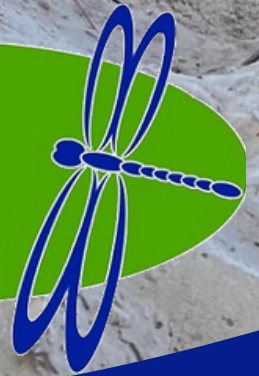


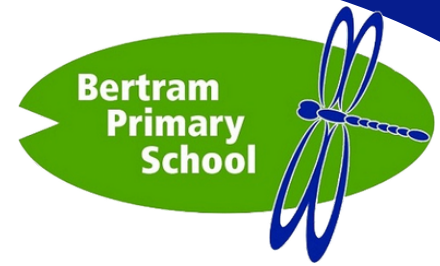


Bertram  
Primary  
School



# BUSINESS PLAN

2024 - 2026



## OUR CONTEXT

At Bertram Primary School, we are driven by a powerful vision which encapsulates our core principles: **ASPIRE, CONNECT and ENRICH**. These principles are the foundation of our business plan, guiding our commitment to excellence in education.

### ASPIRE

- Encouraging students to aspire to greatness and become lifelong learners.
- We showcase the integration of technology in the curriculum through our Apple Distinguished School recognition and BYOD iPad program.
- Empowerment of students to embrace learning as an ongoing journey.
- Belief in nurturing a passion for learning to build resilience and adaptability for a rapidly evolving world.

### CONNECT

- Emphasising strong, respectful relationships within and beyond the school community.
- Utilising Respectful Relationships, Restorative Practice and Socio-emotional programs to instil values like empathy, respect, and effective communication.
- Fostering a supportive school environment to develop responsible global citizens who contribute positively to society.
- Believing in success which encompasses personal accomplishments, collaboration, empathy, and adaptability.

### ENRICH

- Enrichment focuses on holistic student growth.
- Cultivate students who excel academically, have strong social skills, and are environmentally conscious.
- Curriculum and extra-curricular activities provide opportunities to explore interests and passions, fostering intellectually curious, physically active, and socially responsible students.

At Bertram Primary School, we believe that by embracing these principles, we are not only preparing our students for a bright future but also shaping responsible, compassionate, and confident individuals who can make a positive impact on the world. Together, we are **building brighter minds...living brighter futures**.

## OUR SHARED BELIEFS

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

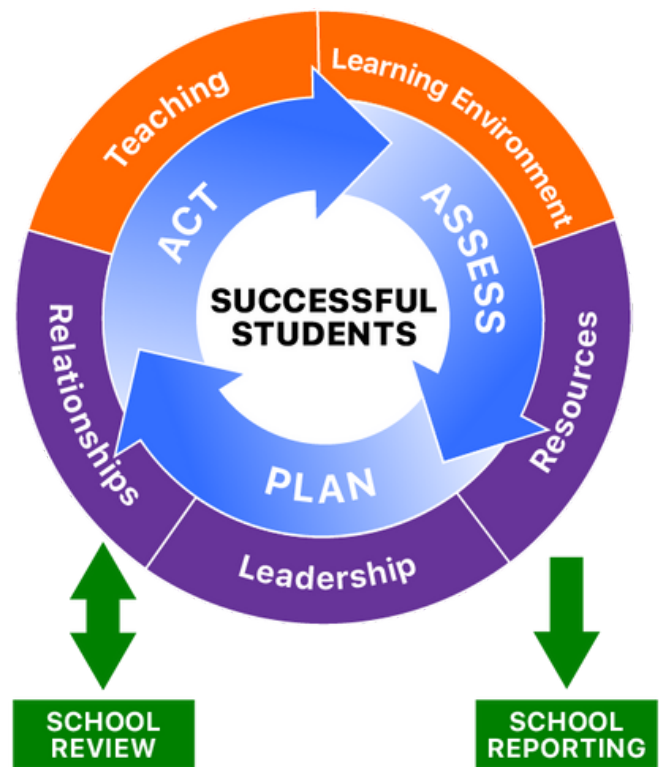
We believe in including and valuing diversity. We have a collaborative approach to planning, learning and assessing. We believe in building a school environment that is responsive to the needs of students and community.

## PLANNING CYCLE

Our school utilises a strategic self-assessment and planning cycle to assist in providing highly relevant opportunities for our students. 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 & 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

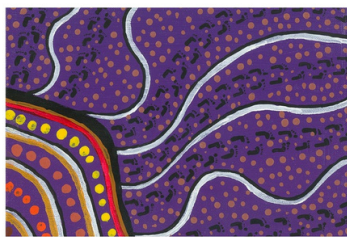
### Strategic directions for public schools 2020–2024

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
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#### Our improvement drivers:



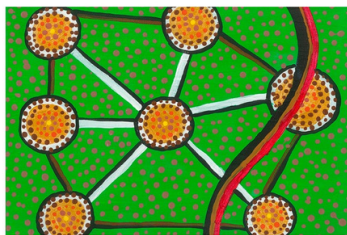
**1** Provide every student with a pathway to a successful future.



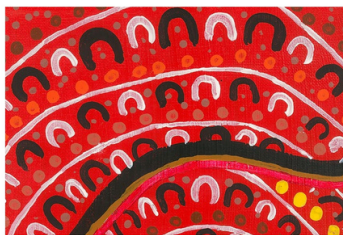
**2** Strengthen support for teaching and learning excellence in every classroom.



**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.



# STRATEGIC INTENT

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

## Embracing Diversity

- Building an inclusive learning community.

## Unleashing Potential

- Nurturing student growth.

## Elevating Expertise

- Inspiring a culture of lifelong learning and excellence.

## Forging Bonds for a Brighter Future

- Building strong and sustainable partnerships.



# BROAD STRATEGIES

## Embracing Diversity

Building an inclusive learning community.

### TEACHING

- Identify the learning needs of students and action the appropriate differentiation.
- Enable Aboriginal students to succeed as Aboriginal people.

### LEARNING ENVIRONMENT

- Provide a safe, caring and culturally inclusive 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.



# BROAD STRATEGIES

## Unleashing Potential

Nurturing student growth.

### TEACHING

- Provide a high level of instructional quality and differentiation across the school.
- Implement all aspects of the BPS Pedagogical Framework.
- Data 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 appropriate performance development processes including classroom observations.

### RESOURCES

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



# BROAD STRATEGIES

## Elevating Expertise

Inspiring a culture of lifelong learning and excellence.

### TEACHING

- The agreed Pedagogical Framework is used to guide teaching practice and ensure 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.



# BROAD STRATEGIES

## Forging Bonds for a Brighter Future

Building strong and sustainable partnerships.

### 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, from Pre-primary to Year 6.



**Match or exceed state average** attendance for Aboriginal students.



**Improve the school's performance** in 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 2024 - 2026 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, Writing and Numeracy from Year 3 to Year 5.

