Bertram Primary School
an Independent Public School

Business Plan
2014-2017

BUILDING BRIGHTER MINDS...
LIVING BRIGHTER FUTURES
Bertram Primary School opened in January 2007 and serves the surrounding communities of Bertram, Casuarina and Emerald Park. The school opened with a population of 250 students and in 2014 caters for 810 students in Years K-6.

Bertram’s Index of Community Socio-Educational Advantage (ICSEA), against which schools are compared for statistical purposes was 983 in 2014 with the Australian average being 1000.

A strong child and community focus makes Bertram Primary a central focus within the local area. Most classes within the school are multi-age grouped thus further fostering the sense of community and the whole school emphasis. As an active community member Bertram works to develop partnerships within the local and wider community which complement the whole school priorities.

In 2011 Bertram became an Independent Public School which moved the decision making and future planning processes closer to the local community. The selection of staff by the school and future planning set in place ensure Bertram continues to respond to the needs of its students and the local community.

Bertram is committed to improving the educational outcomes of its students through positive engagement and a variety of learning opportunities. The strategic use of resources is planned, focussed and outlined for all stakeholders in the school’s planning documentation and support materials.

In line with the Early Years Learning Framework, Bertram has adopted an approach in the early years where there is a balance between learning through play and intentional teaching. This approach provides the opportunity for students to make sense of their world, express thoughts and feelings, foster divergent thinking and develop problem solving skills. Students engage in purposeful and relevant play experiences designed to develop literacy and numeracy skills.

The ongoing implementation of the Australian Curriculum provides many opportunities to include all students in a meaningful way but also presents continuing challenges to maintain excellence.

Bertram recognises the importance of ongoing staff development and staff members regularly engage in professional learning which ensures current teaching and learning practices are being implemented. Adjusting programs to meet the needs of students is a significant aspect of modern teaching and staff at Bertram work hard to ensure this occurs across the curriculum.

A whole school approach to school improvement ensures all staff have ownership of the improvement process and play an integral part in their own development by observing colleagues, providing feedback and discussing areas of success and areas requiring development.

Bertram is implementing the School Wide Positive Behaviour Support (PBS) program and is committed to proactively teaching students behaviours essential to valuing self, others and learning. This program takes a collaborative approach to the development of high expectations which empower each student to develop character and integrity as they become responsible global citizens.

Bertram continues to develop integrated Kitchen Garden and Sustainability programs which support students from K-6 in many curriculum areas. This real life learning encourages healthy lifestyles and personal and social capability and teaches children the practical application of many of the skills they learn in the classroom whilst planting, harvesting, preparing and sharing.

The school continues to embrace technology with over 140 iPads for student use. The introduction of a voluntary 1:1 iPad program for students has developed the capacity of the school to share teaching and learning programs beyond the school boundaries. The associated IT infrastructure, including reliable wireless networks and appointment of a technology specialist teacher ensures staff and students are being developed in the best use of this personal technology. It also ensures technology is integrated into the curriculum across all year levels.

Bertram recognises the differing circumstances and needs of both our students and community and is dedicated to achieving the best possible outcomes for all. It offers an environment where children learn to appreciate and respect diversity, think globally and care for the environment and each other. The General Capabilities and Cross Curricular Priorities identified in the Australian Curriculum are embedded within school planning documents, classroom lessons and whole school events.

The implementation of our school beliefs is clearly evident across the teaching and learning program with everyone focussed on ensuring their engagement in school life.

This plan outlines four key areas identified to ensure the ongoing educational and social growth of the Bertram School Community.

- Strive to develop and retain quality teachers.
- Achieve improved academic outcomes.
- Foster personal, social and environmental responsibility.
- Forge strong and sustainable community partnerships.
Strive to develop and retain quality staff

Staff remain open to continuous learning and are challenged to take responsible risks in a variety of situations.

TARGETS
- Develop and implement a staff health and well-being survey every two years from 2015
- Maintain a teaching staff retention rate of 80% or above over the next four years
- Develop and implement a mentor survey for all pre-service mentors
- Attain by the end of 2015 and maintain a participation level of at least 75% of pre-service mentors completing the mentor survey

STRATEGIES
- Design and implement a regular staff health and well-being survey
- Maintain school-wide improvement processes
- Provide all staff ongoing professional learning in whole-school focus areas
- Provide quality in-school professional support
- Improve whole-school planning and expectation documentation
- Develop and sustain meaningful performance management processes
- Provide staff members with access to a suite of technology
- Provide all teaching staff 0.6FTE or above and all Special Needs EAs with a loan iPad
- Extend the student teacher placement relationship with Murdoch University
- Provide staff mentors with adequate support and professional learning

Foster personal, social and environmental responsibility

Students and staff work together to foster an improved understanding of and commitment to personal, social and environmental responsibility.

TARGETS
- Improve all indicators in the School Wide Positive Behaviour Support (PBS) set data collection by a minimum of 20%
- Actively engage 80% of staff in the PBS process by 2017
- Complete the requirements to become a Waste Wise School and receive first and second tier funding by 2017

STRATEGIES
- Implement the School Wide Positive Behaviour Support (PBS) continuum
- Support PBS by actively engaging the school community in the implementation process
- Teach and promote safe and effective use of online communication and learning
- Provide students the opportunity to develop social-emotional skills such as cooperation, communication and negotiation through the Kitchen Garden Program
- Develop a sustainability committee to promote and support the integration of sustainability across the curriculum
- Develop teaching and learning programs in K-2 reflecting the Early Years Learning Framework

Achieve improved academic outcomes

Students are supported in their efforts to persist and strive for academic accuracy and excellence.

MILESTONES
- Reduce the gap between Bertram PS and state mean in all NAPLAN assessments
- Match or exceed state average for regular attendance
- Match or exceed state average for Indigenous attendance
- Increase the percentage of Pre Primary students with regular attendance to 80% by 2017

STRATEGIES
- Embed whole school practices K-6
- Increase the intensity of teaching and assessing mastery of phonics in the early years
- Use the Australian Curriculum to inform teaching and assessment in line with SCASA requirements
- Implement the Australian Curriculum in line with SCASA timelines
- Build the capacity of curriculum teams to develop a shared understanding of curriculum expectations
- Identify and case-manage target students at or above the All Australian mean in Reading and Mathematics
- Maintain school iPad levels to provide all LA's with access to a group set
- Provide focussed educational opportunities for SAER students
- Recognise regular school attendance and case-manage students at educational risk due to irregular attendance
Forge strong and sustainable community partnerships

Recognise the school as part of the local and wider community and engage businesses and institutions to enhance teaching and learning opportunities.

Milestones
- Increase parent participation in the bi-annual school-community survey to 40% or above by 2017
- Increase the number of families engaging in parent/teacher interviews and open night to 75%
- Maintain an active P&C
- Increase the attendance at weekly Community Chat events and parent workshops by 10% a year

Strategies
- Actively encourage both local and wider community participation
- Utilise the National School Opinion Surveys for parents, students and staff as they become available
- Source supplementary resources which support the teaching and learning programs at Bertram
- Actively promote partnerships with community groups including Red Cross, ALCOA, Murdoch University and The Smith Family
- Promote whole school special days and events by involving the community
- Encourage community use of school facilities
- Promote parent opportunities for school involvement, including P&C and School Board
- Utilise a variety of channels of communication between school and the community including the website, Facebook and the Bertram app
- Provide opportunities for parents to engage with their children in events such as the Bertram Fair and in programs such as The Shed

Students at Bertram Primary School learn best when they -

- have a personal understanding of and engagement in their learning
- remain open to continuous learning and are challenged to take responsible risks in a variety of situations
- are a part of collaborative relationships with open channels of communication
- are in a safe, positive and inclusive environment which values their individual learning styles and offers a variety of learning opportunities

Bertram Primary School
Champion Drive, Bertram, Western Australia 6167
Telephone (08) 9419 1762
Fax (08) 9419 2052
General enquiries - Bertram.PS@education.wa.edu.au
www.bertramps.wa.edu.au