



Belmay  
PRIMARY

*We  
Choose  
Respect*



**Business Plan 2020-2022**

# Introduction

At Belmay Primary School, we focus our work on making connections to ensure high impact, reflecting current research regarding value adding in education settings. Our commitment to strong collaboration, high expectations and whole school practices is the cornerstone of our work. High quality curriculum provides solid foundations and varied opportunities for our students to shine. This is underpinned by support from Parents and Carers and extended community partnerships.

The school boasts a culturally rich population with many diverse groups represented. We are proud of the way Belmay students display our values of Respect, Acceptance and Belonging, promoting harmony within our community.

Underpinned by the core values of Learning, Excellence, Equity and Care, staff at Belmay Primary School work together to provide a safe, supportive and inclusive learning environment for all students. Pastoral care permeates all aspects of school life and is supported by our experienced and caring staff. The development of a caring school community and a strong network of support programs build student resilience and self-esteem.





## Our Vision

In partnership with families and the community, Belmay Primary School will provide our students with the skills, knowledge and experience to become successful, caring and productive members of society while demonstrating respect for others in all aspects of their lives.

## Our Values

*Respect and Responsibility*

*Acceptance and Belonging*

*Striving for Excellence*

*Teamwork and Sportsmanship*



## Our Choose Respect Ethos

The purpose of "Choose Respect" is to encourage and motivate schools and the wider community to develop and then maintain a "Culture of Respect".

In doing this our school is actively working to provide a safe, supportive environment for members of the school community. This is a very important part of our Values program. To Choose Respect is to treat with care and consideration.

At Belmay Primary School we Choose Respect...

- For ourselves
- For others
- For the world around us



# School Improvement Planning

The Belmay Strategic Plan is consistent with the directions outlined in the Strategic Plan for WA Public Schools 2016-2019:

- High expectations of success for every student
- High quality teaching
- Effective leadership
- Strong governance and support

*“Belmay Primary School is driven by the belief that every student is capable of successful learning.”*

We seek to enhance our understanding of, and commitment to, the needs and aspirations of our students, their families, and the broader community. Whilst building and maintaining positive and caring relationships, there is a strong collegial culture of mutual trust amongst staff, and parents are treated as partners promoting of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive promoting intellectual rigour.



# Focus on School Improvement

At the conclusion of 2018 Belmay Primary was successful in gaining a place in Cohort 6 of the Fogarty EDvance Program. The Fogarty School Improvement Program is a 3 year whole school improvement program for our school providing the executive team with leadership and management skills.

The executive team has designed a pathway for improvement (both as individual leaders and for the school), based on the context and current level of achievement and will implement this during the three-years in the program. The school is supported one-on-one by a mentor for the full three years. Belmay Primary School's involvement will spearhead our continued focus on curriculum improvement to ensure that we optimise every child's achievement potential.

[www.fogartyedvance.org.au/school-improvement-program](http://www.fogartyedvance.org.au/school-improvement-program)







## Priority Area 1

# Curriculum & Teaching

*Improving student academic progress & achievement*

- All staff understand and apply effective best practice in both Literacy and Numeracy
- Review Literacy and Numeracy practices to ensure consistent, processes and programs from K-6 which reflect agreed Belmay Primary School pedagogical instruction practice
- Build a culture of professional growth to implement reflective teaching practice which supports quality teaching and improve student outcomes
- Targets: - Improve levels of student achievement in NAPLAN to at, or above like schools  
- Improve progress of the stable cohort in NAPLAN Literacy and Numeracy to above national minimum standard



## Priority Area 2

# Conditions for Learning

*To meet & support the specific needs of each child*

- Develop and embed a whole school collaborative approach to support the academic, social and emotional needs of each child
- Embed a case management approach to support academic, social and emotional engagement for individual students considered to be at educational risk
- Further develop and sustain a school-wide focus on being culturally responsive in order to improve education outcomes for EALD and Aboriginal students
- Our school is committed to further develop a school-wide improvement focus on student engagement to increase overall total attendance to at or above like schools. High transiency and attendance issues continue to be a strong focus area at Belmay

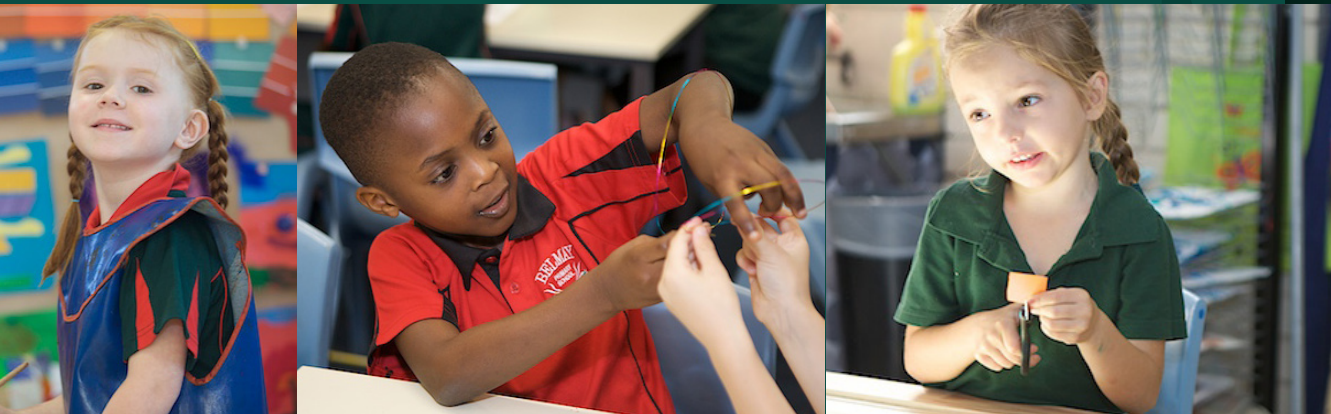


# Staff Capacity

## *Improving staff skills, application & leadership*

- Increase staff confidence and capacity to understand, analyse and interpret data to monitor student progress and inform differentiated practice
- To ensure data collection is timely, relevant and informs teacher differentiated practice
- Increase staff engagement and commitment to school review processes
- Further develop distributed leadership throughout all levels of the school

Priority Area 3



# Early Childhood Education

Our Early Childhood philosophy is to welcome young children into a learning community where they feel valued and safe. We aim to inspire curious and resilient learners, combining directed play based learning and intentional teaching methods. We extend and enrich our students' love of learning in partnership with parents and the broader community. Our children's developing knowledge of the world motivates them to care and nurture their environment and community in a lifelong sustainable way. The Early Years Learning Framework (EYLF), the WA Kindergarten curriculum guidelines and Western Australian (WA) curriculum underpins the programs at Belmay Primary School.

- Teachers use reflective practice to develop and extend understandings of current pedagogical practices and perspectives in early childhood education and are supported through the provision of professional learning, collaboration; both within the school and through accessing local school networks
- Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
- The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing

Priority Area 4

# School Improvement Planning

## Focus Area **A**

### Health and Wellbeing

At Belmay Primary School we strive to create a culture in which every student experiences a sense of belonging in the school community, of being known and understood as an individual. Our staff care about each student's overall progress and wellbeing.

Creating a culture of high performance with a culture of high care will enable us to achieve the highest educational objectives.







At Belmay Primary School we create a sense of belonging in every one of our students. We provide each student with the security of having a place so they feel accepted and included.

Belmay Primary School is a registered Be You school. A Be You Learning Community is a school or early learning service which has committed to a whole learning community approach to mental health and wellbeing.

The following outlines the priorities and planning for Health and Wellbeing at Belmay Primary School and has been developed by our school's Be You Committee.

- The continued development of Health and Wellbeing planning to explicitly link resources and cost centre management to implement and embed vital programs.
- The integration of Health and Wellbeing into the curriculum through the implementation of whole school agreed programs
- Further establish and embed whole school referral practices to support the whole child and providing a holistic education for our students.
- We acknowledge that a child's social and emotional education is just as important as academic success
- To provide a positive educational environment we will consider the wellbeing of our staff. We will continue as a school to address some of the stressors commonly identified as having an impact on wellbeing



## Focus Area B

# Digital Technologies

'Digital technologies' is the term used to describe the hardware and software that students use when developing their learning. This may include computers, tablets, programs, apps, printers, cameras and smart phones.

Digital Technologies focuses on developing student thought processes in order to unravel problems, and then design and generate digital solutions to them.

ICT across the curriculum is about students developing digital skills and knowledge to investigate, create and collaborate across all curriculum areas. They also learn safe and responsible use in managing and operating ICT. The ICT Plan is directly connected with whole school strategic planning.



The following outlines the priorities and planning for digital technologies at Belmay Primary School.

- The continued development of ICT planning to explicitly link resources and cost centre management in upgrades and future costings
- The use of digital technologies supports contemporary skills including higher-order thinking, decision-making, communication, collaboration, creativity and problem-solving
- Utilising digital technologies to further improve connecting and collaborating locally and globally

*“At Belmay Primary School we are committed to develop well rounded students who succeed at their school work, are happy and well adjusted, and show concern and respect for others.”*



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