

# Boyare Primary School

**2026 – 2028**

## **STRATEGIC PLAN**





# Acknowledgement of Country

Ngany kaadatj Wadjak Noongar baalap kenj moort,

Ngalak booja-k yeyi nyinalanginy.

Ngany kaadatj birdiya koora-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.

# 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 with over 75% English Second Language and 12.5% Aboriginal learners.

## Our School Purpose Statement & Vision

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

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

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

## Our school motto is 'Learning Together'

Our diverse community and staff work together, to learn together, to ensure the best possible education for our multi-cultural students.

# Our School Priorities





# From the Principal

Boyare Primary School is committed to continuous improvement through a cycle of review, reflection, and evidence-based decision making. We utilise external reviews, data analysis and feedback from students, staff, networks and the broader community.

The Department of Education's long term strategic plan - Aspirations for all, highlights our aspirations for our students, people and schools to aspire and achieve these things:

- Every student achieving their potential.
- Quality teaching and learning in every classroom.
- Purposeful leadership of every school.
- Clear direction and support across the system.

We implement evidence-based programs that cater to the diverse needs of our community, ensuring each student is supported through an individualised pathway to success. Our stable and experienced staff have embedded strong practices in literacy, numeracy, and social-emotional wellbeing.

New staff are supported through structured coaching and mentoring, while existing staff benefit from ongoing professional development, collaborative planning, and peer support. This ensures program fidelity, promotes continuous growth, and sustains high-quality teaching and learning across the school.

Professional learning is a cornerstone of our practice, supported through performance management and peer collaboration. Staff are actively involved in decision-making processes and are regularly consulted to foster a safe, cohesive, and inclusive working and learning environment.

We prioritise the health and wellbeing of all students and staff. Our approach includes trauma-informed practices, social-emotional learning frameworks, and regulation programs that create a safe and supportive climate for learning. These initiatives ensure students are ready to engage and thrive in their educational journey.

We work in partnership with families and external agencies to support student success and remove barriers to inclusion. These collaborative relationships are essential to ensuring every child has the opportunity to reach their full potential.

Nicole Anderson

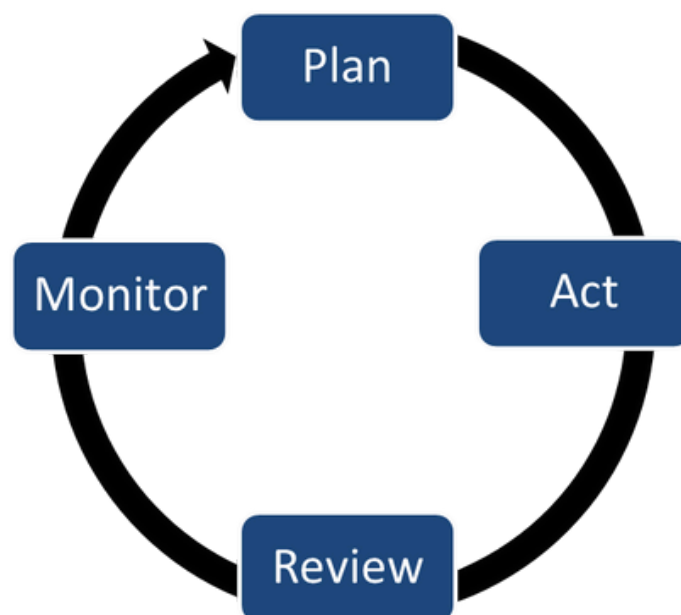
# From the School Council

As members of the Boyare Primary School Council, we work in close partnership with the school to ensure the voice of our community is heard, respected, and reflected in decision-making. We are proud of our school's commitment to creating a safe, supportive environment that nurtures the whole child and continually seeks opportunities for improvement.

Boyare Primary School has a clear strategic direction, underpinned by stable leadership and staffing. This consistency enables the implementation of whole-school approaches that are evidence-based and trauma-informed, ensuring continuity of practice across all classrooms.

We believe that access to quality education transforms lives and improves future opportunities for our children. Boyare Primary School is inclusive and responsive, using data to identify and address the needs of each cohort. This drives a strong focus on English, Mathematics, student wellbeing, and the celebration of Aboriginal heritage.

As a School Council, we are committed to continuous improvement through our learning cycle of Plan, Act, Review, and Monitor. We uphold strong governance through an integrated and transparent system of decision-making, ensuring our school remains accountable, future-focused, and community-driven.





# Focus Area One

## RELATIONSHIPS AND PARTNERSHIPS

### *We will...*

Continue to support and build the capacity of the P&C to engage with culturally and linguistically diverse families.

### *Measuring Success....*

- Recruiting new members using a range of forums.
- Engaging in regular meetings and storing P & C minutes.

### *We will...*

Promote a culture of collaboration between the School, the Council and the P&C.

### *Measuring Success....*

- providing access to training and induction opportunities.
- Storing meeting minutes and publishing newsletters that reflect collaboration.

### *We will...*

Continue to explore and monitor the impact of communication strategies both within the school and the wider community.

### *Measuring Success....*

- Translating notifications to parents and carers, and utilising interpreters for inclusive communication.
- Seeking feedback via surveys, online platforms and newsletters.

### *We will...*

Investigate the role of a Multi-Cultural Well-being Liaison Officer to support engagement of our diverse community.

### *Measuring Success....*

- Seeking feedback from schools that engage a MWLO.
- Investigating the DoE funding of Chaplaincy and student wellbeing officer program.

### *We will...*

Continue to find ways to seek parent feedback on whole-school events and priorities to inform future planning.

### *Measuring Success....*

- Using 'Book a Room' records to monitor external agency engagement.
- Seeking feedback via surveys, online platforms, newsletters, School Council, P & C and during Parent Teacher Interviews.

### *We will...*

Maintain and strengthen productive partnerships with the local community, including 12 Buckets, Balga Senior High School, The Smith Family, Child and Parenting Centre, North East Metro LDC, Edmund Rice Centre, and other external stakeholders.

### *Measuring Success....*

- Following the School & Community Partnership Agreement with Balga SHS and feeder schools. .
- Using the 12 Buckets Annual Report and feedback.
- Engaging with the Child & Parenting Centre engagement and storing minutes from Local Advisory Committee.



# Focus Area Two

## LEARNING ENVIRONMENT

*We will...*

Encourage students to demonstrate age-appropriate levels of autonomy and responsibility.

*Measuring Success...*

- Student Leadership roles.
- Student Council minutes.
- Student feedback is sought, valued and enacted.

*We will...*

Ensure Aboriginal culture, history and language is valued and embedded within the school.

*Measuring Success...*

- The Humanities and Social Sciences Committee contributes to the success of our school being culturally responsive via the Reconciliation Action Plan.
- Noongar language is embedded within the school.

*We will...*

Meet the National Quality Standards in all areas.

*Measuring Success...*

- Leadership roles are extended and continue to promote a sense of connectedness and value.
- Committee enacting feedback from audit and external verification.
- Walker Learning is facilitated in Kindergarten and Pre-primary.

*We will...*

Prioritise Staff health and wellbeing in the school.

*Measuring Success...*

- A Psychosocial Risk Management Plan is collaboratively created to identify, minimise and manage risks.
- Staff Wellbeing & Workload Committee meets regularly.
- Work Health & Safety Committee meets regularly.

*We will...*

Utilise the Student Services model to identify and support students at academic, social and emotional risk.

*Measuring Success...*

- The Student Services Team provide access to support for students at point of need including the Student Services Coordinator, School Psychologist and external agencies.
- Therapies are coordinated on school grounds.
- 12 Buckets referrals.
- Smith Family referrals and attendance at clubs.

*We will...*

Proceed with the intent to further embed the Berry Street Education Model and trauma informed practice through the development of a whole-school plan, using the Zones of Regulation with 6 Kinds of Best.

*Measuring Success...*

- Students can identify, express and manage emotions through daily check-ins and wellbeing activities.
- Students apply strategies to make positive choices around their behaviours, interactions and learning.
- Be You Survey data analysis of student and staff responses discussed in SELT Committee.



# Focus Area Three

## LEADERSHIP

### *We will...*

Ensure all staff have an understanding that our school is led by the Departments core values through our strategic plan, operational plans and the direct correlation to classroom teaching and practice.

### *Measuring Success...*

- Classroom planning shows links to the school's strategic plan and operational planning.
- Staff feedback.

### *We will...*

Continue to utilise the WA Future Leaders Framework in conjunction with the Performance Management Policy to identify, develop and support potential leaders.

### *Measuring Success...*

- Performance Management goals and action tracking are targeted around leadership.
- Staff are opting for leadership opportunities and fulfilling their roles.

### *We will...*

Continue to include staff in the decision-making in school planning and reviews.

### *Measuring Success...*

- Staff led agendas (motions passed).
- BPS Teams – distributed leadership.
- Staff created operational plans and annual report reviews.
- Staff on School Council.

### *We will...*

Utilise Senior Teachers who will lead the development of teaching practice, curriculum, and mentor/ support others.

### *Measuring Success...*

- Negotiated roles for both classifications of Senior Teachers.
- Curriculum Leadership roles.
- Mentoring and supporting other teachers, preservice and graduate teachers.
- Coaching roles.

### *We will...*

Use the Aboriginal Cultural Standards Framework to build an understanding of Aboriginal histories, people, cultures and languages to ensure a culturally responsive environment for all learners.

### *Measuring Success...*

- Aboriginal language, culture and histories taught in every classroom.
- Reconciliation Action Plan goals achieved.
- Collaborative Committee self-assessment: Judgement-How are you going?  
Evidence- How do you know? Planning- What are you going to do to improve?



# Focus Area Four

## RESOURCES

*We will...*

Continue to plan for resource and asset replacements.

*Measuring Success...*

- *Implemented You Audit to manage assets and resources.*

*We will...*

Continue to have an active Finance Committee who manages financial resources and ensures good governance.

*Measuring Success...*

- *Finance Committee minutes from meetings signed and stored.*
- *Finance Committee meeting dates on calendar.*

*We will...*

Continue to support the development of oral language in the early childhood.

*Measuring Success...*

- *Speech Pathologist on site supporting staff using a gradual release model, testing and implementing evidence-informed programs.*

*We will...*

Ensure the School Council meets a minimum of once a term.

*Measuring Success...*

- *Funding agreement endorsed annually.*
- *School Council agenda and minutes on CONNECT, which includes a financial update and student learning update each meeting.*

*We will...*

Ensure committees create an annual operational plan which includes strategies to improve learning area outcomes and outlines necessary resourcing.

*Measuring Success...*

- *Operational plans which include budget.*
- *Annual review of operational plans.*

*We will...*

Continue to fund professional learning that supports whole school approaches in literacy, numeracy, social emotional and play-based learning frameworks.

*Measuring Success...*

- *Staff have completed Talk4Writing, PLD, TopTen, Walker Learning and Berry Street Training.*
- *Staff are implementing whole school programs and frameworks.*
- *Feedback from literacy and numeracy coaches.*
- *Data collection from Managing Information System schedule.*
- *Student performance improvement in data collection.*
- *MiniLit testing, grouping and teaching.*



# Focus Area Five

## TEACHER QUALITY

*We will...*

Investigate Science of Reading to complement our literacy program.

*Measuring Success...*

- Staff attending Professional Learning on the Science of Reading.
- Staff being coached on the Science of Reading implementation.

*We will...*

Follow a whole-school approach to the teaching of literacy and numeracy.

*Measuring Success...*

- Talk for Writing, PLD and TopTen Mathematics in every classroom.
- MiniLit for Year 1 & 2 students.
- Coaching in literacy and numeracy.

*We will...*

Regularly collaborate as a staff using a set format, template and allocated time effectively.

*Measuring Success...*

- Staff led agendas, motions passed, minutes accepted and uploaded to CONNECT.
- Staff nominated leadership roles.
- Learning area operational plans and reviews.

*We will...*

Proceed with the intent to develop and embed a whole-school numeracy block.

*Measuring Success...*

- Whole school numeracy block embedded.

*We will...*

Refine and review Performance Management processes to support staff engagement and completion.

*Measuring Success...*

- Performance Management Cycle completed annually by all staff.
- Celebrating staff achievement of PM goals annually.
- Professional Learning needs are identified in Performance Management with action tracking and PL application forms completed.
- Staff reaching Senior Teacher status and Level 3 accreditation.

*We will...*

Ensure all staff are data literate and proficient in the use of Elastik and following the MIS schedule.

*Measuring Success...*

- Data collection is in on time.
- Data analysis with coaches each term.
- Use of Elastik in planning and teaching.
- Committees create area reviews for annual report.
- Accurate Reporting to Parent grade allocation.
- Collegiate and whole school moderation practices (Brightpath).



# Focus Area Six

## STUDENT ACHIEVEMENT & PROGRESS

*We will...*

Explicitly teach using the BPS Explicit Teaching Model in all learning areas using Engage, Instruct, Practise & Apply through evidence based whole school approaches and targeted interventions.

*Measuring Success...*

- BPS Explicit Teaching Model posters in every room.
- WALT/WILF used in every classroom.
- Classroom observations.
- Staff feedback.

*We will...*

Ensure students are on differentiated plans to support their learning. Measuring year on year progress over achievement.

*Measuring Success...*

- Aboriginal Plans saved on shared drive.
- EALD Progress Maps.
- SEN reporting.
- Individual Planning.

*We will...*

Analyse and act on student data to identify student needs and areas requiring targeted teaching.

*Measuring Success...*

- Classroom, cohort and individual gap analysis.
- Extension learning based on Elastik analysis.
- Professional Learning supports staff in data literacy.
- Whole school operational plans guide staff through plan, act, review, monitor cycles.
- Student progress and achievement is monitored as outlined in whole school assessment schedules.
- Student voice surveys.
- Staff feedback.

*We will...*

Set targets against 'like schools' in Mathematics, English, Attendance and Behaviour.

*Measuring Success...*

- Operational Plans.
- Annual Report.
- School Council meeting minutes.

# Our Academic Targets

Targets	Strategies	Monitoring
<p>Year 3: To maintain NAPLAN results equal to or better than 'like schools' in all strands of English and Mathematics.</p> <p>Year 5: To maintain 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 0.4 or more effect size in all strands of English and Mathematics.</p>	<ul style="list-style-type: none"> <li>• Utilise BPS Explicit Teaching Model.</li> <li>• All staff to use Elastik 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>• MiniLit 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 committees.</li> <li>• Literacy and Numeracy coaches to support staff in the implementation of whole school programs.</li> <li>• Onsite speech pathologist to support staff and students with speech concerns.</li> </ul>	<p>Monitoring Information Schedule data collection.</p> <p>Gap analysis plans and focus group plans.</p> <p>Elastik Reviews.</p> <p>Literacy and Numeracy coach feedback.</p> <p>Performance Management Cycle discussions/ observations.</p> <p>Scheduled moderation.</p> <p>Annual report.</p> <p>Feedback from MiniLit administrator.</p> <p>Feedback from Gifted and Talented extension group teacher/s.</p> <p>Committee minutes.</p> <p>Feedback from Speech Pathologist.</p> <p>Referrals to external agencies.</p>

# Our Non-Academic Targets

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>Rewards.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection.</li> <li>Individual attendance plans.</li> </ul>
<p><b>Students at Educational Risk</b></p> <p>To identify students at educational risk and implement collaborative 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> </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>Book a Room monitoring of therapies.</li> <li>Feedback from Speech Pathologist &amp; School Psychologist.</li> <li>12 Buckets referrals.</li> </ul>
<p><b>Aboriginal Progress &amp; 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.</li> <li>Reconciliation Action Plan.</li> <li>HASS Committee.</li> <li>Balga Subnetwork– attendance, transition, Noongar language and cultural activities.</li> <li>Aboriginal languages, history and culture lessons in all classrooms.</li> <li>Reconciliation Action Plan.</li> <li>Professional Learning for staff.</li> <li>School décor reflects our First Nations People.</li> </ul>	<ul style="list-style-type: none"> <li>Student Services database.</li> <li>Individual progress plans for all Aboriginal students.</li> <li>Teacher planning.</li> <li>Feedback from Balga SHS/ Ebenezer.</li> <li>Feedback from staff.</li> <li>Décor and gardens reflect the Aboriginal culture.</li> <li>Performance Management Cycles.</li> </ul>

# BOYARE

## PRIMARY SCHOOL



LEARNING TOGETHER



