Bridgetown
PRIMARY SCHOOL

BUSINESS PLAN 2024–2026

Quality Education for All

OUR SCHOOL ETHOS

We believe:

- Every student has the potential to learn
- Goal setting and reflection are integral to teaching and learning improvement
- Inclusion is a given and we value student diversity
- Student wellbeing and engagement are essential to student achievement.
- Children succeed when there is a shared responsibility between school, families, and the broader community.
- When students take responsibility for their education this supports lifelong learning.
- Equity and reconciliation are essential.

OUR VISION

Bridgetown Primary School, through active parent-teacher-student cooperation, seeks to provide a caring educative community where our students can develop the understanding and skills relevant to their needs, and make a positive contribution to society.

OUR MORAL PURPOSE

Our Moral Purpose embodies everything we do, every day.

To ensure our students develop the knowledge, skills and confidence to achieve to their individual potential and to contribute ethically to society.

OUR MANTRA

At Bridgetown Primary School we aim to:

- Be Respectful
- Be a Good Citizen
- Be Safe
- Be Your Best

OUR CORE VALUES

Bridgetown Primary's Seven Core Values of **responsibility, commitment, cooperation, tolerance, respect, self discipline** and **honesty,** underpin the expected Code of Conduct for all members of our school community. These core values are embedded in out teaching and learning programs. They form the foundation upon which we sport our families to develop the childrens' social and civic responsibility, sense of pride and belonging to our community. We do this in a strong spirit of collaboration between child, family, community and school.

2024-2026 TARGETS

ACADEMIC

- 90% of students in Years 2-6 will make 40 Brightpath Writing points progress in every year.
- 85% or above of students in Years 2-6 will demonstrate progress in their PAT scale scores (mathematics, reading spelling).
- Results in the ACER Performance Achievement Teats (PAT) in mathematics and reading are similar to or above the norm.
- NAPLAN performance in all assessments to be equal to or above 'Like Schools'.
- NAPLAN Year 3 and 5 achievement will be equal to or above 'Like Schools' in 'strong' and 'exceeding' proficiency bands.
- 85% of students will make moderate or above progress in NAPLAN in Years 3 & 5.
- Improve the percentage of students who make 'moderate', 'high' and 'very high progress' from Pre Primary On Entry to Year 3 NAPLAN in Reading and Numeracy.
- Acadience Reading assessments, minimum of 70% students achieving at/above expected standard.
- 90% of Year 1-6 students can articulate what they are learning in each lesson and identify their individual learning goals.

2024-2026 TARGETS

NON ACADEMIC

- Continue to build shared leadership across the school.
- Maintain or improve overall student attendance rate of 90%.
- Percentage of students attending regularly will increase from 2023 base level.
- By 2026 develop and implement a Reconciliation Action Plan (RAP).
- Biannual National Schools Opinion Surveys demonstrate an overall satisfaction of 3.5 or higher for each item.
- Biannual National Schools Opinion Surveys demonstrate an overall satisfaction of 4.0 or above in the areas of relationships and partnerships.
- Achievement of 'meeting the standard' in all 7 areas of the National Quality Standards (NQS) by the end of 2026.
- Clear evidence of embedding First Nation perspective across learning areas through response to the Aboriginal and Cultural Framework.
- Increase use of student surveys for feedback to teachers on performance and classroom culture.
- All teachers are participating in classroom observations.
- Students and staff are held to high expectations.
- Student voice is used to inform decision making.

SCHOOL FOCUS AREAS

High Teaching Quality

Our focus is embedding high quality pedagogical practice that is evidence based and building a culture of high expectations for staff and students.

What we will do	What you will see
Embed BPS Pedagogical model and Science of Learning	• BPS Instructional Model framing the way teachers explicitly teach and assess implemented with fidelity (an instructional model aligned to the DoE 'Teaching for Impact'. • Consistent use of BPS lesson design. • Daily Reviews incorporating interleaved and spaced practice to support reduction of cognitive load. • Consistent practice in every classroom - low variance. • Peer observations in classrooms and coaching. • Teachers scaffolding and differentiating learning to enable all students to achieve their goals.
Provide evidence based programs for student learnings.	• Explicit PA instruction in Kindy using Heggerty. • Explicit and rigorous synthetic phonics instruction from PP - Year 2 using Letters and Sounds. • Spelling Mastery across Year's 3 - 6, PhOrMeS Years 5 & 6. • Targeted Tier 2 intervention using MultiLit: Years 1 - 6.
Implement WA Curriculum and Assessment Outline across the schools.	• Scope and Sequence documents created across year levels to building consistency of curriculum coverage (Maths, Writing, Grammar). • Collaboration across year levels. • Creating instructional manual in English: K - 2 and Years 3 - 6.
Implement developmentally appropriate Early Childhood Programs.	• Programs align with National Quality Standards (NQS). • Early Years Learning Framework (EYLF) driving continuous improvement. • Kindergarten Guidelines are implemented. • Balanced approach to play - intentional and purposeful play. • A strong focus on oral language. • Provide engaging indoor and outdoor learning environments.
Use Vocabulary and Fluency to support improvement in reading.	• Daily fluency reading in Years 1 - 6. • Weekly explicit vocabulary lessons in Years 1 - 6.
Utilise Technology	• Effective use of technology to differentiate learning. • Computers updated on a 4 year cycle. • Banks of IPads for classroom use.
Promote student self reflection	• Explicit goal setting by students in Years 3 - 6. • Use of rubrics in Years 5 & 6.

SCHOOL FOCUS AREAS

Effective Leadership - Staff and Students

Our focus is to enable shared leadership within our school

What we will do	What you will see
Administration maintain focus on school moral purpose 'quality education for all'.	• Professional learning for staff linked to school priorities and BPS instructional Model. • BPS Instructional Model quality assured for fidelity. • Effective implementation of whole school approaches. • Continue peer observations and classroom walk throughs • Manage and deploy resources to optimise outcomes for students. • Budget aligned to resource focus areas of the school.
Build Shared Leadership	• Staff leading English, NQS, Resilience Project. • Aspiriant leaders supported. • Building mentoring, coaching - using staff strengths. • Teachers identified to induct new staff. • Senior teachers undertaking agreed roles.
Enable continuous improvement through targeted professional learning and support.	• Staff working with others to build skills and knowledge of school programs and instructional model. • PL provided at School Development Days internal and external providers. • Staff attending off site PL. • Formation of First Nations Team.
Performance development for Teachers * and Education Assistants. (based on the Australian Professional Standards for Teachers).	• Embed a cyclic self review. • Teachers and Education Assistants participate in performance management processes annually. • High expectations for staff performance.
Develop Student Leadership capacity through opportunities	• Students provided with opportunities for leadership roles. • Students undertaking defined roles. • Student leaders participate in leadership activity day.

SCHOOL FOCUS AREAS

Student Achievement and Progress

Our focus is to collect and interrogate data to monitor student achievement

What we will do	What you will see
Interrogate assessment data	• Continued focus on building of teacher data literacy • Interrogation of data - NAPLAN, PAT, Acadience, Brightpath, Westwood and Ballard, Elastik - to inform teaching and learning.
Track student performance	• Multi-tiered system of support (MTSS) approach to intervention to meet needs of students. • Students identified with learning gaps provided with targeted support including use of MultiLit ofr Years 1 - 6. • Acadience Reading assessment to track students reading progress. • Kindergarten assessment Tool (KAT) being utlised. • Brightpath writing and moderation. • Elastik to create assessments for moderation within BPS and across schools.
Moderate student performance	• Moderate student writing samples using Brightpath rulers - in school and across schools. • Moderate in Mathematics. Based on BPS scope & sequence. • Teacher Grade allocation judgements compare to NAPLAN distribution data.
Provide feedback to students	• Teachers regularly providing students with quality, constructive feedback - verbally, written, rubric, checking for understanding.
Embed practices for Students At Risk - behaviour, academic, attendance.	• SAR register maintained to track students. • National Consistent Collection of Data (NCCD) regularly updated. • Individual Case Management Plans created and shared with parents. • Student Wellbeing Team meeting 3 times per term. • School Chaplain provides pastoral care.

SCHOOL FOCUS AREAS

Learning Environment

Our focus is to ensure a positive school culture and supportive carting environment, that promotes a sense of belonging and connectedness and of feeling valued.

What we will do	What you will see
Support staff and student wellbeing	• School Psychologist and Chaplain provide support for students, parents and staff. • Staff Wellbeing Committee promotions and activities. • 'Mental Health and Wellbeing Team' monitoring students and families and providing support. • the Resilience Project PP - Year 6, teaching social and emotional skills through GEM (gratitude, empathy, mindfulness). • Protective behaviours taught each year K - Year 6. • Lunch time clubs provided by the Chaplain and Library open. • Embedding of consistent behaviour expectations through the BPS Behaviour Matrix. • Students saying BPS mantra at assemblies.
Culturally Safe	• Aboriginal Cultural and Standards Framework used to develop school wide cultural responsiveness. • First nations histories and culture promoted. • Acknowledge Noongar culture through appropriate language signage around the school. • Authentically celebrate cultural diversity across the school. • Multi-cultural events held, including Harmony Day and NAIDOC Week celebrations across the school.
Equitable learning opportunities	• A 'needs approach' to the allocation of resources to cater for students with disability and/or learning difficulties. • SNEAs supporting academic, social and emotional needs of students. • Differentiated teaching and learning in classroom. • SEN planning is used for SEN students. • Tier 2 Reading intervention - MultiLit. • Involvement in academic and sport at interschool events. • Partnership with the Instrumental Music School Services.
Support student attendance	• Attendance Case Management Plans for students below 70% of attendance. • Parent chats to discuss attendance concerns. • Teachers message parents to follow up on student absences. • Chaplain and Badged Attendance Officers work with parents of students with attendance concerns.
Build a culture where students have a voice at BPS	• Promotion of student voice in school decision making - e.g. improvement projects, purchase of play equipment. • Student surveys and questionnaires providing feedback.

SCHOOL FOCUS AREAS

Positive Relationships and Partnerships

Our focus is to build positive supportive relationships between our school and our community.

What we will do	What you will see
Continue to survey students	• Feedback from surveys used to target improvements. • Feedback from surveys shared.
Continue to develop community engagement	• Parents attending school initiated workshops. • Classroom and whole school events/activities involving parent participation. • Students participating in community events. • 'Meet and Greet' afternoon tea for new school year. • Formal and informal parent interviews.
Develop a school Reconciliation Action Plan (RAP)	• Implementation of a Reconciliation Action Plan by 2026.
Maintain an effective School Board	• Active and supportive school board engaged in decision making processes. • School board reviewing assessment data. • School board inputting into the development of new business plans.
Utilise a range of platforms to regularly communicate school information to families and wider community	• Creation of a new vibrant webpage. • Use of ClassDojo, Facebook, emails, sms for parent contact and sharing of events/photos. • Beginning of the year parent information sessions. • School tours for prospective families.
Support transition of students • Entry into Kindergaten • Pre Primary to Year 1 • Year 6 to Year 7	• Orientation of students and parents through our Bright Beginnings program. • Student and parent transition sessions in Term 4 for students entering Year 1 the following year. • Work with secondary schools within Warren Blackwood network to support student transition into High School. • Additional transition sessions for students with disability or anxiety. SNEA to attend with students.
Maintain effectives and supportive relationships with our P & C	• P & C member on the School Board • Staff attending and working at P & C activities. • Staff attending P & C meetings. • Promoting P & C activities on ClassDojo and Facebook.