

Business Plan 2023 - 2025



Baldivis Gardens
Primary INDEPENDENT PUBLIC SCHOOL



GROW

Gain Knowledge | **R**espect Others | **O**wn your Actions | **W**ork Hard

Baldivis Gardens Primary School is known and respected for providing exemplary teaching in a calm and orderly learning environment. Students embrace our GROW ethos and engage in our explicit approach to teaching, achieving good academic progress and making a deep connection to our knowledge curriculum, which is integrated in all that we do. This Business Plan articulates our direction moving forward over the next few years, building on our strengths and continuing to provide exemplary public school education in our 'Garden'.



NURTURE

How do we nurture successful students?

By implementing whole school consistent teaching and learning strategies:

- Daily reviews incorporating fluency and built on retrieval, interleaved and spaced practice of concepts and skills
- High impact instructional strategies
- Check for understanding
- Explicit teaching model
- Student engagement norms
- Agreed and Observed Practices document implemented with fidelity
- Cognitive Science informed

Through the implementation of consistent Literacy Strategies using:

- Structured Literacy
- A Talk for Writing program embedded across the school supported by an explicit Scope and Sequence
- Explicit and rigorous PA instruction from K - 1 using Heggerty
- Synthetic and systematic phonics from K - 1 using the BGPS Scope and Sequence aligned with UFLI
- Spelling Mastery from Years 2 – 6
- Whole Class Reading (WCR) including vocabulary and syntax, derived from the BGPS Knowledge Curriculum which supports students in making connections
- Targeted intervention through MiniLit for identified 'at-risk' Year 1/2 students

Through the implementation of consistent Numeracy Strategies using:

- Structured Numeracy
- A whole school mastery approach to the teaching of Numeracy informed by educational research
- BGPS Scope and Sequences to inform daily teaching using a 'small-step' approach
- Concrete Pictorial Abstract (CPA) approach to Numeracy learning is visible throughout the school

Through the implementation of a quality developmentally appropriate Early Childhood education program that:

- Aligns with the EYLF, NQS and WA curriculum and is guided by evidence
- Has a strong focus on oral language, utilising Words, Grammar and Fun along with the Curtin Speech Pathology program
- Incorporates a balanced approach to play by providing intentional and purposeful play opportunities
- Provides dynamic and engaging indoor and outdoor learning environments

By providing specialist and whole school programs with a clear focus on:

- Music, Science, Physical Education and Languages (German)
- A whole school BGPS Knowledge Curriculum

By building and maintaining a positive school culture through:

- Explicit teaching of our GROW ethos, the Nine Core Values and rewards to acknowledge their demonstration
- Documented whole school wellbeing program that addresses explicit teaching of social emotional skills, mental health and physical health
- Clear outline of expected behaviours through the implementation of a PBS matrix across the school
- Monitoring attendance with high expectations
- School Chaplain to provide pastoral care
- Acknowledging and embracing cultural diversity

How do we nurture our staff and build capacity?

Through regular professional learning opportunities:

- Documented and agreed whole school professional learning plan linked to the Business Plan and Agreed and Observed Practices

Through coaching, mentoring and data analysis:

- Implementation of the Baldvis Gardens Coaching and Mentoring Model
- Increase staff data literacy through the use of Elastik as a whole school assessment tool to inform teaching and learning programs
- Effective monitoring, including termly moderation of data and practices, to ensure consistency
- Use of student data to monitor the impact of teaching on progress and inform teacher growth
- Commitment to using classroom management strategies and skills (CMS)
- Use of staff feedback surveys and implementation of action plans

The provision of leadership opportunities:

- Aspirant mentor groups to be established
- Future leaders identified

Through collaborative practices:

- Common collaboration time allocated to teachers in the same phase of learning
- Regular Phase of Learning meetings
- Weekly staff communication
- Staff online community to disseminate information

By building a positive staff culture:

- FISH! Philosophy to guide staff culture
- High expectations for staff performance clearly articulated in the Baldvis Gardens Staff Manual
- Articulated 'Staff Values' to guide staff relationships with others

How do we nurture our community?

Through strong governance:

- Staff, parent and community representation on the School Board
- Open communication with Board members
- Regular communication from the Board to the wider community

Through communication:

- Using the Department of Education platforms, social media and school website
- Classroom level weekly electronic notices
- Formal and informal parent interviews

By providing opportunities for parent involvement and participation:

- Regular classroom activities and whole school activities/events involving parent participation
- Beginning of the year parent information sessions
- Survey of parents and action planning

By building professional and community partnerships with:

- Curtin University Speech and Language Program
- Private therapists for students with special needs
- Out of School Hours Care provider
- Notre Dame and Curtin University pre-service programs
- Peel Language Development School – Statewide Speech and Language Services
- YouthCARE Chaplaincy Program
- Baldvis Children's Forest
- Australian Defence Force
- Dental Health Services

GROW

Our Targets

Consistent implementation of our selected strategies will nurture our school community and result in growth. Our targets are outlined below:

Literacy and Numeracy

Achieve at or above like schools in Year 3 and Year 5 Literacy and Numeracy NAPLAN testing.

A minimum of 75% of stable cohort students have at least moderate or moderate assumed progress in NAPLAN Literacy and Numeracy testing from Year 3 to Year 5 and from Year 5 to Year 7.

A minimum of 75% of stable cohort students have at least moderate or moderate assumed progress in NAPLAN Reading and Numeracy testing from Pre-primary (On Entry) to Year 3 (NAPLAN).

To exceed the average progress of students between Year 3 and Year 5, compared to students of a similar background and who had the same starting score on their previous NAPLAN test in Reading, Writing and Numeracy.



Science

80% of stable cohort students achieve an effect size 0.4 or greater when tested using the Baldivis Gardens Content Understandings Assessment.

Health and Physical Education

Increase the percentage of students who improve their fitness levels as recorded through standardised fitness assessments.

Music

At least 80% of students assessed in Year 3 and Year 5 will demonstrate improvement as measured through the Baldivis Gardens instrumental skills and techniques assessment.

German

Increase the scaled score in the Baldivis Gardens German Oral Test for the stable cohort in Years 2 - 6.

Attendance

Increase the percentage of students in the regular attendance category (reducing the impact of COVID).

THRIVE

Thriving Students

Thriving students are engaged in their learning, take pride in their achievement, are motivated to achieve to their potential and work towards set goals with a focus on progress. They feel safe, supported and empowered; are able to regulate their emotions and demonstrate resilience when faced with challenges. Thriving students are healthy, dedicated students with the skills and strategies to be independent and collaborative. They are respectful and committed to upholding and demonstrating the school rules, GROW ethos and values of the school.

Thriving Staff

Thriving staff members have an engaging, calm and respectful manner and embrace the positive culture of our school. They are compassionate and empathetic. Staff make it a priority to develop strong and positive relationships with students, colleagues and parents. They provide a safe, organised and orderly learning environment that supports student growth and development. Staff know their students and how they learn. They cater to their differing academic, physical, social and emotional needs. They provide valuable, timely feedback to improve student outcomes.

Thriving staff are committed to consistent, whole school agreed and observed practices, the school's vision, values and priorities. They seek to maintain collaborative, supportive and empowering relationships within the school community. Staff have high expectations of themselves and all stakeholders, reflect on their practice and actively seek ways to improve.



Thriving Community

A thriving school community is engaged, supportive and dedicated to providing a positive and nurturing environment where students can focus on learning. Parents are committed to supporting their child's learning and share the responsibility for their social, emotional and physical development. They are good role models, value respect and are actively involved in their child's education by building strong relationships with educators and the wider community. They ensure students are prepared for learning each day and openly communicate with teachers.

A thriving community collaboratively celebrates the growth, progress and success resulting from shared partnerships, involvement and responsibilities. They promote the school in the community, connect and foster relationships with outside agencies and local businesses to benefit the whole school community.



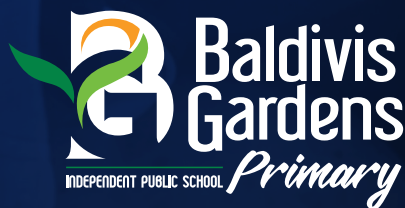
Nurture Grow Thrive

Our Vision

To nurture students in a safe and supportive learning environment where parents and staff take shared responsibility for student growth and development, resulting in students who thrive and a community that flourishes.

Our Purpose

We work alongside the parent community to nurture students so they grow to their potential, preparing each student with the necessary academic, physical, social and emotional skills, understandings and values to allow them to thrive and contribute positively to society.



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