

BOORAGOON

PRIMARY SCHOOL



BUSINESS PLAN

2024-2026

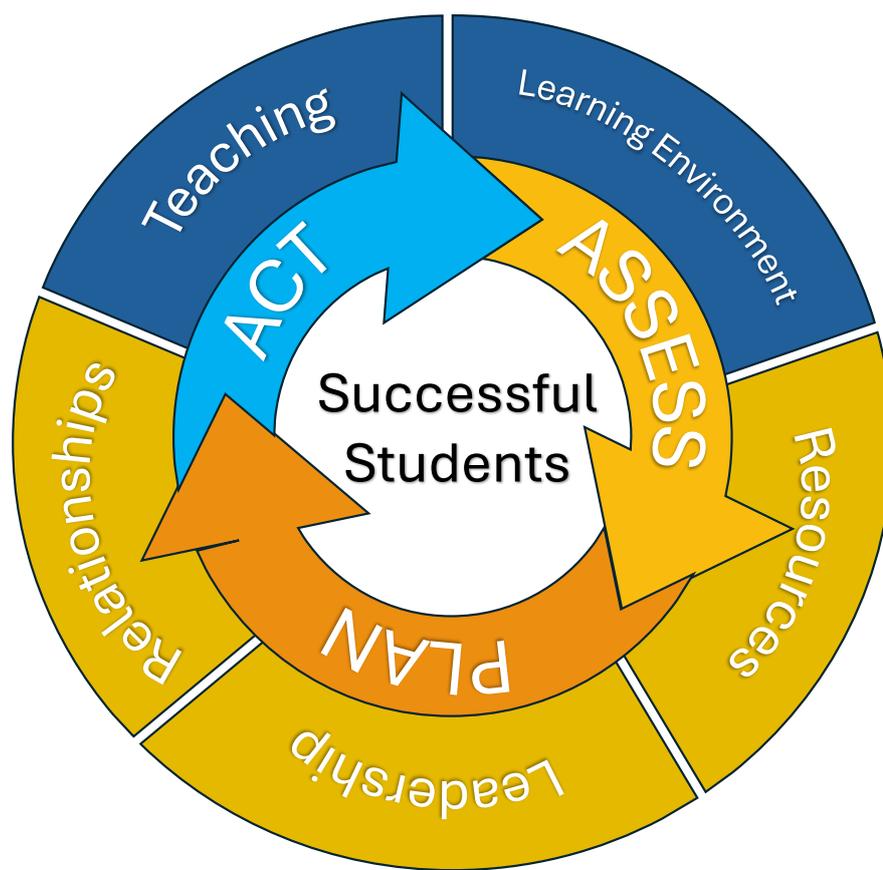
Booragoon Primary School would like to acknowledge and respect the traditional custodians of our land.

Acknowledgement of Country

We thank the Whadjuk Noongar people for nurturing the maambakoort (ocean), boodjar (land) and worl (sky).

We are grateful to be learning on this amazing country. We will care for the natural spaces and cherish our spiritual connections.





Accountability and Assessment

Accountability for student achievement and effectiveness of school operations continues to provide the key purpose for demonstrating commitment to school self-assessment processes that are part of a strong planning and review cycle at Booragoon Primary. A rigorous and strategic process is in place for the school to make judgements about its performance. This process involves all stakeholders, has a focus on quality

data and informs future planning. Judgements are made about the quality of teaching and learning programs in relation to student achievement and school operations. The analysis of student achievement and information includes National and System level data, ongoing monitoring and tracking as well as teacher judgement at individual, class and year level.

School Context:

About Booragoon Primary School

Booragoon Primary School has many attributes that make it a unique, highly regarded West Australian Government School. Children here are happy, and they feel a deep connection to, and pride in their school. We have a number of families with a third generation member attending. Most noticeable in our school is the genuine care and mutual respect between staff and children.

Our school, which caters for Kindergarten to Year 6, is situated in the South Metropolitan suburb of Booragoon, a stone's throw from Garden City Shopping Centre. The school was established in 1967 in a bush setting close to historical Wireless Hill Reserve. In 2017 we celebrated our 50th Anniversary, with numerous events and activities organised by our highly committed school staff, School Board and Parents and Citizens Association.



88%

21%

School Context

We have a focus on culture and the arts, with Specialist areas offered including Music, Visual Arts, Drama, Phys-ed, LOTE and Science. Some sixty students learn a musical instrument through the (SIM) Schools Instrumental Music program and our String Ensemble and choir are outstanding.

Reflecting the fact that we have many high achieving students, our teaching and learning programs are designed to be innovative and challenging. Our 1:1 laptop program has now been in place for ten years and the school is a leader in technology based learning. We provide effective programs and support for the full range of learning abilities. Our teachers and Education Assistants are highly skilled practitioners, understanding and meeting the individual needs of each and every child in their care. Our goal is to provide our students with the skills and knowledge they'll need to live and work successfully in the 21st Century.

Our community is extremely supportive of the school, evidenced by a strong, vibrant P&C and an effective School Board. We have a legion of 'parent helpers' who are happy to be called upon throughout the year to assist us with classroom activities, excursions, carnival days, fund raising events, and the Dads and Kids Camp Out.

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Our Vision

At Booragoon PS our vision is to establish a community that is safe, positive and stimulating, where individual differences are appreciated, understood and accepted, and social values are promoted. We seek to develop in our students a desire to learn and the motivation to achieve their full potential.

Our Values

Respect

For ourselves, for others, for our environment.

Integrity

Honesty, trust, pride, responsibility, keeping your word, helping others.

Connection

To each other, to our school, to our community, to our world.

Inclusivity

Accept differences, be welcoming, be kind, be fair.



Our Beliefs



Environment

We work together to create a positive environment where everybody feels welcome and supported and where differences are accepted and embraced.

We strive to support this environment by building an inclusive culture. We cater for a range of learning styles and all students are engaged and inspired to learn.

All points of view are valued and individual strengths are maximised to benefit the whole school community.

Learning

We are dedicated to developing a community of critical thinkers, inspiring students to become lifelong learners so that they may be prepared for their future in an ever changing world.

Life

We consciously model and promote the school values of respect, integrity, connection and inclusivity. Our values underpin all that we do. We are transparent and united in our beliefs.

We foster resilience and instil in our students the desire to persevere and to use their mistakes to shape future learning.

Improvement Targets



- The percentage of students in the Exceeding proficiency level in NAPLAN is greater than that of like schools
- Booragoon PS means are equal to or above those of like schools in all areas
- The percentage of students making moderate, high or very high progress between Pre Primary and Year 3 (NAPLAN) in Reading and Numeracy is greater than that of like schools
- The percentage of students (Years 3-6) exceeding the national mean in PAT Science is greater than 60%
- Booragoon PS attendance rate is equal to or above that of like schools
- The percentage of students whose attendance is Regular (90% or above)

Priority Area 1

Teaching Quality

Priority Area - Teaching Quality	
What we will do	What you will see
Focus on improving the planning for and assessment of our EALD students, who make up a significant proportion of our student population	<ul style="list-style-type: none">- EALD Progress Maps are used for planning and assessing all EALD students up to Level 5.- Teaching staff have completed Professional Learning on best practice in EALD pedagogy and have implemented the recommended strategies into their teaching.
Prioritise early childhood education to build to build sound literacy and numeracy foundations	<ul style="list-style-type: none">- The Early Years Framework is embedded in Early Childhood classrooms.- On-Entry testing procedures have been reviewed to ensure judgements are consistent with other schools.- Pre-Primary teachers are using On-Entry results to plan for their students.
Implement the Department of Education Quality Teaching Strategy across the school	<ul style="list-style-type: none">- Teaching for Impact strategies are embedded across all classrooms.- Shared beliefs about Teaching and Learning have been revisited.- Whole school plans for the teaching of Literacy and Numeracy have been reviewed and updated



Priority Area - Teaching Quality	
What we will do	What you will see
Implement Professional Learning that targets school and Department of Education priorities	<ul style="list-style-type: none"> - All staff have engaged in targeted Professional Learning linked to school priorities and Performance Management identified need.
Create positive change by actively promoting reconciliation with Indigenous peoples	<ul style="list-style-type: none"> - The aims of the Booragoon PS Reconciliation Action Plan (RAP) have been achieved by embedding the cultures, perspectives, histories and contributions of Aboriginal and Torres Strait Islander peoples into classroom teaching programs.

Learning Environment

Priority Area 2

Priority Area - Learning Environment	
What we will do	What you will see
Adopt a multi-tiered approach to support both student and staff wellbeing	<p>Student</p> <ul style="list-style-type: none"> - A whole school evidence-based approach to cyber-safety has been implemented. - Building resilience: evidence-based research, information and strategies have been communicated to parents. <p>Staff</p> <ul style="list-style-type: none"> - Opportunities to reduce teacher workload through the use of technology have been investigated and implemented. - The Workload Advisory Committee recommends ways to streamline systems and processes. - An appropriate and flexible staff wellbeing program to support the mental and physical wellbeing of all staff has been implemented.
Provide a wide range of leadership opportunities for students.	<ul style="list-style-type: none"> - A range of leadership opportunities has been provided to students - Students voice has been incorporated into decision-making processes.

Leadership

Priority Area - Leadership	
What we will do	What you will see
Development of a Workforce Plan to inform immediate and future staffing requirements of the school	<ul style="list-style-type: none"> - The school has a Workforce Plan that is updated annually. - Staff are recruited to reflect the profile and skillset required to progress the school improvement agenda. - There is an increased focus on induction processes for new staff, and mentoring for graduate appointees.
School leaders will provide opportunities for development of curriculum and aspirant leaders to support succession planning and sustainability	<ul style="list-style-type: none"> - Staff are taking an active role in curriculum leadership. - Staff who aspire to promotional positions are accessing leadership development opportunities. - The school is establishing a distributed leadership model
Continue the focus on both NAPLAN and school based targets, ensuring they remain relevant, challenging and achievable	<ul style="list-style-type: none"> - All students have targets for improvement that are relevant, challenging and achievable. - Classroom planning is informed by thorough analysis of all available assessment data, and effective use of school-supported resources (PAT R, M, Sp, Sci and Brightpath). - Leaders and classroom teachers respond to patterns and trends in data. - Resources are strategically employed based on data, and specific strategies to drive improvement are applied.
Continue to advocate with DoE for approval of a purpose-built Early Childhood Centre to replace the existing transportable classrooms	<ul style="list-style-type: none"> - Principal monitors capital works processes and timelines, and ensures BPS is considered when funding becomes available.

Priority Area 3

Relationships and Partnerships

Priority Area 4

Priority Area – Relationships & Partnerships	
What we will do	What you will see
Partner with school P&C to obtain financial grants to upgrade air conditioning systems in Rooms 1 to 10	- Upgraded reverse cycle air-conditioning is installed in Rooms 1-10.
Commit to building relationships built on mutual respect, trust and inclusivity with our local Aboriginal and Torres Strait Islander community	- Authentic relationships will have been built with the local Aboriginal and Torres Strait Islander communities through the implementation of the Booragoon RAP (Reconciliation Action Plan).
Increase the percentage of students attending school in the >90% category	- The percentage of students attending over 90% has increased as a result of fewer in term vacations and increased parental awareness of the detrimental effects of irregular attendance.
Establish a working party to review and update the school's digital presence within and beyond our school community	- An updated communication platform, (including the school website) better meets the needs of the school, and enhances our ability to project our brand.



