

BUSINESS PLAN

2021-2023

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 with 75 students, and in 2021 student enrolments are over 400. Our modern buildings and attractive grounds are 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. In addition, 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.

Learning, Thriving, Leading



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 our core business is to provide every student with a pathway to a successful future.
- Learning programs need to acknowledge and build on individual student 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 will support students' engagement and achievement.

Focus Areas

- **Success for all Students**
- **High quality teaching and learning**
- **Culture and care**
- **Sustainable community partnerships**

Our logo




Is a stilt mangrove tree and symbolises the growth of students through their school life:

- The main stem and branches reflect the human form with arms extended ready to embrace any challenge. The top leaves are flying free reflecting the students' growth continues as they grow.
- The tree is grounded in the earth (community) and draws nutrients (learning) from its surroundings while it grows.
- The four stilt roots reflect the 4 inputs to children's learning: emotional, academic, physical, social.
- The three arcs reflect the sand, shallow sea (low tide) and deeper sea (high tide) of Rubibi (Broome).

The icon captures the similarities between the mangroves and the learning environment of students:


- Providing shelter and a supportive environment
- Adapting to changing surroundings and input
- Growing and flourishing 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 like my school because I get to play Mobilo with all my friends".

Thehan - Kindy




"I like Broome North Primary School because I like learning about Maths and Art and the teachers are so nice".

Olivia - Year 2



The thing I like the most about Broome North Primary school is I get to use Technology to learn and the teachers always make me feel comfortable".

Will - Year 4



"Broome North is honestly The best place to be. I love how all the students and teachers always make me laugh, feel loved and, most importantly, are kind and provide the best education".

Isabella - Year 6



FOCUS AREA 1 Success for All Students

What we will do	What you will see
Ensure effective implementation of the Western Australian curriculum in all classrooms.	<ul style="list-style-type: none"> • Students engaged in relevant and interesting lessons that are differentiated across all curricular areas. • Teachers collaboratively planning, delivering and assessing all curriculum requirements. • Specialist teachers for Physical Education, Visual Arts, Music, Technologies and Yawuru (Aboriginal Languages).
Employ an explicit teaching pedagogy across the school, especially in Literacy and Numeracy.	<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. • Strategies of TAPPLE and Engagement Norms used daily. • A pedagogy and curriculum team leader given time to work with teachers.
Implement age-appropriate and targeted instruction programs in Literacy.	<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.
Cater for the academic needs of all students, regardless of their starting point within their year level.	<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.
Support students to become confident and adaptive users of technology.	<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.
Continue to develop our collaborative, whole school approach to teach and promote positive behaviour and mental health for students.	<ul style="list-style-type: none"> • Our Positive Behaviours Support (PBS) resources, underpinned by the behavioural expectations Be Your Best, We Are Respectful, We Are Responsible, We Are Resilient, prominently displayed in all learning areas. • PBS lessons taught in classes every week. • Regular acknowledgment of students to recognise positive behaviour at individual, class and whole-school levels.
Ensure Early Childhood remains a high priority area in our school.	<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. • Teachers participating in regular professional reflection and planned professional learning. • Teachers participate in regular professional development linked to personally identified and school needs.
<p>Employ a continuous professional learning cycle that targets school initiatives and focus areas.</p>	<ul style="list-style-type: none"> • Staff who are supported 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. • Teachers receive mentoring and model practice from colleagues.
<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"> • Consistent pedagogical practice across the school. • Explicit Instruction Strategies used for targeted teaching occurring in all classrooms. • Daily Reviews, Lets Decode, Spelling Mastery and explicit teaching delivered during literacy session.
<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 regularly 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.



Elsie has had an amazing year at Kindy. Her confidence has grown and she is learning so much each day. We are truly grateful to all the teachers and the community.

Kim - Parent



School wide positive behaviour expectations and teacher student relationships have provided positive emotional outcomes for our children and they feel cared for and heard.

Kyla - Parent



We love having our children at a school that is family orientated, with a focus on high expectations and educational outcomes.

Chappo - Parent



FOCUS AREA 3 Culture and Care

What we will do	What you will see
Continue to move towards cultural responsiveness as guided by the Department's Aboriginal Cultural Standards Framework.	<ul style="list-style-type: none"> • Collaborative relationships between staff, Aboriginal students, their parents and families, and communities that support student learning. • Aboriginal families provided with regular opportunities to engage with the school community. • Aboriginal staff supported to take on leadership roles in planning events and reflecting on the Framework with staff. • Year 1-6 students participating in LOTE - Yawuru lessons every week. • All staff have completed the online Education Department professional learning on Aboriginal Cultural Appreciation.
Build respectful and trusting teacher-student relationships in every classroom.	<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.
Support students at educational risk and their families by providing tailored and specialised services.	<ul style="list-style-type: none"> • Deputy principals coordinating support services for our at-risk students and families on an individual case-management basis. • The school working in partnership with services such as to include the School Psychologist Service, School Nurse, SSEN, CAMHS, WACHS and CPFS.
Support students identified as being at a moderate or severe attendance risk.	<ul style="list-style-type: none"> • Individual attendance plans in place for severely at-risk students. • Culturally appropriate home visits conducted by the deputy principal, AIEO and classroom teacher when required.
Celebrate our community's diverse cultures	<ul style="list-style-type: none"> • Cultural celebrations that are embraced by our school community, including Harmony Day, National Sorry Day and NAIDOC week.
Work with Broome Senior High School to strengthen transition for outgoing Broome North PS students.	<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.
Embed a high care culture for staff throughout the school by implementing the 'Be You' framework to develop a positive, inclusive, and resilient learning community.	<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. • Students, educators and families involved in Smiling Minds Curriculum activities to promote physical, mental, social and emotional health.

FOCUS AREA 4 Strong Community Partnerships



What we will do	What you will see
Build and maintain a strong connection with the traditional owners of the land on which we teach and learn.	<p>Visible links between school and Nyamba Buru Yawuru.</p> <p>Yawuru language incorporated on signage throughout the school.</p> <p>Yawuru elders invited to deliver Welcome to Country at major school events.</p> <p>Students delivering Acknowledgement of Country at all school assemblies.</p> <p>All staff participating in localised Cultural Awareness professional learning.</p> <p>Celebration of special events to promote cultural diversity.</p>
Continue to strengthen the relationship between school staff and parents to create shared understandings of individual student progress.	<p>Teachers communicating with parents professionally, regularly and at point-of-need about their child's social/emotional development and academic progress.</p> <p>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>A School Board, consisting of staff, parents and community members, operating at a high level as the peak governance group for the school.</p> <p>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 in Kindergarten.	<p>Our 0-3 Program (KSP KindiLink) running onsite with an early childhood teacher and AIEO two mornings a week.</p> <p>A dedicated orientation program in the term before students commence Kindergarten.</p>
Communicate professionally and regularly to keep our parents and school community informed.	<p>High quality communication with parents through a variety of mediums, including:</p> <ul style="list-style-type: none"> • Broome North PS Facebook page • The Broome North Post newsletter • Our school website • Seesaw, compass and Connect (Parent communication apps).
Provide a variety of opportunities for families to engage with the school community.	<p>Professional, well-run school events which parents are invited to attend, such as:</p> <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 sports carnivals
Actively engage as a member of the Broome Cluster of Independent Public Schools.	<p>The principal and Board chair representing the school at Cluster meetings and events.</p> <p>Participation in combined professional learning opportunities alongside staff</p>



Targets & School Self-Assessment

Targets

- Students' achievement in NAPLAN Reading, Writing, Spelling, Grammar and 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 at or 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 'like schools' and WA public schools.
- The percentage of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be at or above 90%.
- The students attending at least 90% of available days is above the expected range related to ICSEA.
- The National School Opinion Survey results are positive for Students, Parents and Staff (mean scores is 4 and above).
- The median of students' achievement in Year 1 reading and maths assessments (PAT-R and PAT-M) will be above the Australian norming sample median.

School Self-Assessment

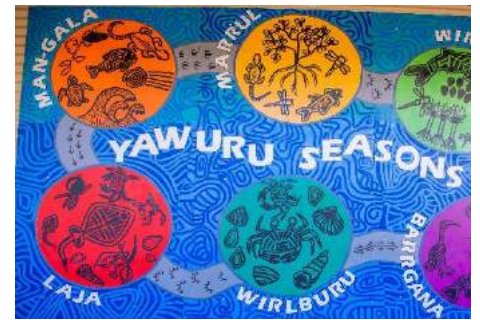
The school will use the Department of Education's Electronic School Assessment Tool to self-assess annually against the following 6 domains:

- 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. The school's next review is scheduled for 2022.



Jargon Buster



ACARA	Australian Curriculum, Assessment and Reporting Authority	CAMHS	Child and Adolescent Mental Health Service
AIEO	Aboriginal and Islander Education Officer	NAPLAN	National Assessment Program for Literacy and Numeracy
ACSF	The Department of Education's Aboriginal Cultural Standards Framework	LOTE	Languages Other Than English, for example, Italian, Japanese, Yawuru.
PBS	Positive Behaviour in Schools Program	SAER	Students at educational risk
CPFS	Department of Communities: Child Protection and Family Support	IEP	Individual Education Plan
AITSL	Australian Institute for Teaching and School Leadership	SSEN	School of Special Education Needs
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.	WACHS	Western Australian Country Health Service, including the child development domains of speech pathology, occupational therapy and physiotherapy.
Stable Cohort	A group consisting of students who sat NAPLAN at the same school both in Year 3 and Year 5.	SCSA	School Curriculum and Standards Authority, responsible for curriculum and assessment in WA.
Like Schools	Statistically and demographically similar schools within the Western Australian public school system, based on ICSEA.	NSOS	The National School Opinion Survey, which is deployed with parents, students and staff on a biennial basis.



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