



# Banksia Park Primary School 2020–2022 Business Plan



## 2020 – 2022 Business Plan

**The 2020-2022 Business Plan was developed in collaboration with the Banksia Park Primary School Staff and the School Board following careful consideration and analysis of all school performance data.**

Banksia Park became an Independent Public School at the beginning of 2017. The 2017-2019 document set out the school's direction for those three years. This 2020-2022 document continues setting out of the school's direction and continues the major initiatives and strategies to be implemented in order for the school to achieve its clearly stated purpose of ensuring that all students are successful learners and all teachers are highly effective teachers.

The 2020-2022 Business Plan is supported by Operational Plans in all learning areas: Literacy, Numeracy, Science, Humanities and Social Science, Health and Physical Education, Technologies, The Arts – Music and Visual and Languages (Japanese). These plans provide fine detail planning that support the achievement of the Business Plan's targets and milestones and are the link between the teachers' classroom planning and overall strategic direction as set out in the Business Plan.

## Banksia Park Primary School Profile

**Banksia Park Primary School commenced operations on 1 February, 1989 and is situated in the suburb of Leeming. It provides an exemplary learning environment with a wide range of educational opportunities.**

The school is fully air cooled and consists of Kindergarten and Pre Primary classrooms, three Teaching Blocks comprising of 14 classrooms, specialist Music and Art rooms, a Library Resource Centre with a bank of computers and an Administration Centre. A Covered Assembly Area incorporating a Performing Arts Centre, School Canteen and storeroom facilities, toilets and large landscaped grass and native bush areas with tennis courts and an oval completes the school facilities.

As the catchment area for Banksia Park Primary School is compact and completely built out, enrolment figures have remained stable over a number of years. In the next few years the school will be impacted due to decreasing number of students attending due to the aging demographic. However, there is a possibility of a redevelopment of part of the Melville Glades Golf Course and a turnover of residences due to an ageing population that will reinvigorate student numbers. Additionally, Banksia Park has become a school of choice with an increasing number of 'out of boundary' enrolments due to its exceptional reputation for education.

A real community spirit has evolved as a result of the parents/caregivers and staff working together to provide the best possible facilities and educational programmes for the students at the school. Students are well behaved and motivated to learn, parents are extremely supportive and the experienced teaching staff is committed and enthusiastic. The Parents and Citizens group is very active and supportive of the school.

## Mission Statement

**The purpose of Banksia Park Primary School is to provide a supportive environment in which each child can develop their cognitive, creative, physical and social skills to their full potential.**



## School Ethos

**Banksia Park Primary School's motto is FRIENDSHIP AND KNOWLEDGE and it provides a focus for our shared ethos which is to help us to work as a team to achieve our purpose.**

The Banksia Park Primary School Community embodies a vision that is characterised by individual students reaching their potential academically, socially and emotionally.

- Our students are motivated and engaged in challenging learning programmes.
- Staff are responsive to change and motivated to develop knowledge and competencies commensurate with their roles.
- We are committed to stimulating learning environments that are inclusive and safe.
- The school values the partnership of staff, students and parent/caregivers working together to provide a quality education for our students.
- Our school community aims to foster social and civic responsibility together with responsibility for the environment.
- Our actions are guided by the Department of Education's four core values of LEARNING, EXCELLENCE, EQUITY and CARE
- The staff engage in on-going reflective practice and focus on generating more effective strategies.

## Learning and Teaching

Banksia Park Primary School aims to provide a supportive learning environment where:

- Students have a commitment to personal excellence;
- The diversity of student's individual talents, interest and needs are recognised and catered for;
- Students achieve their full potential;
- Students are encouraged and assisted to accept responsibility for their own learning;
- Students are encouraged to make a positive contribution to the school and the wider community;
- Students develop a respect for the rights of others;
- Learning is seen as part of a lifelong process.

## Community Links

Banksia Park Primary School aims to establish and maintain links between staff, parents and members of the broader community through:

- The free flow of communication and mutual respect;
- A commitment to seek out and encourage those who can enrich the school programme thus enhancing the development of our students;
- Keeping parents advised of educational programmes and their child's progress;
- The provision of opportunities for involvement and initiative in shared decision-making.



## Targets 2020–2022

**In addition to ensuring current levels of achievement remain at or above current standards, the aim is to continue to:**

- Achieve 100% of students at or above the National Standard compared to like schools in Literacy and Numeracy.
- Increase the number of Year 3 students in NAPLAN Bands 6 or above in Numeracy, Reading, Spelling, Writing, Punctuation and Grammar.
- Increase the number of Year 5 students in NAPLAN Bands 7 or above in Numeracy, Reading, Spelling, Writing, Punctuation and Grammar.
- Achieve a ranking of at least 4.0 in the National Opinion Survey, of Community, Staff and Students.
- Maintain and further improve the number of Standards within the National Quality Standards in the Kindergarten to Year 2 area.
- Demonstrate improving effectiveness of the School Board’s governance in its self-reviews.
- Achieve either a “Good” or “Excellent” rating in every category in the next school financial audit.
- Maintain and improve the non-academic results measured by Attendance, Behaviour, Effort (ABE) targets, compared to like schools.
- Use the AITSL Professional Standards for teachers as part of the teachers Performance Management process.

## Excellence in Teaching and Learning

**The Banksia Park Primary School Staff is committed to continuous self-improvement and the delivery of high quality, targeted and engaging teaching and learning programs.**

Strategic Focus	Strategies	Milestones
High Quality Instructional Skills and Curriculum Delivery	<ul style="list-style-type: none"> <li>• Embed and consolidate collaborative whole school approaches to the teaching of literacy and numeracy through Scope and Sequence documents.</li> <li>• Analyse and use individual student, class and whole school data to inform learning programs.</li> <li>• Provide targeted professional learning focussed on enhancing whole school pedagogical approaches.</li> <li>• Differentiate teaching to cater for the learning needs and abilities of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate approaches are used consistently to teach and assess Literacy and Numeracy at each phase of schooling.</li> <li>• All students with an Individual Education Plan are monitored and supported in their learning.</li> <li>• Staff are implementing targeted professional learning.</li> <li>• A Student at Educational Risk (SAER) register is kept and maintained.</li> </ul>
Early Childhood Education	<ul style="list-style-type: none"> <li>• Maintain the National Quality Standards to drive continuous improvement in our Kindergarten to Year 2 Programs.</li> <li>• WA Kindergarten Curriculum is implemented in conjunction with the Early Years Learning Framework (EYLF) to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten and Pre-primary programs meet the requirements of the NQF’s National Quality Standard.</li> <li>• An ongoing school-based process exists and is used to inform our level of attainment of the Standards.</li> <li>• Full Implementation of the WA Kindergarten Curriculum and EYLF including Reporting to Parents.</li> </ul>



<p><i>Professional Standards</i></p>	<ul style="list-style-type: none"> <li>• Use the AITSL's Australian Professional Standards for teachers and school leaders to support staff self-reflection and continuous self-improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning and ongoing support is provided for teaching staff in the application of the Standards.</li> <li>• All teachers and school leaders use the AITSL Standards in their performance management process to demonstrate competence as Proficient moving to Highly Accomplished or Lead.</li> <li>• All teaching staff are involved in Peer Observation.</li> </ul>
<p><i>Building Staff Capacity</i></p>	<ul style="list-style-type: none"> <li>• Maintain a team-oriented environment in which staff collaboratively plans to deliver curriculum and student learning.</li> <li>• Implement regular moderation and sharing practices to assist in driving improved teacher performance.</li> <li>• Maintain high quality induction and mentor process for new teachers to the school.</li> <li>• Staff Handbook reviewed and presented to all staff yearly.</li> </ul>	<ul style="list-style-type: none"> <li>• The timetable allows for regular staff and Leeming Cell meetings for classroom teachers and specialists to meet, work collaboratively and moderate.</li> <li>• A distributed leadership model provides curriculum leaders time to collaboratively share their skills and understandings with staff.</li> <li>• Priority area committees lead the implementation of key curriculum strategies and activities.</li> <li>• Induct and acknowledge new staff to the school and its community.</li> </ul>
<p><i>Using Digital Technologies to Enhance Learning</i></p>	<ul style="list-style-type: none"> <li>• Use a strategic approach to implement STEM throughout the school.</li> <li>• Utilise iPads, PCs and IWBs effectively and innovatively to support and enhance student learning.</li> <li>• Provide professional learning that caters for the range of ICT skills and knowledge among the staff.</li> <li>• Allocate resources strategically in a way that ensures that our use of ICT is sustainable and meets future needs.</li> </ul>	<ul style="list-style-type: none"> <li>• iPads and regularly updated computers are available for use in classrooms and Computer Hubs.</li> <li>• Staff is engaged in professional learning appropriate to their level of learning in "Cyber Cafes", staff meetings and School Development days.</li> <li>• Continue with implementation and moderation across the Leeming Cell throughout 2020-2022.</li> <li>• Staff and students demonstrate proficiency using technologies.</li> </ul>
<p><i>Students access a broad curriculum and specialist teaching expertise</i></p>	<ul style="list-style-type: none"> <li>• Engage Pre-Primary – Year 6 in the specialist teaching and learning program encompassing the Visual Arts, Music, Japanese and Physical Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Each specialist learning area outlines its teaching and learning program and associated activity in its Operational Plan.</li> </ul>
<p><i>Delivery of the WA Curriculum</i></p>	<ul style="list-style-type: none"> <li>• Implement the K-6 WA Curriculum</li> <li>• Engage classroom and specialist teachers in in-school and between-school moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with the effective implementation of the K-6 WA Curriculum, including reporting to parents in line with SCSA and DoE requirements.</li> <li>• Continue with effective moderation processes between class teachers and specialist teachers.</li> </ul>
<p><i>Attendance Behaviour Effort (ABE)</i></p>	<ul style="list-style-type: none"> <li>• Monitoring of non-academic student achievement.</li> <li>• Monitoring Student Attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester Reports (SAIS) compared to like schools.</li> <li>• Staff will implement the DoE's new WebSIS Administration System.</li> </ul>





## Safe and Inclusive Learning Environment

Strategic Focus	Strategies	Milestones
Provide a safe, caring and inclusive environment for all.	<ul style="list-style-type: none"> <li>Continue the implementation of the Be You Initiative focusing on a whole school approach to teaching social and emotional learning (SEL).</li> <li>School Chaplain to support the emotional health and well-being of students.</li> <li>Implement a whole school Resilience focus for our student body (in class, playground and the wider community).</li> <li>Develop positive relationships and interactions between all members of the school community.</li> <li>Maintain a safe, caring and inclusive school where all members of the community are encouraged, respected and valued.</li> </ul>	<ul style="list-style-type: none"> <li>The Be You Team (Banksia Action Team or BATS) lead the ongoing implementation of the Be You Initiative.</li> <li>School Chaplain develops positive relationships with students in need of emotional support.</li> <li>Continuation of positive results from National School Opinion Surveys).</li> <li>Positive results from the Be You social and emotional student surveys.</li> <li>Specific parent communication and information related to the development of SEL and resilience in school newsletters.</li> </ul>
Student Leadership	<ul style="list-style-type: none"> <li>Provide roles for senior students that develop leadership skills through the positions of School Faction Captains and School Councillors.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership roles selected each semester to provide more students with the opportunity to have the experience and responsibility.</li> </ul>
Environmental Sustainability	<ul style="list-style-type: none"> <li>Implement a whole school approach to environmental responsibility and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>All the classes have the opportunity to participate in Wastewise practices.</li> <li>The HaSS Committee leads the whole school approach to enhancing environmentally responsible attitudes and practices.</li> <li>The school continues its accreditation with Wastewise.</li> </ul>
Ensure a safe, aesthetically appealing and contemporary educational environment	<ul style="list-style-type: none"> <li>Maintain buildings, facilities and grounds to ensure the needs of the students are met.</li> <li>To improve NQS quality area 3 (Physical Environment) standard 3.1.</li> <li>Library upgrade</li> </ul>	<ul style="list-style-type: none"> <li>The National Opinion Survey results in relation to this aspect are positive.</li> <li>Develop the physical environment in the K-2 area to provide a rich and diverse range of experiences that will promote the children's learning and development.</li> <li>Provision of funds from Grant applications, P&amp;C donations and Lapathon to assist with the library upgrade.</li> </ul>
Staff Mental Health and Well Being.	<ul style="list-style-type: none"> <li>Encouragement of staff to note and compliment other staff on achievements and acts of kindness.</li> <li>Banksia Bulletin, emails, whiteboard, verbal and other written communication to enhance general staff communication.</li> <li>Celebration of success through acknowledgement in Banksia Bulletin.</li> <li>Staff to identify the forms of recognition that they value.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant personal professional learning included in the agenda for School Development Days.</li> <li>Communication recognised as being effective in staff survey.</li> <li>The staff survey indicates that most staff feel motivated and valued.</li> </ul>



## Building Community

**Banksia Park Primary School works collaboratively and in partnership with all stakeholders in the school and wider community to achieve positive outcomes for the school.**

Strategic Focus	Strategies	Milestones
The school community plays an authentic and valued role in school decision-making.	<ul style="list-style-type: none"> <li>The School Board consults with and supports the school regarding key school initiatives.</li> <li>The School and P&amp;C work in partnership to provide assistance in the various school activities and initiatives that are planned throughout each year.</li> <li>The School Band Committee and staff collaborate to provide the students with the opportunity to perform at a variety of venues.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of NAPLAN results, School Plan and School One Line Budget are ratified by the Board.</li> <li>Fundraising for key school initiatives.</li> <li>Support and fundraise for specific Band events.</li> </ul>
Build and maintain positive school-community relationships.	<ul style="list-style-type: none"> <li>Apply a range of effective means of communication with families that are appropriate to the contemporary world in which we live.</li> <li>Work in partnership with the Board and P&amp;C to explore ways to make the school more accessible to, and inclusive of, all families.</li> <li>With the assistance of the P&amp;C develop volunteer groups from within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey of the effectiveness of the school's communication strategies is positive.</li> <li>Feedback is analysed by the Board, communicated to the community and plans for improvement acted upon.</li> <li>School volunteer groups are organised to providing volunteers the opportunity to take part in a variety of school-based activities.</li> </ul>
Cultural diversity in our school is valued and celebrated.	<ul style="list-style-type: none"> <li>Acknowledge and celebrate the range of cultures that exists within the school and community in formal and informal ways.</li> <li>Incorporate cultural understandings/perspectives and cross-curricular priorities in learning programs.</li> </ul>	<ul style="list-style-type: none"> <li>HaSS Operational Plan focuses on annual events such as Harmony Day, ANZAC Day, NAIDOC Week.</li> <li>WA Curriculum cross-curricular priorities are evident in teaching and learning programs.</li> </ul>
Regular feedback from the parent community is gathered and acted upon.	<ul style="list-style-type: none"> <li>Survey the school community every two years using the National School Opinion Survey (NSOS).</li> <li>Staff respond to immediate parent concerns.</li> </ul>	<ul style="list-style-type: none"> <li>The school conducts the NSOS and the results discussed and analysed are by the Board to develop recommendations and communicates this to the school community.</li> <li>Staff communicate quickly, clearly and effectively with parents' concerns.</li> </ul>
Partnerships with Local Schools.	<ul style="list-style-type: none"> <li>Continue to foster professional partnerships with local schools as a member of the Leeming Cell and the Roe Network.</li> <li>Banksia Park Bands foster relationships with Winthrop PS and Rostrata PS.</li> </ul>	<ul style="list-style-type: none"> <li>Two staff members take on leadership roles in the Leeming Cell.</li> <li>Staff access PL using the resources and expertise that exists in the Leeming Cell PL Group and Roe Network.</li> <li>Banksia Park Staff participate in professional learning provided by the Leeming Cell.</li> <li>Banksia Park students participate in sporting competitions providing students with many opportunities with other schools from SCISA.</li> <li>Banksia Park attends the Band Bash with Rostrata and Winthrop Primary School Bands.</li> </ul>
Build mutually beneficial partnerships with local agencies, sporting clubs and businesses.	<ul style="list-style-type: none"> <li>Form partnerships with businesses and sporting clubs that provide services to parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>School facilities are hired to local sporting and recreational businesses and residents.</li> </ul>



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