

**BOYARE**  
PRIMARY SCHOOL



# **STRATEGIC PLAN**

## **2023 - 2025**

# BOYARE

PRIMARY SCHOOL



# Acknowledgement of Country

Ngany kaadatj Wadjak Noongar baalap kenj moort,

Ngalak booja-k yeyi nyinalanginy.

Ngany kaadatj birdiya koorra-koora wer yeyi.

Ngany kaadatj Noongar moort baalap kalyakoorl karadijny nidja boodja wer nidja kep.

I acknowledge the traditional owners, the Wadjak Noongar people,

Whose land we are meeting on today.

I acknowledge elders past and present.

I acknowledge their continuing connection to and caring for this land and water ways.

*Boyare Primary School's acknowledgement of country,  
developed by staff and students .*

# *From the Principal*



As a school, we constantly review our practice and delivery, to ensure that we are utilising evidence-based programs that are built on best practice and cater to our diverse community.

We are committed to building a strong foundation in literacy and numeracy, which gives our students the confidence to strive for excellence in other areas of the curriculum and be critical thinkers who are innovative and independent learners, ready to enter secondary school.

Over the life of the strategic plan, we will offer innovative whole school programs supported by extensive professional learning, through performance management, to ensure staff have the capacity to enhance learning for all students.

We are committed to the health and wellbeing of all students through trauma informed practice, social emotional frameworks and programs that support the regulation of students to ensure that they are ready to learn.

We recognise optimum achievement has a direct correlation to an inclusive environment, where strong, supportive relationships are fostered.

*Nicole Anderson*  
*Principal*

A handwritten signature in cursive script that reads "Anderson".

# Our School

## Our Context

Boyare Primary School was opened in 1991 and has a diverse range of students with a wide variety of cultures represented throughout the school community. At Boyare Primary School, together we strive to ensure that every student is successful and that they are given the tools to succeed in their future endeavours with 21<sup>st</sup> century skills. All staff are committed to helping students reach their full potential.

## Our School Purpose Statement & Vision

*To develop each child to the best of their potential: academically, socially, emotionally and physically.*

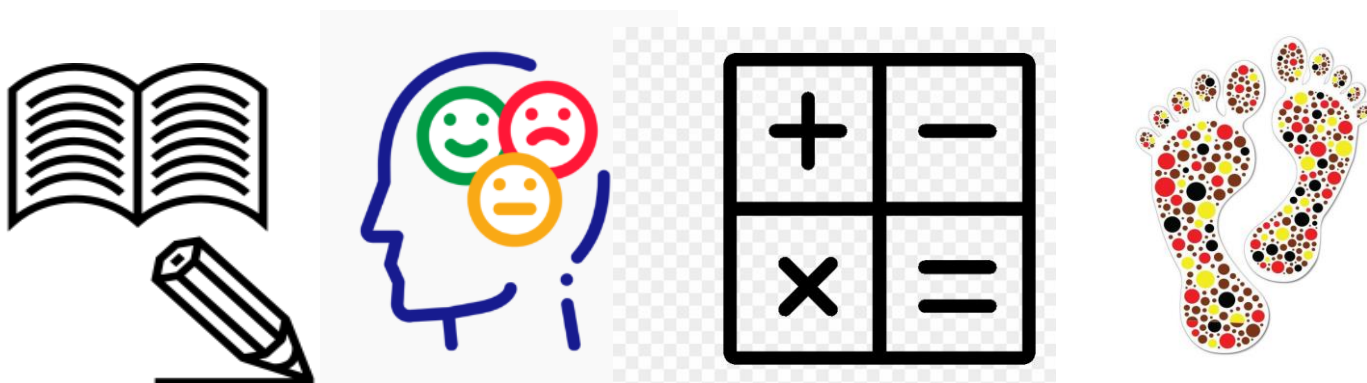
We will support students to become independent and collaborative learners, so that they can be productive, happy and fulfilled members of an ever changing world.

We promote the values that enable our students to lead in the continued development of a harmonious and inclusive multicultural society.

## Early Childhood Education Mission Statement

At Boyare Primary School, we endeavour to foster student's growth physically, academically, socially and emotionally. Students are encouraged to develop strong relationships and creativity through adventures in targeted learning and purposeful play. We celebrate diversity and facilitate our students' development of self confidence and agency in their journey into being, belonging and becoming active citizens in their world and community.

## School Priorities



# Our School

## Our Commitment

***‘Every student, every classroom, everyday’***

The Department of Education’s strategic direction for public schools sets clear aspirations for every student, using six key drivers, which we at Boyare Primary School are committed to, alongside the ‘Focus’ documents.

## Our School Motto

***Our school motto is ‘Learning Together’***

Our diverse community and staff work and learn together to ensure the best possible education for our multicultural students.

## Our Values

At Boyare Primary School, we use the *‘Six Kinds Of Best’* values education program created by David Koutsoukis. The program provides a mechanism to continually reinforce good values and teach them in context.

The *‘Six Kinds Of Best’* program has been integral in developing and maintaining a positive culture in our school through clear, congruent and consistent messages across the whole school (K-6), including the staff and community.

1. *Be kind to yourself* — Developing student self-esteem and resilience.
2. *Be kind to others* — Building quality relationships.
3. *Be kind to the environment* — Encourage students to respect and value the environment.
4. *Be the learning kind* — Encourage students to become lifelong learners by being positive about learning.
5. *Be the achieving kind* — Encourage students to think positively and achieve their potential.
6. *Be the community kind* — Encourage students to become positive contributors to society.



# From the School Council

**It is with great pleasure that we present the 2023 -2025 Strategic Plan.**

As members of the Boyare Primary School Council, we work side by side with the school to ensure that the community's voice is heard and valued. We are proud of our school because it is safe, supportive, focused on the whole child and always looking for ways to improve.

Boyare Primary School has a clear direction and we value the stable leadership and staffing at Boyare Primary School, which ensures continuity across each classroom, using whole school approaches, which are evidence-based and trauma informed.

We believe that access to quality education can change our children's lives and improve their future prospects. At Boyare Primary School we cater to all students and use data to reflect on the needs of each cohort, ensuring a strong focus on English, Mathematics, Wellbeing and our Aboriginal heritage.

We are proud to be part of the School Council and are committed to continuous improvement through our learning cycle of plan, act, review and monitor.



*We will ensure good school governance through an integrated system of decision making, which encompasses five foundations.*

- ✓ Roles and decision rights
- ✓ Effective relationships
- ✓ Business/school planning
- ✓ Integrity
- ✓ Accountability

School Council Chair  
Suzana Petrovska

# Focus Area One:

## Relationships & Partnerships

*Boyare Primary School provides a diverse range of partnerships to enhance our students' learning opportunities. Our staff pride themselves on creating and maintaining professional relationships that are respectful, collaborative and inclusive of all opinions. Parents and carers as partners is a strong focus for us. We always involve parents and carers in case conferences, the development of Individual Education Plans and a supportive environment to ensure all students are successful and can reach their potential. Productive partnerships and relationships are fostered through positive, collaborative and open, clear communication between school, home and external agencies for the benefit of the child.*

### Strategies for improvement

- Staff are engaged in school improvement through development of whole school planning, the annual report, leading committees, presentations to the School Council and trialling of evidence-based new programs and resources.
- Translating notifications to parents and carers, and utilising interpreters for inclusive communication.
- The School Council are provided with access to training, an induction and a file of important information to reference at meetings.
- Continue to promote and use CONNECT as our main communication strategy for parents and our School Council.
- Productive partnerships are fostered with the local community, our local secondary intake school and external stakeholders.
- To revive the Parents and Citizens Association

### Measuring Success

- ✓ Annual reports.
- ✓ Operational planning.
- ✓ Committee minutes.
- ✓ Distributed leadership.
- ✓ School Council minutes.
  
- ✓ Translation option on school website.
- ✓ Translated documents on CONNECT.
- ✓ A record of interpreter engagement.
  
- ✓ Feedback from School Council.
- ✓ School file provided at induction.
- ✓ Access provided to necessary modules.
- ✓ Additional training opportunities advertised and offered to members.
  
- ✓ Engagement statistics collected.
- ✓ Parent raffles to encourage engagement.
- ✓ Staff engagement weekly.
  
- ✓ Key members are present for special events and annual school activities e.g. NAIDOC Week, STEAM Expo, Harmony Day/ Evening, Faction Carnival, ANZAC Day, Graduation, Interschools, Bookfairs, Open Evenings, Orientations and Literacy Week – Spelling Bee, Speech Competition, Assembly and Parade.
  
- ✓ Meetings are facilitated with key stakeholders annually and data/feedback is collected.
  
- ✓ Recruit members using a range of forums.



# Focus Area Two:

## Learning Environment

*Our school staff diligently share the responsibility of pastoral care for all our students. We are committed to ensuring that the learning environment is appropriate, inclusive and is responsive to our multicultural community. We pride ourselves on our inclusivity and utilise our diverse staff to support students in the classroom, translate, liaise and communicate with our community. Our positive learning environments are enriched through student voice, collaboration, innovation and technology. Boyare is a place where student wellbeing and engagement is maximised and enriched.*

### Strategies for improvement

- The planning, creation and implementation of a three year Narragunnawali Reconciliation Action Plan, which encompasses actions aligned with goals for our school and community, which includes a six seasons garden.
- All staff have access to Integris to log and monitor student behaviour, attendance and family engagement.
- The SAER Committee, comprised of key stakeholders, who update the shared SAER register regularly and enforce the operational plan.
- Implementing the Berry Street Education Model, a trauma informed approach to education and self-regulation model.
- Zones of Regulation implemented as our social emotional learning framework from K-6 .
- Six Kinds of Best (values education program) is embedded K-6.
- An active student council is utilised for decision making in the school.
- 12 Buckets – social emotional wellbeing mentoring provided to identified students.
- Staff Health and Wellbeing committee meet regularly to support staff concerns.
- Work Health & Safety (WHS) committee meet regularly to ensure a safe, orderly and inclusive learning environment.
- Meeting the National Quality Standards in all areas.

### Measuring Success

- ✓ Reconciliation Action Plan goals are achieved and reflected in the annual report.
- ✓ Six seasons garden completed.
- ✓ Achieved goals from the Reconciliation Action Plan are reflected in the classroom and around the school.
- ✓ Staff additions are present in the records.
- ✓ Minutes from meetings accessible.
- ✓ SAER register updated.
- ✓ Staff emailed about specific students.
- ✓ Agreed aspects of the program are implemented and are non-negotiable in the classroom/ school.
- ✓ Students self-regulate using the agreed strategies.
- ✓ Students and staff can identify emotions of themselves and others.
- ✓ Students use 'tool kits' to self-regulate.
- ✓ A common language is used.
- ✓ Rewards are used which identify targeted behaviour.
- ✓ Student voice is evident in the school.
- ✓ Minutes of meetings are shared and actions are completed.
- ✓ Semester reports are received and shared.
- ✓ Staff completed surveys.
- ✓ Minutes of meeting on CONNECT each term.
- ✓ Minutes of semesterly meeting on CONNECT.
- ✓ Committee who meets regularly and plans for improvement using the annual audit and external verification.

# Focus Area Three:

## Leadership

*Boyare Primary School has a distributive and collaborative leadership approach, which empowers all staff to work together to plan, review and determine school direction. Staff are provided with opportunities to lead and are supported, guided and developed through Performance Management processes that aim to build the capacity and the capability of our workforce. Staff continue to strengthen their knowledge and understanding of the Department's expectations. We accept the core values required through strategic planning opportunities, staff meetings and professional learning. We are determined to deliver a high quality education for our students through the development of a workforce plan that seeks to attract and retain high quality staff who are leaders in and out of the school context. Student leadership and voice is embedded in all strategic actions.*

Strategies for improvement	Measuring Success
<ul style="list-style-type: none"><li>❑ To utilise the WA Future Leaders Framework in conjunction with the Performance Management Policy to identify, develop and support potential leaders.</li> <li>❑ There is a school-wide focus on improvement through evidence-based whole-school frameworks, programs and models, using a consistent low variance, high impact approach.</li> <li>❑ Staff have an understanding that our school is led by the Department's core values through our strategic plan, operational plans and the direct correlation to classroom teaching and practice.</li> <li>❑ Staff are included in the decision-making in school planning and reviews.</li> <li>❑ Staff use the Aboriginal Cultural Standards Framework and the Aboriginal Language Teacher/ AIEO to build an understanding of Aboriginal histories, people, cultures and languages to ensure a culturally responsive environment for all learners.</li></ul>	<ul style="list-style-type: none"><li>✓ Performance Management goals and action tracking are targeted around leadership.</li> <li>✓ Staff are opting for leadership opportunities and fulfilling their roles.</li> <li>✓ Talk4Writing and PLD are implemented K-6.</li><li>✓ Berry Street, Zones of Regulation, Six Kinds of Best are implemented K-6.</li> <li>✓ Classroom planning shows links to the school's strategic plan and operational planning.</li> <li>✓ Staff feedback.</li> <li>✓ Staff led agendas (motions passed).</li><li>✓ BPS Teams – distributed leadership.</li><li>✓ Staff created operational plans and annual report reviews.</li><li>✓ Staff on School Council.</li> <li>✓ Aboriginal language, culture and histories taught in every classroom by our Noongar language teacher.</li><li>✓ Reconciliation Action Plan goals achieved.</li><li>✓ Collaborative Committee self-assessment (WWW - What's working well &amp; EBI – Even better if).</li></ul>

# Focus Area Four:

## Use of Resources

Boyare Primary School utilises its resources to provide a high quality, holistic education for its students. We strive to strategically resource areas of the school that support our unique demography, using evidence-based approaches. Our School Council are kept well informed of our school's financial management processes and student performance, which ensures strong governance and accountability. Staff are included in strategic planning, operational planning, target setting and reviews, which then informs budgetary planning, school focus and allocation of resources for the following year; this leads to staff planning that reflects whole school targets and priorities in their classroom planning, with the support of the Finance Committee.

### Strategies for improvement

- To continue to fund professional learning that supports whole school approaches in literacy, numeracy and social emotional frameworks.
- To support the implementation of literacy and numeracy through allocation of resources.
- To support the development of oral language in classrooms.
- To support students with higher academic achievement through 'Gifted & Talented' opportunities led by staff leaders.
- Funding is allocated to support the leadership strategy.
- An active Finance Committee is utilised to manage financial resources and ensures good governance.
- Committee operational plans include financial planning aspect.
- School Council meets a minimum of once a term.

### Measuring Success

- ✓ Staff have completed Talk4Writing, PLD and Berry Street Training.
- ✓ Staff are implementing whole school programs and frameworks, including Top Ten Maths.
- ✓ Feedback from literacy specialist.
- ✓ Data collection from Managing Information System schedule.
- ✓ Student performance improvement in data collection.
- ✓ EA support for guided reading.
- ✓ MultiLit testing, grouping and teaching.
- ✓ Speech Pathologist on site supporting staff using a gradual release model, testing and implementing evidence-informed programs.
- ✓ Timetable which includes extension students withdrawn.
- ✓ Student data indicating an improvement from targeted cohort.
- ✓ Finance committee comparative budget report.
- ✓ Workforce Plan targets subgroups.
- ✓ Finance Committee minutes from meetings.
- ✓ Finance Committee meeting dates on calendar.
- ✓ Operational plans which includes budget.
- ✓ Funding agreement endorsed annually.
- ✓ School Council agenda and minutes on CONNECT, which includes a financial update and student learning update each meeting.

# Focus Area Five:

## Teacher Quality

Boyare Primary School is focused on quality teaching to provide every child with opportunities to learn. We will continue to strengthen and fine-tune our monitoring of student progress through collaborative planning, moderation and data analysis; this informs our differentiated classroom practices that ensure all students have the opportunity to reach their potential. Boyare Primary School is focused on developing teacher quality through professional learning that links to school priorities and the growth of all teaching and support staff. Performance Management is a key tool that we use to support staff to ensure teaching quality is proficient or above, in line with Australian Institute for Teaching and School Leadership (AITSL) Standards.

### Strategies for improvement

- Staff induction at the beginning of the year annually and upon commencement of appointment.
  
- Refine and review of Performance Management processes.
  
- Staff are data literate and proficient in the use of Best Performance and data collected for MIS.
  
- Staff collaborate regularly in meetings (cluster, phase of learning, committees, staff development days and staff meetings) using a set template and protocols.
  
- Continue Professional Learning for whole school strategies and frameworks.

### Measuring Success

- ✓ Staff Development Days at the beginning of the year comprise of an induction module performed by the Leadership Team to all staff for the year.
- ✓ Staff Handbook updated regularly and read by all staff.
- ✓ Snippets is read by staff weekly.
  
- ✓ Performance Management Cycle completed annually by all staff.
- ✓ Celebrating staff achievement of PM goals annually.
- ✓ Staff attending Professional Learning aligned to their action tracking.
  
- ✓ Staff engagement during Professional Learning sessions.
- ✓ Use of Best Performance data in planning.
- ✓ Use of Best Performance data in parent/carer conferences.
- ✓ Staff comments in reporting to parents.
- ✓ Staff engagement with literacy specialist and in collaborative meetings.
- ✓ Annual report comments.
- ✓ Moderation practices (BrightPath)
- ✓ Reporting to Parents grade allocation.
  
- ✓ Staff led agendas.
- ✓ Motions passed.
- ✓ WWW and EBI reviews.
  
- ✓ Professional Learning needs are identified in Performance Management goals and action tracking.
- ✓ Staff completing PL Application forms, which are signed by Principal.

# Focus Area Six:

## Student Achievement and Progress

*At Boyare Primary School we understand that data analysis is a whole school responsibility and allows our school to set targets, select appropriate evidence-based learning programs and informs rich collegial conversations around teaching and learning. We use 'like' schools to compare our student achievement and progress; this informs our target setting and our moderation practices which ensure that our student achievement aligns with WA grade allocations. Aboriginal student progress and achievement is a focus for our school. Learning is differentiated to ensure all Aboriginal students can be successful and reach their potential. We are determined to provide our early years students with the best possible start with access to high quality, evidence-based learning opportunities that align with the National Quality Standards.*

Strategies for improvement	Measuring Success
<ul style="list-style-type: none"><li><input type="checkbox"/> All staff to utilise Ed Companion for gap analysis to create differentiated teaching and learning plans, which target individual's gaps.</li> <li><input type="checkbox"/> Set targets against 'like' schools in English, Mathematics, Attendance and Behaviour.</li> <li><input type="checkbox"/> Develop a whole school explicit teaching framework.</li> <li><input type="checkbox"/> Staff utilise operational planning targets and strategies in their own planning to improve student achievement and progress.</li> <li><input type="checkbox"/> Collect and measure the value addition of staff year to year.</li> <li><input type="checkbox"/> All Aboriginal and Torres Strait Islander students are on a learning progress plan.</li></ul>	<ul style="list-style-type: none"><li>✓ Focus group plans.</li><li>✓ Classroom, cohort and individual gap analysis.</li><li>✓ Staff feedback.</li> <li>✓ Operational plans ratified in committee meetings, which include targets.</li> <li>✓ An agreed explicit teaching framework displayed and used.</li><li>✓ WALT/WILF Posters (K- 6) and puppets (K-2) used daily.</li> <li>✓ Performance Management cycle discussions.</li> <li>✓ Best Performance data analysis.</li><li>✓ MIS data analysis.</li> <li>✓ ATSI plans are saved in the shared drive for all staff to access.</li></ul>

# Our Targets for 2023 -2025

Our targets reflect our academic and non-academic intentions over the next three years of the strategic plan cycle.

	Academic	
Targets	Strategies	Monitoring
<p>➤ <b>Literacy &amp; Numeracy</b></p> <p>☐ Year 3: To improve NAPLAN results equal to or better than 'like schools' in all strands of English and Mathematics.</p> <p>☐ Year 5: To improve NAPLAN results equal to or better than 'like schools' in all strands of English and Mathematics.</p> <p>☐ Year 1 – Year 6: All year level cohorts achieve a 0.5 or more effect size in all strands of English and Mathematics.</p>	<ul style="list-style-type: none"> <li>✓ All staff to use Ed Companion to identify gaps in student learning through focus groups, individual plans and whole classroom gap analysis.</li> <li>✓ Staff to implement evidenced-based, whole school agreed programs in their classrooms.</li> <li>✓ Staff to engage in professional learning of evidenced-based, whole school agreed programs.</li> <li>✓ MultiLit learning for improving reading with students at educational risk.</li> <li>✓ Gifted and Talented students withdrawn for extension in literacy and numeracy.</li> <li>✓ CUBES model used in classrooms to improve the comprehension of mathematics word problems.</li> <li>✓ Literacy and numeracy committee operational plans.</li> <li>✓ Literacy specialist to support staff in the implementation of whole school programs.</li> <li>✓ Onsite Speech Pathologist to support staff and students with speech concerns.</li> <li>✓ Education Assistant support with guided reading.</li> <li>✓ Individual and Group Education Plans.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Monitoring Information Schedule data collection.</li> <li>✓ Gap analysis plans and focus group plans.</li> <li>✓ Best Performance Reviews.</li> <li>✓ Literacy specialist feedback.</li> <li>✓ Performance Management Cycle discussions.</li> <li>✓ BrightPath.</li> <li>✓ Scheduled moderation.</li> <li>✓ Annual report.</li> <li>✓ Feedback from MultiLit administrator.</li> <li>✓ Feedback from Gifted and Talented extension group teacher/s.</li> <li>✓ Committee minutes.</li> <li>✓ Feedback from Speech Pathologist.</li> <li>✓ Referrals to external agencies.</li> <li>✓ Progress Maps.</li> <li>✓ School Profile Spreadsheet on CONNECT.</li> <li>✓ ICT Skills tracker.</li> </ul>

# Our Targets for 2023 -2025

Our targets reflect our academic and non-academic intentions over the next three years of the strategic plan cycle.

	Non- Academic	
Targets	Strategies	Monitoring
<p>➤ <b>Attendance</b></p> <p>☐ Continue to improve positive attendance trends with all children and work towards equalling attendance rates comparable to state levels.</p>	<ul style="list-style-type: none"> <li>✓ Attendance Policy.</li> <li>✓ Identify SAER (Students At Educational Risk) and develop individual attendance plans with specific targets to be met.</li> <li>✓ Smith Family Scholarships.</li> <li>✓ Breakfast Club daily.</li> <li>✓ Lunches and fruit available daily.</li> <li>✓ Second hand uniforms.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Data collection.</li> <li>✓ Individual attendance plans.</li> <li>✓ Assembly graph.</li> <li>✓ Rewards.</li> </ul>
<p>➤ <b>Students At Educational Risk</b></p> <p>☐ To identify students at educational risk and implement plans to improve outcomes.</p>	<ul style="list-style-type: none"> <li>✓ SAER processes implemented and followed by all staff.</li> <li>✓ Student Services Committee.</li> <li>✓ Student Services Policy.</li> <li>✓ Referrals to external agencies and services.</li> <li>✓ Speech Pathologist onsite.</li> <li>✓ School Psychologist onsite.</li> <li>✓ Therapies onsite.</li> <li>✓ 12 buckets.</li> <li>✓ Chaplain.</li> <li>✓ Noongar Language Teacher/ AIEO.</li> <li>✓ Minilt.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Individual plans for attendance, behaviour and/ or education.</li> <li>✓ Group education plans.</li> <li>✓ SAER Database.</li> <li>✓ Talented and Gifted programs.</li> <li>✓ Progress Maps.</li> <li>✓ Minilit reports.</li> </ul>
<p>➤ <b>Aboriginal Progress and Engagement</b></p> <p>☐ Continue to improve positive attendance trends with all Aboriginal students and work towards equalling attendance rates comparable to state levels.</p> <p>☐ Build on our Aboriginal communities success, engagement and identity in the school.</p>	<ul style="list-style-type: none"> <li>✓ Student Services Committee which includes AIEO.</li> <li>✓ Reconciliation Action Plan.</li> <li>✓ Aboriginal languages, history and culture lessons in all classrooms.</li> <li>✓ Reconciliation Action Plan.</li> <li>✓ Professional Learning for staff.</li> <li>✓ Online PL completed via IKON.</li> <li>✓ Balga Partnership.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Minutes from Student Services meeting and database.</li> <li>✓ Individual progress plans for all Aboriginal students.</li> <li>✓ Teacher planning.</li> <li>✓ Feedback from staff.</li> <li>✓ Environment and gardens reflect the Noongar culture.</li> <li>✓ Performance Management Cycles.</li> <li>✓ Course Status Report.</li> <li>✓ Balga Partnership meetings.</li> </ul>