



*Welcome to...*

**Banksia Park Primary School**

An Independent Public School

## **BUSINESS PLAN 2023-2025**



**Friendship and Knowledge**



## Our School

Banksia Park Primary School is an Independent Public School located in Leeming, WA. Our school opened 1 February 1989 and caters to students from Kindergarten – Year 6.

Banksia Park Primary School staff create a culture of high care and high performance. We provide a diverse and challenging learning environment that recognises and values the whole child, developing each student's academic, physical, social, emotional and creative skills. Our school motto "Friendship and Knowledge" provides a platform for all we do. We are known for our strong community spirit and safe, supportive learning environment, ensuring positive school connections and a sense of belonging for all.

Staff, students, parents and caregivers work together in a close partnership, coming together to support our students to meet their personal challenges and achieve success. Our School Board and Parents & Citizens Association are visible and actively engaged, ensuring our school is highly regarded and central to our local community. All this makes Banksia Park Primary School a great place to be.

## The 2023-2025 Business Plan

This plan outlines an overview of the strategic intent of the school towards the implementation of quality improvement strategies across all aspects of the school's operations. The Business Plan describes the key improvement elements upon which we will focus to ensure every student has the opportunity to learn, progress and grow to be independent, lifelong learners.

## Our Vision

*"In partnership with the community, we will provide a safe, inclusive, nurturing environment in which high quality teaching and learning empowers all to strive to achieve their full potential and become positive contributors to society."*

This vision is the driving force behind our decisions, policies and processes and is reflected in all aspects of the daily management and operations of our school. It underpins our teaching and learning programs, defines the environment we all work collaboratively to create, and reflects the core values of our school and our community.

## Our Motto

Banksia Park Primary School's motto is Friendship and Knowledge. We value our relationships and partnerships and work collaboratively, building strong connections and a deep sense of belonging to our school. We know that to go far, we need to go together and work as a team to achieve our goals in all aspects of school operation. We include an ongoing improvement focus, recognising that even as we achieve success, there is always continued room for growth and ongoing refinement in a continual pursuit of excellence in teaching and learning.



## Our Logo

Our school logo is based on the kangaroo paw which can be found throughout our school grounds. It is not unusual to see an array of native wildlife including birds, reptiles and even kangaroos on our school grounds. We value our bushland setting and the natural environment it provides. As you would expect, we work hard together to care for and protect this special environment for a sustainable future.



We strive to provide the right nourishment and care to meet each child's individual needs so they can grow and be successful students. They are at the centre of everything we do. Our commitment to their individual growth is supported by our school values of learning, excellence, equity and care, and our motto of friendship and knowledge. These are embedded into our shared beliefs for teaching and learning and inform our practices every day. Our ongoing self-assessment processes review our performance in each of the focus areas in our Business Plan including...

| RELATIONSHIPS AND PARTNERSHIPS | LEARNING ENVIRONMENT | LEADERSHIP |  
 | RESOURCES | HIGH QUALITY TEACHING | STUDENT ACHIEVEMENT & PROGRESS |





## Our Values

Our Core Values are Learning, Excellence, Equity and Care.

### Learning

Each child can achieve their full potential. We believe that:

- All students have the capacity to learn, and quality teaching is the key to learning achievement.
- A collaborative, whole school approach to curriculum is the best way to achieve positive learning outcomes.
- Sustainability and digital technology skills should be supported and embedded into our teaching and learning practices, developing 21st Century skills.
- A well-rounded education requires a focus on the whole child incorporating academic, social, emotional, physical and creative domains.

### Excellence

We have high expectations of students and staff. We believe in:

- Implementing a whole school planning, teaching and assessment cycle to ensure quality, evidence-based data informs teaching practices and whole school decision making.
- Setting high expectations for staff and students in all areas of teaching and learning.
- Embracing innovative, evidence-based practices to enrich teaching and learning at our school.
- Celebrating the achievements of our students, staff and community.

### Equity

We recognise the needs of all students as valued individuals and are dedicated to achieving the best outcome for all. We believe:

- An equitable school is one that respects the individuality of all children and adapts teaching to their different learning needs.
- In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.
- In celebrating the rich environment of our culturally diverse school and community and allowing all voices to be heard.
- In following the professional standards in our staff code of conduct and ensuring students abide by the student code of conduct.

### Care

Our relationships are based on trust, mutual respect and the recognition and acceptance of personal responsibility. We believe in:

- Providing a safe and supportive environment that is respectful, honest and friendly, and that instills a sense of pride in our school.
- Working in a collaborative manner in partnership with our community to make the most of individual strengths and to help every child maximise opportunities to achieve their full potential.
- Fostering clear and open lines of communication between parents, students and teachers to provide better outcomes for everyone.
- Ensuring that wellbeing is embedded in all we do.





## Relationships & Partnerships

A high priority is placed on the importance of building and maintaining positive relationships with all stakeholders including staff, students, parents/carers, and the wider community. Together we build a shared commitment to our students through a positive, respectful, and caring school culture.

### Targets

- ✓ National School Opinion Survey (NSOS) reflects positive student, parent, and staff perceptions.
- ✓ Use the Aboriginal Cultural Standards Framework to inform the implementation of whole school culturally responsive practices and approaches.
- ✓ All students identified as 'at risk' (inclusive of imputed, diagnosed, behavioural and/or attendance needs) are supported with a documented plan.

### Strategies for Improvement

- Respect and celebrate the diversity of the school community and be pro-active in building a cohesive and culturally safe school.
- Provide regular opportunities for feedback from all stakeholders including staff, students, parents/carers and community.
- Facilitate opportunities for parent volunteer involvement where possible.
- Provide regular opportunities for parents/carers to be involved in their child's learning.
- Introduction of a new school webpage as a hub for information that is easily accessible, relevant and up to date.
- Showcase and promote our school to the wider community.
- Investigate social media platforms such as Facebook and Instagram to support effective communication.
- Use effective and accessible electronic communication systems.

- Support the School Board to successfully fulfil its role.
- Maintain existing links with community agencies and services and seek out new partnership opportunities.
- Provide inclusive school signage incorporating welcome messages in a variety of languages.

### Measures & Milestones

- Survey the school community annually on all aspects of the school's performance.
- Parent representatives for each classroom support communication and parent volunteer involvement in classrooms.
- A new school webpage is live and regularly updated.
- Regular communication is supported electronically including CONNECT, newsletters and webpage.
- Trial messaging SMS Outreach application to support attendance and communication.
- Maintain a social media presence to share the school's achievements and activities.
- Use the website to promote the role, functions and to connect with representatives of the School Board.
- Regular CONNECT notices at classroom and school level.
- Annual surveys and school board self-assessment.
- Parents/carers of children on individual plans are informed of progress against the documented plan on a termly basis.
- Opportunities are provided for student feedback, enhancing student voice and ownership for learning.
- Student Leadership included in the annual school report.
- School Board training for all new members.



## Learning Environment

We work collaboratively to develop and maintain a learning environment that is safe, respectful, and inclusive - creating a sense of belonging and connectedness to our school. We support all students in becoming successful learners.

### Targets

- ✓ Provision of up to date, effective technologies infrastructure and tools to support teaching and learning in every classroom.
- ✓ Increased provision of iPad technology across the school.
- ✓ Interactive smartboard or smart TV in every classroom.

### Strategies for Improvement

- Digital technologies are embedded in daily practices developing problem solving, collaboration, critical thinking, curiosity, creativity, and resilience.
- Develop safe practices for use in online environments to create good digital citizenship.
- Continue to embed programs to support mental health and wellbeing of staff, students, and families.
- Explicitly teach social and emotional skills using evidence based strategies related to personal safety, resilience, and protective behaviours across the curriculum.
- The Early Years Learning Framework and National Quality Standards are reflected in our everyday practices.
- Develop the school's physical environment to provide learning spaces that motivate and engage learners in ways that reflect our beliefs about how students learn best.
- Establish inclusive, purposeful play-based learning environments.
- Provide clear and explicit behaviour expectations, consequences and supports.
- Attendance and punctuality are addressed through whole school strategies.

## Measures & Milestones

- Provision of support services including the school psychologist and chaplain.
- Embed whole school approaches to teaching Social and Emotional Learning (SEL).
- Implementation of whole school events which support the building of connections for students across academic, creative, social, emotional and physical domains.
- Staff work with a collective responsibility for occupational health and safety across the school.
- Culturally responsive practices underpin teaching and learning programs.
- Performance against the National Quality Standards are regularly reviewed.
- Signage and artwork throughout the school reflects the school beliefs, vision, and brand.
- Update school furnishings in identified areas.



## Leadership

Our goal is to develop leaders at all levels, in every aspect of school operation, inclusive of staff, students and community. Quality instructional and curriculum leadership will be distributed and focused on continuous improvement. Change is evidence based and managed strategically in consultation with all stakeholders and with consideration for staff workload and wellbeing. High expectations, standards and accountability will be supported through transparency in decision making, clear lines of communication, feedback and collaborative planning to achieve improved outcomes for every student.

### Targets

- ✓ Culturally responsive leadership creating an inclusive community that recognises and values all cultures and backgrounds.
- ✓ Refine processes to develop student voice and student leadership.
- ✓ Whole school assessment data is used to inform targeted professional learning to monitor and improve student outcomes.

### Strategies for Improvement

- Staff are provided opportunities to lead through a distributed leadership approach.
- Roles and responsibilities are clearly defined.
- Leaders set high expectations and standards for all aspects of teaching and learning, providing guidance and instructional support to staff.
- Agreed pedagogical teaching and learning strategies and beliefs are promoted and supported by leaders to foster a greater consistency in curriculum delivery.
- Opportunities for mentoring and coaching are provided to support growth in professional capacities and leadership.
- Opportunities are provided to develop student leadership and student voice.

- Feedback is sought regularly to inform ongoing self-review processes.
- Review the Aboriginal Cultural Standards Framework.
- Establish a Reconciliation Action and Planning (RAP) committee.
- Develop instructional leaders to build teacher capability through supporting, coaching, mentoring and sharing excellent practice.

### Measures & Milestones

- Performance management processes support growth and development and provide ongoing feedback for staff.
- Ongoing self-review processes support reflection and school improvement planning by identifying WWW (what went well), EBI (even better if) and WTN (where to next).
- Principal Performance Review (PPR) provides an opportunity for staff, student and community feedback.
- Collaborative year level meetings occur regularly providing opportunities for staff to share.
- School progress has been reviewed against the Aboriginal Cultural Standards Framework to identify what's working well, and determine areas for improvement.
- Implement whole school events to celebrate Aboriginal and Torres Strait Islander culture and histories.
- Learning area committee leaders monitor operational planning and lead ongoing self-review processes as it relates to their role.
- Annual surveys seek student, staff and parent feedback.









## Resources

We apply all of our resources including human, physical and financial resources in a targeted manner to meet the learning and wellbeing needs of our students. The focus is on ongoing improvement and student outcomes, which informs our decision making at all levels.

### Targets

- ✓ Resource allocation is evidence based.
- ✓ Funding management and allocations comply with the expectations of the Funding Agreement for Schools.
- ✓ Cost centre curriculum budgets will be maintained in line with Department of Education policy and procedures.
- ✓ Workforce planning is strategically managed considering school context, demographics, student numbers, achievement, and performance data.

### Strategies for Improvement

- Professional learning supports the implementation of whole school approaches in priority areas.
- Resource ongoing modernisation of digital resources and infrastructure.
- Investigate new technologies that enrich contemporary excellent practice in teaching and learning.
- New resources and school improvements are showcased through the school newsletter, website and other communication platforms.
- Education assistant support is allocated on a needs basis.
- Role responsibilities are defined and communicated.
- Annual workforce data analysis is undertaken.

### Measuring Success

- Professional learning builds teacher capacity.
- Operational Smart TV or interactive panel in every classroom.
- Daily 1:1 access to iPads in every classroom.
- Replacement schedules ensure technologies infrastructure and digital resources remain contemporary, accessible, and operational in all classrooms.
- Special Needs Education Assistant timetables are reviewed termly with support distributed on a needs basis.
- Cost Centres are effectively managed and maintained within budget.
- Ongoing self-review processes are embedded into learning area committee meetings and operational planning.
- Target linked budget proposals are submitted to the Finance Committee annually in Term 3.
- Learning Area Committee Coordinators are supported with additional time to fulfil roles.
- Learning Area Committees meet termly with agenda and minutes distributed to all staff.
- Minimum expenditure requirements are met.
- Comparative budget is tabled at Finance and School Board meetings.
- Workforce Plan is tabled annually at School Board meetings.





## High Quality Teaching

We know that teachers make a difference and that sustained improvement in teaching practice needs a collaborative, whole school approach. We are committed to continuing to develop an expert teaching team who share ownership for the achievement and progress of all students.

Teacher performance and development is in line with the AITSL Australian Professional Standards for Teachers with a shared focus on reflection, growth and continuous self-improvement at all stages in the delivery ensuring quality, targeted and engaging learning programs.

### Targets

- ✓ School wide beliefs on teaching and learning are understood, embedded in practice with ongoing review processes.
- ✓ Whole school approaches in Literacy and Numeracy increase the consistency in quality teaching and assessing practices.
- ✓ Differentiation is embedded in teaching and learning.

### Strategies for Improvement

- Model our pedagogies on evidence based, research backed, teaching and learning strategies, developing a shared understanding of what constitutes excellent practice.
- Support teaching for impact by developing an instructional framework incorporating teaching models and belief statements about effective teaching.
- Implement whole school approaches, in priority curriculum areas, to increase the consistency of curriculum delivery, teaching and learning.
- Work with all stakeholders to address the differentiated needs of students.
- Link professional learning to school priorities, whole school pedagogy and student achievement data.

- Provide opportunities for professional development to foster ongoing improvement and growth through professional learning, self-reflection, peer observation, mentoring and performance management.
- Provide opportunities for moderation and the making of consistent teacher judgements.
- Provide opportunities for staff to share their professional practice and work collaboratively.
- Prioritise and support staff health and wellbeing.

### Measuring Success

- Development of a BPPS teaching and learning framework.
- Whole school beliefs for teaching and learning are clearly defined, understood and supported through professional learning.
- An effective staff induction process ensures whole school strategies and beliefs are sustainably implemented.
- A whole school data collection system informs plan, teach, assess cycles.
- All staff routinely use student achievement data, individually and collaboratively, to examine the impact of teaching strategies, ensuring teaching and learning is evidence based.
- Classroom observation and feedback is provided.
- Collaborative DOTT times are prioritised in timetabling.
- Annual self-assessment of school programs against the requirements of the NQS (National Quality Standards).



## Student Achievement & Progress

We work collaboratively to provide students with a learning program that is focused on maximising the potential of each individual. Evidence informs teaching and learning at all levels from individual and class through to year level and whole school. Assessment and reporting to parents is moderated to ensure consistency and alignment to achievement standards.

### Targets

- ✓ Improve NAPLAN results against comparison with “like” schools.
- ✓ Increase the percentage of students in the top two bands in NAPLAN assessments.
- ✓ Improve progress from year 3 to 5 in NAPLAN assessments.
- ✓ Embed a whole school approach to data collection, management and analysis.

### Strategies for Improvement

- Teachers hold high expectations for academic achievement, behaviour and attendance for all students.
- Whole school evidenced based approaches in literacy and numeracy are embedded in every classroom.
- A whole school approach to data collection informs plan, teach and assess cycles at all levels.
- Analyse student achievement data regularly, at all levels, to determine the impact of teaching strategies on learning.
- Common assessment tasks will provide longitudinal data to inform plan, teach, assess cycles at whole school, cohort, class and individual levels.
- A whole school approach to social emotional education is embedded across all year levels and classrooms.
- Explicit teaching strategies include engaging students in self-reflection and goal setting.
- Investigate Brightpath as a tool for data analysis in writing.
- Implement a whole school approach to grammar and punctuation.

- Implement a whole school approach to writing.
- Review the Digital Technologies Scope and Sequence K-6.
- Students identified as gifted and talented are supported by enriched learning programs.
- Students identified in the On-entry assessment as needing additional support or extension are targeted in learning programs.

### Measures & Milestones

- Targeted approaches are implemented for students at educational risk.
- Differentiated learning plans are developed and implemented for identified students.
- Whole school data collection, moderation and analysis informs plan, teach, assess cycles in Literacy and Numeracy.
- Common assessment tasks are implemented to provide longitudinal achievement data and effective moderation between teachers.
- Use an agreed grammar and punctuation text.
- Seven Steps writing is incorporated as part of a whole school approach to writing.
- Progressive Achievement Testing (PAT) implemented in Literacy and Numeracy.
- Technologies Scope and Sequence is reviewed, updated and implemented K-6.
- ‘Technology Cafes’ are provided to support staff to integrate digital resources and strategies into classrooms.
- An enriched learning program is provided for gifted and talented students.
- Explicit teaching intervention programs support students at educational risk.
- The use of ABLE (Abilities Based Learning Education) WA curriculum and SEN (Special Education Needs) reporting is implemented to support plan, teach assess cycles where appropriate.



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