

Strategic Plan

2025 - 2027

Our Behaviour Expectations

WE ARE SAFE, WE ARE KIND, WE ARE ACHIEVING AND WE ARE RESPECTFUL.

These Behaviour expectations have been formed by the Positive Behaviour Support Committee in consultation with the entire school community. They provide points of celebration, support and ensure our students are developing life-long skills for academic and non-academic success.

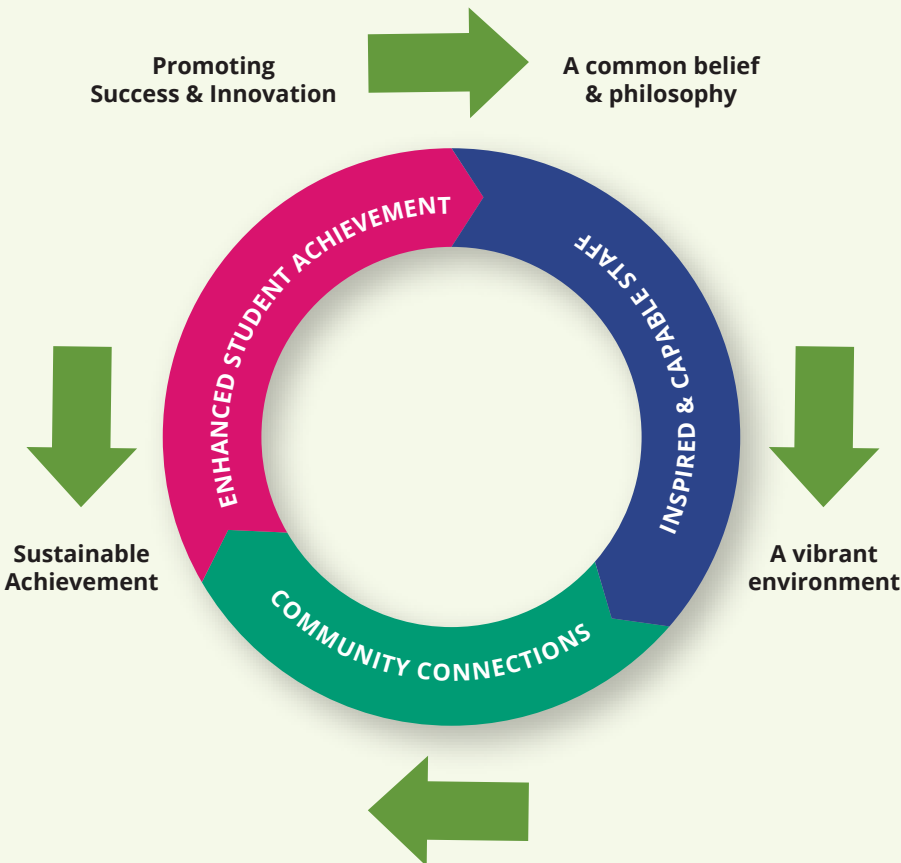
Principals Message

It gives me great pleasure to present you with our Strategic Plan for South Ballajura Primary School for 2025-2027. Over the three-year period we will focus on three priority areas agreed by our Strategic Working Party as identified through consistent whole school self-assessment, student and performance data and the Departments Strategic Plan for WA Public Schools.

We have incorporated the Departments Strategic Directions for Public Schools 2020-2024 of **“every student, every classroom, every day”**.

Our staff are committed to your child and to our community to ensure that students are provided a range of experiences and opportunities which allow them to achieve success well beyond our school doors. Early education and intervention are crucial in ensuring that students are well supported right from the very beginning, and we do that collaboratively with our families and community.

Strategic Directions for Public Schools 2020-2024	1	2	3	4	5	6
	Provide every student with a pathway to a successful future.	Strengthen support for teaching and learning excellence in every classroom	Build the capability of our principals, our teachers and allied professionals	Support increased school autonomy within a connected and unified public school system	Partner with families, communities and agencies to support the educational engagement of every student	Use evidence to drive decision making at all levels of the system
SBPS Strategic Plan 2025-2027	Enhanced Student Achievement		Inspired and Capable Staff			Enhanced Student Achievement
	Community Connections					Inspired and Capable Staff



The SBPS Strategic Plan is underpinned by three strategic priorities;

1. Enhanced Student Achievement
2. Inspired and Capable Staff encompassing all staff and leadership
3. Community Connections

Supporting these Strategic Priorities are four focus areas:

1. A Common Belief and Philosophy
2. Sustainable Achievement
3. A Vibrant Environment
4. Promoting Success and Innovation

Expectations of Student Engagement

- Our students are safe, have trust, respect and feel valued
- Our students have work at their level
- Our students are supported by our staff

Givens for Every Learning Environment

- High expectations and best classroom practice
- Excellent presentation – uniforms, bookwork and appealing classroom displays
- Consistent positive classroom tone
- Quality feedback to students

Teaching & Learning

Our approach to teaching and learning is based on an Explicit Instruction model and from a teaching perspective the main strategies include the following:

- Intensive teaching of synthetic phonics in the Early Years
- A gradual release program structure
- Daily warm-up or review sessions
- The use of evidence based whole school programs
- Streaming of Year 3 to 6 classes in Spelling
- Use of engagement norms and participation tactics
- Effective feedback
- Data driven

School Culture

The school continues to build a thriving culture where there is collective, shared responsibility for maximising the potential of all. Our leadership team constantly focuses on developing skills and strategies to influence school culture and work towards developing a school culture with an emphasis on:

- Shared school direction
- High level of accountability, coordination and control
- Effective distributed school leadership
- Building staff capabilities
- High level of motivation
- A positive work environment

Students at Educational Risk

Our belief that “students have no ceiling to achievement” is reflected in our approach to managing students at risk and those with learning difficulties which includes the following:

- High quality education programs which are differentiated to meet individual learning needs
- Utilising our Student Services team to oversee a case management approach for students requiring additional support and those not meeting academic targets
- Provision of appropriate intervention strategies for children requiring remediation

Our Planning and Self-Assessment Cycle

A focus on success for all students is central to our school improvement process. The school improvement cycle has three essential elements – assessment of the school’s performance, planning for improvement and implementation of the planned actions. When assessing our school data, three questions are asked:

What observations can be made from the data?

Why are we seeing these observations?

What should we do to improve our performance?

Successful students are at the core of our school improvement, with both academic, social and emotional standards the central focus. All operations at South Ballajura PS are ultimately evaluated in relation to their impact on student achievement and progress. The key to our school improvement initiative can be effectively summarised in one word: **accountability**



ACCOUNTABILITY

is the glue that ties commitment to results and is necessary at all levels within the school.

- Students need to be accountable for their behavioural choice, work ethic, goal setting and achievement.
- Teachers need to be accountable for their classroom practices, performance development, student progress and achievement, and the learning environment.
- School leaders need to be accountable for the programs and curriculum, instructional model, school culture, parent engagement and overall school performance.
- The School Council and P&C need to be accountable to the wider community for ensuring the school achieves the targets set out in the South Ballajura Strategic Plan 2025-2027 and is responsible and reflective of the views of the parent body.
- Adopting a holistic model known as the School Transformation Framework through our partnership with Fogarty EDvance to ensure we have both the ‘big picture’ and the detail
- Clear teacher development process utilising a coaching model
- Developing clear KPI’s encompassing all learning areas, years of schooling and dimensions of student learning (achievement, progress and engagement) supported by a detailed assessment schedule and data collection methods and analysis
- Use of the Department’s Electronic School Assessment Tool to self-assess against the six domains and take part in our scheduled Public School Review in Term 2, 2025
- Building the capacity of the council so they feel confident enough to ask tough questions and raise any issue
- Annual presentation to our School Council of school achievement data and regularly reporting to the Council on progress towards the targets contained in Strategic Plan with supporting data and evidence

At South Ballajura PS we have implemented a clear set of protocols and initiatives to ensure a high level of accountability throughout the school as part of our school self-assessment process, including:

Strategic Priority 1

ENHANCED STUDENT ACHIEVEMENT

We will enhance social and academic outcomes for students through consistent, evidence-based practise.

Strategic Directions for Public Schools 2020-2024

1. Provide every student with a pathway to a successful future
2. Strengthening support for teaching and learning excellence in every classroom
3. Use evidence to drive decision making at all levels of the system

NAPLAN TARGETS



READING

- Arrest the decline in Year 5 Reading achievement, then move in a positive trajectory
- Increase Year 3 Reading achievement to be at or above WA Public Schools
- Reduce percentage of Year 3 students in 'Need additional assistance' or are 'developing' in Reading



MATHEMATICS

- Increase numeracy achievement in Year 3 & 5 to be above like schools
- Reduce percentage of students 'needing additional assistance' and 'developing' in Year 3 and 5
- Enhance LBOTE and ATSI achievement in numeracy to be at or above like schools in Year 3 and Year 5
- Reduce percentage of female students 'developing' in numeracy in Year 3



SPELLING

- Reduce the percentage of students in Year 3 and Year 5 who need "additional assistance" or are 'developing'.
- Perform at or above the WA State average for Year 3 and Year 5



WRITING

- Arrest decline in Year 5 student performance to positively trend at or above like schools
- Increase Year 3 student performance to positively trend above like schools
- Reducing the percentage of students in Year 3 who 'need additional assistance' or are 'developing'

We will also work towards;

1. Implementing Positive Behaviour Support (PBS) from Kindergarten to Year 6, with 95% or higher student engagement.
2. Attaining an attendance rate above the state average each year.
3. Utilising student climate surveys to see year on year positive growth
4. Early Childhood Teaching and Learning approaches being validated by independent National Quality Standard (NQS) Verification Visit with a review rating of 'meeting' in 5 out of 7 areas by 2027.
5. Creating continued opportunities to work alongside students and staff from the South Ballajura Education Support Centre

FOCUS AREAS	EXPECTATIONS
<p>1.1 A COMMON BELIEF AND PHILOSOPHY</p> 	<p>1.1.1 Scope and Sequence documents outline the core consistent curriculum that all students are taught</p> <p>1.1.2 Western Australia Curriculum and Assessment Outline to be implemented</p> <p>1.1.3 A shared vision for intentional play and explicit teaching is developed in Kindergarten to Year 2</p> <p>1.1.4 National Quality Standards (NQS) and Aboriginal Standards Cultural Framework (ACSF) to be embedded</p> <p>1.1.5 A consistent pedagogical approach encompassing explicit teaching of literacy and numeracy skills is embedded across the school, guided by Teach for Impact.</p>
<p>1.2 SUSTAINABLE ACHIEVEMENT</p> 	<p>1.2.1 Literacy and Numeracy block that follows our whole school instructional model</p> <p>1.2.2 Student at Educational Risk (SAER) are identified and supported through individualised learning goals and targeted intervention strategies for literacy and numeracy</p> <p>1.2.3 Data is analysed to monitor student progress, inform planning and support targeted teaching in Kindergarten to Year 2</p> <p>1.2.4 Investigate evidence-based instruction in Mathematics for Whole School implementation and develop intervention process for Mathematics.</p>
<p>1.3 A VIBRANT ENVIRONMENT</p> 	<p>1.3.1 PBS Values and processes are visible in every class, every day</p> <p>1.3.2 Whole school evidence-based programs and approaches are consistently implemented in every class (Evidence-based Writing Program, Origo, Spelling Mastery and InitialLit)</p> <p>1.3.3 Continue to implement, review and refine the student services model, enabling responsiveness to changing needs and family engagement</p> <p>1.3.4 Students have an active voice and are provided opportunities to lead throughout the school.</p>
<p>1.4 PROMOTING SUCCESS AND INNOVATION</p>	<p>1.4.1 Increased emphasis on positive attendance strategies i.e. Establish attendance recovery team</p> <p>1.4.2 Increase recording of positive data on system for PBS</p> <p>1.4.3 Collaborate with colleagues and partner schools to enhance moderation</p> <p>1.4.4 ICT to be integrated to enhance student learning, engagement and presentation of work.</p>

Priority 2

INSPIRED AND CAPABLE STAFF

We will embed high quality teaching through the delivery of high impact, explicit instruction.

Strategic Directions for Public Schools 2020-2024


1. Build the capability of our principals, our teachers and allied professionals
2. Support increased school autonomy with a connected and unified public school system
3. Use evidence to drive decision making at all levels of the system

FOCUS AREAS	EXPECTATIONS
<p>2.1 A COMMON BELIEF AND PHILOSOPHY</p> 	<p>2.1.1 Staff receive regular professional learning to support career development aligned with school vision and jointly developed goals</p> <p>2.1.2 Staff participate in professional learning and implement explicit instruction through learning opportunities</p> <p>2.1.3 Staff adhere to South Ballajura agreed norms and Department Code of Conduct</p> <p>2.1.4 Establish a staff centred performance development process</p> <p>2.1.5 Staff implement the agreed SBPS instructional model and are supported through professional learning, feedback and observation and instructional coaching.</p>
<p>2.2 SUSTAINABLE ACHIEVEMENT</p> 	<p>2.2.1 Staff engage with data literacy including SAIS, Elastik, On Entry and longitudinal data to support planning for improvement</p> <p>2.2.2 Staff receive professional learning in Spelling Mastery and InitialLit as Responding to Intervention approaches and implement as part of their planning, teaching and assessment cycles</p> <p>2.2.3 The “South Ballajura” blueprint (playbook) is created and formalises the pedagogical model, instructional framework and agreed lesson design, reducing variability across classrooms</p> <p>2.2.4 Refine whole school self-assessment schedule to be evidence based, fit for purpose and support planning, teaching and assessment cycles</p> <p>2.2.5 Professional Learning Communities (PLCs) operate using a disciplined dialogue approach to student achievement data to inform planning, teaching and assessment.</p>

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INSPIRED AND CAPABLE STAFF

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FOCUS AREAS	EXPECTATIONS
<p>2.3 A VIBRANT ENVIRONMENT</p> 	<ul style="list-style-type: none">2.3.1 Continuation of grounds improvement to include play areas, gardens and outdoor spaces to emphasise the role of play based learning in a balanced curriculum2.3.2 Learning intentions to be on display and reflected upon pre and post lessons with students2.3.3 Incorporate trauma informed practices, cooperative learning/instructional strategies into teaching and learning programs2.3.4 Review data, reflect and assess the impact of whole school initiatives through collaborative planning time2.3.5 Contribute to the positive business of the school in line with Strategic Plan2.3.6 Establish and review all staff induction processes and ensure they are clear and in line with school priorities
<p>2.4 PROMOTING SUCCESS AND INNOVATION</p>	<ul style="list-style-type: none">2.4.1 Distributed leadership model to incorporate professional learning communities and WA Future Leaders Framework support for career development2.4.2 Staff explore attainment of Level 3 classroom teacher and Senior Teacher status2.4.3 Teaching staff are involved in and supported by a quality instructional coaching process in addition to peer observation and graduate teacher coaching2.4.4 Wellbeing committee established to support enhanced outcomes for staff2.4.5 PLC leaders promote staff success and innovation through meetings2.4.6 Maintain clear processes for allocation and deployment of reserve funds to improve teacher efficacy and student outcomes.


Priority 3

COMMUNITY CONNECTIONS

We will develop and maintain strong engagement within and beyond our school's community.

Strategic Directions for Public Schools 2020-2024


1. Partner with families, communities and agencies to support the educational engagement of every student. Use evidence to drive decision making at all levels of the system

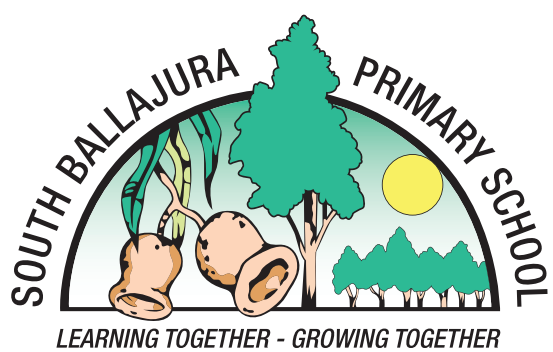
FOCUS AREAS	EXPECTATIONS
3.1 A COMMON BELIEF AND PHILOSOPHY	<p>3.1.1 The School and Council have a shared vision for school improvement</p> <p>3.1.2 Parents supported in understanding data of school through regular communication about the data and the actions required</p> <p>3.1.3 School Council and P&C to promote the school positively within the community and participate in disciplined dialogue in relation to the data</p> <p>3.1.4 Through the newly established family support officer role, continue to build on the strength of positive relationships and engagement between home and school.</p>
 3.2 SUSTAINABLE ACHIEVEMENT	<p>3.2.1 Provide meaningful and consistent opportunities for community input into school practises</p> <p>3.2.2 Interagency partnerships exist to benefit students at SBS</p> <p>3.2.3 Increased community awareness of the importance and need to support regular attendance</p> <p>3.2.4 Seek and use community feedback to review the roles and functions of P&C and School Council</p> <p>3.2.5 Create a communication charter that explains to parents and carers how the school communicates with families.</p>

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COMMUNITY CONNECTIONS

We will develop and maintain strong engagement within and beyond our school's community.

FOCUS AREAS	EXPECTATIONS
<p>3.3 A VIBRANT ENVIRONMENT</p> 	<ul style="list-style-type: none"> 3.3.1 Parents reduce the number of in term vacations that are taken to ensure continuity of learning for students 3.3.2 Parent-Teacher interviews and Open Night are held annually 3.3.3 A culturally responsive environment is supported by connections and working in partnership with local agencies and groups to enhance knowledge, understandings and teaching and learning environment 3.3.4 Parents communicate through the website, Compass and Class Dojo to engage with student progress, achievement and social aspects of school.
<p>3.4 PROMOTING SUCCESS AND INNOVATION</p>	<ul style="list-style-type: none"> 3.4.1 Partner with community and social service agencies to promote student and family engagement with schooling 3.4.2 Chaplain and School Psychologist to form part of student services team to assist with early intervention and point of need support 3.4.3 Planning for transition to Ballajura Community College is clear and consistent 3.4.4 Maintain and increase engagement with day care centres and after school care opportunities 3.4.5 Explore establishment of a KindiLink/CalDEYLink for South Ballajura Schools to support families who come from Aboriginal and Torres Strait Islanders, culturally and linguistically diverse backgrounds.



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