



BULL CREEK

PRIMARY SCHOOL

Business Plan



2022 - 2024

Context

Bull Creek Primary School became an Independent Public School in 2014. The school provides high quality teaching and learning via delivery of evidence-based programs. Staff have high expectations and embrace strong pastoral care upholding the school's values and vision.

Our school is recognised for developing and building strong relationships and community engagement. The School Board and Parent & Citizens are paramount in connecting the school, home and community.

Bull Creek Primary School students are from diverse ethnic backgrounds and they interact harmoniously in an environment that encourages academic achievement, social and emotional wellbeing and resilience.

The professional ethos and collaborative practices in the school ensures teacher accountability for student development, classroom initiatives and curriculum implementation. Our staff are experienced, professional and implement effective use of ICT to support and enhance learning.

The Bull Creek Way document was produced in consultation with the School Board, the staff and students and describes our expectations for all to follow whilst at Bull Creek Primary School.

It defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

The Bull Creek Way is underpinned by the following principles:

- Bull Creek Primary School is committed to providing all students a safe, supportive and disciplined learning environment.
- Bull Creek Primary School expects high standards of personal achievement and behaviour.
- Partnerships with parents, the wider community and other support agencies contribute to positive outcomes in our school.
- Staff expertise is valued and developed.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of the school community.



Values

Respect

Self-respect, courtesy and respect for others and their rights.

Inclusivity

Being aware and accepting of others - celebrating diversity and a fair go for all.

Responsibility

Being accountable for one's actions and participating positively to society.

Excellence

Strive to do one's best and being the best one can be.

Resilience

Developing skills to bounce back from adversity.

Vision

To inspire and create an inclusive and nurturing environment which promotes academic and social development of the whole child in partnership with parents and community.

Motto

Endeavour

Early Childhood Philosophy

Staff will follow the National Quality Standards (NQS), Early Years Learning Framework (EYLF), Kindergarten Guidelines and the Western Australian Curriculum (SCSA).

Early Childhood Education will be balanced encompassing an evidence-based approach using an effective combination of explicit instruction and intentional child-centred play. Students at Bull Creek Primary School are encouraged to build a confident identity and develop positive relationships. They will foster strong social emotional wellbeing and values that focus on resilience.

BEING • BELONGING • BECOMING

EAL/D

Bull Creek Primary School is a culturally diverse community with over 40 languages spoken by our students. We recognise this wonderfully rich cultural and linguistic diversity and take every opportunity to acknowledge and celebrate this through parent engagement.

Bull Creek Primary School has a comprehensive English program catering for students from Pre-Primary to Year 6, with a focus on oral and written competence in Standard Australian English. The English as an Additional Language or Dialect (EAL/D) staff implement and support programs, working in collaboration with classroom teachers.

We also support parents, enabling them to fully engage in their child's education in their school community by facilitating workshops to assist with learning at home. The "Culture Friendship Club" is a place where parents can connect and network with each other and the broader school community.



Teaching Quality

Targets	Strategies	Data
Achievement <ul style="list-style-type: none"> Year 3 & 5 student performance NAPLAN data is to be similar or above like schools. PP & Year 1 student performance On-Entry data is to be similar or above like schools. Progress <ul style="list-style-type: none"> Sustain growth in student NAPLAN results from PP to Year 3. Sustain growth in student NAPLAN results from Year 3 to Year 5. Teachers demonstrate growth in teaching through student feedback surveys, classroom observations and AITSL Standards. 	<ul style="list-style-type: none"> Staff embed the Bull Creek Instructional Framework. Professional learning aligns with the school's plans and priorities. Using data to inform planning & teaching. Embed the Aboriginal Cultural Standards Framework.vz Develop staff capacity in Cross Curricular usage of Digital Technologies. Explicit teaching in small groups and modelling support for EAL/D students. Develop and implement whole school approach in social and emotional learning. Continue with differentiation, Case Management and triage approach for SAER students. Track student progress and achievement with the digital Monitoring Tool. Use coaching as part of the Performance Review process. 	System Data <ul style="list-style-type: none"> On-Entry NAPLAN SEN Report School Data <ul style="list-style-type: none"> PAT R, PAT P&G and PAT M Brightpath – Writing & Maths EASY MARK Years 2 & 4 EAL/D Progress Maps Monitoring Tool Survey and Feedback Data <ul style="list-style-type: none"> Performance Review Process National Quality Standards Reflection and Audit Tool Classroom Observations & Feedback National School Opinion Surveys School based surveys AITSL Standards



Student Achievement

Targets	Strategies	Data
<p>Achievement</p> <ul style="list-style-type: none"> • 70% of Pre-Primary students will achieve 450 or above in On-Entry – Module 1 (Maths). • 70% of Year 1 students will achieve 540 or above in On-Entry Module 2 (Maths). • Year 3 and 5 Reading to perform at or above like schools. (NAPLAN) • Reduce the percentage of students achieving satisfactory and directly increase 'good' achievement. • 70% of Year 5 students will achieve high or very high progress in NAPLAN. • 95% students achieve at or above NAPLAN minimum standard. • Each year 90% of students will achieve a minimum 10% increase in their PAT raw score at the end of the year. <p>Progress</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving high to very high progress in Years 3-5 in comparison to like schools (NAPLAN). • Reduce number of students with low and very low progress to less than 10% (NAPLAN). • All students to improve performance against the Brightpath Ruler. 	<ul style="list-style-type: none"> • Use Warm - Ups to embed knowledge, reinforce concepts and promote automaticity across most learning areas. • Staff use whole-school evidence-based programs. • Staff utilise the Bull Creek Instructional Framework. • Use data to inform planning and teaching and for identifying students at risk. • Use the Whole-School Formative Assessment Digital Monitoring Tool. • Utilise moderation tasks to ensure grade alignment. • Implement Brightpath ruler and strategies to develop students' Writing & Maths. 	<p>System Data</p> <ul style="list-style-type: none"> • On-Entry • NAPLAN • Student Semester Report <p>School Data</p> <ul style="list-style-type: none"> • PAT R, PAT M, PAT G&P & PAT Science • EAL/D Progress Maps • Digital Monitoring Tool • Analysis of attendance and ABE data • Brightpath • SOCS – Kindergarten



Resources

Targets	Strategies	Data
<ul style="list-style-type: none">• 96% of budget expended each year.• Implement and maintain BYOD Program with 80% of target students involved.	<ul style="list-style-type: none">• Budget reflects school priorities and initiatives.• Finance Committee and Admin team collaborate in planning the school budget.• Funding decisions are evidence-based.• Cost centre managers to spend their budget by the end of September.• Ensure indoor and outdoor environments are well maintained.• Budget planning is aligned to the school's Workforce Plan and Business Plan.• Budget for a dedicated Digital Technology teacher to teach and coach staff.• Disseminate information to parents regarding the BYOD program.	<p>System Data</p> <ul style="list-style-type: none">• One-line budget statements <p>School Data</p> <ul style="list-style-type: none">• Record number of students involved in BYOD Program• Staff self-reflection surveys at the beginning and end of year to measure Digital Technology progress



Relationships and Partnerships

Targets

- Increase the number of responses to the National School Opinion Survey.
- Increase the percentage of students who 'strongly agree' or 'agree' with statements presented in the National School Opinion Survey (2023).
- Increase positive responses in Be You data indicating improvement in the 'family partnership' domain of the survey.
- Increase number of Fathers participating in the Fathering Project.
- Increase parents awareness and capacity to support social and emotional development of their children.

Strategies

- Utilise digital platforms to communicate and connect to our school community.
- Continuation of the 'Fathering Project' initiative.
- Maintain existing partnerships with outside agencies and services.
- School Board is active and contributes to school improvement processes.
- Allocate a social media coordinator.
- Continue positive relationships with the P&C.
- Delivery of multiple Triple P seminars.

Data

System Data

- National School Opinion Survey data and reports

School Data

- Fathering Project attendance data & surveys
- Annual School Board Effectiveness Review
- Monitor activity levels across all digital communication platforms
- Be You Surveys
- Parent participation
- Parent feedback data



Learning Environment

Targets

- Increase the number of students with regular attendance above 94%.
- The percentage of 'Consistently' and 'Often' ratings in students' Attitude, Behaviour & Effort assessments will be above 90%.
- Improve percentage of students who exhibit Positive Behaviours reflective of the Bull Creek Primary School High Expectations Matrix.

Strategies

- Whole school approach for behaviour and reward systems.
- Explicitly teach and model Positive Behaviour outlined in the Bull Creek Primary School High Expectations Matrix.
- School values implemented and embedded.
- Flexible learning spaces provided for SAER students.
- Staff analyse data to identify SAER and GATE students.
- Staff provide differentiated curriculum.
- Staff follow Case Management processes.
- Ensure physical indoor and outdoor learning environments are well maintained and resourced.
- Use Chaplain to implement programs and support students, parents and staff.
- Attendance and punctuality are addressed through whole-school strategies.
- Provide opportunities for the use of 'student voice' across the school.
- Celebrate student achievement through classroom displays.
- Provide an environment that is rich in educational print.

Data

System Data

- On-Entry
- NAPLAN
- Attendance Data
- ABE Data
- AEDC
- SEN Report

School Data

- Be You Surveys
- Monitoring Tool
- PAT Data

Standards

- Teacher and Principal Standards
- National School Improvement Tool
- Principal Improvement Tool
- Statement of Expectations
- Job description of Support Staff
- Competency Framework for School Corporate Staff

Survey and Feedback Data

- Self - Esteem surveys
- National School Opinion Surveys
- National Quality Standards
- Annual School Board Effectiveness Review



Leadership

Targets

- A greater percentage of students ranking student satisfaction items 4.0 or above in the National School's Opinion Survey.
- To grow the number of Future Leaders identified through the WA Future Leaders Framework.
- Maintain the rating of 'Meeting' For National Quality Standard 7 – Leadership and Governance.

Strategies

Staff

- Transparent leadership opportunities provided through the Distributed Leadership Model.
- Access the Future Leaders Framework to guide the development of leaders.
- Encourage staff to act in administration roles when opportunities arise.
- Support and encourage staff with career aspirations such as Senior Teacher, Level 3 Classroom Teacher and administration positions.
- Ensure Senior and Level 3 Teachers have designated roles and responsibilities.
- Continue with Professional Learning Community leaders as part of school leadership structures.
- Induct all new staff members.
- Classroom observations and feedback linked to Performance Review process.
- Administration Team work collaboratively within their defined roles.
- Administration Performance Review linked to self-reflection, professional learning and staff and community feedback.

Students

- Year 6 leaders to attend annual leadership conference.
- Establish a student council for Years 3-6.
- Train all leaders in respect to roles and responsibilities of their positions.
- Collaborate and inform parents about leadership responsibilities.

Data

System Data

- AITSL Standards
- Principal Standards
- National School Improvement Tool
- Principal Improvement Tool
- Statement of Expectations
- 360 Survey / Print Survey
- Parent feedback surveys

School Data

- Performance Review Process
- National School Opinion Surveys
- School Board Effectiveness Survey
- Peer and Administration observations and feedback
- National Quality Standards Reflection Tool
- National Quality Standards Verification visit
- Student feedback surveys
- Staff feedback surveys

Glossary

ABE	Attitude, Behaviour & Effort
ACER	Australian Council for Educational Research creates and promotes research-based knowledge, products testing and services to improve learning.
AEDC	Australian Early Development Census
AITSL Standards	Australian Institute for Teaching and School Leadership
Be You	A national program with a focus on mental health and wellbeing
BYOD Program	Bring Your Own Device
Differentiated Instruction	A pedagogy of meeting the learning and environmental needs of each student as an individual - based on the Carol Ann Tomlinson Model
Disaggregated Data	Data broken down into finer detail.
DOE	Department of Education Western Australia
EYLF	The Early Years Learning Framework (EYLF) Belonging, Being & Becoming – describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.
Like Schools	Schools with a population of students which is similar in characteristics (including ICSEA & attendance) to Bull Creek Primary School. It allows us to make accurate comparisons for our school, based on our students and their needs.
Longitudinal Data	Data collected over a period of time. This data type helps to identify trends in our student results.
NAPLAN	NAPLAN stands for "National Assessment Program – Literacy and Numeracy". Its purpose is to determine if educational outcomes have been achieved by students and is used to inform government policy and curriculum planning.
National School Opinion Survey	A mandated student, staff and parent survey for all Australian schools.
NQS	National Quality Standards for Kindergarten to Year 2. NQS sets a high national benchmark for early childhood education and care in Australia. It includes 7 quality areas that are vital to achieve improved outcomes for children.
On Entry	The On Entry Assessment Program assesses the literacy and numeracy skills and understandings considered critical to early and ongoing educational development. This assessment is conducted in Pre-Primary, and for identified students up to Year 2.
P&C	Parents and Citizens' Association

PAT Assessments

Progressive Achievement Tests are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas.

Pedagogical Framework

An agreed process for teaching and learning in our school. It describes the school's values and beliefs about teaching and learning that respond to the local context and the levels of student achievement.

PL

Professional Learning

Progress

The improvement that an individual student makes between consecutive NAPLAN assessments

Progress Maps

The EAL/D Progress Map is an integrated teaching, monitoring and assessment support resource that can be used with EAL/D students from K-12. The map applies to the learning of English as an additional language.

Regular Attendance

Attends school more than 90% of the mandated school days.

SAER

Students at Educational Risk in academic and/or non-academic domains.

SEN Report

Students Educational Needs

Senior Teacher / Level 3 Classroom Teacher

Exemplary teachers recognised and rewarded for their high level skills and excellent teaching practices

WA Future Leaders Framework

A comprehensive school leadership strategy that incorporates the full leadership lifecycle of identifying, nurturing, developing and supporting aspiring, beginning, current and senior leaders

Respect
Inclusivity
Responsibility
Excellence
Resilience



BULL CREEK
PRIMARY SCHOOL

☎ 08 6216 4400

✉ Bullcreek.PS@education.wa.edu.au

📍 32 Hardy Street, Bull Creek WA 6149

www.BullcreekPS.wa.edu.au

Wattle