BUSINESS PLAN

2017 - 2019

Wanneroo Primary
Independent Public School
growing together since 1899

The WannerooPrimary School Business Plan is premised on the Department of Education's strategic direction, **HIGH PERFORMANCE - HIGH CARE**. It is comprised of five key focus areas.

The first four are aligned with the Department of Education's Strategic Plan 2016-2019. The fifth is an identified focus for the school.

FOCUS AREA 1: **SUCCESS FOR ALL STUDENTS**

FOCUS AREA 2: **HIGH QUALITY TEACHING**

FOCUS AREA 3: **EFFECTIVE LEADERSHIP**

FOCUS AREA 4: **BUILDING COMMUNITY**

FOCUS AREA 5: **A CONTEMPORARY LEARNING & WORKING ENVIRONMENT THAT IS SAFE & SUPPORTIVE**

PRIORITY 1:   SUCCESS FOR ALL STUDENTS

FOCUS

Student Engagement

Independent Learners

Parent Engagement

A Commitment To Action/We Will…..

- Provide an integrated and differentiated curriculum that targets the needs of all students.
- Provide purposeful learning experiences that are collaborative – explicit – direct – guided – independent – experiential – cooperative - play based, and where appropriate integrate technology.
- Ensure whole school processes are in place where students are informed at the start of each learning session of the:
  - Purpose of the lesson/session;
  - Expected learning outcomes; and
  - How to be successful at achieving the outcomes.
- Teach students how to make connections with their prior knowledge so as to enhance their learning.
- Provide students with regular and relevant feedback at point of need.

- Teach students to use feedback to set learning goals.

- Guide, support and encourage students to self-assess and plan their own learning goals from feedback – individual goal setting.

- Involve/Engage parents by regularly informing them on:
- The learning program;
- How their child is progressing with their learning; and
- How they can help their child with their learning.

Milestones

- Attendance levels reflect an engaging curriculum.

- Students are able to explain the process of learning – what they are learning and why (WALT/WILF). Learning moves from Surface – Transfer – Deep. (Visible Learning)

- School and NAPLAN targets are met.

- Student surveys reflect quality feedback is provided to students.

- Whole school goal setting process is embedded across the school.

- Student goals/targets are met.

- Whole school processes for parent communication are embedded across the school:
  - Connect/See-Saw interactions.
  - Parent Information Meetings
  - Parent Meetings
  - Formal Reporting
  - Personalisation of entry for new families – 'Entry Meetings'.

PRIORITY 2: HIGH QUALITY TEACHING FOR LEARNING

FOCUS

Maintain Staff Health And Well-Being.

Building Staff Capacity

High Quality Instructional Skills

Students Access a Broad Curriculum (Sustainability, IT, STEAM, NQS, Aboriginal Framework, Asia Studies, PBS/RISE, etc)

Professional Standards

A Commitment To Action/We Will…..

- Ensure both a Well-Being and a Workload Advisory Committee meet regularly.
- Provide opportunities that promote staff health and well-being. Celebrate staff and school achievements/successes through formal and informal sharing and feedback.

- Provide a high quality induction and mentor process for graduate teachers and new teachers to the school.
- Provide targeted professional learning focused on embedding whole school instructional approaches – Gradual Release Model, Guided Reading, Cooperative Learning, Literacy/Numeracy Blocks, NQS, Aboriginal Framework Reflection etc.
- Resource a professional learning program that enables staff to engage/collaborate with peers to influence school improvement.
- Create team structures and models that allow for collaborative planning and disciplined dialogue.
- Provide opportunities for staff to explore the best possible way to develop an integrated learning program.
- Use Schools Resourcing to employ an Instructional Coach.
- Implement classroom observation and feedback practices to support improved teacher performance.
- Continue to implement a distributed leadership model across the school

- Use differentiated approaches to curriculum delivery to cater for students with different learning styles, and those at academic (+/-), social, emotional and physical risk.
- Ensure learning moves from Surface – Transfer – Deep.

- The WA Curriculum is effectively implemented, integrating Digital Technologies throughout. Maintain a cycle of assessment, planning and evaluation at school, phase, year, class and individual level to inform learning programs, and to set targets and plan for improvement.

- Use the AITSL Professional Standards for Teachers and School Leaders to support staff self-refection/self-improvement.

Milestones

- Meeting minutes are reviewed & actioned
- Process such as Bytes; Happy School articles; WOW; Social Club; Fun Police; Global Corporate Challenge; Flu Vaccinations are in place.

- A documented induction process is included in the Operational Plan.
- A documented professional learning program is included in the Operational Plan.
- Year level teams access common DOTT for planning meetings - minutes are kept.
- An Instructional Coach works with teachers to ensure the WA Curriculum is effectively implemented.
- Classroom observation and feedback practices are embedded across the school.
- Distributed Leadership is embedded across the school.

- Differentiation is provided at an individual and group level.
- 'Visible Learning' is used consistently throughout the school.

- Meet milestones set by the Dept of Education

PRIORITY 3:   LEADERSHIP

FOCUS

Students.

Staff

Parents

Schools

A Commitment To Action/We Will…..

- Provide students across all year levels with opportunities to build leadership skills.

- Develop a comprehensive leadership strategy that identifies, nurtures, develops and supports aspiring, beginning, current and senior leaders
- Provide aspiring school leaders with authentic leadership opportunities through distributed leadership.
- Ensure the SPARKS Team (School Performance and Review: Knowledge Sharing) leads the implementation of the School Business Plan.
- Ensure 'Leadership for Learning' is an intentional school-wide practice.
- Ensure succession planning is in place for when leaders move on with their own learning journey.
- Model differentiated and supportive strategies across the school community.

- Build the leadership capacity of parents through provision of information sessions and inclusive decision making processes.

Use the National Improvement Tool for Schools to measure our performance as a distinctive tool.

Milestones

- The operational plan documents leadership opportunities for all year levels.
- Leadership skills are taught K-6.
- More students opt for leadership opportunities.
- The leadership strategy is documented in the school operational plan.
- Distributed leadership is embedded across the school.
- Feedback from measuring tools indicates strong and sustained leadership is in place in the school:
  - ➢ National Online School Survey
  - ➢ AITSL Leadership Framework
  - ➢ 360 Degree Feedback for Leaders
  - ➢ Performance Management
  - ➢ Classroom Observation

- More parent nominations for leadership positions.
- Diverse range of parents in diverse roles.

- The school presents as a distinctive school and leader in innovative practice.

PRIORITY 4:   BUILDING COMMUNITY

FOCUS

School Governance

Partnerships With Parents

Partnerships With The Local Community

A Commitment To Action/We Will.....

- Work in partnership with the Board and P&C to ensure the school is accessible to, and inclusive of, families.

- Continue to explore and introduce relevant and contemporary methods of whole school communication that serve the interests of the parent community.

- Inform parents on the class learning program through:
  - ➢ 'Entry Meetings' for all new families;
  - ➢ 'Class Information Leaflets' to be given out during parent/student/teacher meetings' at the start of the year and 3-Way Conferences;
  - ➢ Regular communication about the learning program through use of SeeSaw (K-4) and Connect (5-6);
  - ➢ Formal Reports; and
  - ➢ A Learning Journey Evening in Term 3.

- Introduce 'Parent Growth Groups' - parents have the opportunity to learn about what their children are learning – Robotics – Coding etc.

- Introduce 'Family Fun' afternoons/evenings (1 or 2 a year) where children are the teachers for their family – Maths Games - Literacy - Science experiments etc.

- Train a 'Parent Reading Group' where parents help listen to reading anywhere across the school 8:30 – 8:45 each morning.

- Explore and adopt other avenues of parent involvement – Fathering Project?

- Grow community and business membership on the School Board.

- Maintain existing relationships with local universities, schools, high schools and TAFES.

- Participate in community events to showcase the school.

- Form contractual partnerships with businesses that provide services to parents/school whilst bringing a financial or other benefit to the school.

- Seek opportunities for grants/funding/donations.

- Build upon and extend links with the wider community – local churches, businesses, politicians, sportspeople, sporting institutions, cultural groups etc.

Milestones

- Website/Facebook/School App/Connect (&new communication tools yet to be released) are embedded in the school.
- Parent surveys indicate parents feel well informed on the learning program.

- A culture of Parent Growth Groups embedded - 1 or 2 a year- half an hour before the end of school.

- Reading Gp - Special teeshirt/name of group/training/etc.)

- Community membership on the School Board is diverse.
- Professional partnerships with local schools as a member for the Wanneroo Education Network (WEN) are effective and productive.

PRIORITY 5: A CONTEMPORARY LEARNING/WORKING ENVIRONMENT THAT IS SAFE & SUPPORTIVE

FOCUS

Inclusivity

Learning/Working Spaces
(Physical & Natural)

A Commitment To Action/We Will.....

- Ensure student/staff health and well-being through implementing a structured operational plan.
- Continue the school's implementation of the RISE Framework.
- Use school psychology services effectively and access external agencies whenever needed.
- Support students at risk through initiatives such as Rainbows, Breakfast Club, Growth Groups and the School Chaplaincy service.
- Enforce Healthy Schools Policy including Crunch and Sip.
- Implement Cyber Smart initiative.
- Implement the Aboriginal Cultural Standards Framework (ACSF) **with all cultures in mind.**
- Teach, encourage and enable adaptive learning practices and behaviours (i.e. Growth Mindset/Mindfulness) to develop resiliency and strong mental health.
- Implement Dept. of Education policies and initiatives.
- Have fun with our teaching and learning!

- Maintain and improve buildings and facilities to meet current and future physical and digital needs of our students.
- Build knowledge/ capacity of staff on contemporary learning spaces.
- Build on existing Nature Play Spaces and introduce Loose Parts Play to foster creative play/thinking.
- Ensure environmentally responsible attitudes and practices are in place across the school.

Milestones

- Planned strategies and practices are monitored and measured by the Well-Being team on a regular basis.
- Students/teachers can verbalise strategies to support themselves and others.
- Improved behaviour in both the classroom and playground.
- Students have a greater awareness of RISE and can communicate principles of RISE. (Surveys)
- Partnerships are in place with Child Development Centre, CIS, EAL, JEC, LDC, CAMHS, Medical and Mental Health, PRIME and other.
- Students have the cyber security skills and knowledge to thrive in the digital age.(From Cyber Smart Initiative)
- Specific strategies from the ACSF are integrated into whole school planning through the HASS and Well-Being plans.
- Staff regularly receive PL on Dept policies and initiatives and are provided with opportunities to process, discuss and implement.

- The physical and natural school environment meets the needs of both students and teachers. (Outdoor Classroom, Recycling Centre, Digital Library/Cooperative Learning, etc.)
- Planned strategies and practices are monitored and measured by the the Sustainability Committee on a regular basis.

ACHIEVEMENT TARGETS

Index of Community Socio Economic Advantage (ICSEA)
The average ICSEA across Australia is 1000. Wanneroo Primary School has an ICSEA of 990.
When 'like school' comparisons are referred to in this document they are made with schools with a similar ICSEA.

ACADEMIC PERFORMANCE

- Student Performance to be 'equal to' or 'above like schools' nationally in all aspects of NAPLAN testing.

- The level of growth between Years 3 & 5 to be consistently 'equal to' or 'above like schools' nationally in all aspects of NAPLAN testing.

- The level of growth between Years 3 & 5 for the stable cohorts of EALD and Indigenous students to be consistently 'equal to' or 'above like schools' nationally in all aspects of NAPLAN testing.

- The percentage of students in Years 3 & 5 represented in the highest two Bands of achievement to be 'equal to' or 'above like schools' nationally in all aspects of NAPLAN testing.

- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Reading and Numeracy.

- Increase the percentage of students with good and excellent achievement in NAPLAN Numeracy and Writing from Year 3 to Year 5 stable cohort.

- Positive trends established in Year 5 Writing and Spelling by 2019.

- Data from other whole school testing tools indicates 'expected' or 'value added' forward progression for all students.

SOCIAL and EMOTIONAL

- The social and emotional mean for all year levels tested to be 'equal to' or 'above' the 'all schools' mean as measured in the PAT survey.

- Student/Staff and Parent satisfaction ratings from the National Schools Online Satisfaction Surveys administered every 2 years to be at 75% or higher.

ATTENDANCE
- The rate of attendance for Indigenous and non-Indigenous students is equal to or above statistically similar schools.