



# Business Plan

2023 - 2026





## **Our Vision**

***At West Byford Primary School, we believe that every child matters. A dynamic, inclusive, and nurturing environment that guides our students to be confident and resilient leaders of the future.***





# Learning *today* Leading *tomorrow*

The West Byford Primary School Business Plan for 2023 – 2026 outlines our commitment to creating positive futures for all students. West Byford Primary School (WBPS) has a strong reputation for providing high-quality education for students in an environment of high care and high expectations. Every child is welcomed, encouraged, respected, and valued. Our motto of **'Learning Today, Leading Tomorrow'** is the West Byford Way. Commencing in our tenth anniversary year, this is the fourth business plan of West Byford Primary School. We are proud of our growth as a school and seek to always be reflecting and improving.

At West Byford Primary School, we formally pay our respects to and celebrate our First Nations People. Our staff and students proudly learn on Gnaala Karla Booja, where our school's foundations rest upon the lands of the Gnaala Karla People of the Noongar Nations. We are deeply respectful to elders past, present and emerging for their contributions to our community and the education of our children.





## **Our Pillars**

### **High-Quality High Impact Teaching and Learning**

West Byford Primary School is an engaging and welcoming learning environment with cultural responsiveness, inclusivity, and high expectations at its core. 'Every child matters every day' underpins the West Byford Way. We know that all students can achieve their personal best with the support of a connected, collaborative school community.

West Byford Primary School supports high-quality teaching through contemporary evidence-based educational pedagogy focused on students' academic, social and emotional development. We are committed to high impact, evidence-based teaching and learning practices that increase engagement and lead to improved student outcomes.

Student wellbeing is targeted through whole school explicit teaching, and programs including 'Breakfast Club' and 'You Can Do It', which are run weekly and supported by the WBPS Wellbeing Team and the SAER Team.



## Thriving Culture and Community

Our thriving school community comes from knowing that together we make a difference; staff, students, and the community can all participate in, contribute to and benefit from being a part of West Byford Primary School. Diversity is valued and supported through an inclusive culture that celebrates the skills and insights of all people in our school community.

Relationships and partnerships are actively established and maintained, based on mutual trust and respect, open and honest communication, and a shared responsibility for our students. Strong family-school and community relationships create a culture of coming together to improve student learning and wellbeing.

Our school calendar features many events, opportunities and celebrations throughout the year, creating a dynamic and vibrant school where everyone belongs. We have an active and highly valued Parents and Citizens (P&C) Association that contributes to and enhances the learning environment for all children.



## **Strong Shared Leadership**

A strong shared leadership structure is in place where all staff can influence and impact student progress and achievement. Staff and student agency create deep impact when combined with whole-school pedagogy, beliefs, programs and initiatives.

A commitment to student voice is demonstrated through the Year Six Leadership Team, Student Representative Council, Aboriginal Leadership Group and Waste Warriors.

School resources are expertly managed and deployed to ensure maximum impact on student learning. We strive to remove extraneous workload from Teachers and Instructional Leaders/Deputy Principals so a greater focus on the core business of teaching and learning can be maintained.







# Business Plan Targets

The Business Plan Targets demonstrate the cumulative achievement and progress over a three-year timeframe and are informed by the data from School Achievement Targets.

## Leading Cultures of Teaching Excellence Culture

1. Staff and leadership judgements of the quality of collaboration with colleagues to develop high-quality evidence-based learning opportunities in the school is at least a 4.0 by 2025.
2. Staff and leadership judgements of the quality of collaboration to interrogate whole-school data and evidence to better understand student performance is at least a 4.0 by 2025.
3. Staff and leadership judgements of the quality of classroom observations and feedback on whole-school pedagogical approaches and the impact of their teaching are aligned at least a 4.0 by 2025.

## School Survey

1. By 2025, every classroom implements effective daily reviews evidenced through classroom/peer observations and staff and student surveys.
2. 'Student behaviour is well managed at my school' on staff and student surveys is at least 4.0 by 2025.

## NAPLAN

1. By 2025, student progress to exceed WA-like schools in all areas of NAPLAN testing.
2. By 2025, 90% of students identified as being at educational risk in Pre-Primary On-Entry Literacy assessment (achieving at or below 450 progression points) will achieve above NAPLAN minimum standard for Reading in Year 3.











# Teaching Quality

- Create and implement a whole-school instructional framework based on best practice and consistent with Teaching for Impact.
- Create, implement and maintain high-quality curriculum documents.
- High-quality, evidence-based early intervention program/s designed for accelerated learning are in place across the school.
- Collaborative planning within year-level groups is a priority, focusing on providing a low-variance curriculum.
- Identify, develop, and support instructional leaders within our school.
- Develop and implement Early Childhood pedagogy aligned with best practice in education.
- Aboriginal Perspectives are taught across the curriculum in all year levels.
- A whole-school approach to improving student social and emotional wellbeing.





# Student Achievement & Progress

- Whole-School Self-Assessment Schedule is reflected upon annually.
- Student Achievement Targets inform targeted school improvement.
- There is a strong culture of data informed decision-making.
  - School staff are engaged in an annual 'reflection to action' process in all learning areas.
  - Staff engagement in whole school self-assessment.
  - Staff use student performance data to effectively inform planning and teaching differentiation.
  - Staff actively complete moderation in English and Mathematics.







# Leadership

- Strong shared leadership structures in place ensure all staff have agency and influence through clear, equitable processes and communication.
- Student leadership opportunities are accessible and purposeful for students across the school.
- A strong and active School Board represents the West Byford Community and its aspirations for the students.
- The Aboriginal Cultural Standards Framework informs our culturally responsive whole-school learning and progress.





## Learning Environment

- We maintain and build on classrooms and grounds to enhance student engagement and participation.
- Students throughout the school have access to a variety of equipment and clubs that they can choose to use or participate in during break times.
- A high standard of student behaviour, through a focus on developing students understanding of self-regulation and restorative practice.
- The health and wellbeing of students and staff is enhanced through focused initiatives and programs.





## Relationships & Partnerships

- A strong pastoral care team that supports student and staff wellbeing.
- A strong and active P&C is supported and promoted within the school.
- Strengthen connections and links with local community to support the students and their families.
- Foster positive participation, communication and interaction between staff, students and local community.
- We build on the welcoming environment for all staff, students, families and community.







## Use of Resources

- Resources allocated to reduce teacher and instructional leadership administrative workloads.
- Students and teachers have access to contemporary facilities and technologies.
- Curriculum Teams are well-resourced to provide the resources and Professional Development for high-quality teaching.
- Target resourcing to optimise the educational outcomes for students with additional needs.
- Human and capital resourcing support Aboriginal Perspectives in the classroom and student voice/ leadership initiatives.









**Learning**  
*today*  
**Leading**  
*tomorrow*



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