Burrendah Primary School is well respected in the community and in 2016 we celebrate 40 years of quality public school education. We continue to celebrate and embrace our multicultural school population and we value highly our shared campus with Willetton Senior High School and Castlereagh School. At the completion of our first term of being an Independent Public School (2013 – 2015) our Department of Education Services review highlighted our excellent student achievement and cohesive school community as well as our demonstrated commitment to our focus outcomes and strategies. We are now well placed to build on our capacity to achieve our school’s vision.

The staff and the school board have acknowledged the importance of Burrendah delivering continuity of the programs and practices established over the last three years. This continuity will allow staff to refine and develop their knowledge and understanding of both system level and school level curriculum and policy. We have identified three key outcomes which will guide our journey over the next three years (2016 – 2018):

**Engagement of students** with a focus on individual student achievement and progress, and differentiation of the curriculum to meet individual learning needs.

**Engagement of staff** through the provision of relevant professional learning that builds teacher capacity, leadership opportunities and a collaborative culture amongst staff.

**Engagement of parents and the wider community** building synergy between home, school and the wider community, extending partnerships beyond the immediate school.

We have highlighted the need for our school community to ‘Connect, Commit and Collaborate’ (3 Cs) if we are to continue to achieve the excellent results we have achieved over the last three years while nurturing the students’ social and emotional development.

With a very professional and capable staff, a collaborative and personable administration team, supportive parents and a functional and cohesive school board, this Business Plan provides us with a clear direction for the years 2016 - 2018.
Our Vision
Empowering students to achieve their potential in a safe and supportive learning environment.

Our Purpose
We equip students to achieve their potential and contribute positively to society by providing relevant and engaging learning programs within a supportive and encouraging learning environment, preparing each student with the necessary academic, physical, social and emotional skills, understandings and values.

Our Motto
Encourage | Endeavour | Excel
Engagement of Students

Engagement of students through the delivery of the Western Australian Curriculum using research supported teaching strategies that address the ‘whole child’ and are differentiated with special consideration for English as an additional language/dialect (EAL/D), special needs, students at educational risk (SAER), Aboriginal students and gifted and talented (GAT) students.

Connect

English
- Allocation of common literacy times in the school timetable
- Agreed English teaching strategies as per school connected practice documents
- Research based literacy intervention programs
- Timetabled intervention for EAL/D students
- Early childhood oral language focus

Mathematics
- Allocation of common numeracy times in the school timetable
- Agreed Mathematics teaching strategies as per school connected practice documents
- Research based intervention programs
- Year level Mathematics groups made to accommodate ability range

Science
- Sustainability focus using the ‘Footprint Handprint Model’
- Science, Technology, Engineering and Mathematics (STEM) focus through specialist Science and classroom programs

Physical Education & Health
- Address student mental/social/emotional health and protective behaviours, through the Friendly Schools Plus program
- Specialist Physical Education program and school wide classroom daily fitness
- Healthy eating habits promoted through integrated curriculum tasks, whole school initiatives and school canteen options

The Arts
- Music under the direction of a specialist Music teacher and School of Instrumental Music (SIM) teachers
- Visual Arts under the direction of specialist Visual Arts teachers and the promotion of community partnerships

Technologies
- Design and Technologies learning experiences to support students in creating quality designed solutions for identified needs
- Digital Technologies to empower students to shape change to meet current and future needs

Languages
- Specialist Italian teacher to provide language program in Years 5 & 6 and extending to Years 3 to 6 by 2018
- Japanese extension program for selected Year 6 students through Willetton Senior High School

Humanities & Social Sciences
- Rich and authentic Humanities and Social Sciences tasks integrated across learning areas

General Capabilities
- Ethical understanding – demonstrated through a range of charity initiatives
- Intercultural understanding – enhanced intercultural understanding of teachers, students and the wider school community through both curriculum-embedded and extra-curricular activities
- Personal and social capabilities – developed through the promotion of our school’s nine core values and student leadership initiatives
- Information and Communication Technologies (ICT) capabilities - to be integrated and explicitly taught across key learning areas
- Critical and creative thinking – explicitly taught and integrated across the curriculum

Cross Curriculum Priorities
- Aboriginal & Torres Strait Islander Histories – integrated through classroom programs and whole school programs with a focus on The Arts
- Asia and Australia’s engagement with Asia – utilisation of our Asian parent community to support Asian studies
- Sustainability – application of sustainable practices through classroom and whole school initiatives
Commit

- Increase overall achievement in NAPLAN results to be within the top 30% of statistically similar 'like schools' as per My School website data comparisons in all areas and year levels
- Increase or maintain the percentage of students in the top two NAPLAN bands to equal or greater than 'like schools' in all literacy and numeracy areas and all year levels
- Increase the percentage of students who have moderate/moderate assumed or greater progress in NAPLAN testing for all areas and all year levels
- Science assessment administered and monitored by specialist teacher annually
- Improve fitness and attitude to physical activity as measured by fitness testing and student questionnaire administered to a random sample of Year 2 - 6 students on an annual basis
- Monitor mental/social/emotional health through the implementation of the ACER On-Line Social-Emotional Wellbeing Survey on an annual basis
- Utilise mandated biannual national surveys to monitor student engagement

Collaborate

- Staff collaborate to monitor student achievement and progress
- Parents and staff communicate and work together to improve student learning environments
- A focus on student goal setting and quality teacher feedback
- Ongoing communication between classroom teachers and SAER support staff
- Collaborate with district and network Primary Extension and Challenge (PEAC) programs to support GAT students
- Close communication between administration and early childhood staff to ensure a quality early childhood (Year K - 2) program which meets the National Quality Standards
- Close liaison with Willetton Senior High School staff to extend student learning opportunities
- Cooperative learning skills to enhance student achievement
- Student leadership meetings held regularly with Administration
Engagement of Staff

Engagement of staff through the creation of a learning community where staff feel safe and supported and have access to targeted ongoing quality professional learning opportunities to increase their capacity to support the school’s vision.

Connect

Culture and Planning
- Agreed whole school approach as reflected in school operational plans
- A weekly lunch time meeting and follow up ‘all staff’ email to facilitate communication
- Development of staff protocols to ensure open and respectful professional communication
- Acknowledgement of staff achievements, successes and contribution to the culture of the school
- Integration of new staff members to be supported by Burrendah Staff Induction Procedures and Staff Information Book
- Staff commitment to working collaboratively with the DoE Roe Network and Willetton Cell

Capacity Building
- All professional learning to be linked with the school’s Business Plan or the Department of Education’s policies and strategic planning documents with special consideration of the following:
  - Critical and creative thinking skills
  - Cooperative learning skills
  - Differentiation of the curriculum to enhance higher order thinking through a range of instructional and management strategies
  - Planning for assessment
  - Accurate reporting of grades
  - Effective student feedback
  - Health and wellbeing with a focus on fitness and mental/social/ emotional health
  - Ongoing training for all Education Assistants to support the delivery of SAER and special needs programs
  - Full implementation of the Western Australian Curriculum
  - Growth Coaching to support peer observation
  - Protective behaviours
  - Staff health and wellbeing
- Whole school commitment to Burrendah Performance Management Guidelines using the Australian Institute for Teaching and School Leadership (AITSL) standards
- Whole staff commitment to the continued implementation of the Burrendah Peer Observation Model

Leadership
- Specialist English and Mathematics curriculum leaders to support teachers in the implementation of literacy and numeracy strategies through classroom modelling and professional learning
- Administration leadership experience offered to staff aspiring to and actively seeking leadership opportunities outside of the school
- Committee and cohort leadership opportunities

Commit
- Increased collaborative practices and commitment to connected practice as monitored through performance management and line-manager observation
- Increased engagement with peer observation through Growth Coaching model
- Professional learning in key focus areas covered over a three year period
- Utilise staff surveys to monitor staff engagement and commitment to the school Business Plan

Collaborate
- Commitment of staff to participate in and contribute to cohort planning using available collaborative planning time
- Curriculum committees with representation from all cohorts to plan and resource whole school curriculum initiatives
Engagement of Parents and the Wider Community

**Connect**

**Communication**
- Term 1 classroom parent meetings
- Information sessions for new parents
- Parent-teacher interviews following the release of Semester 1 reports, involving half day school closure
- Promotion of the Burrendah Primary School website as primary source for parent information
- Parent surveys to be sent biannually and parent feedback requested through the school board annually to inform school planning and processes
- School board to communicate regularly with the school community through newsletters and parent meetings
- Special events promoted to parents through a variety of communication methods
- Fortnightly newsletters
- Email and SMS communications as required

**School and Classroom Involvement**
- ‘Open classroom’ and school events to encourage parent involvement in the learning programs

**Wider Community Involvement**
- Build and maintain partnerships with government agencies, education institutions, charity groups, sporting groups and businesses within the community to support class and school based programs
- A balanced school board with membership to include a minimum of three community board members with a skill set and experience to complement the parent and staff members
- Foster and encourage the school P&C and school board to make connections with the wider community through special events

**Engagement of Parents and the Wider Community**

**Commit**
- Continue to provide opportunities for parents to participate in their child’s education and engage in the school community
- Maintain and build relationships with existing community groups involved with the school
- Utilise parent surveys to monitor parent satisfaction and provide feedback to inform future planning

**Collaborate**
- Administration representation at P&C meetings
- EAL/D parent network meetings on a regular basis
- Promotion of ‘open’ board meetings available to all staff and parents
- Staff presentations at P&C and school board meetings
- Liaise regularly with community groups
- Invitations to board and community members to attend community assemblies and special events
- Parent and community morning tea following each community assembly
- Student performance and participation in outside community events
- Staff participation in community organisations

**Education Forums**
- Regular parent information and education sessions provided by the school, Parents and Citizens Association (P&C), school board and other community groups and agencies
Our Values

Honesty & Trustworthiness
Be honest, sincere and seek the truth

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect
Treat others with consideration and regard, respect another person’s point of view

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence

Care & Compassion
Care for self and others

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society

Responsibility
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance & Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

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