BULL CREEK
PRIMARY SCHOOL

Business Plan

2025 - 2028

School Overview

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 cultural backgrounds, and they interact harmoniously in an environment that encourages academic achievement, social and emotional wellbeing and inclusivity.

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:

- We are committed to providing all students a safe, supportive and engaging learning environment.
- We expect high standards of personal achievement and behaviour.
- We value partnerships with parents, the wider community, and other support agencies, as they contribute to positive outcomes in our school.
- We value and develop staff expertise.
- We respond to student behaviour by considering individual circumstances and actions of the student.
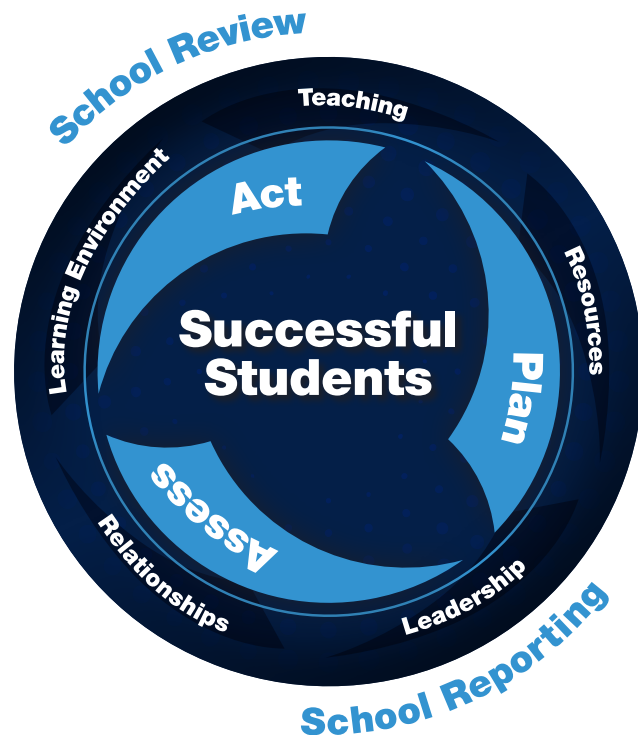
Values

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 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 Standard (NQS), Early Years Learning Framework (EYLF), Kindergarten Curriculum Guidelines (KCG) and the Western Australian Curriculum, Schools Curriculum and Standards Authority (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.

K P STATEMENT (SCSA)

Educators use the Early Years Learning Framework, the Western Australian Curriculum and their own professional knowledge to develop high quality early childhood programs that are aligned with whole school plans and initiatives and tailored to community contexts. These programs take advantage of relevant research evidence and are refined and enhanced through reflection, analysis of data and ongoing professional learning. Educators have high expectations for all children's learning and demonstrate understanding of content and pedagogy of both the Early Years Learning Framework, and the Western Australian Curriculum, and the relationship between these documents.

BEING • BELONGING • BECOMING

English as an Additional Language/Dialect (EAL/D)

Bull Creek Primary School is a culturally diverse community with over 40 languages spoken by our students. We value this 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. Progress Maps are used by all staff to assess and plan for EAL/D students specific learning needs. The Progress Maps are used to identify students who will benefit from a placement at an Intensive English Centre (IEC). The EAL/D staff implement and support programs, working in collaboration with classroom teachers to ensure vocabulary is explicitly taught to support students who are EAL/D.

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

Teaching Quality

Strengthen and support our whole-school approach to quality teaching with a focus on shared beliefs, purposeful staff collaboration, differentiated quality teaching, and informed decision-making using quality data.

Strategies

- Utilise Department of Education Quality Teaching Strategy (QTS) to maximise student outcomes.

- Professional learning aligns with school plans and priorities.

- Teachers apply data literacy to inform the teaching and learning to improve student achievement.

- Use coaching to enhance teacher self-reflection, growth and impact.

- Continue to develop staff capacity in using digital technologies across curriculum areas.

- Early Years Learning Framework (EYLF) practices embedded to create a relational, place-based and play-based pedagogical approach.

- Continue to refine and implement Bull Creek Primary School's National Quality Standard Framework (NQS) Plan and implement reviews each term.

- Utilise AEDC data to build staff capacity and identify target areas for student improvement.

Targets

- To achieve above the national mean in Year 1-6 PAT assessments in Reading and Mathematics.

- Mean growth (as measured by NAPLAN) between Year 3 & 5 to be above that of WA 'like schools'.

- Students to demonstrate success in the Achievement Standards for their year level in English, Mathematics, and Science at a level comparable or above like schools.

- Achieve the 'Meeting' rating for each of the Quality Areas in the National Quality Standard.

- Reduce percentage of students 'at risk' for Physical Health and Wellbeing Domain (AEDC).

Measurement

System Data
- On-Entry
- NAPLAN
- SEN Report
- AEDC Data

School Data
- PAT R, PAT P&G, PAT M & PAT S
- Brightpath – Writing & Maths
- EAL/D Progress Maps
- Monitoring Tool

Survey and Feedback Data
- Classroom observations and feedback
- Performance Review Process
- National Quality Standards Reflection and Audit Tool
- School based surveys
- AITSL Standards

Student Achievement

Optimise student achievement through a rigorous cycle of planning, teaching and assessing.

Strategies

- Use data to inform planning and teaching, identify students at risk, and to report progress and achievement.
- Staff utilise moderation tasks and tools including BrightPath and SCSA Judging Standards to ensure grade alignment.
- Track student progress and achievement with the Digital Monitoring Tool.
- All new enrolments to include EAL/D data collection in English and Maths.
- Complete the progress maps to identify areas of need for students with EAL/D.
- Utilise AEDC data to inform intervention strategies for students.
- Continue to provide differentiated learning opportunities for our Extension and PEAC identified students.

Targets

- Year 3 NAPLAN Literacy and Numeracy data is comparable or above like schools.
- Year 5 NAPLAN Literacy and Numeracy data is comparable or above like schools.
- Annually Years 1-6 cohort norms will be at or above the national median in PAT Assessment in the following curriculum areas:
  - *Mathematics*
  - *Reading*
  - *Science*
- EAL/D students to move one level in all learning areas on the progress maps by the end of the year based on 12 months attendance.

Measurement

System Data
- On-Entry
- NAPLAN
- AEDC data
- Student Semester Report

School Data
- Adaptive PAT R, Adaptive PAT M, PAT G&P, PAT S & PAT Science
- EAL/D Progress Maps
- Digital Monitoring Tool
- Analysis of attendance and ABE data
- Brightpath
- Speech Assessment
- Occupational Therapy Assessment

Resources

Ensure school resources – human, physical and financial – are strategically deployed to support targeted school improvement and maximise student achievement.

Strategies	Targets	Measurement
• Maintain links between school budgeting strategically focussing on business and operational plans. • Continue to build parent education and support for the BYOD program. • Finance Committee and Administration team collaborate in planning the school budget. • Conduct annual audit of resource deployment and plan for reserves. • Ensure reserve planning aligns to strategic direction. • Use AEDC data to inform targeted planning to improve student performance.	• Comply with Department Policy to expend 96% of budget each year. • Extend implementation of BYOD Year 3-6 with 80% uptake.	**System Data** • One-line budget statements • AEDC data **School Data** • Record number of students involved in BYOD Program • Staff self-reflection surveys at the beginning and end of year to measure Digital Technology progress • Parent survey of BYOD Program. • Competency Framework for Manager Corporate Services Staff.

Relationships & Partnerships

Maintain a culture of collaboration and consultation. This is built on mutual respect, trust, and open communication, leading to high levels of satisfaction expressed by families, staff and students of the school.

Strategies

- Implement a consistent approach for the utilisation of technology to inform student progress by providing staff with professional learning on SeeSaw.

- Extending the use of digital partnerships with the school community.

- Continue to implement processes that nurture health and wellbeing for students and staff.

- Continue and expand positive partnerships with local community organisations and service providers to enhance broader learning.

- Committed and proactive P&C that provide targeted purposeful events to enrich the school community, including the Fathering Project.

- Dedicated School Board that provides accountability, transparency, governance, and strategic direction to the school community.

- Partnerships with local schools to promote high levels of connected autonomy based on Network Strategies and plans.

- Develop a school/community Reconciliation Action Plan (RAP).

- Utilise AEDC data to provide support for parents to assist in school readiness and transition.

Targets

- Increased teacher usage of technology to inform parents of student progress using SeeSaw.

- Increase positive responses in Be You data based on student, staff and parent responses.

- Increase number of partnerships with local community organisations and service providers to improve student outcomes.

Measurement

System Data
- RAP
- AEDC data

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

Learning Environment

Provide an inclusive and welcoming school environment where staff and students feel safe, valued and supported in their work and learning.

Strategies

- Embed whole school approach for behaviour and reward systems

- School values are reinforced through positive behaviours, restorative practices and reward systems.

- Ensure physical, indoor and outdoor environments are well maintained, resourced and dedicated to provoke learning.

- Whole school approaches to track and monitor attendance.

- Promote and integrate sustainability practises across the school and community.

- Student Services Team implement detailed processes and procedures in place to identify, support and monitor students at educational risk with an individual ongoing case management approach.

- Culture responsiveness that is purposeful and authentic for staff, students and community.

Targets

- Increase the number of students receiving faction tokens for displaying the school values.

- Attitude Behaviour and Effort report rating reflect percentage of consistently and often above 90%.

- Annual K-2 self-reflection on the National Quality Standard with action plans implemented.

- Decrease the percentage of students with Unauthorised Absences.

- Promote a greener school environment by decreasing waste output by 20% with expanded recycling programs and Containers for Change.

Measurement

System Data
- On-Entry
- NAPLAN
- Attendance
- ABE
- AEDC
- SEN Report
- AITSL Teacher Standards

School Data
- Be You Surveys
- Semester Reports
- Faction/Values Tokens
- Annual school waste audit
- Job description of Support Staff

Survey and Feedback Data
- Self - Esteem surveys
- National Quality Standard

Leadership

Optimise student achievement through a rigorous cycle of planning, teaching and assessing.

Strategies

- Instructional leadership that supports evidence-based practice with classroom observations and feedback pivotal to high levels of teacher efficacy.
- Performance Management and Induction processes for all staff provide clear guidelines and support.
- Identify staff using distributed leadership through the WA Future Leaders Framework.
- Staff self-identify for aspirant leadership roles.
- PLC leaders drive phases of learning teams across the school.
- Continued implementation of distributed leadership with clearly articulated roles and responsibilities.
- A management cycle that includes self-reflection, peer coaching and mentoring.
- Continue to offer varied student leadership roles across the school.

Targets

- Maintain the rating of 'Meeting' for National Quality Standard 7-Leadership and Governance.
- Increase the participation and support of aspirants through the Future Leaders Framework.
- Coaches / Administration team to observe and provide feedback to classroom teachers each semester to refine practices.
- Increase and strengthen student leadership roles using student voice.

Measurement

System Data
- AITSL Standards
- Principal Standards
- National School Improvement Tool
- Principal Improvement Tool
- Statement of Expectations
- 360 Survey – Leadership Survey
- Parent feedback surveys

School Data
- Performance Management Process
- Peer/Administration observations and feedback
- NQS Verification Visit Report
- Student feedback surveys
- Staff feedback surveys

Glossary

ABE	Attitude, Behaviour and Effort.
ACER	Australian Council for Education Research creates and promotes research-based knowledge, product testing and services to improve learning.
Achievement Standard	A description that outlines the expected quality of learning for students by the end of each year of school.
Adaptive	Creates personalised test pathways determined by student responses, giving a more precise picture of student achievement.
AEDC	Australian Early Development Census conducted every 3 years for Pre-Primary students only.
AITSL Standards	Australia 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.
DOE	Department of Education Western Australia.
EAL/D	English as an Additional Language or Dialect.
EYLF	The Early Years Learning Framework. Belonging, Being and Becoming – describes the principles, practises and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.
IEC	Intensive English Centre.
Like Schools	Schools with a population of students which is similar in characteristics (including ICSEA and 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, as it helps to identify trends in our student performance.
NAPLAN	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.
NQS	National Quality Standard 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 improve 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.
P&C	Parents and Citizens' Association.
PAT Assessments	Progressive Achievement Tests are series of tests designed to provide objective, adaptive, norm-referenced information to teachers about their students' skills and understandings in a range of key areas.
PEAC	The Primary Extension and Challenge (PEAC) program is a part-time withdrawal program for Year 5 and 6 students in public schools. Identified students are selected to participate in differentiated programs offered in a range of delivery modes.

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.
PLC	Professional Learning Communities.
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 resource that can be used with EAL/D students. The map applies to the learning of English as an additional language.
Quality Teaching Strategy	The Quality Teaching Strategy (QTS) is effective teaching and the aspects of school culture which support improved teaching practices.
RAP	Reconciliation Action Plan (RAP) is a formal commitment to reconciliation. It documents how your school will strengthen relationships, respect and opportunities in the classroom, around the school, and with the community.
Regular Attendance	Attends school more than 90% of the mandated school days.
SAER	Students at Educational Risk in academic and/or non-academic domains.
SCSA	Schools Curriculum and Standards Authority.
SEN Report	Students Education Needs.
Senior and Level 3 Teachers	Exemplary teachers recognised and rewarded for their high-level skills and excellent teaching practices.
TFI	Teaching for Impact.
Unauthorised Absence	Unexplained absence – cause not yet established (attendance codes – U/K/X).
WAC	Western Australian Curriculum.
Whadjuk Noongar	The Aboriginal people of the Western Australian region of Perth.
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

t 08 6216 4400

e bullcreek.ps@education.wa.edu.au

a 32 Hardy Street, Bull Creek WA 6149

www.bullcreekps.wa.edu.au