



JOHN BUTLER PRIMARY COLLEGE

Business Plan 2021 - 2023



BELONG ASPIRE THRIVE

OUR SCHOOL

John Butler Primary College, catering for students from Kindergarten to Year 6, is located in the northern suburb of Butler. Opening in 2014, the college is of a modern and contemporary design, including purpose-built specialist facilities for students with disability, to create a positive and supportive learning environment in which all students can thrive. The innovative college model, which integrates a regular Primary Education Program and a dedicated Education Support Program for students with disability in one school, provides an inclusive and tailored learning experience to support students of all abilities to achieve their personal best.

At John Butler Primary College, our committed staff are dedicated to tailoring teaching to the needs of every student. Our inclusive curriculum and continuum of educational options support students of all abilities to thrive and achieve. We offer a regular Primary Education Program and also provide a specialist Education Support Program for students with disability. Students with additional learning needs can also benefit from a reduced class size, high staff to student ratio and targeted intervention in our Specialist Transition Education Program (STEP). Students college-wide gain from the specialist training and expertise of our staff. We offer specialist programs in Physical Education, French and Music.

We have a strong focus on inspiring life-long learning and supporting students to achieve their academic potential as well as developing the skills and competencies they require to develop positive relationships, to manage their emotions and for mental health and wellbeing. We promote values that teach students to respect themselves and others, to develop a healthy regard for the wellbeing of others and to be active, empowered citizens.

The modern, purpose-built facilities at John Butler Primary College create an engaging and inclusive learning environment that caters for every student at each phase of learning. Students in our Early Childhood Program enjoy a secure and appealing play space and purpose-built classrooms and facilities. Students in the Education Support Program or those with additional needs have access to a heated hydrotherapy pool, a multi-sensory room and adaptive equipment to facilitate access to an individualised learning experience at John Butler Primary College. Collaborative work spaces across the college enable cooperative learning and break spaces allow students the opportunity to self-regulate and make positive choices about their own behaviour and wellbeing.

Family and community involvement in our students' education is a priority at John Butler Primary College. Our active Parents and Citizens Association (P&C), engaged College Board, skilled staff, dedicated leadership team and supportive local partnerships bring together a community to enable us to provide the best possible opportunities for every student to achieve their personal best every day. An Out of Hours School Care Program is available before and after school to further support our school community.

MOTTO

Belong
Aspire
Thrive

VISION

An inclusive, engaging and inspiring place of learning where every student is supported to achieve their personal best every day.

VALUES

The John Butler Primary College community have identified five core STARR values to guide our attitudes and actions to promote a positive learning environment underpinned by healthy, productive relationships:

Safety
Tolerance
Achievement
Respect
Resilience



OUR BELIEFS

At John Butler Primary College, we believe:

1. Positive and productive relationships are at the core of successful learning. We build foundations of mutual respect, trust and understanding.
2. Every child belongs. We welcome each of our families into a supportive, inclusive and culturally responsive learning environment to allow every child to thrive.
3. In inspiring the pursuit of life-long learning and academic achievement. We have a growth mindset and an engaging culture of ongoing learning and development.
4. A whole-college, connected and collaborative approach to the delivery of curriculum and pedagogical practices supports successful students.
5. Every child is on their own learning journey. We tailor teaching to ensure every child is supported to achieve their personal best.
6. Social and emotional learning is as important as academic achievement. We model and teach to ensure students have the emotional regulation, resilience and social competencies required for positive relationships, mental health and wellbeing and for a genuine regard for the health and wellbeing of others.
7. Great leaders help other people grow. We build student, staff and community leaders to support the development of empowered, responsible, and active citizens.

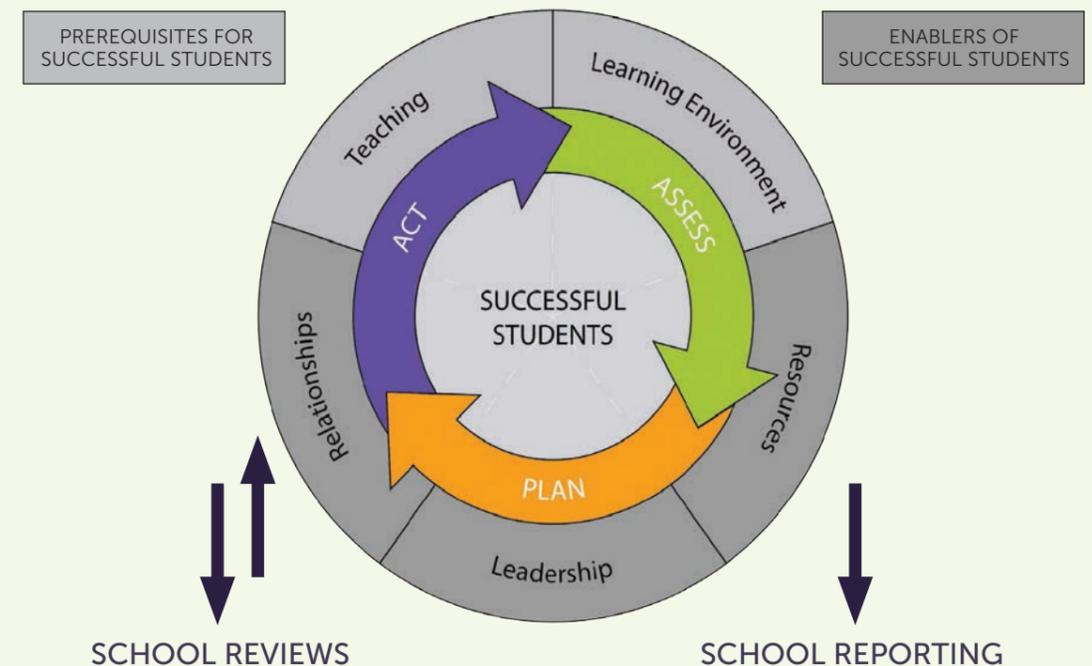
BUSINESS PLAN 2021 - 2023

The John Butler Primary College Business Plan 2021-2023 is informed by school performance and student achievement data and has been developed in collaboration with the staff, the Board and the college community. It outlines the key priorities and strategies that are intended to maximise school performance and student achievement over the next three years.

The Business Plan supports the implementation of the WA Department of Education's *Strategic directions for public schools 2020-2024: Every student, every classroom, every day.*

A rigorous process ensures we make continuous judgements about our school's academic and non-academic performance and that we plan and implement strategies for ongoing improvement. There are three integral components to our **School Improvement Cycle and Accountability Framework**:

- **Assess** data and other evidence related to student achievement and school operations;
- **Plan** to improve the standards of student achievement; and
- **Act** to implement planned strategies.



Each year we review our college performance against the targets in this Business Plan in collaboration with the college staff and Board. This review is published in an Annual Report and is available to the community.

Principal, Dr Catherine Kapiteyn

Board Chair, Ms Lena Barnes

PRIORITY 1: TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM

Targets 2021-2023

1. The achievement of the stable cohorts in Years 3 and 5 on NAPLAN will be at or above like schools in all areas by 2023:
 - 1.1 The percentage of Year 3 and 5 students achieving in the upper bands in all areas will increase over the course of the business plan.
 - 1.2 The percentage of students making moderate, high and very high progress in all areas from Pre-Primary (On-Entry) to Year 3 NAPLAN will increase over the course of the business plan.
 - 1.3 The percentage of students making moderate, high and very high progress in all areas from Year 3 to Year 5 NAPLAN will increase over the course of the business plan.
 - 1.4 The school mean will be at or above the like school mean for students in Years 3 and 5 in all areas by 2023.
2. Students will demonstrate improved achievement in Reading and Maths on the Progressive Achievement Tests (PAT):
 - 2.1 Year 1 to 6 median scores to be at or above the Australian norm for Reading.
 - 2.2. Year 1 to 6 median scores to be at or above the Australian norm for Maths.
3. Students in the Early Years will demonstrate high progress and high achievement on the On-Entry Assessment:
 - 3.1 The percentage of students in the stable cohort making moderate, high and very high progress in Reading, Numeracy and Writing from PP to Year 1 and from Year 1 to Year 2 will increase over the course of the business plan.
 - 3.2 The school mean will be at or above the like school mean in Reading, Writing and Numeracy for Year 1 and Year 2 stable cohorts.
4. Students with disability or additional needs who require a significantly modified or alternative curriculum will demonstrate annual progress against individualised goals outlined in Individual Education Plans (IEPs):
 - 4.1 Students working in Stages A-D of the WA Curriculum will demonstrate an annual positive learning trajectory against the ABLLS skills tracker in the areas identified as a priority in IEPs.
 - 4.2 Students working in Stages A-D of the WA Curriculum in Years PP, Year 2, Year 4 and Year 6 will demonstrate a positive learning trajectory on ABLEWA in all learning areas identified as a priority for students.

FOCUS: TEACHING PRACTICE

Strategic Goal:

Build consistent, high quality teaching practice in every classroom.

Strategies and Milestones:

- Whole-college approaches to Literacy and Numeracy instruction are developed, documented and implemented to ensure consistent and high-quality practice in every classroom.
- High Impact Teaching Strategies (HITS) are evident in every classroom.
- Targeted Professional Learning is accessed by all teachers, with a particular focus in Literacy, Numeracy, Social and Emotional Learning and HITS to support ongoing improvements in teaching practice.
- Performance and development processes build high-quality teaching practice with a specific focus in Literacy, Numeracy and HITS.
- Collaborative teaching and learning practices within and across year-level, phase of learning and curriculum teams ensure consistency and shared practice, including the college-wide sharing of expertise and strategies for students with disability and/or additional learning needs.
- A core group of education assistants builds capacity to effectively support individual and small groups of students requiring additional intervention in Literacy and Numeracy.
- Ongoing, rigorous interrogation of student progress and achievement data informs instruction.
- Improved data systems and analyses are used to monitor and evaluate the progress and achievement of students in the education support program and/or students with additional needs, for whom a modified curriculum is detailed in an Individual Education Plan, to inform teaching and learning programs, curriculum development and school improvement planning.
- ICT (Technology) is integrated and enhances teaching and learning across the curriculum.

FOCUS: CURRICULUM

Strategic Goal:

Deliver a well-sequenced systematic and rigorous curriculum.

Strategies and Milestones:

- Build the depth of curriculum knowledge of staff, particularly in English and Mathematics.
- All planning, teaching and assessment is reflective of the Western Australian Curriculum Outline.
- Whole-college, year-level and classroom plans facilitate the monitoring and delivery of a well-sequenced, rigorous and systematic curriculum, with a specific focus in English and Mathematics.



FOCUS: STUDENTS AS LEARNERS

Strategic Goal:

Identify learning needs and differentiate teaching to cater for students of all abilities.

Strategies and Milestones:

- Teachers are proficient in implementing and using assessment data from On-Entry, KAT, PAT, NAPLAN, ABLLS and ABLEWA to identify areas of student need, to inform teaching and learning programs and to plan for improvement.
- Diagnostic and formative assessment is strengthened to accelerate the learning of students performing below expectations in aspects of literacy and numeracy.
- Establish a college-wide Writing Assessment to monitor student performance in non-NAPLAN years and plan for improvement.
- SEN plans are developed for all students at educational risk and processes are documented in the Curriculum, Assessment and Reporting Policy.
- Individual Education Plans are developed for all students requiring a modified curriculum and progress and achievement is monitored against the learning objectives in the plan.
- A college-wide Response to Intervention Model is established, documented and implemented to identify and support students at educational risk.
- An academic extension program is established for identified students in Years 3-4 and 5-6.
- The interests, talents, abilities and cultural backgrounds of students are reflected in classroom planning.

FOCUS: ABORIGINAL EDUCATION

Strategic Goal:

Staff broaden their knowledge and improve practices in Aboriginal education.

Strategies and Milestones:

- Staff build their knowledge and understanding of Aboriginal cultures, histories, languages and perspectives.
- Teachers plan for and implement effective teaching practices for Aboriginal Students.
- Teachers incorporate Aboriginal cultures, histories and languages into learning programs.

FOCUS: EARLY YEARS

Strategic Goal:

Strengthen a high-quality Early Years Program to prepare all students for future learning success.

Strategies and Milestones:

- On-entry assessment data informs teaching and learning programs in Pre-Primary to Year 2 and school improvement planning.
- An annual Quality Improvement Plan supports the school to meet all elements in each National Quality Standard by 2023.
- Improve student acquisition of phonics and use of vocabulary in the Early Years to provide a solid foundation for literacy.
- Processes are strengthened to identify needs and support early intervention for students with disability and/or additional learning needs.

PRIORITY 2: A SAFE, POSITIVE AND INCLUSIVE LEARNING ENVIRONMENT SUPPORTS SUCCESSFUL AND THRIVING LEARNERS

Targets 2021-2023

- Attendance rates will be at or above like schools by 2023:
 - Increase and maintain overall attendance to at least 93% over the course of the business plan.
 - Increase and maintain Aboriginal attendance to above 86% over the course of the business plan.
 - Decrease students in the severe non-attendance category to below 2% and maintain over the course of the business plan.
- Establish a reliable baseline for student behaviour, in line with the new College Behaviour Plan in 2021, and use data to develop targets for 2022-2023.
- Meet all elements of the National Quality Standard (NQS) by 2023.
- Achieve and maintain a mentally healthy college community as indicated on the annual *Be You* survey.

FOCUS: POSITIVE BEHAVIOUR SUPPORT

Strategic Goal:

Build a consistent, inclusive behaviour support approach to promote positive learning and social behaviours.

Strategies and Milestones:

- A tiered system of college-wide positive behaviour support is developed and documented and is responsive to the needs of all students.
- Consistent positive behaviour support systems and strategies are embedded across the college to ensure the best possible social, emotional, behavioural and academic outcomes for all students by 2023.
- Group and Individual Behaviour Support Plans scaffold positive behaviour for students requiring additional support.
- Strategies to educate and to prevent bullying, including cyber-bullying, are developed and documented within a whole-college approach by 2022.

FOCUS: ATTENDANCE

Strategic Goal:

Promote regular attendance of all students.

Strategies and Milestones:

- Student attendance data is monitored, analysed and used to inform improvement strategies and an attendance plan.

FOCUS: SOCIAL AND EMOTIONAL LEARNING

Strategic Goal:

Social and Emotional Learning supports students to understand and manage their own behaviour and the behaviour of others.

Strategies and Milestones:

- A whole-college Social and Emotional Learning Program is implemented and embedded by 2023.
- The learning environment is designed to provide spaces for students to self-regulate and to have the opportunity to make positive choices about their behaviour.
- Play spaces and activities are improved to be more engaging and accessible to all students.

FOCUS: MENTAL HEALTH AND WELLBEING

Strategic Goal:

Promote and protect the mental health and well-being of the school community.

Strategies and Milestones:

- Mental health and wellbeing is protected and promoted through the college-wide development of a *Be You* Learning Community and targeted, documented strategies to support staff and student health and wellbeing.
- A mental health and well-being program is embedded in the educational program college-wide to teach the skills and knowledge required by students to regulate stress and emotion and to form positive relationships.
- Effective Occupational Health and Safety processes, including risk assessment and management, protect the health and well-being of staff.
- Processes and supports around Suicidal behaviour and Non-Suicidal Self-Injury are strengthened.
- Access to support is facilitated for families to protect and promote the mental health and well-being of their children.
- Build knowledge and understanding around cyber-safety in staff, students and parents.

FOCUS: ABORIGINAL ENGAGEMENT

Strategic Goal:

Support Aboriginal students to feel a sense of belonging and connection to school.

Strategies and Milestones:

- Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.
- All students and staff are aware of, and demonstrate respect for, the cultural and linguistic diversity of the school community.

PRIORITY 3: HIGHLY EFFECTIVE LEADERSHIP

Targets 2021-2023

1. Performance and development cycles and observation and feedback processes are developed and embedded by 2023.
2. An effective shared leadership model is embedded by 2023.
3. Strong, established instructional leadership supports high-quality teaching, systematic curriculum delivery and differentiation that is responsive to individual student needs by 2023.
4. The ten High Impact Teaching Strategies (HITS) are visible in every classroom by 2023.
5. Students access increased leadership opportunities within the school over the course of the business plan.

FOCUS: PERFORMANCE AND DEVELOPMENT

Strategic Goal:

Build a high performance and development culture to develop a college-wide expert teaching team.

Strategies and Milestones:

- All staff engage in collaborative team approaches to share practice and to plan, teach and assess.
- All staff access ongoing formal and informal feedback to inform the continuous improvement of teaching practice.
- Rigorous performance and development processes, including peer observation and feedback, are established and embedded by 2023.
- Targeted professional learning supports staff development, particularly in key priority areas: Literacy, Numeracy, Social and Emotional Learning and HITS.
- All staff have developed data literacy and actively engage with the assess-plan-act cycle of school improvement.

FOCUS: STAFF LEADERSHIP

Strategic Goal:

Build the leadership capacity of staff.

Strategies and Milestones:

- A systematic approach to identifying, developing and supporting new and aspiring leaders is implemented using the WA Future Leaders Framework.
- Effective peer coaching and mentoring approaches support improved teaching practice across the college.
- Leaders have a deep curriculum and pedagogical knowledge to effectively lead Literacy and Numeracy instruction and to support Social and Emotional Learning

FOCUS: STUDENT LEADERSHIP

Strategic Goal:

Students are empowered as leaders and decision-makers.

Strategies and Milestones:

- Establish a student council with explicit roles and responsibilities.
- Establish Faction Captains and develop roles and responsibilities.
- Develop a leadership program for students in the upper primary years.

FOCUS: ABORIGINAL LEADERSHIP

Strategic Goal:

Provide Aboriginal students, their families and local Aboriginal community members with leadership opportunities in the college.

Strategies and Milestones:

- Ensure Aboriginal representation on the student council where possible.
- Engage Aboriginal students, families and community members in key decision-making and school improvement processes and in leading initiatives and events to build a culturally responsive college.



PRIORITY 4: RELATIONSHIPS AND PARTNERSHIPS

Targets 2021-2023

1. Achieve high satisfaction ratings on the National School Opinion Survey (2022), indicated by an average opinion rating of 4 or above in all areas.
2. Achieve high ratings (agree to strongly agree) on the School Culture Self-Assessment Survey by 2023.
3. The college is more culturally responsive by 2023, as evidenced by improvements against the Aboriginal Cultural Standards Continuum in the target areas identified in 2021.
4. Partnerships with schools, agencies, community organisations, local businesses and government are established and maintained to support individual students and the broader learning program.

FOCUS: ABORIGINAL CULTURE

Strategic Goal:

Build a culturally responsive college.

Strategies and Milestones:

- All staff reflect on their behaviours, attitudes and practices using the Aboriginal Cultural Standards Framework and an improvement plan supports the development of a culturally responsive school.
- Strengthen relationships and partnerships with the college and the local Aboriginal Community.
- Provide leadership opportunities for Aboriginal students and their families.



FOCUS: COLLEGE CULTURE

Strategic Goal:

Promote a productive, inclusive college culture underpinned by mutual respect and collaboration.

Strategies and Milestones:

- Continue to promote healthy and respectful relationships through the WA Respectful Relationships Teaching Support Program.
- A JBPC Code of Conduct is developed in collaboration with staff, students and families.
- Promote and build the JBPC STARR (Safety, Tolerance, Achievement, Respect and Resilience) values into the fabric of the college.

FOCUS: FAMILY ENGAGEMENT

Strategic Goal:

Implement improved strategies to inform and engage families.

Strategies and Milestones:

- A functioning and engaged P&C works in collaboration with the college to enhance opportunities and outcomes for students.
- An effective Board, with a composition that is reflective of the school community, reinforces strong college governance and support.
- Functional and efficient communication between the college and families is facilitated through an effective website and the college-wide use of Connect.
- Teachers facilitate regular communication with families regarding the focus of the educational program, classroom activities and strategies to support students' learning at home.

FOCUS: COMMUNITY

Strategic Goal:

Strengthen partnerships in the community and raise the profile of the school in the local and wider community.

Strategies and Milestones:

- Strong, efficient partnerships with the therapy agencies, Language Development Centre, PEAC, Child Development Centre and the Department of Health ensure early identification and access to on-and off-site services for students at risk and strengthen college strategies to support students with additional needs.
- Support from local businesses and community organisations ensures sustainability of the Breakfast Club, other wellbeing initiatives and the broader learning program.
- Promote the college through effective communication with families and the wider community.





An inclusive, engaging and inspiring place of learning where every student is supported to achieve their personal best every day.

John Butler Primary College
2 Halesworth Parade, Butler, WA 6036

W: johnbutlerpc.wa.edu.au

E: johnbutler.pc@education.wa.edu.au

2021 LEADERSHIP

Dr Catherine Kapiteyn
Principal

Ms Fiona Mears
Deputy Principal

Mr Alan Kelly
Deputy Principal

Miss Amanda Davies
Deputy Principal

Mrs Michelle Vandenhelm
Manager Corporate Services