

Excellence Through Effort



BUSINESS PLAN 2025—2027



BUNGAREE PRIMARY SCHOOL BUSINESS PLAN

Bungaree Primary School has been dedicated to excellence in education since its official opening on October 8, 1969. With a proud history spanning over 50 years, we remain committed to fostering high expectations and achieving **Excellence Through Effort**.

Our school thrives on strong partnerships between parents, carers, and the wider community, working collaboratively to support each child's academic success and overall development. At the heart of everything we do is a student-centered approach, ensuring that each child receives the care, support and opportunities needed to reach their full potential.

We cultivate a positive and inclusive learning environment, built on the values of **Respect, Effort, and Safety**. Bungaree Primary has established a reputation as a warm, caring and welcoming school, where every child is valued as an individual. Our focus on pastoral care, community engagement and a diverse range of educational experiences enriches each student's journey.

This Business Plan, developed in collaboration with staff and the School Board and informed by student achievement data, sets a strategic direction for the next three years. It clearly defines our key priorities, the actions we will take, and the measurable improvements you can expect to see as we continue striving for excellence.

Sharon Albers-Smith *Principal*

Steve Musson *School Board Chair*



STRENGTHENING EDUCATIONAL OUTCOMES FOR ALL STUDENTS

Our learning community is dedicated to enabling all students to achieve in a supportive environment. Strong relationships, community partnerships and effective teachers ensures students receive the support that best meets their educational goals.

Successful
Students



Shared
responsibility



Inclusion and
value student
diversity



Successful life
long learners
for success



Effective teachers unlock
the learning potential of
every student



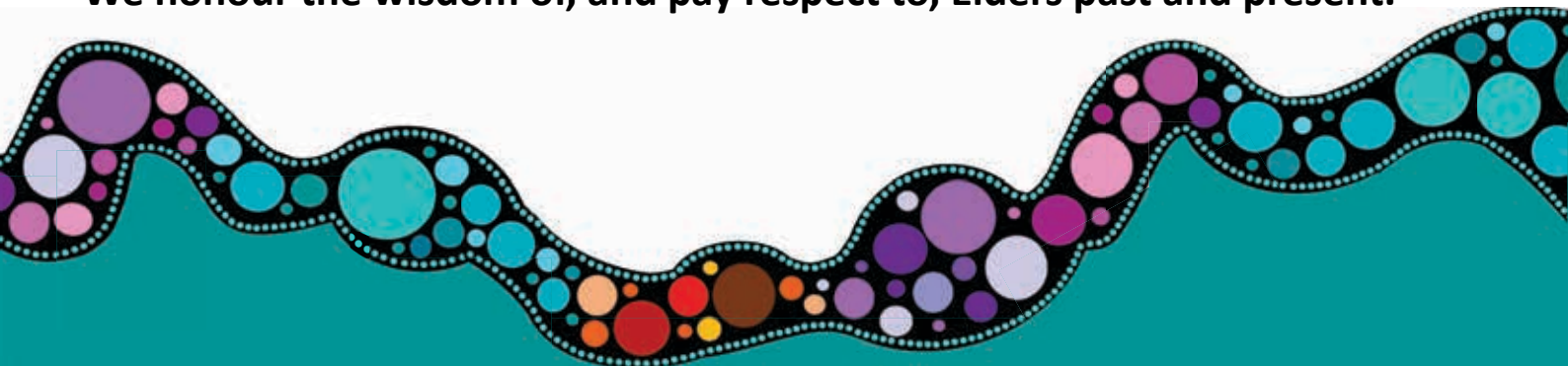
Student well-being and
engagement are essential



Equity



We acknowledge all First Peoples of the beautiful lands on which we live and celebrate their enduring knowledge and connection to Country. We honour the wisdom of, and pay respect to, Elders past and present.



OUR VISION

At Bungaree Primary we are committed to create an inclusive and thriving learning environment which embodies the values of Respect, Effort and Safety. We set high expectations and aspire to create a culturally responsive, safe, inclusive and supportive culture.

OUR PURPOSE

We have a school-wide commitment to promote the development of every student. We believe every student can learn successfully. They will develop the confidence and skills to reach their full potential socially, academically and emotionally.

OUR GUIDING PRINCIPLES

- Student success is at the centre of everything we do
- Staff use explicit instruction to teach concepts, ideas, skills and strategies for learning
- Consistent practice across the school
- Effective teachers that know the curriculum
- We know what works best
- We know how students learn and how to teach

**CHOOSE
EFFORT**



**CHOOSE
RESPECT**



**CHOOSE
SAFETY**



OUR SCHOOL

At Bungaree Primary School we recognise and cater for every student's needs. Our school is a culturally inclusive school that uses evidence-based, high impact instruction to cater for a diverse range of learners. Staff build a classroom culture where students feel confident and challenged and take risks with their learning.

We are proud to present the Bungaree Primary School Business Plan, outlining our strategic priorities for 2025—2027.



OUR STRATEGIC INTENT

AS A COMMUNITY WE HAVE IDENTIFIED THE FOLLOWING PRIORITY AREAS.

We place students firmly at the centre of quality teaching and learning.



TARGETS 2025–2027

BY 2027....

QUALITY TEACHING	<ul style="list-style-type: none">♦ 100 % of staff will be trained in and implement TeachWell Masterclass strategies.♦ 100 % of staff will implement Talk 4 Writing in their daily teaching program.♦ 100 % of staff have actively accessed their Coaching Mentor.♦ All students will demonstrate year on year progress in all learning areas.
STUDENT ACHIEVEMENT	<ul style="list-style-type: none">♦ The stable cohort Year 3 and Year 5 NAPLAN data will be equal to or above like schools in English and Mathematics.♦ Increase the percentage of students reading at an age appropriate level .♦ Stable cohort progress between On Entry and Year 3 NAPLAN in English and Mathematics will be at or above like schools.
SOCIAL AND EMOTIONAL LEARNING	<ul style="list-style-type: none">♦ Increase the percentage of students retaining Good Standing each term.♦ Maintain the verification of meeting all the areas of the Early Childhood National Quality Standards.♦ Increase regular student attendance to be equal to or above like schools.♦ Increase positive well-being in students and staff.♦ Utilising internal expertise and external partnerships, we will engage our community in cultural learning opportunities to support positive mental health.
RELATIONSHIPS AND PARTNERSHIPS	<ul style="list-style-type: none">♦ Increase the number of positive parent and student responses on the National Schools Opinion Survey.♦ Foster strong relationships by establishing consistent, routine-rich environments that promote stability and trust.



QUALITY TEACHING

We implement evidence-based teaching and learning practices and embed a culture of high expectations and excellence.

By 2027

We have built the capacity of school-based coaches to support teachers with implementation of the Instructional Framework.

We have implemented, with fidelity, whole school evidence-based learning programs.

We have best practice in Early Childhood Education.

We have effective evidence-based practices across the school.

We have high quality support for classroom teachers in their implementation of best practice teaching.

We have a school-wide culture focused on continually learning how to improve teacher effectiveness.

We will

- **Implement a coaching model to support teachers development in high-impact teaching strategies using the Instructional Lead Fellowship.**
- **Train all teachers in High Impact Instruction using “TeachWell Masterclass”.**
- **Implement “Talk for Writing” as our whole school evidence-based approach to teaching writing.**
- **Continue to implement Spelling Mastery, PRIME Mathematics, Think Mentals, Inquistive - Science and HASS, .**
- **Continue effective intervention programs including MaqLit and Let’s Decode.**
- **Focus collectively on maintaining our verification of meeting all Quality Areas within the National Quality Standards**
- **Identify the imputed needs of students in the early years of learning and with external support, design appropriate interventions.**
- **Utilise evidence-based programs and resources, including Let’s decode, Tracks To Literacy, PRIME Maths and Spelling Mastery.**
- **Implement the Kindergarten Guidelines and the Western Australian Curriculum.**



STUDENT ACHIEVEMENT

We constantly evaluate and monitor our impact on student learning.

By 2027

We have moderation processes that promote alignment between student achievement and progress and grade allocations.

We have improvement targets for both individual and groups of students.

We have implemented assessment for, assessment as and assessment of, learning to gather evidence and make judgements about student learning.

We have established a student assessment database in core learning areas, that includes longitudinal, individual and cohort tracking processes.

We will

- **Commit with fidelity, to the consistent collection and analysis of data, tracking student progress and achievement.**
- **Moderate student achievement and progress using data and other evidence including moderation with 'like schools'.**
- **Make professional judgements about student learning to accurately report against the relevant achievement standards.**
- **Use evidence about students' knowledge, understanding and skills to inform teaching practice.**
- **Assess as students learn.**
- **Use Xuno Student Mapping to monitor and track student achievement in line with the schools reporting schedule.**
- **Analyse the achievement and progress of Aboriginal students and adjust teaching practices as required.**



RELATIONSHIPS AND PARTNERSHIPS

We foster a vibrant school culture by cultivating strong relationships with staff, students, parents, carers and the broader community.

By 2027

We have consistency across classes with implementation of the Positive Behaviour Values.

We have a culturally responsive school based on mutually respectful and trusting relationships with Aboriginal students and families.

We have an inclusive school environment in which everyone feels valued and supported.

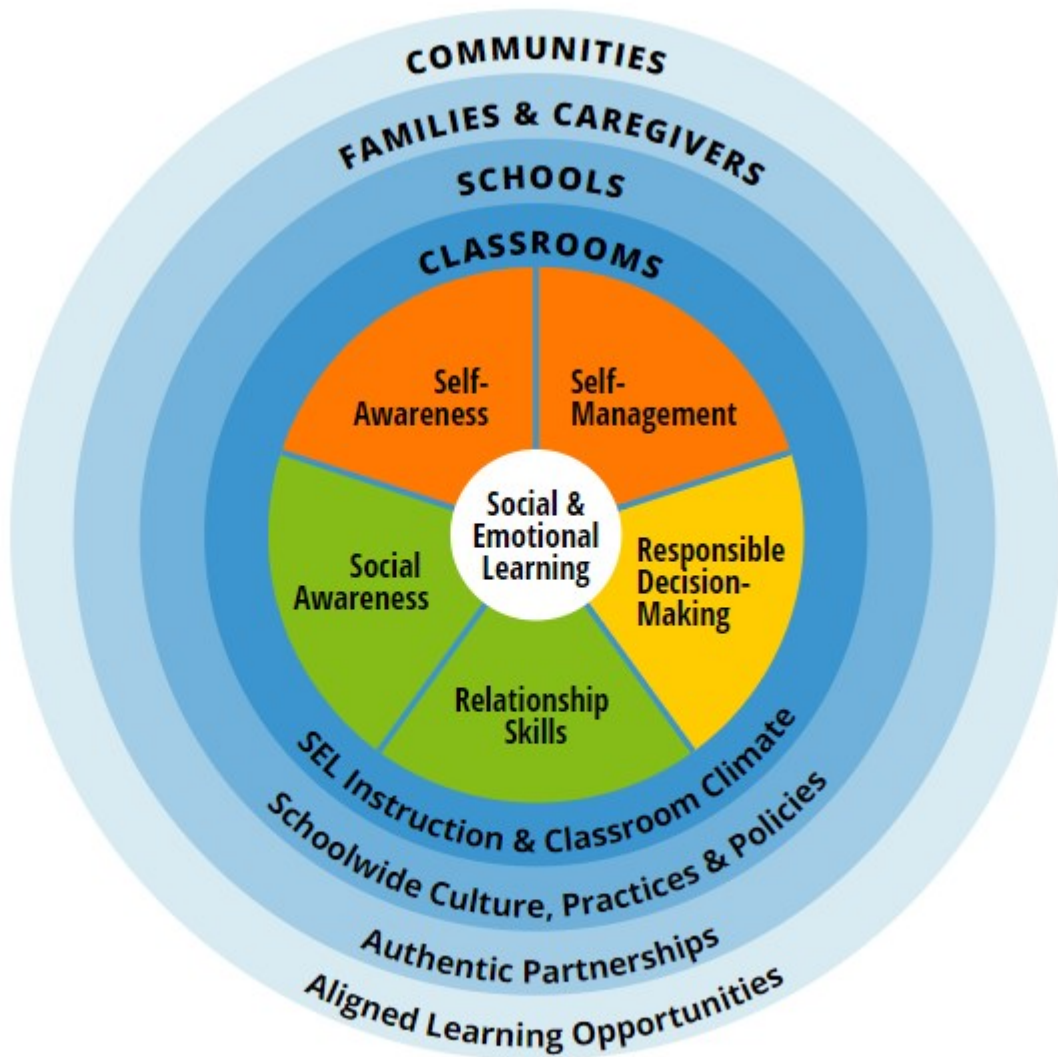
We have open communication systems between home and school.

We have established links with support volunteers and community groups to enhance learning opportunities for students.

We will

- **Work collaboratively with parents and carers to understand the shared language of learning.**
- **Seek student, parent and community feedback.**
- **Nurture a culture that respects and values diversity across the community to support the equitable engagement of all families.**
- **Investigate different methods of communication to parents and the community to enhance further engagement.**
- **Model and communicate the expected behaviours in relation to Choose Respect, Effort and Safety to all involved in the school.**
- **Acknowledge and celebrate the range of cultures that exist within the school and community, in formal and informal ways.**
- **Continue to embed the Aboriginal Cultural Standards Framework with opportunities for leadership and connection to culture.**





“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”



SOCIAL AND EMOTIONAL LEARNING

We have an equitable learning environment that supports students' social, emotional and academic development.

By 2027

We have a safe, positive and supportive learning environment for students and staff.

We have increased engagement with the diverse cultural groups represented in our school.

We have embedded the school values of Respect, Effort and Safety.

We have built students capacity to advocate for themselves and others.

We have increased the percentage of students that regularly attend school.

We have teaching practices that meet the special learning needs of students.

We will

- **Implement the Berry Street Educational Model to support student wellbeing and academic learning.**
- **Engage in daily mindfulness and guided relaxation practices.**
- **Increase our Cultural Liaison Officer time within the school.**
- **Engage with parents and carers as first educators using a range of strategies.**
- **Model and promote the school values using whole school strategies including medals and prizes.**
- **Continue to implement Zones of Regulation, Protective Behaviours, PATHS and Restorative Practice.**
- **Implement prizes for, and recognition of, regular attendance.**
- **Have processes to identify, support and monitor students at educational risk.**









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