



2022-2024

BUSINESS PLAN

BROOME PRIMARY SCHOOL



OUR CULTURE

Broome PS was established on Yawuru land in 1901, and embraces the rich Aboriginal culture, along with the historical and diverse multicultural aspects of the Broome community. Parts of the school are currently being rebuilt as a result of a fire that devastated the school in January 2020. After the fire the school was blessed by the Yawuru People, who during a special ceremony used the phrase "Jirrilngany ngarrungunil, yagarmijala", meaning "Strong People, we will rise up". This has been adopted by the school community, inspiring students, staff and parents to work together so the school continues to thrive into the future.

The school actively promotes a positive and respectful culture. Programs delivered by staff promote student self-esteem, well-being and the school's core values. The expectations of Care, Respect, Pride and Success form the cornerstone of the school's values and are evident throughout the school.

Broome Primary School belongs to the Broome Cluster of Independent Public Schools. This network of schools is closely aligned to the Kimberley Schools Project which focuses on improving student outcomes. The aim of this Project is to customise, intensify and support existing strategies to accelerate students' learning.



CARE RESPECT PRIDE SUCCESS

OUR VISION

At Broome Primary School we provide every student with a successful pathway to promote citizenship, social competence and lifelong learning.



SHARED BELIEFS:

We are committed to providing:

- Evidence based effective practice in every classroom.
- Explicit Direct Instruction (EDI) to support lesson delivery throughout the school.
- High-quality, low-variance teaching.
- High expectations for all students.
- Culturally responsive pedagogy and planning.
- Teacher directed play-based learning in the early years.
- A safe environment based on strong relationships, mutual respect, equity and inclusivity.
- Learning programs that build on individual needs through a culturally and developmentally appropriate pedagogy.
- Support for families to achieve regular attendance for every student.
- Support and development for all staff to ensure they can perform their role at the highest level.
- A balanced curriculum which addresses the social, emotional, physical and academic needs of every student.

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PRIORITY 1 QUALITY TEACHING AND LEARNING

We will:

Have high expectations and provide opportunities for every student to succeed in every classroom every day.

Promote excellence in teaching by using evidence based effective practice as outlined in the Department's Quality Teaching and Learning Framework.

Ensure all students are achieving year-on-year progress through evidence based approaches.

STRATEGIES

- Embed Explicit Direct Instruction (EDI) practice across all year levels through ongoing Professional Learning, coaching and mentoring.
- Enhance the data literacy of staff to confidently use all available data sets to inform, plan and implement effective practice, ensuring individual student needs are met through differentiated programs.
- Develop a culture of performance improvement through self-reflection, classroom observations, instructional coaching and regular feedback.
- Develop whole school approaches to teaching Science, Technology, Engineering and Mathematics (STEM) and ICT skills to strengthen understanding, knowledge and application.
- Maintain consistency in the teaching of writing using evidence based best practice programs throughout the school.
- Develop a consistent and connected whole-school approach to the teaching of mathematics.
- Embed the Yawuru language program throughout the school.
- Foster the development of the whole child through high quality programs in visual and performing arts and physical education.
- Promote an environment which is culturally responsive and welcoming to Aboriginal and Non-Aboriginal students.



PRIORITY 2 QUALITY LEARNING ENVIRONMENT

We will:

Cater for the social, emotional, physical, creative and academic needs of every student by creating a safe and predictable learning environment and rigorous student services processes.

Create a thriving, culturally responsive environment where respect of, and appreciation of Aboriginal history, language and culture is embedded.

Develop an Early Childhood Education ethos that will develop communicating, thinking and learning social skills through explicit direct instruction and instructional play.

STRATEGIES

- Develop an Early Childhood play based learning guidelines to provide high quality learning opportunities and consistent and connected practice in K-2.
- Maintain the whole school focus on Positive Behaviour Support (PBS) and management to enhance relationships, proactive decision making and trust.
- The Be You Committee will actively research and introduce a social and emotional program to promote the well-being of students.
- Ensure learning areas are well maintained, attractive, flexible and conducive to promoting independent learning, collaboration and critical and creative thinking.
- Ensure there is a proactive role in addressing Occupational, Safety and Health issues throughout the school.
- Embed the Aboriginal Cultural Standards Framework into school programs and curriculum delivery.
- Maintain a supportive environment where contributions from staff and students are acknowledged and valued.
- Focus on sustainability by promoting the 3 R's, reduce, reuse and recycle in every classroom.
- Promote culturally appropriate naming and art work to the new buildings at Broome PS.
- Ensure our staff and classrooms are equipped to cater for the significant number of hearing impaired students in the school.
- Ensure the Grounds Committee plays an active role in reviewing and enhancing the play areas, play equipment and landscaping of the school.

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PRIORITY 3 STRONG RELATIONSHIPS AND PARTNERSHIPS

We will:

Build collective efficacy to ensure all members of the school community have a strong sense of belonging, in order to learn, work and succeed.

Partner with families, communities and agencies to support and enhance our quality educational programs and engage our students to maximise their learning potential.

STRATEGIES

- Promote, support and continue to develop the capacity of the School Board.
- Promote, support and resource the KindiLink program aimed at 0-3yo Aboriginal students.
- Develop and resource a staff well-being plan.
- Ensure PBS (Positive Behaviour Support) is implemented with fidelity throughout the school
- Strengthen the partnerships with inter-agencies to support the wellbeing of students, families, and staff, particularly in areas related to trauma.
- Grounds Committee to oversee the restoration and upgrade of the physical environment to improve the aesthetic appearance, educational opportunities and promote play.
- Work closely with the Broome Cluster of Independent Public Schools (Five Schools, One Community) to enhance the collective efficacy of all schools and students.
- Utilise the School Chaplain to work and support all members of the school community as required.
- Implement Covid-19 guidelines and protocols that uphold state government mandates, at the same time endeavouring to normalise school programs and procedures as much as possible.
- Work with various agencies to further enhance the educational outcomes for individual students and the school as a whole.

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PRIORITY 4 LEADERSHIP

We will:

Build staff capacity by identifying, supporting and developing teachers, support staff and administrators.

Lead a targeted approach to the use of school resources to identify and address the needs of students and maintenance of the learning environment.



STRATEGIES

- Provide School Board training to strengthen the decision making and governance processes of the School Board.
- Develop distributive leadership structures using the WA Future Leaders Framework to identify, support and develop staff to deliver effective teaching practices and impact student outcomes.
- Ensure all staff engage in an effective Performance Management process.
- Cultivate student agency to ensure their voice is heard in decision making and provide opportunities to demonstrate initiative within the school community.
- Define and communicate the roles and responsibilities of the senior leadership team.

PERFORMANCE TARGETS



Literacy	Student progress for the stable cohort between the years of 3 to 5 will be equal or above like schools in reading NAPLAN assessment.
Numeracy	Student progress for the stable cohort between the years of 3 to 5 will be equal or above like schools in numeracy.
On Entry	Student performance in On Entry in Year One is higher than comparative Decile Median Schools in Reading.
On Entry	Student Performance in On Entry in Year One is higher than comparative Decile Median Schools in Writing.
Attendance	Improve overall attendance to at least 78% by 2023 and at least 80% by 2024 (76.6% S1, 2021).
	Decrease unexplained absences to less than 40% by 2023 and less than 30% by 2024 (60% S1, 2021).
	Reduce the number of students in the "Severely at Risk" category to 20% by 2023 and 16% by 2024 (23% S1, 2021).
Surveys	Achieve a satisfaction rating of at least 4.0 in the students, parent and staff National School Opinion Surveys.





School Creed

Broome School is special
For we CARE for each other
Have RESPECT for all cultures
Take PRIDE in our work
And strive for SUCCESS

DoE and Systemic Directions and policies:

- Building on Strength, Strategic Directions for Public Schools 2020-2024
- Focus 2022
- Aboriginal Cultural Standards Framework
- Quality Teaching and Learning Framework
- National School Improvement Tool (ACER)

Featured artwork
by Renee Clifton.



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