

Our Strategic Direction 2021 - 2023



SCHOOL CONTEXT

Bluff Point Primary School is a Level 5 school situated in the regional City of Greater Geraldton. The school celebrated its 100th anniversary in October 2013 and gained Independent Public School (IPS) status beginning 2015. Moving to its current site in the 1960's, it now comprises a mixture of older and newer buildings with purpose built Early Childhood, Science, Visual Art and Music rooms. Bluff Point Primary School currently hosts, on site, Visiting Teachers for the Deaf, Chaplain and Child Dental Health Clinic.

At Bluff Point Primary School, we strive to create a community of lifelong learners each able to deal effectively with opportunities and challenges. The school seeks to provide an educational program that caters for a broad spectrum of abilities, needs and interests of students and to develop strong links with the local community. Within the school there is a strong focus on Literacy, Numeracy and Student Engagement. Our Professional Learning Teams support student development in these areas through collaboration and with the support of specialist Literacy and Numeracy teachers. The use of technology to support curriculum learning is strongly advocated by the school with all classrooms utilising interactive whiteboards, iPads, computers and a variety of software programs as tools to support student development. Specialist Science and Music programs are a focus in the school program. There is a strong commitment to developing community relationships and partnering with wider community agencies and business for the benefit of achieving greater outcomes for all.

Our educators pride themselves in building positive relationships and responding effectively to student needs. Having a mastery of curriculum and effective teaching strategies, they know their impact and communicate this effectively. Our practice is informed by research, reflection and feedback. We believe we have a collective responsibility for all students in our school. With enrolments drawn from Aboriginal, non-aboriginal, migrant and non-English speaking backgrounds, we pride ourselves on our collaborative, multicultural and inclusive environment, where there is a focus on everyone reaching their full potential. Bluff Point Primary School has an Index of Community Socio-Economic Advantage of 805. The average ICSEA value is 1000.

OUR PLAN: 2021 - 2023

This Business Plan guides all decision making, structures, policies and procedures at the school over the next three years. To ensure that progress toward targets, in the Business Plan, are met a cycle of self- assessment will be conducted as data is made available. Through our shared moral purpose, vision, values and school motto, the goal is to improve student outcomes socially, emotionally and academically.

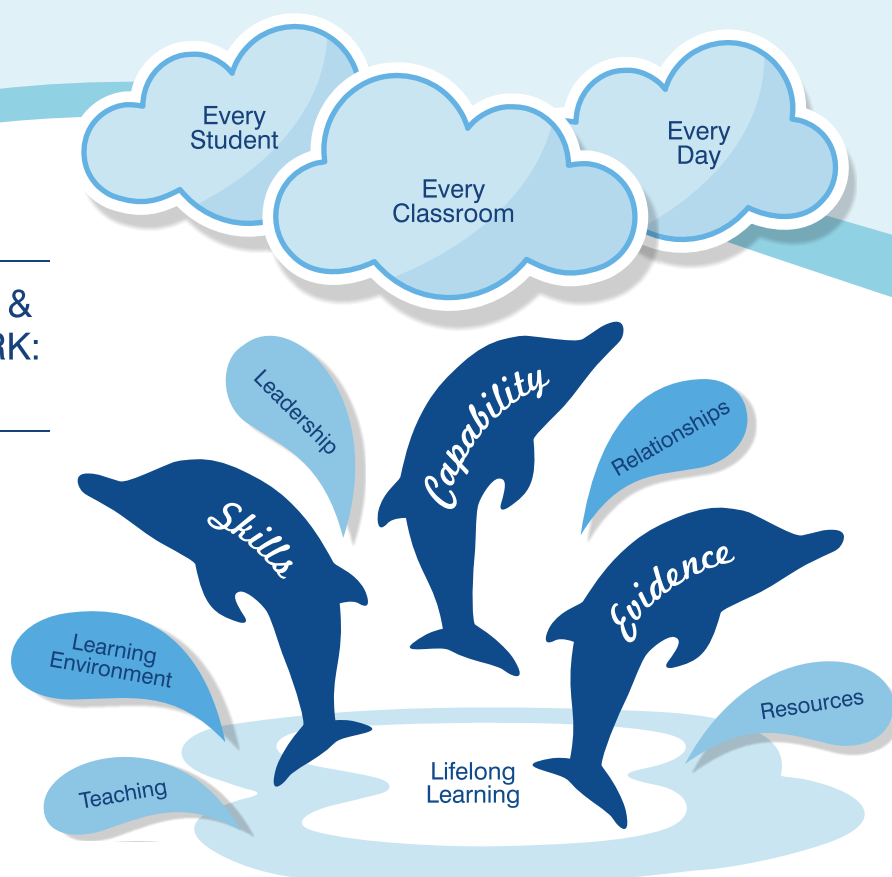
Shared Moral Purpose: Together we STRIVE, we teach, we learn, we care.

Vision: Lifelong Learning

Values: Self-discipline, Teamwork, Respect, Integrity, Vigour and Empathy.

School Motto: Strive for the Highest!

SCHOOL PLANNING & REVIEW FRAMEWORK: KEY FOCUS AREAS



TARGETS

ACADEMIC

- Improve levels of achievement in On Entry.
- Improve levels of achievement on NAPLAN to be closer to the State Mean.
- Improve progress of the Stable Cohort in NAPLAN.
- Improve levels of achievement in PAT-R.
- Improve levels of achievement in PAT-V.
- Improve levels of achievement in PAT-M.
- Increase the number of students achieving an Effect Size of 0.4 or greater.

NON ACADEMIC

Attendance

- Reduce the number of students in the Severe At Risk Category.
- STRIVE for parity with WA Public Schools and being above Like Schools.

Pedagogy

- Implement a consistent approach to teaching and learning across the school.
- Increase staff competency in identifying and demonstrating research informed best practice.
- Increase staff competence to analyse and use data to monitor progress and inform practice.
- Use data to inform Response To Intervention and differentiation.

Relationships

- Continue to develop strategies for distributed leadership for staff, students and community.
- Case management students are identified and catered for.
- Community has the opportunity to engage with the school informally and has a voice in decision-making.

Together we STRIVE, we teach, we learn, we care.



FOCUS: FOUNDATION SKILLS

Improve student outcomes in Literacy

GUIDING PRINCIPLES

Teaching and Learning

- There are high expectations of achievement and behaviour that are demonstrated by and communicated to staff, students, carers and the community.
- The learning of students is monitored regularly through whole school assessment data.

Relationships

- A collaborative culture ensures all staff members work together to develop a cyclic approach to planning, teaching and assessment.
- Staff, students, carer's and the wider community work together and are respected and recognised for their contributions and diversity.

Initiatives

- Implement a whole school lesson structure (iSTAR).
- Differentiate the Literacy Block lesson structure so that it is appropriate to Reading and Year Level.
- Implement PreLit and InitialLit.
- Implement Spelling Mastery Year 3 - 6.
- Provide Tier 2 & 3 intervention to K-2 through MiniLit, MacqLit, SIP and school developed initiatives.
- Develop Essential Learnings for Reading.
- Improve the physical environment of the Kindergarten and Pre-Primary.
- Develop and implement early identification processes with appropriate referral and follow up.
- Cater for students with disabilities through collaborative approach to Learning Support Coordination.
- Use the Response to Intervention Framework to identify and address the needs of Students at Risk (Academic and Non-Academic).
- Classroom and Team planning is linked to Operational and Strategic plans.

Performance Measures

- National Assessment Program in Literacy and Numeracy (NAPLAN)
- On Entry data
- Assessment Schedule data
- National Quality Standards review
- PAT Mathematics and Comprehension data
- Aboriginal Cultural Standards Framework Review



Strengthen support for teaching and learning excellence in every classroom...

FOCUS: ENHANCED CAPABILITY

Improve the whole school approach to teaching and learning

GUIDING PRINCIPLES

Teaching and Learning

- There are high expectations of achievement and behaviour that are demonstrated by and communicated to staff, students, carers and the community.
- The learning of students is monitored regularly through whole school assessment data and used for future planning and teaching.

Relationships

- A collaborative culture ensures all staff members work together to develop a cyclic approach to planning, teaching and assessment.

Initiatives

- Review our Pedagogical Framework to include Bluff Point Primary School Principles of Learning.
- Develop and implement Reflective Practice and Feedback processes and strategies.
- Extend participation in High Impact Instruction Professional Learning to classroom teachers.
- Align performance development to AITSL Professional Standards for Teachers.
- Professional Learning Team and classroom plans are linked to Operational and Strategic Plans.
- All staff analyse their use of technologies in the classroom using the Substitution, Augmentation, Multifunction, Redefinition (SAMR) model.
- Maintain common DOTT time in Professional Learning Teams for collaboration and team problem solving.
- Continue to develop strategies for distributed leadership for staff, students and community.
- Case management students are identified.
- Individual and Group plans are developed.
- Form an active Staff Health & Well-being Committee.

Performance Measures

- National Assessment Program in Literacy and Numeracy (NAPLAN)
- On Entry data
- Assessment Schedule data
- Attendance data
- Behaviour data
- Attitude, Behaviour and Effort data
- Performance Development Plans
- Number of staff in leadership positions
- Number of students in leadership positions
- Number of community members in leadership positions
- Professional learning records
- Number of staff completed Classroom Management Strategies training
- Number of peer reflective practice and feedback sessions completed
- Organisational Health Index score

Build the capability of principals, our teachers and our allied professionals...



FOCUS: CULTURAL RESPONSIVENESS

Improve outcomes at point of need using data to inform teaching and learning

GUIDING PRINCIPLES

Teaching and Learning

- There are high expectations of achievement and behaviour that are demonstrated by and communicated to staff, students, carers and the community.
- The learning of students is monitored regularly through whole school assessment data and used for future planning and teaching.

Relationships

- A collaborative culture ensures all staff members work together to develop a cyclic approach to planning, teaching and assessment.
- Staff, students, carer's and the wider community work together and are respected and recognised for their contributions and diversity.

Initiatives

- Establish a whole school, evidence informed, approach for using data to inform teaching and learning.
- Review current data collection tools and processes to include evidence informed tools that provide the information needed (Big 6 in Reading) including those that 'drill down' when needed.
- Build regular opportunities for the review of data at both the whole school and PLT levels.
- Student Council Representatives are elected from Years 4 to 6 and meet weekly with coordinator.
- Develop and maintain partnerships with agencies, business and industry.
- Bluff Point Primary School's response to Positive Behaviours in Schools is embedded across the school.
- See-Saw communication application is implemented across the school.

Performance Measures

- Community, Student and Staff Surveys
- Supplementary program data
- Behaviour data
- Whole School Performance data
- Attitude, Behaviour and Effort data
- Number of events and attendees
- Classroom Climate Survey
- Exit Survey
- Composition of the School Board



Use evidence to drive decision-making at all levels of the system...

OUR SCHOOL CREED

*This is Bluff Point School
Let peace be here,
Let the rooms be full of happiness,
May everyone find friendship
And kindness in our school.*

ENDORSEMENT OF BUSINESS PLAN

Principal:

Celine Bellve

Signature:

[Handwritten Signature]

Date:

17th February 2021

Chair, School Board:

Kim Hunter

Signature:

[Handwritten Signature]

Date:

17 February 2021





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