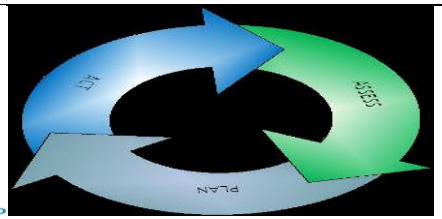
Department of Education

SOUTH PADBURY PRIMARY SCHOOL
Pursuit of Knowledge and Friendship



Business Plan 2018 -2020

The South Padbury PS Business Plan reflects the Department of Education systemic priorities

The principles and content of the *Western Australian Curriculum* aligned with the *Early Years Learning Framework* and the *Australian Curriculum*.	*Classrooms First Strategy*	*Progressing Classrooms First*	*Plan for Government Schools 2018-2020*

School Vision

The vision for South Padbury Primary School (SPPS) is to build a learning community where students, parents and teachers work together to develop partnerships and foster life- long learning. As a learning community we aim to develop the whole child through the provision of quality learning experiences providing the opportunity for every student to become a positive, contributing member of the community. It is our belief that it is the quality of the teaching and learning programs, relationships and learning environment that maximise student learning. We believe in collaborative teamwork and evidence based planning. The school promotes a learning environment that encourages the development of self- discipline and where all members of the school community are responsible, respectful, safe and strive for excellence. The school values and encourages the positive contribution of parents/caregivers and views parents/caregivers as partners in their child's education and development.

Objectives

At South Padbury Primary School we strive to:
1. Establish ambitious targets and set high expectations, academic and non-academic, for our students.
2. Engage all staff in a systematic, continuous and comprehensive self- assessment process related to student achievement and school operations.
3. Deliver high quality learning and teaching programs with pedagogical practices aligned to the *Australian Curriculum's* learning, teaching and assessment principles.
4. Expand the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
5. Maintain a learning environment that is safe, caring and inclusive.
6. Target resources, through school improvement planning, to maximise student achievement.
7. Continue to build strong internal and external relationships including positive interactions between the school and its immediate and wider community.
8. Our objectives are based on effective and evidence-based teaching of literacy and numeracy; strong school leadership and whole-school engagement with literacy and numeracy; and monitoring of student and school literacy and numeracy performance to identify where support is needed.

Longitudinal Assessment Overview

The Relative Assessment Trend Line from 2012 to 2017 has inclined for Year 3 Reading, Year 3 Writing, Year 3 Mathematics, Year 5 Reading, Year 5 Writing but is in a slight decline in Year 5 Mathematics. In 2017 all learning areas were either in or above the expected range of achievement.

Planning Structures

This business plan provides a broad overview in regards to the overall direction our school is taking over the next 3 years. Sitting under this plan, and driving school improvement are our one year operational plans in the key phase one *Western Australian Curriculum* learning areas of English, Mathematics, HASS and Science.

Priorities

Protective Behaviours	Literacy	Numeracy	21st Century Learning	Community Engagement

Literacy and Numeracy

Whole-school approaches to literacy and numeracy using evidence-based strategies to explicitly teach core skills and knowledge to be implemented in Kindergarten to Year 6

classrooms.

Targets	Self- Assessment Tools
Year 3 Numeracy: Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 3 Reading:** Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 3 Writing:** Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 3 Spelling:** Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 3 Grammar and Punctuation**: Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 5 Numeracy:** Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 5 Reading:** Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 5 Writing**: Attain 20% of our students achieving in the top 20% of all Australian Students. **Year 5 Spelling:** 20% of our students achieving in the top 20% of all Australian Students. **Year 5 Grammar and Punctuation:** Maintain 20% of our students achieving in the top 20% of all Australian Students. **Year 3 Numeracy:** Maintain the 2012-2017 relative performance incline over the 2018-2020 period. **Year 5 Numeracy**: Arrest and reverse the 2012-2017 relative performance decline over the 2018-2020 period. **Year 3 Reading:** Maintain the 2012-2017 relative performance incline over the 2018-2020 period. **Year 5 Reading:** Maintain the 2012-2017 relative performance incline over the 2018-2020 period. **Year 3 Writing:** Maintain the 2012-2017 relative performance incline over the 2018-2020 period. **Year 5 Writing:** Maintain the relative 2012-2017 performance incline over the 2018-2020 period. **Attendance:** Increase to 95% the overall school attendance rate. **Finance:** Attain an EXCELLENT rating in the school's external financial audit. **Extension:** Provide meaningful, authentic and measurable extension learning opportunities to all cohorts. **Protective Behaviours:** Provide a dedicated specialist program targeting instruction on developing protective behaviours to every cohort.	We believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes. Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning. Teachers will use a variety of tools and resources to support them to assess student achievement. Students with disabilities or other identified need may be assessed using an IEP or other planning/monitoring tools. EAL students may be assessed using the EAL/EAD Progress Map. Year 3 and 5 NAPLAN, On entry assessments Year P, PM Benchmarks Years 1-2,Probe Reading Assessment Years 3-6, Phonological Screening assessments K, SIS attendance data and SIS behaviour data, Surveying the School Community – Parents, Staff, Students, *First Steps* Maps of Development, Literacy Net, EAL/EAD Progress Maps, ACARA and SCSA work samples with annotations, Anecdotal records, Observations, Checklists, Profiles, Portfolios, Records of test results, Audio & visual Recordings, Marking keys and Writing Matrix. To support consistency of teacher judgements, teachers will have opportunities to engage in moderation of judgements of student achievements. This will include in school moderation and the process will be extended to include teachers at other schools from the Duncraig Network of Schools utilising the SCSA Judging Standards resources. Feedback will be provided to ensure that students recognise flaws & achievements, students are able to gain information to assist learning and all feedback is constructive, positive and deserving. Performance Development documentation and annual reviews of all operational plans. Annual review plotting progress against the Business Plan targets. Finance Audit

Strategies

Employ a 0.4 Specialist Protective Behaviours (PB) Teacher to teach all Junior Primary classes a dedicated PB program. Utilise information from SAIS and other sources (see Assessment and Reporting Policy) about whole school, sub group and individual student performance to set improvement targets, monitor progress, provide ongoing feedback and inform learning, teaching and leadership strategies.

Continue to embed whole-school approaches to literacy and numeracy including the use of the *First Steps* literacy and numeracy resources. Kindergarten, Pre-Primary, Year 1 and 2 classes to focus on the Diana Rigg phonological awareness program to improve children's literacy development and learning.

Utilise the ACARA *Australian Curriculum* scope and sequence statements and the *K-7 Literacy and Numeracy Learning and Teaching Resources, Reading Eggs* and *Stepping Stones* resources to explicitly teach literacy and numeracy skills and knowledge with a focus on the essential skills assessed in NAPLAN.

Implement and monitor the effectiveness of *First Steps* Instructional Procedures to improve literacy and numeracy standards.

Establish and maintain school structures and processes including distributed leadership to enable ongoing staff development and team ownership of student achievement. Implement case management plans for students at risk of falling below the national minimum standards and to propel middle tier students into the upper proficiency bands. Refine whole school approaches to behaviour including support for teachers in developing classroom management skills and specific interventions for students at risk.

Continue to establish and build productive community relationships and home-school links. Build community confidence in the standards being achieved by providing parents and the broader community with information about school performance measures. Continue to embed ipad technologies into the curriculum, using these devices as a tool to enhance curriculum delivery and content understanding via improved pedagogy. Develop and implement a curriculum/pedagogical approach to increase the percentage of students in the upper proficiency bands. This will include funding a 0.4 position to ensure that each cohort has a dedicated extension program with the Specialist Extension Teacher taking extension activities from Year 1 to Year 6 Timetable collaborative planning/sharing phase of learning sessions three times a term.