



*West*  
**Byford**  
PRIMARY

# Business Plan

2020-2022

## TRACK

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**T**ry Your Best

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**R**espect

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**A**ppreciate


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**C**ooperate

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**K**indness

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**Learning  
Today,  
Leading  
Tomorrow**



West  
Byford  
PRIMARY

## TRACK Agreements

All students at West Byford Primary School are expected to follow the TRACK Agreements developed by students, staff and parents. The TRACK Agreements underpin behaviour management and pastoral care processes and support the Friendly Schools Plus program that is implemented in all classes.



## School Vision

We aim to build a reputation as a school with high standards and a professional approach that meets the needs of the community.

This will include:

- High standards of behaviour and school dress.
- Rewards for students who demonstrate excellent behaviour and commitment in the classroom.
- Immaculate school grounds and classrooms.
- Professional, hardworking teachers who demonstrate high standards and a commitment to the school.
- A collaborative environment and a common approach to teaching across all classrooms.
- Direct instruction of skills in Literacy and Numeracy.
- Straight talking and honesty in communicating with parents, including plain language and being contacted in a timely matter.



# 2020 - 2022 School Operations Overview

## Expectations of Staff

- Commit and contribute fully to the culture of the school and its whole-school approaches.
- Follow implicitly the:
  - Behaviour Management Policy.
  - K-6 Curriculum Document's scope and sequence.
  - Assessment Overview.
- Explicitly instruct fundamental skills in every lesson using the Gradual Release of Responsibility Model, including a learning intention, success criteria and plenary.
- Contribute to the Curriculum Document review at the end of a Business Plan cycle.
- Attend and participate actively in Team and Curriculum Team meetings.
- Implement effective Literacy and Numeracy Blocks.
- Participate in and support the Watch Others Work (WOW) program.

## Expectations of Administration

- Reduce, where possible, the administrative workload of staff.
- Formally induct new staff and link with an existing staff member.
- Engage with, and consider staff feedback on, Curriculum and Assessment planning.
- Support staff to manage student behaviour, social and emotional needs.
- Support the professional learning needs of staff, including administrative aspirants and Level 3 Teachers.
- Provide appropriate resources and equipment to enable staff to work effectively.
- Mentor and support graduate teachers.
- Allocate resources and personnel, based on need.
- Support staff dealing with parent complaints and grievances.

## Leadership – Staff

- Pathways to leadership positions are promoted, equitable and transparent.
- Deputy Principal (Acting) positions are appointed by expression of interest from staff identifying this goal in their Performance Management (PM) plan.
- Learning teams are managed by a Team Leader, who has additional DOTT and meets weekly with the Principal.
- Learning Team meetings follow an agreed protocol, with formal agendas and minutes recorded and sent to the Principal.
- Staff are responsible for specific roles within Learning Teams.
- Staff are active members of Curriculum Committees, providing strategic direction and ongoing feedback in the implementation of the curriculum.
- Principal and Manager Corporate Services (MCS) meet collectively with Education Assistants, twice per term.

## Assessment

- Standardised testing conducted as per the Assessment Overview.
- Line Managers negotiate with classroom teachers to identify target students, Term One.
- Review of Target students conducted with the classroom teacher and Principal, Term Four.
- Year Level Moderation, once per term.
- NAPLAN Online, Annual Report and Report Grade analysis conducted with whole staff, annually.
- Assessment Overview, reviewed annually.

## Performance Management (PM) – All Staff

- PM meetings held with the Principal or MCS, once per semester. Staff submit a written PM Review to the Principal or MCS in Term Four.
- Staff reflect against the AITSL standards, indicate SMART goals and submit this to the Principal or MCS, Term One.
- Principal, Deputy Principal and MCS provide in-class coaching with written feedback, at least once per year.
- Education Assistants and Teaching Staff engage with the Watch Others Work program to improve classroom practice.
- Target students are monitored by Teaching Staff and Deputy Principals, throughout the year.
- Staff provide feedback to the Principal and his delegates in the annual staff survey.

## Professional Learning (PL)

- Whole-staff contextual PL offered twice per term.
- Staff offered after-school PL workshops, as needed.
- Staff research and include relevant PL in Performance Management plans to assist progression through the Australian Institute for Teaching and School Leadership Career Stages.
- Qualified staff are encouraged to present PL to their colleagues.

## Teaching and Learning

- Provide ongoing, targeted PL to improve classroom practice.
- Ensure teachers and students have access to multiple resources including digital platforms and applications.
- Curriculum committees to research and assist staff implementing appropriate teaching and learning strategies.
- Specific feedback and classroom observations on effective classroom practice.
- Year level curriculum planning included in the Curriculum Documents.
- Moderation Tasks assigned and implemented for each year level.
- Class DOJO to be used as the preferred platform to share student learning with the parent community.





## Student Wellbeing

- **TRACK** Agreements underpin values and behaviour programs:  
Try Your Best, Respect, Appreciate, Cooperate, Kindness.
- Highlight the underlying meanings of **TRACK** Agreements in classrooms and at school assemblies.
- **TRACK** magnets are displayed in each classroom.
- Highly effective habits from the Leader in Me program to be introduced to the students and implemented in classrooms and at school assemblies.
- Health specialist to explicitly teach the Friendly Schools Plus program and Zones of Regulation framework. Teaching staff to reinforce strategies in their classrooms.
- Maintain a structured Buddy Class Program.
- Aussie Optimism program for Year 4 to 6 students facilitated by the School Psychologist and Chaplain.
- Chat Space, Buddy Benches and Leavers' Lounge (Year 6) identified as safe areas in the playground.
- Provide emergency lunches for students, as needed.
- Donate or sell, at reduced cost, second-hand uniforms to students and families under financial duress.
- Maintain a Chaplain, two days per week (Federal Government funded).
- Maintain a Social Worker, two days per week (school funded).
- Maintain a School Psychologist, three days per week (school funded one day).
- Provide engaging lunchtime activities for students, where possible compensating staff through reduced duty commitments.
- Operate a Breakfast Club, one morning per week.
- Secondary and Pre Primary transition days and programs organised for students.
- Inclusivity (cultural and disabilities) promoted through incursions and whole-school events.

## Staff Wellbeing

- Staff complete 7 Habits of Highly Effective People.
- Targeted Wellbeing PL opportunities to be promoted and provided to staff.
- Principal and the Wellbeing Committee promote and provide opportunities for the staff to cultivate the 7 Habits. Special staff appreciation days and events are celebrated for Teachers, Education Assistants and Administrative Office staff; and also birthdays and social activities.
- Formal welcome to Teachers and Education Assistants on practicum, and work experience students.
- The Wellbeing Committee to provide an information session to the staff on R U OK Day promoting the wellbeing support available through the DoE.
- Access to Chaplain and consults with School Psychologist.
- Morning Teas held weekly to encourage staff connections; including 'Not Just Another Brick in the Wall' poster read and displayed in the staffroom so staff become better acquainted with each other, and 'Apples' that acknowledge contributions made by staff.

## National Quality Standard (NQS)

- Continue working towards meeting the NQS.
- Refer to the NQS framework in Performance Management processes, including written classroom feedback.
- Conduct an NQS audit, annually.
- K-2 staff review NQS Improvement Plan, each term.

## Students at Educational Risk (SAER)

- Staff determine student assistance required using the SAER flowchart.
- The SAER Team initially assesses learning support requests to ascertain the level of intervention required and personnel required.
- SEN Planning used for all documented plans.
- SEN Reporting used for students with a diagnosed disability receiving funding who would receive an E grade for more than one learning area.
- Differentiation across all learning areas. Teaching staff to encourage critical and creative thinking by providing students with opportunities to practise higher order thinking skills.
- Individual Mathematics Plans (IMP) to track students working below or above in Mathematics.
- Monitor the Maths Online extension program for students in Years 3-6 identified as gifted in Mathematics.
- Reading Intervention program for students at educational risk in Literacy.
- Special Needs Education Assistants allocated to classrooms based on school needs.

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

- EAL/D Teacher assists the Administration to enrol EAL/D students and to ensure that Census data is accurate.
- EAL/D Teacher to support classroom teachers and manage the placement of students on the EAL/D Progress Map.
- Actively encourage EAL/D parents' participation in the school.
- Analyse EAL/D student performance in standardised testing and NAPLAN.
- Provide EAL/D PL for school staff, as needed.
- Progress Map Reporting used for students who would receive an E Grade in English.

## Leadership – Students

- Elect (by student voting) a Student Representative Council (SRC) that represents students from Years 1-5, ensuring students have significant input into school direction.
- Ensure clear communication and feedback with the student population by holding regular SRC meetings, arranged by Head Students with the Deputy Principal.
- SRC to coordinate fundraising or student-initiated projects.
- Elect a Year 6 Leadership team, including Head Boy and Head Girl, and Faction Captains.
- Year 6 Leaders attend the National Young Leaders Conference.
- Year 6 Leaders to meet with the Deputy Principal, weekly.
- Waste Warrior Student Leaders to manage Waste Space and the school recycling system.
- Faction Captains to manage whole-school sport set-up, and maintain classroom sports equipment.

## School Board / Governance

The School Board will review/approve the:

- Finance Cash Plan, annually.
- Contributions and Charges, annually.
- K-6 Assessment Overviews, annually.
- NAPLAN Online results, annually.
- Annual Report, annually.
- Behaviour and Attendance Overview, per term.
- School financial information, per term.
- School policies, as required.

The School Board participates in the development and review of the Business Plan, providing recommendations where appropriate.

## Celebrating Success and Managing Behaviour

- Students are rewarded for being well-behaved and hard-working.
- Whole-School behaviour rewards including: Faction Tokens, Super Students, Behaviour Bonus Draw, Positive Class DOJO points and Reward Play.
- Merit, Aussie of the Month and Leader of the Month Certificates awarded at Assemblies.
- Reward Assembly, which includes awarding movie tickets, scooters and the Principal's Awards, once per term.
- K-6 Academic, Citizenship and Specialist Awards, awarded annually.
- A comprehensive lunchtime activity program maintained to assist positive student behaviour, with appropriate physical and financial resourcing.
- Maintain the resources and personnel to effectively run Chat Space, Computer Club and Leavers' Lounge.
- Staff inducted in the Behaviour Management policy.
- Staff follow the Behaviour Management policy, implicitly.
- Adopt a case-management process for students with severe behavioural difficulties and document Individual Behaviour Management Plans.
- Class DOJO, Phone calls, Behaviour Incident Letters and SMS messages used to keep parents informed.

## Attendance

- Daily SMS messaging to parents/carers for all absences, with follow up SMS every 8 days until authorisation.
- Letter to parents following an SMS if absence still unauthorised, once per term.

- Letter to parents for student attendance below 80%, once per term.
- Zero unauthorised absences are an eligibility requirement for Reward Play.
- Include regular attendance articles, particularly regarding vacations, during term.
- Adopt case-management process for severe 'At Risk' students.
- Adopt case-management process for Aboriginal students attending below 90%.
- Implement Student Attendance Tracking Sheet for Moderate and Severe 'At Risk' students.
- Attendance awards presented each term.

## Reporting to Parents

- Parent-Teacher open classroom afternoons, conducted annually.
- Maintain Electronic Reporting to Parents K to 6.
- Parent - Teacher Documented Plan meetings and case conferences.

## School Surveys

- The Principal seeks staff and parent feedback, at least biennially.
- Students are surveyed, annually.

## Languages

- Languages Coordinator to coordinate the implementation and reporting of Languages:  
Year 3 to 5 in 2020  
Year 3 to 6 in 2021





## Community Engagement

### Literacy and Numeracy

- Celebrate Literacy and Numeracy Days, Book Week and National Simultaneous Story Time.

### Visual Arts

- Visual Art Exhibition to showcase student art work, held biennially.
- Parent Art Helper Week, held annually.

### Performing Arts

- The Junior and Senior School Choirs to perform at school and community events.
- The School Musical performed and Performing Arts Camp arranged, biennially.

### Physical Education and Health

- Participate in Byford School Sports Association (BSSA) events.
- Encourage community sporting use of the shared oval and school facilities.
- Maintain the Sporting Schools after-school program.
- Participate in Walk Safely to School and Cycle to School days, annually.

### Student Wellbeing

- Breakfast Club, held weekly.

### Parents

- Triple P Parenting workshops, once per term.
- Cyber Safety workshops, held annually.
- Celebrate cultural days based upon predominate nationalities and languages taught at the school i.e. Chinese New Year, Harmony Day, and Diwali Day

### HASS

- NAIDOC Week celebrations, held annually.
- ANZAC ceremony, held annually.

### Science

- Science Week, held annually.



Target	Target Evaluation
<p><b>Technologies</b></p> <p>Maintain ratio of device/student to:</p> <ul style="list-style-type: none"> <li>• (Kindergarten - Year One) 1:4</li> <li>• (Year Two - Year Six) 1:3</li> </ul> <p><b>ICT Skills Continuum</b></p> <p>75% of students from P-6 to achieve 75%. 20% or above of students to achieve a B or above in semester reporting.</p>	<p>Computer Census</p> <p>ICT Skills Continuum Learning Area Grade Distribution</p>
<p><b>Reading</b></p> <p><b>NAPLAN</b></p> <p>Average performance in NAPLAN to match or exceed like schools (Schools Online). Student progress (Cohort) to match or exceed like schools (Schools Online).</p> <p><b>Literacy Pro Test</b></p> <p>70% of students to achieve at or above Lexile 500 (at the end of Year 3). 70% of students to achieve at or above Lexile 600 (at the end of Year 4). 70% of students to achieve at or above Lexile 700 (at the end of Year 5). 70% of students to achieve at or above Lexile 800 (at the end of Year 6).</p> <p><b>PM Benchmark</b></p> <p>70% of students to achieve at or above PM Level 15 (at the end of Year 1). 70% of students to achieve at or above PM Level 25 (at the end of Year 2).</p> <p><b>PAT-R (Comprehension)</b></p> <p>75% of students to achieve Stanine 5 or above in Years 1-6 (Stanine 4, 5 and 6 indicate average performance).</p> <p><b>On-Entry Assessment</b></p> <p>70% of students to achieve at or above Reading On-Entry Scale of 551(at the end of Pre-Primary).</p> <p><b>Pre-Literacy Test</b></p> <p>75% of students to achieve 80% at the end of Kindergarten.</p>	<p>NAPLAN (Years 3 and 5) Literacy Pro Test (Years 3-6) PM Benchmark (Years 1-2)</p> <p>PAT-R (Comprehension) (Years 1-6) On-Entry Assessment Pre-Literacy Test</p>
<p><b>Writing</b></p> <p><b>NAPLAN</b></p> <p>Average performance in NAPLAN to match or exceed like schools (Schools Online). Student progress (Cohort) to match or exceed like schools (Schools Online).</p> <p><b>On-Entry Assessment</b></p> <p>65% of students to achieve at or above Writing On-Entry Scale of 450 (at the end of Pre-Primary).</p> <p><b>Pre-Literacy Test</b></p> <p>75% of students to achieve 80% by end of Kindergarten.</p> <p><b>PAT</b></p> <p>Implemented 2020, with Band / Scale Score targets for Years 4 to 6 established.</p>	<p>NAPLAN</p> <p>On-Entry Assessment Pre-Literacy Test</p>
<p><b>Spelling</b></p> <p><b>NAPLAN</b></p> <p>Average performance in NAPLAN to match or exceed like schools (Schools Online). Student progress (Cohort) to match or exceed like schools (Schools Online).</p> <p><b>PAT</b></p> <p>75% of students to achieve Stanine 5 or above in Years 2-6 (Stanine 4, 5 and 6 indicate average performance).</p> <p><b>Waddington</b></p> <p>75% of students to achieve at or above their chronological age in Years 1-6.</p>	<p>NAPLAN</p> <p>PAT Spelling</p> <p>Waddington Spelling</p>

## Target

## Target Evaluation

### Grammar & Punctuation

#### NAPLAN

Average performance in NAPLAN to match or exceed like schools (Schools Online).

Student progress (Cohort) to match or exceed like schools (Schools Online).

#### PAT

75% of students to achieve Stanine 5 or above in Years 3-6 (Stanine 4, 5 and 6 indicate average performance).

NAPLAN

PAT Grammar & Punctuation

### Speaking & Listening

#### On-Entry Assessment

50% of students to achieve at or above 471 (in February).

60% of students to achieve at or above 591 (at the end of Pre-Primary).

#### Oral Language Assessment

75% of Kindergarten students to achieve 80% on the Promoting Literacy Development (PLD)

Semantic 4 Year Old Pre-Test

#### PAT Vocabulary

75% of students to achieve Stanine 5 or above in Years 3-6 (Stanine 4, 5 and 6 indicate average performance).

On-Entry Assessment

Semantic 4-Year-Old Pre-Test

PAT Vocabulary

### Numeracy

#### NAPLAN

Average performance in NAPLAN to match or exceed like schools (Schools Online).

Student progress (Cohort) to match or exceed like schools (Schools Online).

#### PAT

75% of students to achieve Stanine 5 or above in Years 1-6 (Stanine 4, 5 and 6 indicate average performance).

#### Achievement Standards Assessments

60% of students in Years 1-6 to achieve an average of 75% or above in each strand – Number and Algebra, Measurement and Geometry, Statistics and Probability.

#### On-Entry Assessment

90% of students to achieve at or above Numeracy On-Entry Scale of 501 (at the end of Pre-Primary).

#### Baseline Test

80% of students to achieve 90% at the end of Kindergarten.

#### Advanced Test

Students who achieve 90% or above in the Baseline Test complete the Advanced Test.

90% of students to achieve 70% by end of Kindergarten.

NAPLAN

PAT Maths

Achievement Standards Assessments (Year 1-6)

On-Entry Assessment

Numeracy Baseline Test

Numeracy Advanced Test

### Science

#### PAT

75% of students from Years 3-6 to achieve at or above Stanine 5 (Stanine 4, 5 and 6 indicate average performance).

35% or above of students to achieve a B or above in semester reporting.

PAT Science (Year 3-6)

Learning Area Grade Distribution

### Humanities & Social Sciences

Semester 1: History (Years P-6) / Civics and Citizenship (Years 3-6)

Semester 2: Geography (Years P-6) / Business and Economics (Years 5-6)

25% or above of students to achieve a B or above in semester reporting.

Learning Area Grade Distribution

### Visual Arts


25% or above of students to achieve a B or above in semester reporting.

Learning Area Grade Distribution



Target	Target Evaluation
<p><b>Performing Arts</b></p> <p>35% or above of students to achieve a B or above in semester reporting.</p>	<p>Learning Area Grade Distribution</p>
<p><b>Physical Education</b></p> <p>85% of students from Years 1-6 to achieve at or above 85 points in the Sports Challenge fitness testing (85 -115 points is the expected standard).</p> <p>35% or above of students to achieve a B or above in semester reporting.</p> <p>Sports Challenge Fitness/FMS testing (Individual student fitness reports sent home to parents)</p>	<p>Sports Challenge Fitness/FMS testing</p> <p>Learning Area Grade Distribution</p>
<p><b>Health</b></p> <p>35% or above of students to achieve a B or above in semester reporting.</p>	<p>Learning Area Grade Distribution</p>
<p><b>Self-Esteem</b></p> <p>Years 1-6 students to achieve at or above the mean score recorded for all schools tested in WA.</p> <ol style="list-style-type: none"> <li>1. Self and School Mean</li> <li>2. Self and Others Mean</li> <li>3. Self-Worth Mean</li> </ol>	<p>Sports Challenge - Self-Esteem Testing for:</p> <p>Junior Primary (Years 1-3)</p> <p>Senior Primary (Years 4-6)</p>
<p><b>Students at Educational Risk</b></p> <p>The % of Year 3 students achieving Band 6 or above in NAPLAN Numeracy, Reading, Writing, Spelling and Grammar &amp; Punctuation to match or exceed Like Schools.</p> <p>The % of Year 5 students achieving Band 8 or above in NAPLAN Numeracy, Reading, Writing, Spelling and Grammar &amp; Punctuation to match or exceed Like Schools.</p> <p>75% of Maths Online students to achieve Stanine 5 or above in PAT Maths test two years above their year level.</p>	<p>NAPLAN – Proficiency Band Summary</p> <p>PAT Maths</p>
<p><b>Attendance</b></p> <p>Aboriginal student attendance rate to be 90% or above.</p> <p>Whole-school student attendance rate to be 93% or above.</p> <p>Unauthorised absences (as a component of all absences) to be 2% or less.</p> <p>Students categorised as Severe Risk (0–59% attendance) to be 1% or less of the school population.</p> <p>Students categorised as Moderate Risk (60–80% attendance) to be 4% or less of the school population.</p>	<p>Semester One and Two Attendance Audits</p> <p>Annual Report</p> <p>Attendance Reports to classroom teachers, per term</p> <p>Comparison against State average for Aboriginal and Non-Aboriginal students</p> <p>Behaviour and Attendance overview for School Board, per term</p>
<p><b>Behaviour</b></p> <p>The average number of behaviour incidents received per male student to be below 1.4.</p> <p>The number of behaviour incidents recorded on SIS Behaviour to average less than 1.0 per student.</p> <p>The number of students receiving behaviour notices to be 10% or less of the student population.</p>	<p>Annual Report</p> <p>Behaviour and Attendance overview for School Board, per term</p>



2020 - 2022 Student Achievement & Performance	Term 1	Term 2
	<p>On-Entry – Pre-Primary (centrally funded)                      PAT Maths (Start) - Foundation                      PAT Maths - Years 1-6                      PAT Science - Years 3-6                      PAT R Comprehension - Years 1-6                      PAT Spelling - Years 2-6                      PAT Vocabulary - Years 3-6                      PAT Grammar and Punctuation - Years 3-6                      PAT Writing - Years 4-6                      Waddington Spelling - Years 1-6                      Lit Pro Reading Test Years 3-6                      PM Benchmark Assessment Years 1-2                      Brightpath - Years 1-6 (Moderation Tool)                      Target Setting and Case Management                      Diana Rigg Pre-Literacy screen - Kindergarten                      Diana Rigg Pre-Writing screen - Kindergarten                      WBPS Numeracy Test - Kindergarten                      Semantic 4-Year-Old Pre-Test                      Numeracy Achievement Standards Assessments - Years 1-6                      Identification of Target students                      Moderation Tasks                      Numeracy Achievement Standards Assessments - Years 1-6                      NAPLAN - Years 3 and 5                      Reporting to Parents - K-6</p>	<p>Case Management Target students                      Numeracy Achievement Standards Assessments Years 1-6                      NAPLAN - Years 3 and 5                      Reporting to Parents - K-6                      PAT Maths (Start) - Foundation                      Moderation Tasks</p> 
<b>Technologies</b>	ICT Skills Continuum (commence)	Reporting to Parents K-6
<b>Behaviour</b>	SIS Behaviour and Reward Play Analysis - Staff and School Board Annual Report - Behaviour Overview	SIS Behaviour and Reward Play Analysis - Staff and School Board
<b>Attendance</b>	SIS Attendance Analysis - Staff and School Board Annual Report - Attendance Overview Letters home for unauthorised absences and less than 80% attendance SMS Attendance Alerts Attendance Case Management Attendance Rewards	SIS Attendance Analysis - Staff and School Board Letters home for unauthorised absences and less than 80% attendance SMS Attendance Alerts Attendance Case Management Attendance Rewards
<b>Socio-Emotional</b>	SAER Team Referrals (including Behaviour and Attendance) Chaplain referrals School Psychologist referrals Sports Challenge - Self-Esteem Testing, Years 1-6	SAER Team Referrals (including Behaviour and Attendance) Chaplain referrals School Psychologist referrals
<b>Staff Performance</b>	Performance Management Meetings - with Principal Curriculum and Team Meeting Minutes (3 per term) Team Leader Meetings with Principal (weekly) Target student identification meetings with Line Manager Classroom Observations and feedback - formal and informal	Curriculum and Team Meeting Minutes (3 per term) Team Leader Meetings with Principal (weekly) Classroom Observations and feedback Workbook checks
<b>School Community</b>	P&C Association Minutes, 3 per term Canteen Committee Minutes, 2 per term School Board Minutes, 1 per term Annual Report Leavers Committee Minutes, 3 per term	P&C Association Minutes, 3 per term Canteen Committee Minutes, 3 per term School Board Minutes, 1 per term Leavers Committee Minutes, 3 per term

### Term 3

Case Management Target students  
 Numeracy Achievement Standards Assessments - Years 1-6  
 PAT Maths (Mid) - Foundation  
 Moderation Tasks  
 Sports Challenge - Fitness Testing, Years 1-6.



SIS Behaviour and Reward Play Analysis - Staff and School Board

SIS Attendance Analysis - Staff and School Board  
 Letters home for unauthorised absences and less than 80% attendance  
 SMS Attendance Alerts  
 Attendance Case Management  
 Attendance Rewards

SAER Team Referrals (including Behaviour and Attendance).  
 Chaplain referrals  
 School Psychologist referrals

Curriculum and Team Meeting Minutes, 3 per term  
 Team Leader Meetings with Principal, weekly  
 Classroom Observations and feedback - formal and informal

P&C Association Minutes, 3 per term  
 Canteen Committee Minutes, 3 per term  
 School Board Minutes, 1 per term  
 Leavers Committee Minutes, 3 per term

### Term 4

On-Entry - Pre-Primary (school funded)  
 PAT Maths (Mid) - Foundation  
 PAT Maths - Years 1-6  
 PAT Science - Years 3-6  
 PAT R Comprehension - Years 1-6  
 PAT Spelling - Years 2-6  
 PAT Vocabulary - Years 3-6  
 PAT Grammar - and Punctuation - Years 3-6  
 PAT Writing Years 4-6 (eWrite)  
 Waddington Spelling - Years 1-6  
 Lit Pro Reading Test - Years 3-6  
 PM Benchmark Assessment Years 1-2  
 Brightpath - Years 1-6 (Moderation Tool)  
 Final Review of Target Students  
 Diana Rigg Pre-Literacy screen - Kindergarten  
 Diana Rigg Pre-Writing screen - Kindergarten  
 WBPS Numeracy test - Kindergarten  
 Semantic 4-Year-Old Pre-Test  
 Numeracy Achievement Standards Assessments - Years 1-6  
 Reporting to Parents - K-6  
 Moderation Tasks

ICT Skills Continuum (conclude)  
 Reporting to Parents - K-6

SIS Behaviour and Reward Play Analysis - Staff and School Board


SIS Attendance Analysis - Staff and School Board  
 Letters home for unauthorised absences and less than 80% attendance  
 SMS Attendance Alerts  
 Attendance Case Management  
 Attendance Rewards

SAER Team Referrals (including Behaviour and Attendance).  
 Chaplain referrals  
 School Psychologist referrals  
 Student Survey

Classroom Observations and feedback  
 Performance Management Meeting, Final Review including target students - with Principal  
 Curriculum/Team Meeting Minutes, 3 per term  
 Team Leader Meetings with Principal, weekly  
 Staff Survey  
 360 Feedback - Principal and Deputy Principals, biennially  
 Evaluation of Curriculum Documents, Business Plan and Assessment Overview  
 National Quality Standard Audit  
 Regular classroom observations  
 Workbook checks

P&C Association Minutes, 3 per term  
 Canteen Committee Minutes, 3 per term  
 School Board Meeting Minutes, 1 per term  
 Parent Satisfaction Survey, annually  
 School Board Satisfaction Survey, biennially  
 Leavers Committee Minutes, 3 per term



  
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