension and Challenge (PEAC).

Key Focus Area 2

Allegiance with all Stakeholders

To demonstrate success in this focus area, the following will occur:

- Regular attendance will increase and the number of children in the severe attendance category will be reduced significantly
- Our students will have a voice and feel a strong sense of connection with their school
- Our parents/caregivers will be visible and engage deeply in partnership with us, to support their children's success
- Culturally responsive ways are sought to further engage Aboriginal students and their families

Key Focus Area 2

Broad Strategies WHAT WE WILL DO	Milestones WHAT YOU WILL SEE
A Parent/Caregiver education and information program is further developed.	Parent/Caregiver brochures outlining content in English and Mathematics are developed and regularly updated.
	Regular curriculum information sessions are offered by lead teachers and visiting expert facilitators for Parent/Caregivers.
Involvement of students and families in goal setting to improve attendance.	Students whose attendance is of concern, are placed on attendance plans, these are regularly updated with collective voice, including Parents/Caregivers, interagency and school-based attendance team members involved.
Regular Parent/Caregiver, student and teacher communication is established.	Regular attendance is celebrated and is noted through newsletters and school assemblies. Improvements are publicised widely.
	Attendance goals are set by students, their Parents/Caregivers, their teachers and, if required, other agencies.
Student engagement strategies are further embedded.	The Positive Behaviour Support program supports student belonging and connection with all staff implementing low key behaviour management strategies. This strategy is widely publicised.
	All staff are supported to embed low key behaviour management skills to support the building of strong relationship and connections with students and their families.
Further develop and refine student voice and leadership.	Regular school and Parent/Caregiver communication is established and maintained through class communication, face to face meetings and information sessions and electronic media.
Fully engage all students in a rich and engaging learning program.	Students are supported through staff engagement of Trauma Informed Practice; students are supported to develop connections with peers and staff. Our school engages experts to assist with this.
	Student agency through extra-curricular activities, Playground Leaders and Reading Ambassador programs are maintained and, improved and/or extended.
The Aboriginal Cultural Standards Framework is fully implemented across our school.	Our classrooms reflect our cultural diversity and all staff have increased levels of Cultural Responsiveness; Harmony Day, NAIDOC are commemorated and strong links are created with local Elders, Corporations and 'Country'.
The National Quality Standards are embedded in all K-2 classes.	The school fully meets all of the quality Standards K-2 and a lead teacher is appointed to lead the initiative. The lead teacher works closely with local child care providers to support seamless student transition into the school environment.

Key Focus Area 3

Higher order thinking for the future

We know that we have achieved this when the following is visible:

- Students and staff engage deeply with the Chinese Mandarin language and value the opportunity to speak another in another tongue
- The local environment and community members work in partnership with our school to support our students
- Our students use solutions focussed approaches to attempt solving contemporary issues.
- Our students use digital technology to enhance their learning
- Digital technology is used as a tool for families to communicate effectively with the school
- Higher order thinking skills are utilised by our school community to examine long term solutions to contemporary issues

Key Focus Area 3

Broad Strategies WHAT WE WILL DO	Milestones WHAT YOU WILL SEE
Sustainability and Environmental responsibility is promoted across the school as a Cross Curriculum priority	Bloom's Taxonomy is adopted, refined and embedded to meet the needs of students and to promote higher order thinking skills. These are used daily across the school in all classes.
	A sustainability committee is resourced top provide additional support to all staff and the leadership team regarding Sustainability.
	Continue involvement in Waste wise and WaterWise initiatives and further develop partnerships within the community for support.
	Ongoing involvement in school camps and excursions that support and raise awareness of the local community.
Science Technology Engineering and Mathematics (STEM)	Ongoing involvement in initiatives that foster mentoring, innovation and working with other schools.
	Graham Farmer Foundation Aboriginal STEM program is offered to Aboriginal students with aptitude in STEM.
	STEM partnerships with Karratha Network Schools.
	Innovation partnerships with the Department of Education and other agencies and corporations to promote Aboriginal student engagement.
Environment as the third teacher	We engage deeply with our local environment to promote cultural responsiveness and embed local Aboriginal culture within each classroom.
	Intentional Play in K-2 is promoted as a higher order thinking strategy.
	Student learning is promoted with school camps, excursions and incursions, students use their higher thinking to participate fully in all extra curricula events.
Digital Technology	An extra curricula program is offered to students within and beyond the school day and gate, to promote the talents and interests of students.
	We maintain and extend our students' access to state of the art digital technology resources.
	Digital Technology expertise is offered through the Technical Support Officer role and ICT Coaches.
Languages	Connections with Asia are formed through involvement in 'My Chinese Teacher program. This is extended throughout our school annually.
	All students in Years 1-6 access Chinese Mandarin Language program and engage with their Beijing based teacher through the use of Technology.
The Arts	Students access Aboriginal languages through engagement with local community members and Elders.
	Extended opportunities are offered within the Arts through specialist programs, extra curricula clubs, troupes and ensembles, plus showcases and student performances.
	The Arts are valued by families and students and utilised as a tool to develop the General Capabilities of critical thinking and creativity and entrepreneurship.
Science	Students engage in inquiry based science learning.
	Partnership with industry and organisations are developed to promote relevant science delivery with a 'real life' focus.

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