



Bletchley Park

PRIMARY



Business Plan 2022 - 2024



Bletchley Park

PRIMARY

About Us

Bletchley Park Primary School is located in the suburb of Southern River and was established in 2008. The school's initial enrolment was 190 students and now has a diverse student population of over 800 students from Kindergarten – Year Six.

Bletchley Park Primary School has a strong focus on creating a positive culture and providing quality teaching and learning programs. Bletchley Park Primary School staff challenge and inspire students to meet their individual potential. As an Independent Public School, we are empowered to use expertise to meet the needs and interests of our students and community. We inspire joy in learning by providing highly engaging and motivating student-centred learning programs. In this way we challenge our students to become successful global students.

Bletchley forges strong parental partnerships which enables students to achieve their personal best. Our culture of high performance, high care and our mission and vision means we are nurturing and empowering each child to reach their full potential. We are a blend of cultures and we celebrate diversity, achievement, excellence, innovation and imagination.

Our School Board and Parents Citizens Association are actively engaged in supporting the resourcing and planning that supports students' success.

Our Vision

Bletchley Park Primary School is a nurturing community where we can be, think and grow.

Be, think and grow reflect the aspirations and the core beliefs of our school and community.

Our vision is the driving force behind all decisions, policies and processes and is reflected in all aspects of the daily management and operations of the school. It is the key focus of teaching and learning programs, defines the physical environment to optimise student learning and fosters productive and sustainable relationships to enhance learning.



Our Values

Our values will underpin policies, strategies and procedures for the effective functioning of the school. This will benefit all members of the school community and will impact on our relationships within the community. Our values will impact on our teaching and learning programs within the school, through:

- **how we work** e.g. group work, cooperative tasks, classroom organization;
- **the tasks we do** e.g. choir, recycling, sports carnivals, buddy classes, celebrations, school incursions, grandparents day, classroom themes;
- **how our school is organised** e.g. SSB program, Bullying Prevention Program, TED Program (Treat Everyone Decently), Student Councillors, Faction Captains;
- **how we learn** e.g. from teachers, from peers, from other students, from other adults.

Bletchley Park Primary School has two core values –

- 1) **RESPECT** and
- 2) **DOING MY BEST.**



Focus Areas

Our Focus areas for 2022 – 2024 will be: Quality Teaching, Digital Technologies and Student Achievement.

DoE Drivers

Strategic Plan 2020 – 2024: Strengthen support for teaching and learning excellence in every classroom.

Focus 2022:

- Build the capability of our leaders and teachers to deliver effective, evidence based teaching practices in every classroom
- Help principals develop cultures of teaching and learning excellence through the Quality Teaching Framework
- Use student performance data to plan for improvement across the school.

Rationale:

Research indicates that effective teachers have the biggest 'effect size' on student outcomes. At BPPS we believe that teachers are amongst the most powerful influence on student learning and effective teaching is key to unlocking students potential.

At BPPS we are trying to further develop a culture of mutual trust and support amongst teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Targets:

Based on its reflection against the National School Improvement Tool, by 2024 the school will receive a rating of 'Outstanding' in the areas of

- A culture that promotes learning
- An expert teaching team

By 2024, based on responses to the National School Opinion Survey, BPPS will achieve an average rating score of 4.4 or higher from parents and students to the questions:

- Teachers at this school expect my child to do their best,
- Teachers at this school provide my child with useful feedback and
- My child's teachers are good teachers.

Strategies:

- Develop staff understanding of, and how to utilize the HITS document.
- Use HITS to develop a common language to use for planning, monitoring and reflecting on classroom practice and in discussions at Team Meetings.
- Make the priority of Team meetings to discuss student achievement and teaching practice.
- Incorporate the HITS document into the Performance Development process.
- Incorporate 10 instructional practices from the HITS document into the staff peer observation process.
- Teachers to use HITS as a self-reflective tool in conjunction with the AITSL standards.
- Continue to utilize and monitor the impact of the Literacy and Numeracy Coaches to develop staff understanding of whole school practices in literacy and numeracy, which include modelling lessons and observing lessons.
- Utilize the EALD specialist teachers to provide professional learning to staff on making teaching and learning adjustments for EALD students.
- Utilize the EALD teacher to tandem teach and model lessons to staff.
- Investigate implementing a Digital Technologies coach.
- Further develop structures that allow staff to pool their knowledge of effective teaching into a collaborative approach to planning eg Case Management, Year Level targets.
- Further develop the Mentoring Program to support newly appointed teachers.
- Teachers to use ICT to reflect on their own teaching practice eg using a swivel.

Milestones:

Teaching staff will be using a common language when talking about instructional practice.

Literacy and Numeracy coaches are accessed by all staff as required.

Performance Development and Peer observation incorporate the HITS document.

Assessment tools show an improvement in teacher practice.

Assessment Tools:

National School Opinion Survey, National School Improvement Tool, High Impact Teaching Strategies

Digital Technologies

Priority: Digital Technologies

DoE Drivers

Department of Education Strategic Plan 2020 – 2024: Strengthen support for teaching and learning excellence in every classroom. Increase student participation in STEM. Achieve year on year growth in their learning throughout their schooling.

Focus 2022: Use STEM skills to strengthen post school opportunities.

Rationale:

Department of Education 2020 – 2024 ICT Vision for the teaching and learning in public schools.

- Our Students capitalise on the opportunities of the future as empowered creators and users of technology
- Our Teachers expertly select and apply technologies to maximise every student's learning and progress
- Our School Leaders drive a culture of technological innovation and collaboration that delivers improved outcomes for students.

BPPS Vision: Bletchley Park PS is committed to using technology to amplify learning across the curriculum and ensure our students are equipped with the necessary skills, knowledge and values to be successful digital citizens.

Targets:

80% of Students will achieve the skills required appropriate to their year level on the BPPS scope and sequence by 2024.

By 2024 grade alignment in Digital Technologies on the student summative reports compared to Like Schools will have a 90% accuracy rate.

Strategies:

- Through staff discussions, ensure staff have a clear understanding of the BPPS Digital Technology vision
- Develop and implement an Digital Technologies scope and sequence K – Yr 6
- Apply the SAMR (Substitution / Augmentation / Modification / Reflection) model across the school
- Support teacher development through professional learning, discussion and sharing at Team meetings, phase meetings and cyber cafes on for example SAMR model, use of iPads, use of the IWB.
- Adjust teaching practice in Digital Technologies using HITS/ Teacher Framework and SAMR model.
- Ensure Cyber security is taught across the school (K-Yr 6) and aligns with the scope and sequence. Provide the opportunity for parent participation.
- Teach touch typing using software programs from Yr 1-6
- Identify 'Digital Technology Champions' (teachers and students) through surveys etc and utilize their skills and knowledge to scaffold support for other staff and students.
- Explore the option of implementing a Digital Literacy coach for staff.
- Staff peer observation to be aligned to Digital Technologies by 2024
- Continue to access external ICT support and utilize free webinars offered by Apple, Microsoft, TDS.
- Trial a 1:1 device (iPads) for Year Four students from 2022
- Purchase iPads for teachers and provide PL to improve digital literacy skills.
- Develop and implement surveys for students / staff and parents to assess the impact of the 1:1 device program.
- Investigate the opportunity to become a BYOD school.
- Audit current ICT resources/ infrastructure and develop a replacement and purchase plan.
- Utilize SeeSaw as the main communication tool with parents and develop guidelines on the frequency of its use.

Milestones:

BPPS Digital Technologies vision has been incorporated into teaching and learning programs.

SAMR model has been incorporated across the school

Cyber Safety is being taught across the school.

The Digital Technologies scope and sequence has been resourced, developed and implemented

Assessment Tools:

Scope and Sequence / Student, Staff and Parent Survey

Student Achievement

Priority: Student Achievement

DoE Drivers

Department of Education Strategic Plan 2020 – 2024: Develop the personal and social attributes that form the basis for future wellbeing: Achieve year on year growth in their learning throughout their schooling.

Focus 2022: Use student performance data to plan for improvement across the school and set clear expectations and embed effective approaches to student wellbeing and care.

Rationale:

Whilst longitudinal data (NAPLAN, PAT and ABE assessments) indicates the school consistently performs above Like Schools and National Averages and the vast majority of students are well adjusted individuals, there are elements of our writing, numeracy and student wellbeing data that requires intervention.

Writing

Targets:

Year 3 and 5 NAPLAN writing and spelling to be consistently equal to or above Like Schools.

BPPS will have a higher percentage of students in the top two proficiency bands annually in NAPLAN writing and spelling compared to Like Schools.

Strategies:

- Develop and implement a scope and sequence for writing that clearly outlines what should be taught in writing and grammar.
- Develop and implement a whole school editing code.
- Review and consolidate the Talk 4 Writing program.
- Conduct whole school moderation activities in year levels and phases in writing utilizing a variety of text types, Bright path and teacher judgement.
- Build on staff knowledge of evidence based teaching practices in writing.
- Introduce HITS strategies to the teaching of writing (see Quality Teaching).
- Introduce / consolidate touch typing for Yr 1-6 (see Digital Technologies plan).
- Incorporate writing skills across all curriculum areas and other aspects of English.
- Utilize the Literacy Coach and EALD teacher to support the BPPS writing program.
- When possible the Literacy Coach to attend Team Meetings to guide discussions around evidence based best practice.
- Investigate other writing programs that may further support student achievement eg Seven Steps.

Milestones:

Scope and sequence has been developed and implemented across the school (K-Yr 6).

Editing code adapted and implemented across the whole school (K-Yr 6).

Improvement noted in spelling and paragraphing in NAPLAN data.

Touch typing is being taught across the school.

There is greater writing grade alignment in SAIS when compared to Like Schools and NAPLAN.

Moderation against Bright path has occurred at year level and across phases of development.

Assessment Tools:

NAPLAN, Bright path, On Entry

Priority: Student Achievement

Numeracy

Targets:

Year 3 and 5 stable cohort NAPLAN numeracy to be consistently equal to or above Like Schools.

Year 1 – 6 PAT M assessments annual Year level means to be equal to or above national averages.

By 2024 Yr 3-5 NAPLAN and Yr 5-7 NAPLAN data to indicate 10% more girls make 'excellent achievement' compared to the 2021 data.

Strategies:

- Consolidate the understanding and implementation of Back 2 Front Maths.
- Utilize the Numeracy Coach to model B2F Maths and good maths teaching practice.
- When possible, the Numeracy Coach to attend Team Meetings to guide discussions around data analysis and best practice in teaching numeracy.
- Apply HITS strategies to numeracy teaching (see Quality Teaching).
- Raise staff awareness about stereo typing and unconscious bias around girls being mathematicians.
- Investigate and implement extension programs in numeracy targeted at girls.
- Audit resources and ensure all year levels have access to hands on materials to support students.
- Consolidate and promote the bank of common mathematical terminology to be used at BPPS.
- Investigate the use of Bright Path Maths to support teacher understanding and moderation.
- Investigate / Trial the use of PAT M Adaptive
- Upskill teachers on the use of Numero and introduce year level NUMERO competitions.
- Introduce Community / Family maths activity nights (one per semester).
- Include problem solving activities in the newsletter.

Milestones:

Back To Front Maths is fully implemented across the school, Bright path math implemented

Assessment Tools:

NAPLAN, PAT Mathematics, Bright Path, On Entry



Student Wellbeing

Priority: Student Achievement

Student Wellbeing

Targets:

By 2024 on the National School Improvement Tool, achieve a rating of 'outstanding' in the area of 'a culture that promotes learning'.

The student National School Opinion Survey conducted in 2022 and 2024 will indicate a rating of above 4 for the question:

- I feel safe at school
- I can talk to my teacher about my concerns.

The teacher National School Opinion survey conducted in 2022 and 2024 will indicate a rating of above 4.5 for the question:

- Teachers at this school care about their students.

The parents National School Opinion survey conducted in 2022 and 2024 will indicate a rating of above 4.5 for the question: Teachers at this school care about my child.

Based on the PAT Social and Emotional survey, students to perform equal to or above all school norms on the following questions:

- I lose my temper a lot.
- I worry a lot about my school work or what others think about me.
- I like the kind of person I am.

Strategies:

- Friendly Schools Plus taught across all year levels in Semester 1 and Protective Behaviours Term 3.
- Develop a vocab library bank and common strategies around wellbeing to provide a common language to describe feelings and emotions across the school.
- At team meetings, analyse data and develop / adapt annual operational plans as required.
- Share best practice on how to support student wellbeing at Team meetings.
- Develop links with and provide information to the wider community around managing student health and wellbeing eg Hello High School presentation, RUOK etc.
- Organise a whole school annual incursion focussed on student wellbeing and aligns with the Supporting Student Behaviour policy.
- Organise regular semesterly whole school events such as RUOK, Harmony Week.
- Drum Beat (social skills) program delivered by a qualified teacher to targeted students.
- Audit on what school resources are available to support student well-being.
- Based on data (PAT, ABE), develop a targeted cohort scope and sequence around a yearly skill.
- Ensure the Supporting Student Behaviour Policy is fully implemented and adhered to.
- Set up a 'buddy class system' when older students are aligned to younger students to share activities over the term.
- Prioritize case management of identified students with the Chaplain and School Psychologist.
- Reflect against the National Safe Schools Framework to monitor school programs.
- Cyber safety is taught across the school (see Digital Technologies plan).

Milestones:

Discussions on student wellbeing appears regularly on Team meeting agendas.

Scope and sequence of skills identified through PAT Social and Emotional has been developed and implemented by all staff.

The community has been provided with information to support them in monitoring and supporting their child/rens wellbeing.

Assessment Tools:

National School Opinion Survey 2022, 2024, National School Improvement tool, PAT Social and Emotional data, National Safe Schools Framework, Australian Student Wellbeing Framework.



Bletchley Park

PRIMARY

Lot 5003 Balfour Street
Southern River WA 6110

E: bletchleypark.ps@education.wa.edu.au

W: www.bletchleyparkps.wa.edu.au

T: 08 9234 6400

ABN: 23 842 773 042

