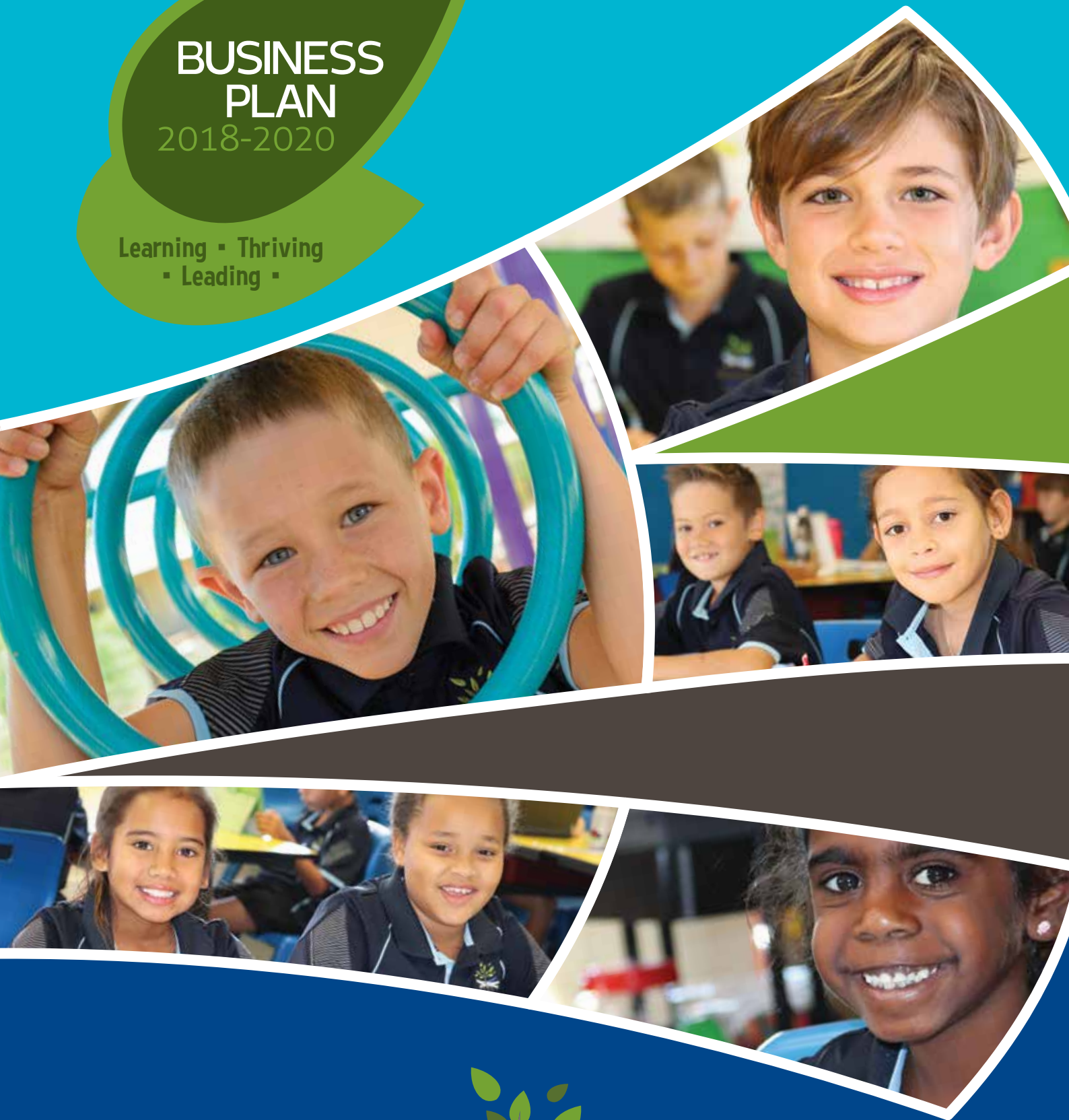


**BUSINESS
PLAN**
2018-2020

Learning ▪ Thriving
▪ Leading ▪



Broome North
PRIMARY SCHOOL



Broome North PS: A school on the move!

Broome North Primary School is an Independent Public School that caters for children from Kindergarten to Year 6. The school, opened in 2015, is a modern facility located on Yawuru land in the coastal town of Broome, part of Western Australia's stunning Kimberley region.

Our school staff are committed to building positive relationships, with the motivation to pursue excellence. Our dedicated and professional teachers maintain an environment which supports each child every day to achieve their personal best. Staff employ evidence-based strategies within a defined whole-school approach to maximise the effect they have on student learning. We constantly aim to deliver the highest standards of pastoral care and support services in order to enable our students to thrive.

Broome North Primary School embraces all members of our community and strives to maintain a nurturing and welcoming environment that promotes community partnerships. Our parents, School Board and P&C are integral to our school community, and together we are committed to providing the best for our students.

This business plan was developed in association with the School Board and staff, and sets a clear, strategic direction for the school over the next three years. The plan outlines what we will do and what you will see as we work to continuously improve in our four focus areas. The plan has student engagement and achievement at its core and an emphasis on quality teaching practice. We trust that upon reading this plan you'll agree that Broome North PS is truly a school on the move!



Vision To provide a supportive and inspiring learning environment where students are empowered to achieve their personal best and become respectful, responsible and resilient members of their community.



We believe:

- Positive teacher-student relationships, high expectations and excellent classroom practice are essential for student success.
- Every child has the right to a safe and inclusive learning environment regardless of socio-economic status, cultural diversity, physical, intellectual or emotional development.
- Our focus is on developing the whole child – socially, emotionally, academically, creatively and physically.
- High quality, evidenced-based teaching is an undeniable factor in increasing outcomes for our students.
- All young people are capable of learning, and success for all students is our core business.
- Learning programs need to acknowledge and build on where students are at with their learning. They need to be culturally and developmentally appropriate and have real-life application.
- A culture of active and open communication between staff, students and parents supports student engagement and achievement.

Focus Areas

- **Success for all students**
- **High quality teaching and learning**

- **Culture and care**
- **Strong sustainable community partnerships**



**Broome
North**
PRIMARY SCHOOL

Our logo is a stilt mangrove tree symbolising a student's growth. There is a sense of the human form with arms extended ready to embrace any challenge with the leaves flying free reflecting a student's growth beyond school.

The tree is grounded in the earth (community) and draws nutrients (learning) from its surroundings while it grows with the four stilt roots reflecting the four inputs to children's learning: social, emotional, physical and academic.

Life in the mangroves and the learning environment of students are similar: both provide shelter and a supportive environment that encourage growth when the system is in balance.

The fresh, bright colours are derived from the natural environment and reflect our coastal community location and distinctive personality.

“

I love Broome North PS
because it lights up my path to
becoming a strong and smart person.
The teachers are the best because
they engage me in my learning
and always care about me.

”

Broome North PS
Student





What we will do	What you will see
<p>Ensure effective implementation of the Western Australian curriculum in all classrooms.</p>	<ul style="list-style-type: none"> • Students engaged in relevant and interesting lessons that are differentiated across all curricular areas. • Teachers collaboratively plan, deliver and assess all curriculum requirements. • Specialist teachers for Physical Education, The Arts, Technologies and LOTE.
<p>Employ an explicit teaching pedagogy across the school, especially in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> • Best-practice teaching that strongly engages students and encourages them to be accountable for their efforts in the classroom.
<p>Implement age-appropriate and targeted instruction programs in Literacy.</p>	<ul style="list-style-type: none"> • Whole school implementation of evidenced-based programs to support oral language, phonological awareness, synthetic phonics, spelling and reading. • Dedicated two-hour Literacy blocks scheduled in every classroom every day.
<p>Cater for the academic needs of all students, no matter what their starting point within their year level.</p>	<ul style="list-style-type: none"> • Personalised learning plans and associated teaching adjustments for students working either below or above year level expectations. • Early assessment and support using a Response to Intervention model, delivered one to one or in small groups. • Enrichment opportunities to extend students achieving well beyond their year level.
<p>Support students to become confident and adaptive users of technology.</p>	<ul style="list-style-type: none"> • Students effectively using technology to enhance their learning. • A school that makes the required investments in staff professional learning, student devices (iPads and laptops) and its technical network.
<p>Continue to develop our collaborative, whole school approach to teach and promote positive social behaviour for students.</p>	<ul style="list-style-type: none"> • Our Stronger Smarter Positive Behaviours in Schools (SSPBS) resources, underpinned by the behavioural expectations Be Your Best, We Are Respectful, We Are Responsible, We Are Resilient, prominently displayed in all learning areas. • SSPBS lessons taught in classes every week. • Regular acknowledgment of students to recognise positive behaviour at individual, class and whole-school levels.
<p>Ensure Early Childhood remains a high priority area in our school.</p>	<ul style="list-style-type: none"> • High-quality learning experiences, with intentional learning goals, that are responsive to student needs and community expectations. • Early Childhood staff using the National Quality Standard Framework to self-assess and use a reflective approach for continuous improvement.

FOCUS AREA 2 High Quality Teaching and Leadership

What we will do	What you will see
<p>Articulate high expectations and standards of teacher performance based on AITSL's Australian Professional Standards for Teachers.</p>	<ul style="list-style-type: none"> Teachers actively using the AITSL standards to reflect, evaluate and improve their practice so they can meet the learning needs of their students.
<p>Employ a continuous professional learning cycle that targets school initiatives and focus areas.</p>	<ul style="list-style-type: none"> Encourage and support staff to engage in professional learning to build their knowledge, followed by opportunities to observe effective practice. Teachers receiving regular, informative feedback and opportunities for reflection via classroom coaching. Teachers visiting other schools at least once per year and the school hosting collegial visits for those from other schools.
<p>Develop a school-wide Teaching and Learning handbook that clearly outlines what is to occur in our classrooms.</p>	<ul style="list-style-type: none"> Explicit, targeted teaching occurring in all classrooms. Consistent pedagogical practice across the school.
<p>Develop analytical and evaluative practices to diagnose the impact of teaching and plan for adapting interventions.</p>	<ul style="list-style-type: none"> Teachers collecting student data that's relevant to their teaching. Disciplined dialogue around the data guided by the questions: <ul style="list-style-type: none"> - What do we see in the data? - Why are we seeing what we are? - What, if anything, should we be doing about it?
<p>Ensure school leadership drive a focus on high expectations of individual student achievement.</p>	<ul style="list-style-type: none"> The principal and deputies regularly in classrooms with teachers and students. School leaders facilitating reflective conversations with teachers about their classroom practice.
<p>Ensure school leadership create enabling conditions to maximise outcomes for students.</p>	<ul style="list-style-type: none"> Staff experience and expertise developed and utilised to best support students. Distributed leadership opportunities for aspiring staff. The school's financial and physical resources being targeted to improve student outcomes.



“

My child loves attending Broome North PS: the school has such a welcoming, community-oriented feel and the teachers are professional, approachable and friendly. We wouldn't want to be anywhere else!

”

Broome North PS
Parent

FOCUS AREA 3 Culture and Care

What we will do	What you will see
<p>Continue to move towards cultural responsiveness as guided by the Department's Aboriginal Cultural Standards Framework.</p>	<ul style="list-style-type: none"> • Collaborative relationships between staff, Aboriginal students, their parents and families, and communities to support student learning. • Aboriginal families provided with regular opportunities to engage with the school community.
<p>Build respectful and trusting teacher-student relationships in every classroom.</p>	<ul style="list-style-type: none"> • Teachers who show a genuine interest in their students and demonstrate an understanding of students' personal situations and needs. • Students who are comfortable and engage in learning because they feel valued and a sense of belonging.
<p>Support students at educational risk and their families by providing tailored and specialised services.</p>	<ul style="list-style-type: none"> • Deputy principals coordinating support services for our at-risk students and families on an individual case-management basis. <ul style="list-style-type: none"> - School-based supports to include School Psychologist, School Nurse, AIEO and SSEN. - Government and community organisations to include WACHS, CAMHS, CPFS and BRAMS.
<p>Support students identified as being at a moderate or severe attendance risk.</p>	<ul style="list-style-type: none"> • Individual attendance targets in place for severely at-risk students. • Culturally appropriate home visits conducted by the deputy principal, AIEO and classroom teacher.
<p>Celebrate our community's diverse cultures.</p>	<ul style="list-style-type: none"> • Cultural celebrations that are embraced by our school community, including Harmony Day and NAIDOC week.
<p>Work closely with Broome Senior High School to strengthen transition for outgoing Broome North PS students.</p>	<ul style="list-style-type: none"> • Broome SHS staff and ex-Broome North PS students visiting Year 6 classes in the term before students commence high school. • Broome North PS staff engaging with Clontarf, Broome Girls Academy and Special Needs staff to support SAER students.
<p>Embed a high care culture for staff throughout the school.</p>	<ul style="list-style-type: none"> • All new staff members are provided with a thorough induction. • Opportunities for staff to access appropriate services to promote their health and well-being. • Staff expressing gratitude and appreciation to acknowledge the efforts of peers. • Opportunities for staff to engage socially, including family-friendly staff events organised by the social committee.

FOCUS AREA 4 Strong Sustainable Community Partnerships



What we will do	What you will see
<p>Build and maintain a strong connection with the traditional owners of the land on which we teach and learn.</p>	<ul style="list-style-type: none"> • Visible links between school and Nyamba Buru Yawuru. • Yawuru language incorporated on signage throughout the school. • Yawuru elders invited to deliver Welcome to Country addresses at major school events. • Students delivering Acknowledgement of Country at school assemblies.
<p>Continue to strengthen the relationship between school staff and parents to create shared understandings of individual student progress.</p>	<ul style="list-style-type: none"> • Teachers communicating with parents professionally, regularly and at point-of-need about their child's social/emotional development and academic progress. • Parents engaging with staff to ensure the relationship between home and school is conducive to student success.
<p>Work closely with our School Board and P&C.</p>	<ul style="list-style-type: none"> • A School Board, consisting of staff, parents and community members, operating at a high level as the peak governance group for the school. • An active and dynamic P&C providing an opportunity for all parents to proactively engage with initiatives to support the school.
<p>Establish connections with early years students and families prior to them starting Kindergarten.</p>	<ul style="list-style-type: none"> • A dedicated orientation program run in the term before students commence Kindergarten. • The establishment of an on-site pre-Kindergarten program by 2019.
<p>Communicate professionally and regularly to inform our parents and school community.</p>	<ul style="list-style-type: none"> • High quality communication with parents through a variety of mediums, including: <ul style="list-style-type: none"> - Broome North PS Facebook page - The Broome North Post newsletter - Our school website, to be upgraded by 2019 - Parent communication app
<p>Provide a variety of opportunities for families to engage with the school community.</p>	<ul style="list-style-type: none"> • Professional, well-run school events which parents are invited and encouraged to attend, such as: <ul style="list-style-type: none"> - School assemblies - Annual ANZAC service - NAIDOC Week activities - Annual Learning Journey and Art Exhibition - End-of-year concert and Year 6 graduation - House swimming, cross-country and athletics carnivals.
<p>Actively engage as a member of the Broome Cluster of Independent Public Schools.</p>	<ul style="list-style-type: none"> • The principal and Board chair representing the school at Cluster meetings and events. • Participation in combined professional learning opportunities alongside staff from Cluster schools.

Targets & School Self-Assessment

Targets

- Students' achievement in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy is at or above the expected range relative to ICSEA.
- The mean progress of our Year 3 to 5 stable cohort in all NAPLAN domains is above that of WA public schools.
- A to E grade allocations for English, Maths, Science and Humanities will be at or above the expected range relative to ICSEA.
- Aboriginal students' mean attendance rate is higher than that of both Like schools and WA public schools.
- The proportion of students attending at least 90% of available student days is at or above the expected range relative to ICSEA.
- The percentage of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be above 90%.
- The National School Opinion Survey results are positive for Students, Parents and Staff (mean scores of at least 4 out of 5 for each).
- The proportion of students above Stanine 5 in Year 1 reading and maths assessments (PAT-R and PAT-M) will increase each year from 2018 to 2020.

School Self-Assessment

The school will use the Department's Electronic School Assessment Tool to self-assess annually against the following 6 domains:

> Teaching quality

> Learning environment

> Leadership

> Relationships and partnerships

> Use of resources

> Student achievement and progress

The school will host a Director, Public School Accountability and a peer reviewer for a validation visit within the duration of this business plan. The report from this review will be published on our school website.





ACARA Australian Curriculum, Assessment and Reporting Authority

ACSF The Department of Education's Aboriginal Cultural Standards Framework

AIEO Aboriginal and Islander Education Officer

AITSL Australian Institute for Teaching and School Leadership

BRAMS Broome Regional Aboriginal Medical Service

CAMHS Child and Adolescent Mental Health Service

CPFS Department of Communities: Child Protection and Family Support

ICSEA Index of Community Socio-Educational Advantage: A scale which allows for fair and reasonable comparisons among schools with similar students. The mean value is 1000.

IEP Individual Education Plan

Like Schools Statistically and demographically similar schools within the Western Australian public school system, based on ICSEA.

LOTE Languages Other Than English, such as Indonesian and Yawuru.

NAPLAN National Assessment Program for Literacy and Numeracy

NSOS The National School Opinion Survey, which is deployed with parents, students and staff on a biennial basis

SAER Students at educational risk

SCSA School Curriculum and Standards Authority of Western Australia

SSEN School of Special Education Needs

SSPBS Stronger Smarter Positive Behaviour in Schools Program

Stable Cohort The group consisting of students who sat NAPLAN at the same school both in Year 3 and Year 5.

WAC Western Australian Curriculum

WACHS Western Australian Country Health Service, including the child development domains of speech pathology, occupational therapy and physiotherapy.

Learning · Thriving · Leading



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