



Bull Creek Primary School

Independent Public School



Principal
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Context

Bull Creek is a residential suburb initially established in the early 1970s with the school being opened in 1975.

Bull Creek Primary caters for students from Kindergarten through to Year Six. Students leaving the school at the end of Year Six usually attend Rossmoyne, Willetton or Leeming Senior High Schools with many of our Year Six graduates having earned places in specialist or scholarship programs.

The school is well served by a staff who are experienced, competent and professional and staff expertise and interests are utilised to best address the learning needs of all students.

Bull Creek employs specialist teachers in the areas of Music, Science, Digital Technologies, Visual Arts, Physical Education and German. Bull Creek Primary also offers specialist Instrumental Music Programs and to also support our multicultural students we have an English as an Additional Language (EAL) teacher.

We have a strong Pastoral Care Focus, through the implementation of the *Be You Framework*, Promoting Alternative Thinking Strategies Program (PATHS) and Mindfulness, across the school.

Culture

At Bull Creek Primary we pride ourselves on the warm welcoming culture that exists within the school. Our school is family orientated with significant parental involvement. Students from a variety of ethnic backgrounds integrate harmoniously in an environment that encourages academic, and social and emotional growth. Respect for other cultures and respect for all school community members is an important part of the values and beliefs held at Bull Creek Primary School.

A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. Clear and effective communication processes are well established, which ensures partnerships exist to promote student learning and wellbeing. Staff provide both academic and social and emotional support to address individual student needs and targeted funding is used to implement appropriate teaching and learning adjustments. School-wide policies, practices and programs assist in identifying and addressing student needs and data analysis informs teacher planning. There are clear links between school, operational and classroom planning and school budgeting.

There exists a culture of high standards and expectations. Whole school approaches, promoting effective teaching, are understood and implemented. Teachers receive regular feedback and collaboration is resourced. The school works to maintain a learning environment that is safe, respectful, tolerant and inclusive, in which all students are engaged, challenged, feel safe to take risks, and are supported to learn. Teachers at Bull Creek Primary implement Cooperative Learning Structures and effectively use ICT to support and enhance learning. Teachers readily accept responsibility for student development, classroom initiatives and curriculum implementation.

Bull Creek Primary has a clear shared vision where leaders provide quality instructional and curriculum leadership and there is a whole school focus on improvement.



Vision

At Bull Creek, staff, students, families and the community work in partnership to foster the clear, shared vision and purpose that describes what we ideally want our school to be.

Endeavour

Aspire to achieve personal excellence through perseverance, risk taking and effort.

Learn

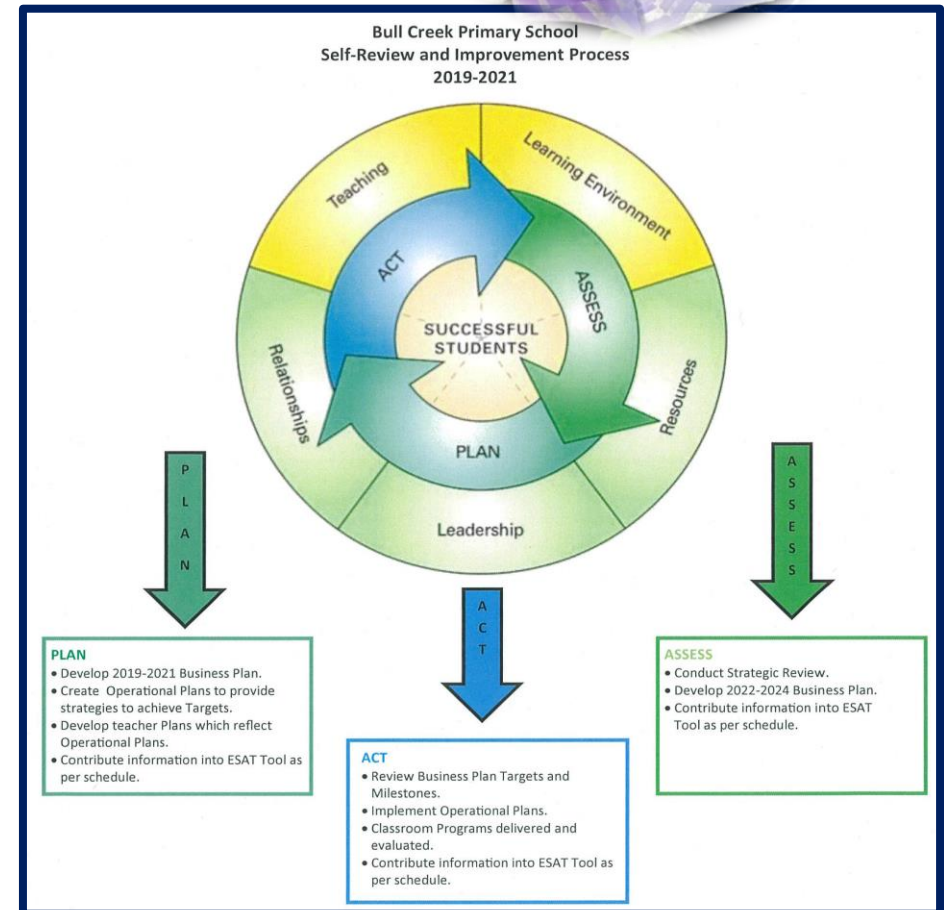
Develop the skills, knowledge and understandings to achieve high levels of personal competence.

Care

Contribute to a safe supportive environment and build positive relationships that demonstrate respect, kindness and empathy.

Inspire

Motivate, influence, guide and encourage a love of learning.



Successful Students

Bull Creek Primary is driven by a profound belief that every student is capable of successful learning and as a result the school has a strong improvement agenda.

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, which includes academic, attendance and behavioural outcomes. Teachers are encouraged and supported to monitor closely the progress of all students.


Classroom activities are tailored to levels of readiness and need.


The school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.



Targets

Increase the percentage of students with good and excellent achievement in NAPLAN Writing and NAPLAN Numeracy in the Year 3 and Year 5 stable cohorts.

Strategic Focus	Strategy	Milestones
<p>Literacy and Numeracy Maintain a strong focus in the early years and beyond on the explicit teaching of literacy and numeracy.</p> <p>Achieve school-wide agreement on strategies to increase consistency in teaching quality and practices. Implement an explicit teaching methodology in every classroom.</p> <p>Set high expectations based on rigorous analysis of NAPLAN and school based data.</p> 	<p>Teachers to provide a differentiated explicit approach to learning encompassing whole school beliefs to ensure success for all students.</p> <p>Bull Creek Primary Instructional Framework implemented by every teacher.</p> <p>Teachers to analyse Writing, Reading and Numeracy NAPLAN data to determine common areas of strengths and weaknesses to aid whole school planning approaches. Teachers to compare grade allocations/teacher judgements analysis with NAPLAN level of achievement.</p> <p>School based data outlined in the BCPS Assessment Schedule to be collected and analysed to inform teacher planning.</p>	<p>Performance Development and Administration Observations of whole school teaching programs and use of BCPS Instructional Framework.</p> <p>Data collected demonstrates individual student progress in accordance with the BCPS Assessment Schedule. Evidence of Writing moderation tasks using NAPLAN writing marking key rubric and Judging Standards exemplars.</p> <p>Progress monitored and measured through collection and analysis of individual assessments.</p>

Strategic Focus	Strategy	Milestones
<p>Digital Technologies Target skills in digital technologies in all primary years to prepare for future needs.</p> <p>Supporting Students Expected visible, student-by-student high performance - high care culture based on strong individual case management.</p> <p>Staff identify, monitor, assess and plan for Students at Educational Risk as evidenced through teachers' documentation.</p> <p>Work with families and communities to ensure children have the best start to learning including wrap around services and collaboration with other organisations and agencies.</p> <p>Health and Wellbeing Foster an inclusive environment supporting positive wellbeing and health for staff, students and community.</p> 	<p>Teachers will enable students to be active participants in digital technologies, as outlined in BCPS's Scope and Sequence, through standalone activities and integration in other curriculum areas.</p> <p>There is an emphasis on teachers using technologies to support teaching and learning through varied approaches and resources.</p> <p>Students at Educational Risk are identified, supported and monitored. Baseline data is analysed and used to inform planning for differentiation, small group work, staff allocation and case managed students. Individual and Group Documented Plans are developed to ensure progress.</p> <p>EAL, indigenous students and their families, are supported at the school and classroom level. Aboriginal Cultural Standards Framework is embedded in all teacher planning.</p> <p>Pre-Kindy Program promoted and encouraged to ensure a smooth transition between home and Kindergarten. Early identification of students with developmental delays and referral to appropriate agencies.</p> <p>Teachers to explicitly teach PATHS and Mindfulness practices for a minimum of 40 mins per week, to provide students with an opportunity to develop the skills and strategies which support good behaviour, and mental health and well-being. Staff to receive <i>Be You</i> Professional Learning to support the implementation of a whole learning community approach to mental health, well-being and mindfulness.</p>	<p>Checklist of skills aligned with Digital Technology Scope and Sequence. Schedule A – reporting schedule for BCPS NAPLAN online capabilities (ICT) skills. Planning documents show evidence in the use of DT. Common Assessment Task examples to make consistent judgements. Rubrics used as a form of assessment.</p> <p>Data gleaned from information provided from the various sources including PAT, On Entry and NAPLAN testing is analysed and used to inform planning for differentiation, small group work and case managed students. Attendance data collected through SARS.</p> <p>EAL Progress Maps and PM Benchmark to be completed. Staff self-assessment against Aboriginal Cultural Standards Continuum.</p> <p>Analysis of Parent Survey.</p> <p>Whole school Scope and Sequence Plan Investigate student results from National School Opinion Survey Survey children Terms One and Four. Behaviour is monitored and changes noted. PATHS component to be included in assemblies. Newsletter items to ensure transfer of strategies to home.</p>

Quality Teachers

Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement. This includes classroom based learning, mentoring and coaching practices.

The school has a coherent and sequenced plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned.

All teachers understand and use effective teaching methods – including the Bull Creek Instructional Framework to maximise student learning to ensure every student is engaged, challenged and learning successes are celebrated.



Strategic Focus	Strategy	Milestones
<p>Classroom Observations Maintain and nurture school-wide beliefs about effective teaching and high expectations of self and others.</p> <p>Instructional Framework & Cooperative Learning Retain and support the whole school approach towards explicit teaching methodology in every classroom.</p>	<p>All staff to model and uphold BCPS Standards of Achievement and to be familiar with and implement the BCPS Instructional Framework.</p> <p>Teachers are provided opportunities to collaborate and are provided feedback from mentoring, coaching and classroom observations.</p> <p>Teachers continue the whole school implementation of the BCPS Instructional Framework and the explicit teaching of Cooperative Learning Structures.</p> <p>Teachers plan, explicitly teach and assess the Western Australian Curriculum guided by the alignment of BCPS operational and classroom plans.</p>	<p>Peer and Administration Observations and staff reflections are targeted in Performance Management Goals.</p> <p>Teacher planning and the classroom learning environment shows evidence of Cooperative Learning Strategies and Structures.</p> <p>Specialist Learning Area planning and teachers' planning documents reflect whole school approaches aligned to the Operational Plans.</p> <p>Visual evidence of Cooperative Learning Structures.</p>



Leadership

A shared and unified vision provides clear school wide direction which guides effective whole school planning and a focus on improvement.

The school's leaders set high expectations and standards and support staff to meet them.

Staff development is supported through quality professional learning and performance management systems.



Strategic Focus	Strategy	Milestones
<p>Lead self-reflective teaching practices that are owned by staff as a necessary part of school improvement.</p> <p>Focus on staff and student wellbeing including implementing sustainable approaches that support the physical, mental and social welfare of staff.</p> <p>Develop a shared vision in staff of high quality teaching that drives school-level recruitment, professional development, productive collaboration among staff, and performance management.</p> <p>Identify, nurture, develop and support aspiring, beginning, current and senior leaders.</p>	<p>Established leadership teams, who support and understand the school's vision, guide the self-reflection processes and expectations to ensure quality teaching throughout the school.</p> <p>Utilise Peer and Administration observations to guide self-reflection and teacher development as part of the Performance Development cycle.</p> <p>Teachers to use the AITSL Standards as part of their self-reflection.</p> <p>Collaboration between teachers to share ideas is resourced.</p> <p>Implementation of the Instruction Framework supported by Professional Learning, classroom observations, modelling and coaching.</p> <p>Distributed Leadership model to assist with the development of school leaders.</p> <p>Provide support and opportunities for staff to strengthen their professional expertise.</p>	<p>ESAT tool is used to record whole school self-reflection.</p> <p>Scheduled team planning and collaboration is timetabled and resourced.</p> <p>Staff well-being survey results are analysed.</p> <p>Development of a Professional Learning plan to ensure a consistent approach and new staff induction.</p> <p>Evidence of effective distributed leadership roles, eg Senior Teachers, Key Area Leaders and Level 3 Teachers.</p>



Bull Creek Primary Values

- Respect:** Self-respect, courtesy and respect for others and their rights.
- Pride:** Feeling honour and dignity in one's own and others' achievements.
- Inclusivity:** Being aware and accepting of others – celebrating diversity and a fair go for all.
- Freedom:** The right to act, speak and think with liberty.
- Responsibility:** Being accountable for one's actions and participating positively to society.
- Excellence:** Striving to do one's best and being the best one can be.
- Care:** Care and compassion for self and others.
- Resilience:** Developing skills to bounce back from adversity.
- Honesty:** Seeking and speaking the truth.
- Integrity:** Developing sound moral character.

