

## Strategic Plan 2017-2019

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"Success with Integrity"

**We are on the web!**  
**bremerbayps.wa.edu.au**



## Our School Creed

This is our school  
Above a pristine bay  
Nature's harmony surrounds us  
We are free to learn and play  
Breathe fresh onshore winds  
Capture happiness from rains above  
Strive to succeed always  
Bremer Bay School we love  
To share to dare to lift ourselves  
To work to understand  
Our school our path our entry key  
To walk this southern land.

# Bremer Bay Primary School



Endorsed by School Council: 15 June 2017

"Success with Integrity"

## Strategic Plan 2017-2019

### Our Context

Bremer Bay Primary School is located in the south west of Western Australia and is 180km east of Albany. Established in 1953, we cater for students from Kindergarten through to Year 6. Due to our distance from Albany and our need to cater for Multi-Age groups we are committed to participating and developing the Fitzgerald Network of schools.

Our school is well established and maintained, providing an excellent educational environment for both students and staff. The school is fortunate in being able to utilise local community expertise to implement various classroom support programs.

The school provides an educational program that caters for a broad spectrum of abilities, needs and interests of students and has strong links with parents and the local community. Our school is involved in the 'Improving Literacy and Numeracy' initiatives to case manage each child and best advance each individual's skill and knowledge acquisition. Our involvement in this initiative has resulted in many positive outcomes for our students and our staff's professional development.

Bremer Bay Primary School has embraced the utilisation of low-key behaviour management techniques and co-operative learning strategies. Both teaching and non-teaching staff are committed to improvement through professional learning and this supports the dynamic, inclusive learning environment of the school. Along with subject specific outcomes, learning programs also foster cultural awareness, positive social skills, positive values, inclusivity for all and a lifelong love of learning.

We value the relationship with the wider Bremer Bay community and work closely together to develop and implement programs and strategies that ensure Bremer Bay Primary School is not only the school of first choice in our community but a leading organisation within the Fitzgerald Network of schools.

### Our Mission

At Bremer Bay Primary School we aim to inspire our students to have a proactive approach to their learning, with a strong sense of personal ownership and accountability. We seek to empower our students to strive for high academic standards, within an engaging learning environment. Effective teaching practises and differentiated learning programs are provided, incorporating opportunities for risk-taking and personal challenge. We foster inclusivity and strive to partner with our school community effectively.



### School Priorities

- Success for all Students.
- High Quality Teaching and Learning.
- Meaningful Accountability
- Public Confidence

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## Self Assessment

A key component of implementing our vision and meeting student achievement targets is annual school self-assessment involving staff, parents and the School Council. This process is reported to our wider community through our website, P&C meetings, newsletter and the Annual School Report. The self-assessment process reviews student progress against improvement targets set within our Strategic Plan. Self-assessment considers a range of data such as NAPLAN, standardised testing such as PAT, report grades, on-entry assessment, attendance, behaviour, parent/student/staff surveys. In setting targets, we recognise that the National Minimum Standards are not challenging the school's performance and that there needs to be targets set against individual progress rather than whole school achievement.

## NAPLAN

Our longitudinal data indicates that our students have shown high progress from 2014 in Numeracy, Reading, Spelling and Writing. This data indicates that we are employing effective strategies in the Senior Room and we need a focus on utilising these strategies across the school including the Junior Room. We have shown steady improvement in individual student achievement from 2014 to 2016 with all students above the minimum standard in all strands in all years except two students at the minimum standard for spelling and numeracy. Teacher judgements are generally aligned to our NAPLAN data, some data suggests that our Semester One judgements are a little low but all are validated against the curriculum standards for all year levels. Our challenge is to move more of our students from the middle 60% to the top 20% of achievements in NAPLAN assessments.

## Attendance

From 2014 we have shown steady improvement from 86.8% to 89.5% in 2016. Even though this is below the state average, attendance continues to improve through careful monitoring of student patterns of attendance and regular communication with parents. Case management is used with students who at risk with their attendance rates. The number of parents taking their children on extended holidays has risen in recent years (31% of all absences) and is working against strategies to improve attendance. The percentage of "Unauthorised Absences" has grown to 42% and is above the district average.

## Our Vision

"Education and community  
fostering happiness,  
resilience, participation and  
success for every  
individual"



## Priority 1: Success for all Students - High expectations of success for every student.

### FOCUS

- Develop age-appropriate content and instruction for students on key areas of literacy and numeracy.
- Develop intervention programs for all students.
- Plan and implement adjustments to teaching programs for all students.

### STRATEGIES

- Implement whole school literacy and numeracy improvement plans.
- Provide differentiated curriculum for all students.
- Implement a whole school explicit teaching model in every class.
- Use evidence based research (i.e. Dr John Hattie) to influence teaching programs.

### MILESTONES

- Maintain the improving trend in our longitudinal NAPLAN data for progress and achievement from Year 3 to Year 5.
- Teachers use formative assessment and data to inform planning for learning and teaching.
- Students set and review personal learning goals as part of the teaching process.

## Priority 2: High Quality Teaching - A renewed and relentless focus on the best possible teaching practices.

### FOCUS

- Implement a model of continuous improvement in teaching and learning that is evidence-based.
- Develop teacher peer review and classroom walk throughs as improvement tools.
- Develop a whole-school approach to link AITSL standards to Performance and Development.

### STRATEGIES

- Build practices to ensure routine use of relevant data (e.g. SAIS, NAPLAN, PAT), and analyse the impact of teaching.
- Self-assess teacher practice against AITSL and student achievement to improve performance.
- Implement classroom observation and feedback practises to assist in driving improved teacher performance.

### MILESTONES

- Systematic analysis of data at whole school, class and individual levels occurs as part of the self assessment and review cycle.
- Time is allocated to enable staff to collaboratively plan, moderate and assess.
- Implement strategies to build enquiry learning in all classrooms.

## Priority 3: Meaningful Accountability - Asking the hard questions.

### FOCUS

- Deliver agreed specified outcomes for Targeted Initiatives.
- Performance and Development will provide staff the opportunity to demonstrate their achievements and examine areas that they can improve.
- Validation by external stake-holders.

### STRATEGIES

- All staff regularly use self reflective tools to evaluate performance.
- Develop and nurture a culture that accountability is a healthy aspect of self-improvement.
- Use National School Opinion survey and feedback mechanism to assist in refining strategic direction.

### MILESTONES

- Meet all compliance deadlines in a timely manner achieving the highest outcomes.
- The National School Opinion Survey results are positive for staff, students and the community.
- All staff take part in a reflective Performance and Development process which includes classroom observations.

## Priority 4: Community Confidence - Trusting our public school.

### FOCUS

- Ensure the community understand our vision for a great school and that the measures we take are sensible, informed and practical.
- The community sees an organisation that places the interests of students and parents as its paramount concern.

### STRATEGIES

- Deal with issues and concerns in a non-defensive manner.
- Maximise parent involvement in the work of our school.
- Foster open communication that is transparent and consistently maintained between students, parents, teachers and administrators.

### MILESTONES

- Implement a marketing plan focused on projecting the school brand into the wider community and increasing the school's enrolments.
- Develop a stronger working partnership between the Council and the P&C.
- Annual parent surveys indicate a better understanding and support of school procedures and performance.