

Freshwater Bay Primary School

Business Plan 2024-2026



Our Vision

Students are inspired to achieve success and become resilient learners within a culture of respect, compassion, and inclusivity.

Our plan for improvement

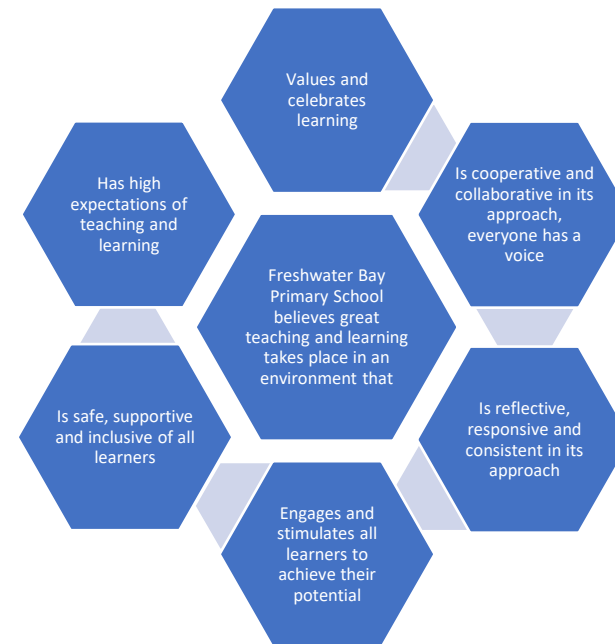
The Freshwater Bay Primary School Business Plan describes the broad targets and milestones to achieve improvement in student outcomes over the next three years. This plan has been developed in consultation with the school community and guides all school operations. This plan is underpinned by operational and support documents across all learning areas.

Our Values

We strive for excellence,
We treat everyone with respect,
We work together to always do and be our best, and;
We nurture and support each other in everything we do.



Our Beliefs about Teaching and Learning



Our Priorities

Student Achievement and Progress

Freshwater Bay Primary School is committed to ensuring all students achieve their potential through excellence in teaching and learning, focusing on progress and growth. We create a culture of high expectations and standards to enrich all learning experiences provided at the school.

Teaching for Impact

Freshwater Bay Primary School will provide opportunities for staff to build their knowledge, skills and understanding to support the strategic direction of the school in line with evidence-based practices. We have a team of dedicated and committed educators, with strong procedures in place to encourage a culture of continuous professional improvement.

Learning Environment

Freshwater Bay Primary School will promote well-being across the school so that all learners feel connected, included, safe, cared for, and resilient in a nurturing environment. We will promote positive relationships across the school so that all students feel supported socially and emotionally and can achieve their best.

Relationships and Partnerships

Freshwater Bay Primary School recognises the importance of working in partnership with students, staff, and our local community to create a welcoming school culture. We strive to build positive and harmonious relationships through collaborative, supportive and transparent communication.





Our Targets, by 2026

Priority Areas –Reading & Numeracy

NAPLAN results will be equal to or above like schools

The percentage of students achieving in the exceeding band will be equal to or above like schools

80% of stable cohort to make at least moderate progress from On Entry to Year 3 NAPLAN

PAT median score will be equal to or greater than the 65th percentile of the Australian norm in Mathematics and the 75th percentile of the Australian norm in Reading

By the end of Year 2 80% of students will have completed Phase 6 Letters and Sounds

45% of Year 4 students will achieve in the top 20th percentile in PEAC testing

National School Opinion Survey data to show an improvement in the average score for

- students making good progress at this school,
- student's learning needs being met at this school and
- satisfaction with the standard of education achieved

Priority Areas –Wellbeing & Belonging

Increase to 80% the percentage of students attending regularly (90% or more)

PAT Social and Emotional Well-being Survey (SEW) responses will reflect 80% of students with at least developed scores in feelings and behaviours and internal strengths

National School Opinion Survey data to show an improvement in the average score for

- taking staff/student/parent opinions seriously,
- providing feedback to parents regarding student progress and achievement,
- providing staff with support,
- providing useful feedback to staff regarding their work
- school leadership
- managing student behaviour and
- student perception of teacher approachability and fairness

Student Achievement and Progress

FOCUS	An explicit improvement agenda	Differentiated teaching and learning	Teaching excellence
STRATEGIES	<p>Phase of learning team and staff meeting structures enhance collective teacher efficacy in understanding the impact of teaching practices and supporting school improvement.</p> <p>Collaborative planning, moderation, and assessment processes are in place to develop student progress and achievement.</p> <p>Curriculum leaders coach teachers to strengthen and support their impact on student outcomes.</p> <p>Establish peer observation and feedback processes.</p> <p>Planning for the effective use of resources is linked to priority areas and based on the analysis of student performance data, feedback, and researched, evidence-based practices.</p>	<p>Teachers utilise analysis of student performance data to identify achievement and gaps and differentiate teaching and learning programs.</p> <p>Teachers use a repertoire of teaching strategies to cater for the differing learning needs within their class, based on the RTI Model.</p> <p>Teachers create learning environments that are engaging, challenging and supportive.</p> <p>Teachers provide timely and effective feedback to students.</p> <p>Engage professional learning, coaching and support from PEAC to identify and enhance opportunities to enrich and extend students.</p> <p>Provide early intervention for students at academic risk.</p>	<p>Continue to develop and implement evidence based whole school approaches using scope and sequence documents.</p> <p>Further develop pedagogical practices, including a common lesson design collaboratively with all staff.</p> <p>Consistently implement Daily Reviews in all classes in English and Mathematics.</p> <p>Classroom planning is informed by the Business Plan and Operational Plans.</p> <p>Staff are supported to effectively integrate technology into teaching and learning programs through expert modelling and coaching.</p>
EVIDENCE	<p>School and system data analysis as per Assessment Schedule</p> <p>Business Plan targets</p> <p>Alignment between grade allocation data and NAPLAN</p> <p>Staff and collaborative team meeting minutes</p> <p>Budgets reflect priorities</p>	<p>Pat, On-entry, and NAPLAN data</p> <p>MacqLit Data</p> <p>PEAC data</p> <p>Enrichment Group Data</p> <p>SAER Data</p>	<p>Scope and Sequence Documents</p> <p>Freshwater Bay Way document</p> <p>Operational Plans</p> <p>NEXT Learning Coaching and feedback</p> <p>Technology professional learning agreement</p>

Teaching Quality

FOCUS	Evidence-based pedagogical practices	Distributed leadership	Culture of high standards and expectations
STRATEGIES	<p>Continue to identify, understand, and implement effective, evidence-based pedagogical practices across the whole school.</p> <p>Teachers are committed to developing and implementing whole school approaches to teaching literacy and numeracy utilising scope and sequence documents.</p> <p>Teachers continue to build data literacy skills to effectively inform planning and differentiation.</p> <p>Leadership team ensure all staff receive appropriate professional learning to implement agreed practices.</p> <p>Leadership team highlights and shares effective teaching practices with staff to promote school improvement.</p>	<p>Curriculum Leaders Group established to provide link between phase of learning teams and implementation of the Business Plan.</p> <p>Curriculum leaders share their expertise with staff to build knowledge and capacity in priority areas.</p> <p>Phase of learning teams engage in collaborative and professional dialogue to identify and improve impact on student outcomes.</p> <p>Scheduled meetings reflect Business Plan priorities.</p> <p>Aspirant leaders provided with leadership opportunities and support through the Future Leaders Framework.</p>	<p>A culture of professional improvement demonstrated through commitment to professional learning, moderation processes and staff/POL meetings across the school and network.</p> <p>Teachers actively use AITSL standards to reflect, evaluate and improve their professional practice.</p> <p>The school promotes an environment reflective of its high expectation that all students will make year on year progress.</p> <p>All staff set and maintain high expectations of students and each other in adherence to agreed practices, school policies, and Code of Conduct.</p>
EVIDENCE	<p>Development of the Freshwater Bay Way Scope and Sequence Documents in English, Mathematics, Health, and ICT</p> <p>Operational Plans</p> <p>Staff Induction documents</p>	<p>Meeting agendas and term planner</p> <p>Meeting minutes</p> <p>Coaching cycles</p>	<p>Performance Development Plans</p> <p>Moderation processes</p> <p>Assessment Schedule</p> <p>Observation and feedback cycles</p> <p>Budgets reflect priorities</p>

Learning Environment

FOCUS	Health and Well-being	Positive Behaviour Support	Intervention and extension
STRATEGIES	<p>Student health and well-being is developed through the implementation of evidence-based whole school programs according to scope and sequence.</p> <p>Development of mindfulness practices through participation in professional learning and implementation in daily routines.</p> <p>A dedicated approach to supporting staff well-being developed and implemented, aligned with <i>Staff Health and Well-being Strategy</i>.</p> <p>Curriculum Leaders Group address workload advisory issues as required.</p> <p>Nominated Health and Safety Officer to support the school's implementation of best practice in OSH.</p> <p>Invest in school facilities, fittings, and grounds to create a safe and welcoming environment.</p>	<p>Implement an updated Behaviour Management Policy across the school which clearly outlines expectations of staff, students, and parents.</p> <p>Regular acknowledgement of students to recognise positive behaviour at individual, class, and whole school levels.</p> <p>Engage in developing restorative justice practices across the school.</p> <p>Engage all classes in Zones of Regulation to support development of self-regulation and positive behaviour.</p> <p>Maintain positive, transparent, and inclusive relationships with parents and caregivers.</p>	<p>Clear processes established for early identification and support of Students at Educational Risk, as defined in SAER Guidelines.</p> <p>Coordinated support services including evidence-based programs are provided for identified students e.g. Macq Lit, mindfulness.</p> <p>Identified students access school-based enrichment programs.</p> <p>Establish a School Chaplain to provide social and emotional support to identified students.</p> <p>EALD Progress Maps and SEN Plans are used to plan, monitor, and report on identified learners.</p> <p>Consistent strategies to address student attendance and punctuality established.</p>
EVIDENCE	<p>Health Scope and Sequence</p> <p>National School Survey Data</p> <p>PAT SEW Data, ABE Data</p> <p>Staff Health and Well-being Plan</p> <p>Schools Grounds Plan</p> <p>Mindfulness Plan</p>	<p>BMiS Policy</p> <p>Friendly Schools Data</p> <p>Restorative Practice Guidelines</p> <p>Zones of Regulation resources</p> <p>National School Survey Data</p>	<p>SAER Guidelines & Data</p> <p>Attendance Data</p> <p>MacqLit Data</p> <p>EALD and SEN Data</p> <p>PEAC Data</p> <p>PAT, NAPLAN and On Entry data</p>

Relationships and Partnerships

FOCUS	Communication	Professional Improvement and Feedback	Welcoming school culture
STRATEGIES	<p>Provide clear communication regularly via various platforms to engage and inform our students, staff, and community.</p> <p>Provision of information sessions to engage parents and community on relevant topics according to need.</p> <p>Maintain strong School Board and governance processes to ensure school direction and decision making reflects community expectations.</p> <p>Provide clear guidelines to ensure staff engage in ethical behaviour in all professional dealings with students, colleagues, and the community.</p>	<p>Seek feedback from staff, students, and parents regularly to inform decision making.</p> <p>Provide clearly defined role and responsibility statements for all staff members.</p> <p>Leaders provide staff with open and specific feedback through lesson observations, walk throughs and performance development processes in alignment with AITSL standards and school priorities.</p> <p>Investigate ways to provide parents with appropriate and timely feedback about student achievement and progress.</p> <p>School and P&C work collaboratively to ensure funds raised are used to provide resources and facilities that meet the school priorities.</p>	<p>Continue to advocate for parents/carers being viewed and respected as partners in the promotion of student learning.</p> <p>Continue to promote social and community events and P&C initiatives to engage families in the school.</p> <p>Celebrate school successes through a variety of mediums.</p> <p>Provide professional learning to promote staff being culturally aware and responsive in their interactions with all students and families.</p> <p>Engage EALD families through services such as translators at all meetings and events.</p>
EVIDENCE	<p>Compass data</p> <p>Information sessions</p> <p>School Board minutes</p> <p>National School Survey Data</p> <p>Charter of Expectations</p> <p>Meeting norms</p>	<p>National School Survey Data</p> <p>Student Leadership Team</p> <p>Student Representative Council</p> <p>Curriculum Leadership Team</p> <p>Induction</p> <p>P&C minutes</p> <p>Reporting & Communication Policy</p>	<p>School and P&C events</p> <p>Public relations and marketing</p> <p>Translator services</p>