

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 excellent academic progress and making a deep connection to the Baldivis community through our 'From Forest to Garden' Program. This Business Plan articulates our plan to move forward over the next few years, building on our strengths and continuing to provide exemplary public school education in our 'Garden'.



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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Business Plan 2020 - 2022



NURTURE

How do we nurture successful students?

By implementing whole school consistent teaching and learning strategies:

- Explicit teaching using modelled, guided and independent practice, warm ups and plenaries
- Visible learning strategies
- Co-operative learning strategies
- Differentiated learning opportunities
- Embedding 'Agreed Practices' in all classrooms

Through the implementation of consistent Literacy and Numeracy practices:

- Designated Literacy and Numeracy teaching blocks of time
- Documented Literacy and Numeracy programs, regularly reviewed and monitored
- Curtin University Speech and Language program
- Research based intervention programs for students at risk

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

- Specialist Music, Science, Physical Education and Languages (German) programs
- 'German in the Garden' Languages Program
- Integrated cross curriculum whole school focus on our history – 'From Forest to Garden'

By building and maintaining a positive school culture:

- 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, physical health and positive behaviour management
- Monitoring attendance – expectations and rewards
- School Chaplain to provide pastoral care
- Opportunities for students to build relationships across year levels through faction assemblies and other special events



How do we nurture our staff and build leader capacity?

Through regular professional learning opportunities:

- Staff meetings allocated to whole staff professional learning
- Professional learning linked to the Business Plan, school policies and programs

Through coaching, mentoring and performance management:

- Implementation of the Baldivis Gardens Peer Coaching Model
- Mentor teachers allocated to new and graduate staff
- Performance Management Model for teachers, non-teaching staff and administration staff involving self-assessment
- Class assessment data profiles to monitor the impact of teaching on student progress

The provision of leadership opportunities:

- Leadership positions applied for annually through a process
- Opportunity for aspirant mentor groups to be established
- Opportunity for acting administration leadership roles and mentoring

Through collaborative practices:

- Common collaboration time allocated to teachers in the same phase of learning
- Regular Phase of Learning staff meetings
- Weekly before school staff communication meeting
- Staff Connect 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 Baldivis Gardens Staff Manual
- Articulated 'Staff Values' to guide staff relationships with others

How do we nurture our school 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 'Connect' platform, social media and school website
- Classroom level 'Connect' notices
- Formal and informal parent teacher interviews

By providing opportunities for parent involvement and participation:

- Regular classroom activities and whole school activities/events involving parent participation
- Workshops and parent information sessions

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
- Baldivis Gardens P & C
- Baldivis Children's Forest
- Australian Defence Force
- Local businesses

Our Targets

Consistent implementation of our selected strategies will nurture our school community resulting in growth. This is the growth we are expecting to see:

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 Reading 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 according to the 'My School' website.

Science

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

80% of stable cohort students achieve an effect size of 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.

Increase the percentage of students participating in physical activity outside of school hours as recorded through the Attitude to Sport, Fitness and Healthy Lifestyle Survey.

Music

Increase the number of students engaged in out of school hours Music Programs through choir, instrumental music and ensembles.

German

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

Attendance

Decrease the percentage of students in the 'at risk' attendance category.



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 and 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 and cater to their differing academic, physical, social and emotional needs. They guide students to set goals and provide valuable, timely feedback to improve student outcomes.

They display connected practice and are committed to the schools vision, values and priorities. Thriving staff seek to maintain collaborative, supportive and empowering relationships within the school community. Staff have high expectations of themselves and all stakeholders, reflecting on their practice and actively seeking 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.

