



West Balcatta
Primary School

2025 - 2027

Business Plan





We would like to extend a warm welcome to West Balcatta Primary School, where we are committed to making a real difference for every child. With strong community support, we provide a warm, caring and challenging environment that nurtures each student's unique potential. We prioritise high academic standards through explicit teaching while fostering the whole child with a broad, balanced curriculum that celebrates cultural diversity, promotes good citizenship and encourages cultural and sporting success.

We are proud to present the Business Plan for 2025–2027, which will guide our ongoing improvement journey over the next three years, building on our past successes. The plan was developed in collaboration with the school leadership team, dedicated teachers and support staff, and the school board. Through collaboration

and consultation, four focus areas were established. These focus areas will drive improvement and guide the school's direction throughout the life of the plan.

- Student Achievement and Progress
- High Quality Teaching and Leadership
- A safe and supportive Learning Environment
- Community Connections

This plan is supported by annual operational plans with ambitious goals and carefully structured timelines, incorporating a focus on resources and professional learning to achieve the strategic goals and targets in each focus area. Our planning aligns with the Western Australian Curriculum and the Department of Education's Quality Teaching Strategy and is underpinned by our core beliefs about teaching and learning.

At West Balcatta Primary School, we believe:

- we can unlock the learning potential of every student.
- student wellbeing and engagement are essential for student achievement.
- students make progress when given clear feedback and guidance that addresses their needs.
- we share the responsibility for student success with our colleagues, parents and the wider community.
- in equity, reconciliation and inclusion. We value diversity.
- we have the responsibility to continually evaluate the impact of our teaching practice and seek to improve it.
- it is essential to prepare students to become their own teachers and successful lifelong learners

FOCUS AREA 1: STUDENT ACHIEVEMENT AND PROGRESS

Academic excellence will be fostered through the implementation of evidence-based teaching approaches targeted to meet students' needs. Achievement and progress will be monitored through the analysis of student data.

WHAT WE WILL DO

Analyse data and incorporate Student Voice to ensure teaching is targeted and linked to high expectations.

WHAT YOU WILL SEE

- Data analysed at classroom, year group and whole school level.
- Data guides classroom teaching and differentiation, ensuring teaching is targeted and builds on prior learning.
- Data guides whole school improvement planning and ensures annual operational plans and budget allocations are clearly linked to student outcomes.
- Student achievement and progress is tracked.
- Students not making expected progress are identified. Strategies to address this are planned collaboratively through Professional Learning Communities and their progress is tracked.
- Student Voice is used as tool to monitor student progress and review teaching.

ACHIEVEMENT TARGETS:

- Annually, Year 3 NAPLAN will continue to be equal to or above like schools in all tested areas.
- Annually, the Year 5 NAPLAN will continue to be equal to or above like schools in all tested areas.
- Annually, average progress between Pre-primary On-entry Assessment and Year 3 NAPLAN will be equal to or above like schools in Numeracy and Reading.
- Annually, average progress between Year 3 and Year 5 NAPLAN will be equal to or above like schools in Numeracy and Reading.
- Annually, average progress of all Year 1 students between On-entry Assessment Module 1 (Pre-primary) and Module 2 in Numeracy will be equal to or above like schools.
- Annually, at least 80% of students will improve on PAT Maths and Reading performance.

Annually, at least 90% of Pre-primary students will:

- Achieve green scores for all Identification, Blending and Segmenting Tasks in RAT-Reading.
- Make all single sound letter links from Letters and Sounds Phase 2 and beginning of phase 3.

FOCUS AREA 2: HIGH QUALITY TEACHING AND LEADERSHIP

High-quality teaching will be sustained through collaboration and ongoing critical reflection on the impact of teaching practices. Distributed leadership will create conditions that support the professional growth and wellbeing of staff, as well as the implementation of effective teaching.

WHAT WE WILL DO	WHAT YOU WILL SEE
Embed evidence-based teaching approaches in every classroom.	<p>The 'West Balcatta Way' (our instructional framework and agreed practices) implemented and:</p> <ul style="list-style-type: none"> • evident in classroom practice. • evident in teaching and learning programs. • reviewed collaboratively in Professional Learning Communities.
Embed inquiry and problem solving to develop learner's capacity to be collaborative, critical, creative and innovative thinkers.	<ul style="list-style-type: none"> • A whole school approach to inquiry learning and investigation. Students applying knowledge and investigative skills to solve problems set in new contexts. • Science, Technology, Engineering, Mathematics (STEM) implemented as a specialist subject. • Play-based learning balanced with explicit teaching incorporated in Kindy to Year 2.
Engage students in learning.	<ul style="list-style-type: none"> • Appropriate technologies selected to enhance student learning and progress. • Student Voice and agency used to build self-efficacy and autonomy so that students are partners in their learning. • Specific and timely feedback given to students. • Students assessing their own progress and achievement. • Student Council communicate students' perspective and contribute to school decision making.
Sustain high-quality teaching and learning.	<ul style="list-style-type: none"> • Professional learning links to whole school priorities and the 'West Balcatta Way'. • Performance and development support implementation of West Balcatta Way. • Formal induction based on 'West Balcatta Way' established for new members of staff. • Coaching model supports our instructional framework.
Build leadership capability of our teachers to influence student outcomes.	<ul style="list-style-type: none"> • Future Leaders Framework used to identify potential leaders. • Aspirant & middle leaders supported to develop leadership skills. • Distributed leadership model used to sustain instructional framework and agreed practices.

FOCUS AREA 3: SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

A safe, inclusive and supportive school culture that is nurturing and responsive to the needs of both students and staff will be created. High expectations for student learning and behaviour will be made explicit to students, staff and the parent community.

WHAT WE WILL DO	WHAT YOU WILL SEE
Embed pre-conditions for positive learning.	<ul style="list-style-type: none">• High expectations of progress and achievement, behaviours and effort explicitly communicated to students.• Visible culture of restorative practices with a common language used.• The Good Standing Policy reviewed and embedded.• The Western Australian Values of Schooling are embedded into our school culture.
Implement culturally responsive pedagogies.	<ul style="list-style-type: none">• Implement and review our Reconciliation Action Plan (RAP). <p>Aboriginal perspectives integrated into whole school approaches through:</p> <ul style="list-style-type: none">• teaching and learning programs (integration of HASS).• whole school acknowledgement of important days.• acknowledging/investigating Indigenous artforms – literature, art, dance etc.
Ensure health and wellbeing supports a safe and inclusive environment.	<ul style="list-style-type: none">• Planned approach to student wellbeing established through Health and Wellbeing operational plan.• A positive and inclusive working environment to support staff wellbeing.• Social and Emotional Learning and Protective Behaviours explicitly taught.• Whole-school attendance will exceed 90% through targeted promotion and support for students and families as needed.



FOCUS AREA 4: COMMUNITY CONNECTIONS

A culture of community engagement and partnership will be built to deliver positive outcomes for all students and families.

WHAT WE WILL DO	WHAT YOU WILL SEE
Maintain an active and effective Board and P&C.	<ul style="list-style-type: none">• Induction for Board members with clear roles established.• Roles and activities of the school board promoted in the school community.• Succession plan for Board.• Staff collaborate with P&C to enhance school environment and facilities.
Access community connections to enhance education and student experience.	<ul style="list-style-type: none">• Build and strengthen partnerships with local community groups to promote initiatives that enhance student outcomes• Maintain environmental and sustainability awareness initiatives.
Enhance communication.	<ul style="list-style-type: none">• Parent communication and engagement strategy developed.• Parent feedback sought through a range of approaches.• Increased participation in national parent opinion surveys (40% of parent population)





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