Our Values

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society.

Honesty & Trustworthiness
Be honest, sincere and seek the truth.

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence.

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Care & Compassion
Care for self and others.

Respect
Treat others with consideration and regard, respect another person’s point of view.

Understanding, Tolerance & Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

Responsibility
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
Our Vision
Empowering students to achieve their potential in a safe and supportive learning environment.

Our Purpose
We equip students to achieve their potential and contribute positively to society by providing relevant and engaging learning programs within a supportive, encouraging learning environment, preparing each student with the necessary academic, physical, social and emotional skills, understandings and values.

Our Motto is Encourage | Endeavour | Excel
Burrendah is a strong, multi-cultural, vibrant community that is acknowledged and respected for its academic achievements and the friendly, supportive learning environment that allows students to achieve their potential. Our school motto of ‘Encourage Endeavour Excel’ reflects our supportive learning environment, our strong work ethic and our desire to see our students achieve to the best of their ability.

Burrendah has been providing quality public school education since 1976 and has a rich history which is celebrated and acknowledged by the wider community. This rich history and proud heritage has recently been acknowledged through the creation of a mosaic mural at the entrance to our school. This mural reflects the meaning of the word Burrendah (Burrendah is an Aboriginal Dharawal word meaning ‘The Place of the Story of the Black Swan’) and also reflects the school ethos and vision.

We celebrate our cultural diversity and provide a comprehensive support program to new arrivals. More than 50% of our students are from an English as an additional language/dialect (EAL/D) background. Burrendah Primary School actively encourages the sharing of cultures in our teaching and learning programs and school community events. The school upholds the ‘Nine Values for Australian Schooling’ and staff put in place both classroom and school initiatives to ensure these values are embedded in all our teaching and learning programs.

The teaching of literacy and numeracy skills is given a high priority with students being provided every opportunity to achieve to their potential. Science is also a priority area with all students from Years 1-7 having specialist science teaching in a purpose built science laboratory. Health and physical education together with the arts (music and visual arts) also have specialist programs providing a broad and balanced curriculum for the students of Burrendah Primary School.

Students have the opportunity to study both Italian and Japanese throughout their years at Burrendah. The use of information communication technology (ICT) to enhance student achievement is embraced by staff, as is the importance of critical and creative thinking skills.

Programs are put in place to support both students at educational risk (SAER) as well as our gifted and talented students. There is a focus on early intervention and teaching programs ensure our early childhood students are given a firm foundation upon which to base their learning in future years.

Burrendah is proud to be a public school and has a school focus that is in line with the Department of Education’s Strategic Plan 2012 – 2015. The school population has grown significantly in recent years. With a school population in 2013 of approximately 600 students, the school has attracted and retained both experienced and graduate teachers. With strong personable school leadership, a motivated and committed staff and a supportive partnership with parents, the school provides a very positive learning environment.

About Burrendah Primary School

Burrendah Primary School supports the Department of Education’s Strategic Plan (2012 – 2015) and we commit to the four priority areas.

- Priority One: Success for all students
- Priority Two: Distinctive schools
- Priority Three: High quality teaching and leadership
- Priority Four: A capable and responsive organisation

Strategic Areas of Focus
To build strong staff, parent and community commitment to:

- continuous improvements in student academic performance
- the provision of a safe and supportive learning environment that promotes social and emotional well-being
- the provision of rich and varied learning opportunities resulting in students feeling empowered to work to their full potential and achieve personal success.

Our Learning Area School Priorities are...

**Literacy  Numeracy & Science**

To plan, develop and deliver quality, structured and engaging learning opportunities that improve outcomes for all students in literacy, numeracy and science.

**Broad strategies to achieve these outcomes:**

**School Organisation**
- Allocated two hour literacy and numeracy learning blocks of time
- Specialist science teacher to teach science from Years 1 - 7 in a purpose built science laboratory
- Collaboration with Willetton Senior High School and Castlereagh School
- Formation of smaller class sizes when possible
- Reduce student absences due to holidays taken overseas

**Data Driven Planning**
- Data driven planning and accountability linked to school planning
- Data collection from system level and school based formative and summative testing

**Curriculum Differentiation**
- Consistent research based programs for students at risk
- Close monitoring of SAER students by school intervention team using data base
- Small group literacy and numeracy programs to allow explicit teaching of skills in ability groups
- Use of Education Assistants to support the ‘small group model’ across the school
- Build capacity of staff to differentiate curriculum through a variety of learning models

**Curriculum Organisation**
- Phase of Learning Teaching Teams and Curriculum Committees
- Curriculum and team plans under the leadership of team leaders and curriculum committees
- Allocation of Level 3 teachers to the teams to support teachers
- Australian Curriculum professional learning opportunities for all staff
- Participation in Leadership for Numeracy Learning Project (LfNL) to provide informed maths leadership
- The implementation of Guided Reading across the school

**Inclusion**
- EAL/D student support embedded in both general classroom teaching and specialist EAL/D programs
- Parent education programs to increase capacity to support their children’s education at home
- Parent education programs to support EAL/D parents and their children to learn Standard Australian English
- Values education program based on ‘Nine Values for Australian Schooling’
- Special needs students given opportunities to learn through individual, small group and whole class programs

**Specialist Opportunities**
- Music program to include senior and junior choir, instrument ensembles, band and orchestra performing in a range of events and competitions
- Extensive instrumental music program including violin, cello, double bass, guitar, flute, clarinet, trumpet, trombone and baritone
- Sustainability focus designed to educate students in sustainable living
- Japanese extension program offered to Year 6 and 7 students through collaboration with Willetton Senior High School
- Collaborative planning with Willetton Senior High School Languages Department to enrich our Italian program
- Participation in additional physical education opportunities including Active After School, Edu Dance and collaborative activities with Willetton Senior High School
- Participation in community visual arts displays and the use of student art work to enhance our school buildings
Focus Area 2: A Distinctive School
Strengthen relationships with parents, school community and local business to meet the specific and unique needs of our students and their families.

- Cultural Diversity • Rich History • High Academic Achievement • Shared Campus

**Broad strategies to achieve these outcomes:**
- Build and promote Burrendah culture, vision and ethos by creating art works throughout the school that focus on our history, vision and our ethos
- Review and revise school uniform, logo and school signage to acknowledge our history, ethos and vision
- School history to be published and promoted within the school and local community in preparation for the 40th anniversary of the school
- Provide copies of our Business Plan to members of our school community

Focus Area 3: High Quality Teaching & Leadership
Create an environment that drives quality structured teaching and learning by providing staff with opportunities to participate in targeted professional learning and recognises leadership throughout the school.

**Broad strategies to achieve these outcomes:**

- Pursue system and school level opportunities for leadership

**Shared Leadership**
- Capacity building and professional learning with a focus on Australian Curriculum
- Professional learning focus on assessment literacy

**Professional Growth**
- Build capacity of staff to embed Australian Curriculum General Capabilities with a focus on ‘Critical and Creative Thinking’ and ‘Intercultural Understanding’
- Performance management using the National Professional Standards for Teachers
- Performance management linked to team, school plans and data
- All staff meetings allocated to professional learning opportunities
- Form a ‘professional learning community’ on site at Burrendah to utilise staff expertise and experience in the school
- Participate in the Teacher Development School (TDS) system initiative
- Teacher peer mentoring and coaching training to improve quality of feedback and support for staff

Focus Area 4: A Capable and Responsive School
Understand and cater for the needs and expectations of current and future students, parents and teachers, and provide choices in accordance with cost-effective practices.

**Broad strategies to achieve these outcomes:**

**Financial Planning**
- Three Year Strategic Financial Plan reviewed and revised annually by the Board
- Introduce a three year plan for cost centres and have documented plans for the main cost centres monitored by the finance committee

**Workforce Planning**
- Plan for future staffing needs and ensure the staff profiles meet our school’s needs

**Reflection and Feedback**
- Close collaboration and communication with the school community to utilise available skills and expertise in the community
- Seek feedback from students, staff, parents and the School Board on an annual basis as part of our annual school self assessment
- Staff focus on review of data showing progress over time for individuals, year level cohorts and whole school

**Technology**
- ICT committee to develop and implement an ICT Strategic Plan
- Classroom practice to focus on integrating Australian Curriculum - ICT Capabilities into key learning areas to enhance student achievement
- Provide professional learning for teachers and parents to ensure effective and safe use of ICT as a learning tool
Our Self Assessment
Burrendah Primary School assesses its performance in their priority areas of literacy, numeracy and science using the system level testing of NAPLAN (National Assessment Program Literacy and Numeracy) and WAMSE (West Australian Monitoring Standards in Education).

Burrendah consistently performs well above National and State means and in most areas is achieving above ‘like schools’.

Our self assessment has resulted in a strong awareness of the lack of progress when compared to ‘like schools’ demonstrated from the NAPLAN testing in Year 5 to Year 7.

We are also aware we have a lower percentage of students achieving in the higher bands in Year 7 NAPLAN and WAMSE testing when compared to ‘like schools’.

There is also an acknowledgement that currently reading is an area in which we are performing least favourably in all year levels compared with ‘like schools’. This is being addressed through school operational plans.

Our two main challenges that have influenced our targets are:

• To continue to achieve at or above ‘like schools’ in all areas across Years 3, 5 and 7
• To show high progress over time, wherever possible, compared with ‘like schools’ (Years 3 -5 and 5 -7)

Student Achievement Improvement Targets 2013 – 2015
Our student achievement improvement targets have been based on our students’ performance in National and State testing.

Overall Targets
• Increase overall progress in NAPLAN results to be within the top 50% of statistically similar ‘like schools’ as per My School website data comparisons in all areas and year levels

Literacy Targets
• Demonstrate a segment shift in Years 5 - 7 data in reading, writing and language conventions. The students will demonstrate a shift from ‘lower progress – lower achievement’ to ‘higher progress – higher achievement’ as per the ‘like school’ progress comparison data

Science Targets
• Increase the percentage of students in Years 5 and 7 achieving in the top 20% when compared to ‘like schools’

Attendance Targets
• Maintain high levels of attendance
• Reduce the number of absences due to holidays taken in school time
• Reduce the number of students in the ‘at risk’ category

Key operational strategies to achieve these attendance targets are:

• Regular parent education through newsletter and email about the importance of not missing school and the impact of extended absences on student achievement

• Awards for regular attendance
• No leave for holidays will be approved by the Principal and marked accordingly

Numeracy Targets
• Years 3 - 5 and 5 - 7 data will remain in the ‘higher achievement’ category and continue to demonstrate increased progress, where possible, when compared to ‘like schools’
• Increase or maintain the percentage of students in the top two NAPLAN bands to equal or greater than ‘like schools’ in all year levels
Together
Many cultures, one voice
All together we have a choice
We join as one hand in hand
To become friends and understand

We stand together to achieve
Side by side we all believe
We are the home of the nesting swan
And all together we belong

Encourage, Endeavour and Excel
We all have a story to tell
United in our diversity
We are a strong community

We stand together to achieve
Side by side we all believe
We are the home of the nesting swan
And all together we belong

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Our School Song