

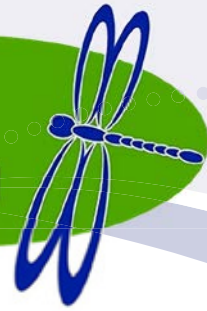


**Bertram
Primary
School**



BUSINESS PLAN

2021-2023



ASPIRE

Our school community creates lifelong learners who aspire to achieve excellence through high expectations we set for ourselves and others.

CONNECT

We create a connected community of global citizens who embrace and value diversity.

ENRICH

We provide a supportive and inclusive environment that enriches genuine, meaningful opportunities for success.



OUR CONTEXT

Bertram Primary School is a large Level 6 school serving families in the suburb of Bertram since January 2007. The school is in the South Metro Education Region and is a member of the Kwinana Federation of Schools. Our ICSEA (Index of Community Socio Economic Advantage) is 999 with the average across Australia being 1000.

With a focus on addressing the needs of each child and a whole school improvement process to support our ongoing staff development, our staff are encouraged to continually challenge themselves whilst implementing school expectations as outlined in our school planning documentation. The range of expertise within the school staff provides a dynamic and evolving educational community.

Bertram has been recognised as an Apple Distinguished School - one of only 535 across the world. This recognition supports the BYO iPad program implemented across the school and recognises the high level of integrated curriculum based learning taking place in this space. Our school embraces the use of technology in the classroom with many children from PP-6 bringing their own iPad to school each day. Personal devices are supplemented with school funded devices.

Our children enjoy a fully integrated kitchen and garden program in which they grow, nurture, harvest and prepare fruit and vegetables in a collaborative and skills-focused program, which assists them to develop an awareness of sustainability, healthy eating habits and the skills necessary to be successful in these areas.

Our school is also committed to utilising Kagan Cooperative Learning Structures. These are instructional strategies designed to promote engagement and social skills, boost students' confidence and retain their interest in classroom interaction.

OUR SHARED BELIEFS

At Bertram Primary School we believe in teaching the whole student.

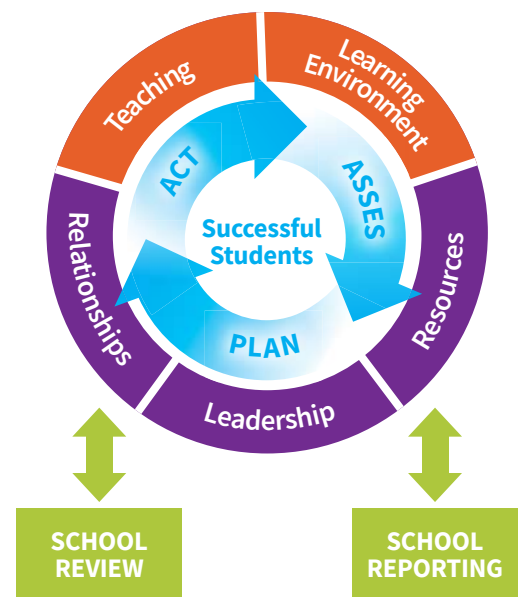
We believe in including all and valuing diversity. We have a collaborative approach to planning, learning and assessing. We believe in building a school environment that is responsive to the needs of students and community. (BPS Pedagogical Framework)

PLANNING CYCLE

Our school utilises a strategic self-assessment and planning cycle to assist in providing highly relevant opportunities for our children. Each year we complete a cycle of self-assessment, review, annual reporting and planning.

We use the Department's Electronic School Assessment Tool (ESAT) against the following six domains:

- Relationships & Partnerships
- Learning Environment
- Use of Resources
- Leadership
- Teaching Quality
- Student Achievement and Progress



CONNECTED AUTONOMY

As an Independent Public School (IPS) within the West Australian public school system **we are committed to implementing and supporting system priorities and initiatives.**

Every student, every classroom, every day

Strategic directions for public schools 2020–2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

Our aspiration is for every student to:

Unlock and fulfil their learning potential

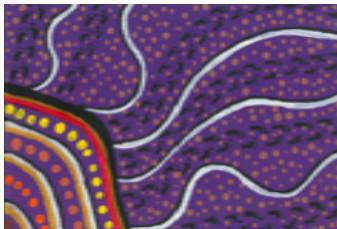
Be equipped with contemporary and emerging work capabilities

Develop the personal and social attributes that form the basis for future wellbeing

Achieve year on year growth in their learning throughout their schooling

Be well prepared to take the step beyond school into further education, training or work

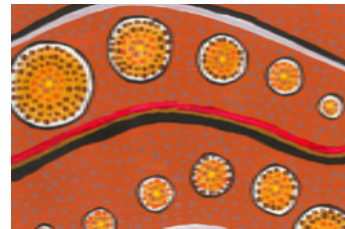
Our improvement drivers:



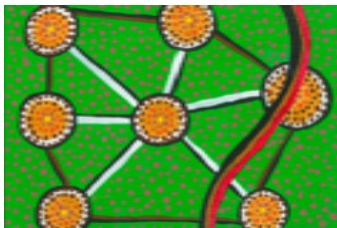
1 Provide every student with a pathway to a successful future.



2 Strengthen support for teaching and learning excellence in every classroom.



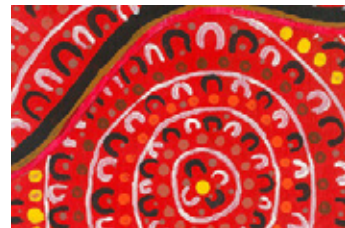
3 Build the capability of our principals, our teachers and our allied professionals.



4 Support increased school autonomy within a connected and unified public school system.

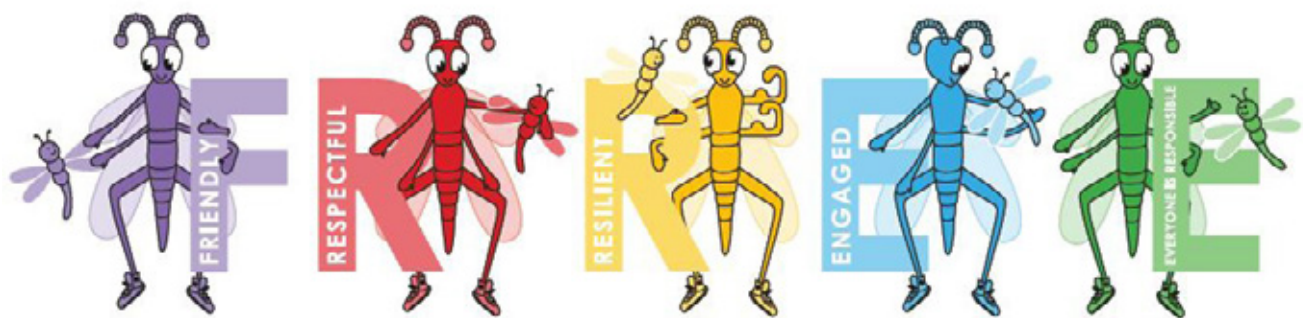


5 Partner with families, communities and agencies to support the educational engagement of every student.



6 Use evidence to drive decision-making at all levels of the system.





OUR BEHAVIOUR EXPECTATIONS

We use the Positive Behaviour Support (PBS) framework as a key strategy to support the development of student behaviour outcomes. PBS builds a continuum of supports for staff and students. At each level there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, and data to guide decision-making about what practices should be put in place to support student learning and social behaviour.

STRATEGIC INTENT

As a school community we have identified the following focus areas:



Students as global citizens

Develop an inclusive learning community supporting students' growth.



Culture of academic achievement

Every student is supported to maximise their potential and achieve individual academic excellence.



Excellence in professional practice

All staff collaboratively engage in professional learning, and implement practices that develop lifelong learners.



Strong and sustainable partnerships

Foster and maintain relationships within the school and the wider community.



BROAD STRATEGIES



Students as Global Citizens

Develop an inclusive learning community supporting students' growth.

✓ Teaching

- Identify the learning needs of students and action the appropriate differentiation.

✓ Learning Environment

- Provide a safe, caring and culturally inclusive learning environment.
- Students at Educational Risk are identified, supported and monitored for progress.

✓ Relationships

- Staff collaborate to plan for, act on, and assess student learning.
- Students are given a voice to inform our decision-making.

✓ Leadership

- School leaders are engaged in contemporary issues and facilitate opportunities for staff to be innovative in meeting student needs.

✓ Resources

- Resource allocation decision-making is evidence based and complies with the Funding Agreement for Schools.



Culture of Academic Achievement

Every student is supported to maximise their potential and achieve individual academic excellence.

✓ Teaching

- Provide high level of instructional quality and differentiation across the school.
- Implement all aspects of the BPS Pedagogical Framework.
- Data literacy is understood and utilised by school staff.

✓ Learning Environment

- Maintain appropriate structures to support whole school approaches.
- Support the development of Information Communication Technology platforms across the school.

✓ Relationships

- Provide opportunities for real collaboration across BPS and with outside agencies.

✓ Leadership

- Utilise the BPS distributed leadership model to enhance teaching and learning.
- Provide appropriate support and professional learning for school staff to enhance our culture of self-reflection and continuous improvement.
- Ensure all staff participate in an appropriate performance development processes including classroom observations.

✓ Resources

- Ensure that all operational plans comply with the BPS funding processes.
- Maintain a robust financial management process regarding staff professional learning.



Excellence in Professional Practice

All staff collaboratively engage in professional learning, and implement practices that develop lifelong learners.

✓ Teaching

- The agreed Pedagogical Framework is used to guide teaching practice and ensure that programs align with the WA Curriculum.
- Culturally appropriate approaches are utilised to embed Aboriginal perspectives.

✓ Learning Environment

- Suitable strategies support whole school approaches.

✓ Relationships

- All staff collaborate to review student performance data and develop fitting opportunities for students.
- Student progress is communicated to parents and carers in a timely and accurate manner.

✓ Leadership

- BPS leaders share expectations regarding the progress of students by giving and receiving feedback.
- Opportunities for future leaders are developed and nurtured.

✓ Resources

- BPS operational plans are aligned to system and strategic processes and provide a blueprint for the implementation of the WA curriculum.



Strong and Sustainable Partnerships

Foster relationships within the school and the wider community.

✓ Teaching

- Collaborate with all stakeholders to maintain a focus on student progress.
- Understand the importance of respectful and culturally responsive practices with Aboriginal students and their families.

✓ Learning Environment

- Develop a positive climate based on respect within the wider community.

✓ Relationships

- Reliable communication systems are established and maintained with families and stakeholders.
- Partnerships are developed with service providers, community organisations and the wider community.

- The local Aboriginal community is engaged in school activities and events.
- Measures are in place to seek parent and community feedback regarding satisfaction with school operations.

✓ Leadership

- Change is managed in a meaningful and respectful manner.

✓ Resources

- The school community is kept informed of the school's financial management processes and their impact on student learning.



TARGETS

Our targets reflect our aspirations over the course of our Business Plan cycle:

- 🎯 **Match or exceed state average** for regular attendance, P-6.
- 🎯 **Match or exceed state average** attendance for Aboriginal students.
- 🎯 **Improve the school's performance** against Australian schools using the PAT Social-Emotional Wellbeing survey.
- 🎯 **Improve parent, staff and student survey results** while increasing the percentage of stakeholders responding to school surveys.
- 🎯 **Improve the school's performance** against Like Schools in all 2021 – 2024 NAPLAN assessments.
- 🎯 **Improve the school's performance** against Like Schools in the percentage of students who make Moderate to Very High progress from On Entry Literacy and Numeracy to Year 3 NAPLAN Reading and Numeracy.
- 🎯 **Improve the school's performance** against Like Schools in the percentage of students who make Moderate to Very High progress in NAPLAN Reading, Numeracy and Writing from Year 3 to Year 5.



