Boyanup Primary School
BUSINESS PLAN
2017—2019
Our Vision
At Boyanup we pride ourselves on the opportunities we provide to cater for the range of individual learning abilities in our students, ensuring they develop the knowledge and skills to adapt to a changing world.

Our Purpose
The school’s purpose is to ensure a positive learning and teaching environment where everyone feels safe and valued, whilst students apply their knowledge, understandings, skills and attitudes to achieve their individual potential, enabling them to participate fully in the school and broader community.

Our Values
Boyanup Primary School provides a caring, supportive environment for all children. We cater for individual learning styles, set high standards and have a strong belief that all children can learn. We believe and foster tolerance, diversity and working collaboratively. The Boyanup Primary School community upholds the following key values;

- Be an Active Learner
- Be Respectful
- Be Caring and Safe
- Be Responsible

Our School Context
Boyanup Primary School is situated in the small rural town of Boyanup, 20km south of Bunbury within the Shire of Capel. Nestled along the banks of the Preston River, the school’s grounds have been beautifully sculptured to provide an environment that is calm, relaxing and stimulating for our students. The original school was established in 1901, later being relocated to its current site in 1971. The school caters for students from Kindergarten to Year Six. Our school has a welcoming and cheerful atmosphere which immediately creates a sense of belonging.

The school is based on valuing diversity and inclusivity. Boyanup Primary School provides a balanced education in a caring, supportive environment. The school curriculum and programs offered support the development of the academic, social, emotional and physical aspects of the whole child, working collaboratively with our families, the community and local services to help our children to reach their full potential.

Learning is developmental. The children are encouraged to be independent learners, with clear expectations and boundaries and are encouraged to be critical and reflective learners. The school works as a whole team with an expectation of commitment to improving outcomes for children and working within the school ethos. Children are encouraged and guided to make decisions and be accountable for their choices. We offer a broad curriculum, including AUSLAN, Visual Art, Music, Physical Education, Media, Sustainability and Waste Wise program as specialist programs.
Index of Community Socio Economic Advantage (ICSEA)

The average ICSEA across Australia is 1000. Boyanup Primary School has an ICSEA of 991.

Buildings and Facilities

Boyanup School has well maintained modern facilities including a new Early Childhood facility, primary block consisting of four newly refurbished classrooms that surround a large multi purpose central area, administration block, well resourced library, dedicated specialist Art Studio, Music/Drama Room and Multimedia Studio. The school is equipped with specially appointed playgrounds, multi purpose hard court, oval, large grassed playing areas, all weather under-covered area including an adjacent P&C operated canteen. The school curriculum is also complemented with an aquaponics system and a very generously sized fruit and vegetable garden.

Demographics

Boyanup Primary School has a current enrolment of 125 students and 80 families.

- 51% families live within Boyanup
- 49% families live out of town including 6% involved in Farming
- ESL 0%
- Aboriginal 5%
- Migrants 0%
- Fly-in/Fly-out 9%

1. An Explicit Improvement Agenda (Focus Areas 2017—2019)

**Focus Area One: Literacy (Reading, Writing, Spelling, Grammar and Punctuation)**

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

**Focus Area Two: Numeracy (Number and Algebra, Measurement and Geometry, Statistics and Probability)**

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

**Focus Area Three: Social Emotional Wellbeing & Values Education**

Students value and implement practices that promote personal growth and well being. Students recognise that everyone has the right to feel valued and be safe and in this regard, understand their rights and obligations and behave responsibly.

Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
2. Analysis and Discussion of Data

NAPLAN 2016

2016 NAPLAN data identifies Numeracy and Reading as two areas of growth in year three, while the growth in year 5 was in Reading and Grammar & Punctuation. Results demonstrate that intervention is required in Numeracy, Grammar & Punctuation and to address the decline in spelling and writing.

Current performance identifies the need to significantly increase the percentage of children achieving above National Standards and to move a greater percentage of students from below these standards. It is an ongoing focus to decrease the gap between current school performance and the state and national means.
What do we strive for at Boyanup Primary School?
1. A challenging and inclusive learning environment for all students where students feel valued and safe
2. Excellence in educators and educational programs that are tailored to the whole child
3. Resilience in our students

What do we value at Boyanup Primary School?
1. Critical, creative thinking and problem solving (i.e. metacognition)
2. A safe and supportive environment
3. Positive communication with parents and the community
4. Inclusivity + Good Manners - i.e. Respect + setting clear and explicit expectations so students know what behaviour is expected.

How do we achieve this?
1. Well managed and resourced programs to allow students to reach their full potential
2. High expectations + Catering for student learning styles
3. Communication between parents and teachers/community support
4. Collaborative planning to improve both staff and student learning
5. Explicit teaching of social and emotional development
6. Staff embrace peer observations as a vehicle to reflect upon and improve pedagogical practice.
7. Staff work collaboratively to ensure classroom environments enhance every child’s ability to learn and feel valued.
8. Consistent implementation of PBIS (Positive Behaviour Intervention & Supports) across the school.
9. Appropriate play spaces and beliefs about play based learning are maintained and enhanced.
10. Prioritise student well being
4. Targeted Use of School Resources

**Human Resources**  Recognising, developing and utilising skills and interests within the staff to distribute leadership, address identified needs and improve student outcomes.

**Financial Resources**  Determined through identified school priorities and needs, being articulated through Operational Planning and annual budgeting processes. Targeted areas include; Literacy, Numeracy, STEM, ICT, Social Emotional Wellbeing and Professional Development.

**Facilities and Environment**  To enhance the amenity of the school and make improved use of existing infrastructure and resources. Targeted areas include;

- Provision of out of school care facilities and services, through the YMCAWA (OSHC).
- Support teachers to implement the curriculum by providing adequate ICT resources.
- To enhance current waste wise and school sustainability program through the installation of an Aquaponic system.
- To provide and maintain an aesthetic, engaging and stimulating physical environment that supports and encourages learning.
5. An Expert Teaching Team

Performance Enhancement Strategy

Rationale
Performance Enhancement occurs through the formal and informal learning experiences undertaken by teachers and school leaders. The true measure of a school’s collective capacity is the data collected in regards to improved student attendance, engagement with learning, well being and academic achievement. A review of research by Joyce and Showers indicated that the traditional model of teacher training has limited impact on classroom practice; therefore if teaching is to improve we need to change our training methods. Teachers learn to improve their teaching in much the same way as their students learn; through feedback, self-reflection and ongoing coaching.

Professional Learning Culture
Boyanup Primary School’s Professional Learning Culture is based upon a Working in Teams approach, with staff sharing a common understanding that there is a collective responsibility for improving practice. In accordance with this approach, Teachers and Education Assistants learn together, plan together and teach together. The Leadership team is committed to a culture of excellence; ensuring structures are built into the school timetable to allow staff to reflect, provide/give feedback and engage in coaching conversations to develop professionally.

Performance Management
Performance Management is a formal and informal continuous process of evaluating and supporting an employee’s performance in the workplace. The process for Performance Management at Boyanup Primary School adopts the GROWTH Model utilising the seven AITSL Standards for teachers and JDF’s for education support staff to enhance staff performance and will be acknowledged as the Performance Enhancement Process.

Performance Enhancement is the continuous process of reflecting, goal setting, improving professional practice, feedback and review about an individual’s performance in achieving personal and organisational goals. At Boyanup Primary School, staff demonstrate accountability for their performance and have access to growth and development opportunities; guided by system initiatives, school priorities and personal aspirations.

The Performance Enhancement agreement employs The Growth Model:

RELATIONSHIPS : Building Trust

G  Goals : What do you need to achieve?
R  Reality : What is happening now?
O  Options : What could you do?
W  Will : What will you do?
T  Tactics : How and When will you do it?
H  Habits : How will you sustain success?

RESULTS : Celebrating the Results
# 6. Systematic Curriculum Delivery

## Literacy

**Targets for Year 3:** *Increase the percentage of students to 30% above national minimal standard, 60% at national minimum standard and reduce to less than 5% below national minimum standard in Punctuation & Grammar, Reading, Writing and Spelling.*

**Targets for Year 5:** *Increase the percentage of students to 20% above national minimum standard, 70% at national minimum standard and reduce to less than 10% below minimum national standard in Punctuation and Grammar. In Reading, Writing & Spelling to increase to 60% above national minimum standard, 35% at national minimum standard and a reduction less than 5% below.*

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<tr>
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<th>Whole School Pedagogy and Classroom Strategies</th>
<th>Resources</th>
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<tr>
<td>Reading, Writing, Spelling, Punctuation &amp; Grammar, Speaking &amp; Listening</td>
<td>Literacy awareness is demonstrated in the Kindergarten and Pre Primary years. Focus on reading with an emphasis on sight word acquisition, oral and fluency development and comprehension. Emphasis on writing including spelling, punctuation and grammar. Spelling, grammar and punctuation will be a focus when teaching reading, writing, speaking and listening. Students to reach expected spelling and reading age as indicated through Waddington &amp; PM Benchmarks. Students work cooperatively. They are read to everyday, they write and view modeled writing daily, they are exposed to a print rich environment. Reading and writing is meaningful and connected to real life situations. They are explicitly taught all aspects of language including processes and strategies. Utilise Writing Cycle across a range of different writing genres.</td>
<td>EYLF &amp; Kindergarten Curriculum Guidelines Explicit Literacy Strategy—Whole School uninterrupted Literacy Blocks Western Australian Curriculum—focus on explicit &amp; direct teaching of literacy skills. Explicit teaching of Phonetical Awareness K-6 Use First Steps Strategies Visible Learning Strategies Targeted Goal setting for Individual and Groups Integration of Literacy across all learning areas Students will be taught in print rich, supportive literature environments. Before school reading program. Regular communication with parents to develop and support a shared literacy understanding Collaborative Planning sessions, developing best practice, sharing resources and expertise. Integrate learning technologies into literacy. Waves of Intervention to close identified gaps in Literacy.</td>
<td>Literacy Operational Plan First Steps PL WA Curriculum Access GiRL trained staff to improve literacy through modelling, mentoring &amp; coaching. First Steps Resources, Syllabus Guides &amp; WA Curriculum Materials Establish Literacy Boxes (SAER) Purchase of New Waves Spelling Replenish Reading Book series Link First Steps strategies into teacher planning. Purchase appropriate Applications for iPads for SAER &amp; junior primary literacy concepts School Policy and associated documents “Personalised Learning Plans” (Support from School Psychologist) Waves of Intervention Best Performance Profiling (CNAP)</td>
<td>AEDI, SOCS PP On-Entry Assess to identify at risk students Brightpath Targeted Individual and Group progress data Common Assessment Tasks (Writing and Comprehension) Year Level Word Checklists New Waves Scope and Sequence Phonological Awareness Continuum—PP Sutherland Phonological Test PP-Yr 3 &amp; SAER Letter Sound Knowledge Assessment PP/1 QUIL Test Years 4—6 Sample of Writing. First and Final Draft Kindergarten &amp; PP Portfolio Work Samples Student performance information, including Teacher Judgements, NAPLAN, SAIS student summative data. First Steps Maps of Development. Moderation Differentiated Planning/ Personalised Learning Plans Family engagement</td>
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# Numeracy

**Targets for Year 3:** *Increase the percentage of students to 50% above national minimum standard and to 45% at national minimal standard with a reduction less than 5% for below national minimum standard.*

**Targets for Year 5:** *Increase the percentage of students to 40% above national minimum standard and to 50% at national minimal standard with a reduction less than 10% for below national minimum standard.*

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<td>Number &amp; Algebra, Measurement &amp; Geometry, Statistics &amp; Probability</td>
<td>Emphasis on Number, Algebra, Measurement &amp; Geometry. Make connections between related concepts, applying these to new ideas. Develop the ability to make choices, interpret, formulate, model and investigate problems and communicate solutions effectively. Use reasoning through analysing, proving, evaluating, explaining, inferring, justifying &amp; generalising of mathematical concepts. Focus on Mathematical literacy/vocabulary. Develop an ability for students to calculate confidently and accurately by increasing their repertoire of calculation strategies. Multi facet process towards problem solving including mental and written computations, basic number facts and the four operations.</td>
<td>Uninterrupted Whole School Numeracy Block EYLF First Steps Numeracy strategies. Direct Instruction employed through Paul Swan Strategies and Paul Swan’s Numeracy Framework. Integration of Numeracy through Science &amp; The Arts Visible Learning Strategies Common Maths Language Scope &amp; Sequence Utilise the Early Childhood (K-2) Syllabus and Middle Childhood (3-6) Syllabus Mathematics Syllabus scope &amp; sequence statements and the K-7 Numeracy Learning &amp; Teaching Resources linked to First Steps materials to support the explicit teaching of core numeracy skills Collaborative Planning sessions to plan &amp; moderate within year levels and across maths aspects Hands-on approach utilising real life examples Integrate learning technologies into Numeracy. Waves of Intervention to close identified gaps in Numeracy.</td>
<td>Training for staff in the use of Numeracy First Steps, National Curriculum and Syllabus materials TDS Support First Steps Numeracy Materials Paul Swan Numeracy Kits/Resources Scope &amp; Sequence for Number and Measurement SAER strategies for identified students including additional classroom support, small group integration sessions, PLP’s, IEP’s and GEP’s, differentiated learning. Purchase appropriate Applications for iPads to support SAER &amp; primary students Best Performance Profiling (CNAP)</td>
<td>On-entry assessment utilised to identify at risk students &amp; Pre Primary Online Assessment Student performance information, including Teacher Judgements, NAPLAN, SAIS student summative data, First Steps Maps of Development. Kindergarten &amp; PP Portfolio Work Samples Moderation—teachers making informed judgements about student achievement. Case management plans are developed for identified students at risk. (PLP’s, IEP’s, GEP’s) Use of Diagnostic tests, First Steps Map of Development to determine ability levels and directions to aid with student improvement. Common assessment and diagnostic tasks Targeted Individual &amp; group progress data</td>
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**Annual Budget**

$2000 + $1500 (Staff Development)
**Social Emotional and Wellbeing**

All students expected to demonstrate appropriate behaviours on a regular basis. Improvements in attendance, behaviour and social emotional wellbeing of individual students that have been identified at moderate and severe risk.

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<td>Values Education, Resilience, Mindfulness</td>
<td>Emphasis on Behaviour, Social Emotional Well Being, Attendance, Retention, Participation and Academic performance. Work in partnership with community to address Social Emotional Well Being.</td>
<td>Raising expectations and opportunity, promoting across the school and wider community. Implement ‘You Can Do It’ Education &amp; ‘MindUP’ Social Emotional &amp; Mindfulness programs across the school (k – 6) Consistent promotion of the Core Values Teachers to explicitly teach and model strategies regarding social skills required for cooperative learning. Positively Promote school in community Implementation of Positive Behaviour Intervention and Support Program (PBIS) - behaviour matrix and explicitly teaching preferred behaviours. Restorative practices approach. Effectively Increase School and Community Partnerships. Family members and other support services involved in developing individual plans to support those students at risk—attendance, behaviour, social emotional. Access to local services to support families.</td>
<td>PL for all staff and resourcing of the ‘You Can Do It’ and ‘MindUP’ Program PBIS Team work with staff to support Positive Behaviour Initiative. Engagement of Regional Attendance Officer to support attendance initiatives. Employment of School Chaplain (Youthcare) School Psychologist Purchase of prizes, incentives and resources to encourage positive behaviour, good attendance and engagement Access extended services to address early intervention, School Readiness, capacity building, child health, engagement and transition into secondary school.</td>
<td>Workforce Development by monitoring Capacity Building. SIS attendance and behaviour reports YCDI Profiling of students Community, Student, staff feedback through surveys Parent/Community engagement—surveys, attendance records, anecdotes MindUP Survey Term 1 &amp; 4 Case management plans are developed for identified students at risk. Differentiated Planning/Personalised Learning Plans—refer to school Policy &amp; Guidelines document) Family members and other support services are involved in developing individual plans addressing those needs of identified students at high risk. (Deputy Principal—Learning Support Coordinator)</td>
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<td>Annual Budget $4300 + $1000 (Staff Development)</td>
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7. Differentiated Teaching and Learning

**Bloom’s Taxonomy** is a classification of learning objectives in education, designed to improve communication between educators on the design of curricula and examinations. It refers to a classification of the different objectives that educators set for students (learning objectives). Bloom’s Taxonomy divides educational objectives into three “domains”: Cognitive, Affective, and Psychomotor (sometimes described as knowing/head, feeling/heart and doing/hands respectively). Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom’s Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

**Teaching and learning adjustments**
Teaching and learning adjustments are changes to teaching and assessment strategies, resources, equipment or expectations in response to identified needs of an individual student or a small group of students.

A teaching and learning adjustment is provided to promote learning, participation or curriculum access and may include:

- differences in the level of complexity of instructional materials or tasks;
- alternative means of presentation or response to activities or assessments;
- adapted content or expectations in class activities;
- additional skill development to prepare for participation in class activities;
- personalised management strategies or supports;
- provision of specialist resources or equipment; and
- deployment of staff.

Effective planning relies on the teacher’s consideration of individual and small group needs. Our teachers will determine which parts of their whole class provision will facilitate teaching and learning for an individual or a small group with identified educational needs before planning and implementing a differentiated approach in targeted curriculum areas.

When planning, a teacher can use a Documented Plan to:

- select and include appropriate learning experiences, strategies and resources for particular students in the class program;
- promote curriculum access and participation for all students;
- assess or monitor the effectiveness of teaching and learning adjustments;
- recommend student participation in supplementary or alternative programs in response to identified needs;
- assign work tasks or deploy available staff, such as education assistants.

Boyanup PS employs a range of planning documents that describe differentiated or personalised educational planning, including:

- Individual or Group Education Plan (IEP or GEP);
- Individual Behaviour Management Plan (IBMP);
- Personal Learning Plan (PLP);
- Individual Transition Plan (ITP);
- Individual Attendance Plan (IAP);
- Risk Management Plan (RMP); and
- Social Competency Plan (SCP).

**Differentiated instruction at Boyanup PS is:**

- Proactive, meaning that the teacher plans and uses a variety of ways to teach learning.
- A combination of whole group, small group, and individual instruction.
- Qualitative, meaning quality work over quantity work.
- Created through assessment.
- Uses multiple approaches to accommodate multiple intelligences.
- Student centered, meaning that lessons are engaging, relevant, interesting, and active.
- Dynamic
- Organized and planned
8. Effective Pedagogical Practices

**Connect and Accelerate Strategy** re-engages students into an intensive waves of intervention explicit learning program addressing existing literacy, numeracy and behavioural issues, poor quality educational processes, age/grade gap, school abandonment, poor attendance/retention and children with special needs. Progress is monitored by predefined targets. An experienced Education Assistant is employed to support the program by working with individuals and small groups of students.

Our Early Intervention Language Development Program provides one to one assistance to students identified in Kindergarten to Year 2 classes who need support developing early language skills. This program is supported by a local speech pathologist who assesses students and designs programs to address specific needs. Our trained education assistants help to deliver this program, using this model of support to also work with students in Years 3 to 6 who require intervention with their literacy skills using the MiniLit (Yr 1—3) and MultiLit (Yr 4—6) programs.

These programs aim to move students forward at both ends of the spectrum, hence connecting student's to their learning and accelerating them to meet or beat their year level standards.

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**Waves of Intervention Model — Waves 2 & 3**

**Attendance & Engagement:** Coordinated by Principal & supported by Regional Attendance Officer

**Social Emotional Wellbeing:** Coordinated by Learning Support Coordinator & supported by School Psychologist, Chaplain, External Agencies

**Academic:** Coordinated by Deputy & supported by Support Teacher & Education Assistants. *(Support for middle and upper achieving students, not only those who are low achieving).*

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**21st Century Schools** To address the evolution of education of the 21st Century, the modern day classroom revolves around the creation of spaces where students can collaborate and participate in real life environments, where they learn how to work in teams. Teachers are the facilitators of learning, students become inquiry based learners. Students learn by doing — the teacher is the coach. Skills developed are interdisciplinary, integrated and project based, utilising the following skills:

- Critical thinking and problem solving
- Collaboration and leading by influence
- Agility and adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analysing Information
- Curiosity and Imagination
Visible Learning incorporating the 12 Learning Habits Educators see learning through the eyes of their students and student’s see themselves as their own teachers. The key aspect is the learning habits. Showing progress against these habits will help the development of them, assisting students to become successful academically and in life outside and beyond school. The Learning Habits are based on educational research that has identified qualities of successful 21st century learners.

1. Planning & Organisation
2. Completion of Tasks
3. Engagement and Motivation
4. Attention to Detail
5. Resilience
6. Reflection
7. Resourcefulness
8. Applying previous knowledge
9. Collaboration
10. Communication
11. Critical Thinking
12. Creative Thinking

Students will be able to assess as to “Where am I Going?, How am I Going? and Where to Next?”

Other Key Strategies to Improve Student Performance

Collaborative Planning sessions, developing best practice, sharing resources and expertise.
Differentiated learning plans
Whole School approach towards literacy, numeracy and science
Kagen Cooperative Learning
Explicit teaching practices
Aboriginal Cultural Standards Framework
School wide Pastoral Care
Staff Performance Enhancement through a Coaching Culture approach
Working in partnership with our families
Social Emotional Wellbeing
Mindfulness in Education
Integration of technologies into teaching and learning
Positive Behavioural Interventions & Support (PBIS)
9. School Community Partnerships

To support School Board members to fulfil their role.

Formal induction processes for all existing and future new members sitting on the Board.

Induction Package including Terms of Reference, Code of Conduct, Information about the School, roles and responsibilities, etc...

Effective contributions from all Board members.

To enhance and improve engagement with families and the wider Boyanup community.

Formal orientation process and welcome package for all new families.

Regularly invite families to be a part of committees and to participate in school activities.

To enhance the school’s reputation as a professional learning community and be regarded as an institution that responds to the needs of students and their families.

Promote Boyanup Primary School as a school of choice to prospective families.

Embrace opportunities to promote the school and its achievements through the media and professional networks.

Celebrate milestones and successes of Boyanup Primary School.

Utilise research and encourage enquiry and innovation to inform decision making.

Use reflective practices to monitor school effectiveness and sense of belonging.

Provision of information sheets that identify support agencies available to assist families.

School Prospectus

Facebook Page

Website

Annual Report

Local Newspapers

P&C Committee & Sub-Committees

School Board

School Continuous Improvement Portfolio

Information sheets from various support agencies

Increase in student enrolments

Feedback from families

Involvement/commitment of families including numbers involved in School Board, P&C, classroom helpers and assisting throughout the school

Surveys (including Exit Surveys)

Maintaining current and Increase in student enrolments

Feedback from families

Involvement/commitment of families

Bi-Annual school’s online survey

Outcomes

Strategies

Resources

Monitoring & Evaluation
Boyanup Primary School Planning Cycle

1. Strategic Plan for WA Public Schools
2. WA Curriculum
3. School Self-Assessment Process

Boyanup School Business Plan

School Operational Plans
- Literacy
- Numeracy
- Social Emotional
- Technologies

School Policy
- Operational
- Curriculum
- SAER/Behaviour
- Assessment & Reporting
- Staff Performance

Classroom Planning

Effective Teaching and Learning

Assessment and Reporting Cycles

Target Setting
This plan has been developed by the Staff at Boyanup Primary School. It has been shared with and endorsed by the members of the 2017 Boyanup Primary School Board.

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Date:   ________________________

School Board Chairperson: Mrs Mel Edwards

______________________________________________
Date:   ________________________

Principal: Mr Justin Grasso