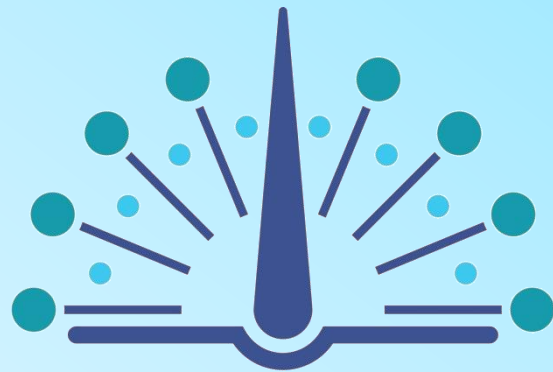


BUSINESS PLAN

2018 - 2020



AVELEY NORTH PRIMARY SCHOOL



Together We Succeed



The Aveley North Primary School Business Plan has been developed in accordance with Section 63 of the Education Act 1999 where it states:

The functions of the principal are to:

- establish a plan for the school in consultation with the School Board and the school's teaching staff setting out its objectives and how the objectives and priorities will be achieved
- in consultation with the School Board and the school's teaching staff to monitor and report on the school's performance in relation to the plan

According to Section 128 of the Education Act 1999 the functions of a school board are:

To take part —

- in establishing, and reviewing from time to time, the school's objectives, priorities and general policy directions
- in the planning of financial arrangements necessary to fund those objectives, priorities and directions
- in evaluating the school's performance in achieving them

The members of the School Board have considered and endorsed the school Business Plan for 2018 – 2020:

- Interim Chair 2018 – Chris Brackenreg
- Principal – Chris Brackenreg
- Elected Community Members – Melissa Dunne, Patty Jones, Carey Kawaka, Barbara Thompson
- Elected Staff Members – Helen Taylor, Sherrilee Nelson

The members of the School Executive Team have considered and endorsed the school Business Plan for 2016 – 2018:

- Principal – Chris Brackenreg
- Deputy Principal – Helen Taylor

Our Vision

Our school is dedicated to working alongside the community to create a clear strategic plan, with clearly articulated goals, strategies and targets to ensure Aveley North PS offer students their best opportunities to learn and achieve their potential.

We are committed to providing learning in a safe and caring environment that nurtures each child's specific abilities and interests. Each unique individual will be encouraged to develop a pride of place and self, while respecting and absorbing the world around them.

Our dedicated staff seeks continuous improvement. Staff constantly strive to make learning an enjoyable experience while achieving excellence by setting high standards and expectations for all who work and learn here. They deliver deep learning and high quality inclusive programs that encompass critical and creative thinking skills to engage children and facilitate learning. All children are actively and simultaneously engaged to develop the capacity to work independently as well as positively interact and learn with and from others.

Being a part of learning communities, children will actively engage with the learning process, develop a positive attitude to school and teachers and feel confident in their self and their own abilities. The development of programs at Aveley North PS will be built around key pillars:

- Community Engagement and Partnerships
- High Performance and Expectations in Teaching and Learning
- Contemporary Approaches to Curriculum
- Support for All Students at All Levels

Our Beliefs

Our beliefs inform how we work and succeed together as a learning community. We believe that:

- Every child is capable of successful learning.
- Entwining a culture of high performance with a culture of high care will enable us to achieve the highest educational objectives.
- Families and community members are essential partners to enrich learning and engage children with authentic experiences.
- Cultural diversity and inclusive education strengthens our learning and sense of community.

School Context

2018 is the foundation year of Aveley North PS and commenced operation in February 2018 with 99 students from Kindergarten and Pre Primary as part of Stage 1 of the School establishment. In 2019 Stage 2 will establish permanent school facilities comprised of 6 teaching blocks including an education support program, administration area, dental therapy centre, undercover area, library and extensive sporting facilities with multi-purpose courts and an oval. The entire school site will sit on a generous 5.5Ha. It is located in Aveley and is part of the North Metropolitan Education Region. Its new facilities offer students, staff and the community the opportunity to work in the most up to date learning environment, with state of the art classrooms as well as the latest infrastructure for technology. Its location adjacent to Aveley Secondary College enables both schools to work closely together and offers our students a seamless transition to high school.

We have been given a unique opportunity to establish a school that reflects the community needs and most importantly the needs of the students. As an Independent Public School, it enables the school community to have greater freedom and flexibility to make decisions about curriculum, student support, staff recruitment, financial management, governance and accountability. Significantly, we have control over the selection of teachers and other staff members. This allows us to select staff of the highest quality which, along with family support, is the single most important element in ensuring positive outcomes for all students.

In addition Aveley North PS operates a flexible one-line budget that allows the school to provide additional support to areas of need. Early intervention is a focus within the school and school funded initiatives such as Kindergarten transition, attendance strategies, breakfast club, parent engagement programs and interagency programs are all central to the school's desire to welcome the school community into the supportive learning environment of the school. The School is committed to implementing the Western Australian Curriculum and adopting a child-centred approach that focuses on raising the level of academic, social and emotional competencies in each child, which will provide a strong foundation for life-long learning.

The school is located in a rapidly growing suburb with land being developed and new homes constructed in the local intake area. Much of the local intake area is yet to be developed and it is expected the school will grow rapidly over the next few years.

The newly formed School Board and P&C Association have already been heavily involved in the school planning processes and the school has very strong support from the parent community.

A clear vision, developed by staff and parent representatives, drives school planning and learning across the school and focuses on improving student learning. A culture of high expectations is part of the school culture and demonstrated by students and staff, as we ensure high quality teaching, learning and

leadership across the school. This is further reinforced by strong governance and support practices. Our school values underpin our responsibilities as educators to not only focus on academic outcomes but also on values, relationships, engagement, support and respect aspects of learning.

It is without doubt that this Business Plan and its strategic directions will drive the key focus areas of the Department of Education's Plan for Public Schools 2016 – 2019.

School Focus Areas



Curriculum Improvement - English

Key Performance Indicators

NAPLAN (Year 3 and Year 5) – Achievement of NAPLAN results that are at least “statistically similar” for LIKE SCHOOLS in all areas of English 2018 - 2020. Specifically-

- a) Performance in English to be at or above ‘Like School’ mean scores in the 2019 – 2020 NAPLAN Testing Programs.
- b) In addition to overall achievement, the progress and achievement of the stable cohorts to be equal to or above ‘Like Schools’.

ON ENTRY TESTING (PP) – Achievement of at least 70% of students to increase to Progression Point 1.0 by Term 4.

SCHOOL-BASED ASSESSMENT – Analysis of school-based assessment to reflect overall average improvement in progress re cohorts of students. Yearly Testing in Alphacheck, Letters and Sounds, Soundwaves Spelling and Progressive Assessment Test (PAT)-Comprehension to be conducted. Specifically-

- a) Progress of scaled PAT testing scores in each year level to be equal to or above normed schools

Key Improvement Strategies

Curriculum:

- Ensure that at least 50% of teaching time is spent on **Literacy** and Numeracy.
- Focus on research proven, high quality instructional strategies and assessment.
- EYLF and Kindergarten guidelines are used to plan in Kindergarten. SCSA WA Curriculum to be fully implemented in P-6.
- Support ANPS staff to fully implement Western Australian Curriculum by providing access to Network PL.
- Set high expectations and targets for all students.

Pedagogy:

- Development and implementation of a Strategic Plan for English. Focus on the implementation of a whole school explicit instruction model. Teachers explicitly teach Literacy using this model and implement and embed whole school Literacy Block Structure.
- Implement a whole school writing approach (Talk 4 Writing) to enhance student capabilities in grammar, punctuation and vocabulary.
- Implement a whole school approach to phonological awareness/synthetic phonics – Letters and Sounds K-3, Soundwaves 3-6.
- Focused 3 Tier Literacy Intervention across all year levels to improve student outcomes. Case Management approach used to enhance student capabilities in Language, Literature and Literacy.
- Observation and Reflection processes are used within all year level teams with a focus on student learning and moderation between classes. Moderated teacher judgements to be a focus from 2018.
- Investigate academic extension programs and gifted and talented programs for possible implementation.
- Year levels collaboratively plan for Western Australian Curriculum using the English Curriculum and Aveley North PS Guides.
- Develop critical and creative thinkers in Literacy.
- Provision of professional learning opportunities to support the implementation of key whole school English Programs – Letters and Sounds, T4W, Whole School Explicit Instruction Model.

Assessment and Monitoring:

- Student achievement is monitored through the use of longitudinal data articulated in key performance indicators. The performance of case managed students improves from baseline to follow up assessment.

Curriculum Improvement - Mathematics

Key Performance Indicators

NAPLAN (Year 3 and Year 5) – Achievement of NAPLAN results that are at least “statistically similar” for LIKE SCHOOLS in all areas of Mathematics 2019 - 2020. Specifically-

- a) Performance in Mathematics to be at or above ‘Like School’ mean scores in the 2016 – 2018 NAPLAN Testing Programs.
- b) In addition to overall achievement, the progress and achievement of the stable cohorts to be equal to or above ‘Like Schools’.

ON ENTRY TESTING (PP) – Achievement of at least 70% of students to increase to Progression Point 1.0 by Term 4.

SCHOOL-BASED ASSESSMENT – Analysis of school-based assessment to reflect overall average improvement in progress re cohorts of students. Yearly Testing in Westwood Test (Basic Facts) and Progressive Assessment Test (PAT) to be conducted. Specifically-

- a) Progress of scaled PAT testing scores in each year level to be equal to or above normed schools

Key Improvement Strategies

Curriculum:

- Ensure that at least 50% of teaching time is spent on **Numeracy** and Literacy.
- Focus on research proven, high quality instructional strategies and assessment.
- EYLF and Kindergarten guidelines are used to plan in Kindergarten. SCSA WA Curriculum to be fully implemented P-6.
- Support ANPS staff to fully implement Western Australian Curriculum by providing access to Network support.
- Set high expectations and targets for all students.
- Incorporate the use of STEM to develop numeracy and creative problem solving.

Pedagogy:

- Research, implement and embed the Concrete, Pictorial, Abstract approach within whole school numeracy instruction. Development and implementation of a Strategic Operational Plan for Mathematics with a focus on the implementation of an Explicit Instruction Model for the whole school.
- Teachers use these whole school improvement strategies and implement and embed the Aveley North whole school Numeracy Block structure. Development of common planning documents to be utilised across phases of schooling.
- Focused 3 Tier Literacy Intervention across all year levels to improve student outcomes. Case Management approach used to enhance student capabilities in Numeracy.
- Observation and Reflection processes are used within all year level teams with a focus on student learning and moderation between classes. Moderated teacher judgements to be a focus from 2018.
- Year levels collaboratively plan for Western Australian Curriculum using the Maths Curriculum and Aveley North PS Guides.
- Whole school focus on basic facts and times tables.
- Investigate academic extension programs and gifted and talented programs for possible implementation.
- Develop critical and creative thinkers in Numeracy.

Assessment and Monitoring:

- Student achievement is monitored through the use of longitudinal data articulated in key performance indicators. The performance of case managed students improves from baseline to follow up assessment.

Early Childhood

Key Performance Indicators

- 70% of all Pre-Primary Students to achieve progression point 1.0 in Reading, Writing, Speaking and Listening and Numeracy by Term 4.

Key Improvement Strategies

- Investigate and implement research based play programs.
- Provision of professional learning opportunities to support the implementation of key whole school English Programs – Letters and Sounds, T4W, Whole School Explicit Instruction Model.
- Screen all PP students using On-Entry to determine readiness to learn and develop appropriate plans to support individual student progress.
- Develop partnerships with Day Care Centres and three year old Kindergartens to improve early data collection practices.
- The National Quality Standards, Early Years Learning Framework and the Kindergarten Guidelines are used to collaboratively develop the Kindergarten Curriculum. Establish modified Literacy and Numeracy Blocks in Kindergarten from Semester 2.
- Reflect upon the National Quality Standards Framework and develop a Quality Improvement Plan to ensure outstanding Early Childhood environments and appropriate explicit teaching and structured play based programs.
- Develop and embed early assessment processes for Kindergarten screening.
- Develop parent partnerships and parent learning opportunities to support early intervention and education.
- Implement and review nurse screening procedures for Speech Therapy, Occupational Therapy and Physical Therapy for early intervention.



Curriculum Improvement – Digital Technologies

Key Performance Indicators

- Maintain a 1:4 student ratio of devices throughout the school.
- Students' achievement at or above the Western Australian Curriculum Achievement Standard in all year levels to be at or above like schools.
- ICT Skills Matrix – Student achievement to demonstrate improvement from 2019 – 2020
- “Peer Coaching and Self Reflection” to be included in the Performance Management Process.
- Review of the use of ICT as a “Teaching and Learning tool” to be included in the Performance Management Process. Teachers to provide evidence of their use of ICT across the curriculum

Key Improvement Strategies

- Focus on progressing teachers through the stages of no engagement, familiarisation, transition and adoption of the Technologies Curriculum.
- Regular promotion of an awareness of Cyber-safe behaviours and strategies will be highlighted to facilitate online safety and to minimise cyber bullying.
- Investigate the inclusion of explicit IT programs including online writing for NAPLAN Online and Coding in Primary Schools.
- ICT is to be embedded throughout all operational planning as required by the Australian Curriculum. Support and professional learning opportunities will be provided to staff to allow the effective and efficient integration of ICT into the classroom curriculum. Development of an ICT Skills Matrix detailing minimum ICT mastery by students at each year level.
- Develop critical and creative thinkers who will be informed citizens for the 21st century.
- Implement a mentoring and coaching model to build teachers capacity to develop programs that use ICT in a transformational manner and linking these to Bloom's Taxonomy.
- Investigate ways of measuring the impact of technologies on teaching and learning.
- Promote the use of “Connect” and the “Video Club” within the school community by continuing to provide PL to staff. Connect to be a communication conduit between classes, school and home rather than only a noticeboard for staff. Video Club concept to encompass “Peer Coaching and Self Reflection” as part of the Performance Management Process (ECU Research Project)
- Target learning experiences, with a shift towards project and challenge based learning, to better meet the needs of individuals, small groups and classes.

ICT Infrastructure

- Increase the number of computers and devices capable of use during online NAPLAN testing.
- Investigate alternative sources of resourcing of devices for students.
- Ensure we maintain the Department of Education device ratio guidelines.
- Ensure adequate financial reserves are accurately maintained, regularly monitored and adjusted accordingly.

Key Performance Indicators

- Increase the percentage of students achieving at or above the Western Australian Curriculum Achievement Standard in all year levels.

Key Improvement Strategies

- Implement, embed and review the integration of content descriptions and syllabuses for Science.
- Research best practice in the teaching of Science in order to continue to develop and implement a Whole School Operational Plan. Embed the whole school Science program – Primary Connections.
- Focus resource “Primary Connections”. Development of conceptual area focus and reporting cycle K-6.
- Investigate effective assessment strategies for longitudinal data.
- Provision of ongoing professional development for staff. Sharing of best practice models.
- Teach Science content with a focus on inquiry skills.
- Develop critical and creative thinkers who will be informed citizens for the 21st century.
- Develop sustainable networks with surrounding schools.
- Develop use of technologies to support teaching and learning of Science.



Key Performance Indicators

- Parent Surveys - Survey to reflect positively regarding safety and care of students.
- Student Report Data - Consistently and Often recorded for 'ABE' Section which identifies descriptors 2019 = 70% 2020= 75%.
- Attendance levels of Individual Students/Families identified as "At Moderate/Severe Risk" will improve (Refer to Individual Attendance Plans for Targets).
- Yearly Expected Minimum Attendance (All students, All Year Levels) – 92%
- Behaviour Incidents (Each Year) – Both the number of students and the number of incidents referred to the Office for negative behaviour will show a downward trend through current Business Plan when compared to previous years.

Key Improvement Strategies

- Implement and embed Aveley North PS whole school 3 Tier Response to Intervention process.
- Student Services team to build collaborative partnerships to support SAER. Work with families and communities early to give children the best start to learning including wraparound services and collaboration with external organisations and agencies.
- Case Management plans will be written for students requiring learning adjustments, behaviour intervention and assistance with social and emotional wellbeing.
- School staff to maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing.
- Implement Pastoral Care initiatives across the whole school.
- Develop a process for monitoring and supporting staff and student mental health and wellbeing.
- Provide professional development opportunities for staff in the Values Education area.
- Promote Values Education in the classroom/school with explicit, planned Values lessons (K to Year 6).
- Promotion of positive Values by recognising individuals and groups of students within the school community (Values Cards, Honour Certificates, identification of 'good deeds').
- Further development of a positive school culture (e.g. Values-Based Performances, Breakfast Club, Lunchtime Games, Values Activity Days).
- Provision of opportunities for parents/carers to access information and capacity build re Values Education (Playgroup initiative, Parent Workshops, Triple PPP).
- Promotion of positive health and wellbeing of staff (Stress-Buster activities, Opportunities for discussion and reflection, Meeting forums at multi levels).
- Focus on embedding the Western Australian Curriculum general capabilities – Personal and Social Capabilities, Ethical Understanding and Intercultural Understanding.
- Create a safe and supportive learning environment through the use of Positive Behaviour strategies and classroom management strategies. Protective Behaviours program taught every year.
- Increase student attendance through school based strategies.
- Continue to provide accessible buildings and facilities that meet the Australian design standards for Disability access and inclusion.
- Familiarise, reflect and implement the Aboriginal Cultural Standards Framework.
- Development of School Chaplaincy Program.
- Responsive Classroom Approach for inclusion and social and emotional development.
- The schools facilities positively impact student learning and wellbeing. Develop outdoor areas that allow for creative, imaginative, physical and nature play. Develop a school site that is attractive aesthetically and functional. Develop engaging flexible learning spaces that meet the needs and learning styles of all students.

Community Engagement and Partnerships

Key Performance Indicators

- Feedback from school community to indicate a positive trend as well as identify concerns and inform future directions. (National School Opinion Survey 2019/2021)
- Increased opportunities for parent workshops offered by the school.
- Increase in parents and caregivers attending information sessions and parent teacher interviews.
- Further partnerships are developed with outside agencies to increase student and staff support.

Key Improvement Strategies

- Develop and foster strong links with the Child and Parent Centre at Arbor Grove PS. The aim of the CPC is to improve the development, early learning, health and wellbeing of children ranging in age from pre-birth to eight years so that those children are better prepared for an educational program. Services, programs and personnel will be available to increase families' capacity and achieve successful transitions and sustained engagement with schooling. The school will work with the CPC to develop programs and offer opportunities to benefit our school community.
- Promote inclusivity and celebrate cultural diversity within the school community (Class teachers to consider cultural diversity when planning units of work, Adult Learning Classes, Aboriginal Parent Group – Yarning Group, Harmony Day celebrations, NAIDOC celebrations and other special events during the year).
- Further develop a marketing strategy to celebrate school achievements (Update the school website with current school and community events, school blog, articles in newspapers/DoE publications).
- Promotion of regular special events within the school to showcase our school and student achievement (e.g. annual Art Display/Open Day, Special Assemblies, Healthy Lifestyles Expo).
- Continue to foster strong links with new and established partners in the school, to add value to learning opportunities, promote inclusivity, reduce disadvantage and establish opportunities for research, development and innovation at Aveley North PS.
- Seek opportunities for grants, funding and donations from external sources to support student learning.
- Develop and maintain partnerships with Edith Cowan University School of Education.
- Develop and maintain Edith Cowan University Occupational Therapy/Speech Pathology
- Maintain mutually beneficial services (E.g. OSH Before and After School Care).
- Explore partnerships with other private and government agencies to provide services to parents, students and the community.
- Provide students with an opportunity to build partnerships with the local community.
- Continue to build and foster professional partnerships with local schools in the Ellenbrook Network.
- Focus on developing strong transition practices and curriculum links with Aveley Secondary College.

Staff Professional Renewal

Key Performance Indicators

- Teachers participate in at least one observation and reflection experience per semester as part of reflective self-improvement.
- Succession planning and internal leadership pathways are utilised.
- Increase in teachers completing their Senior Teacher Status or Level Three Teacher Status.
- Full implementation of coaching program for leaders within the school.

Key Improvement Strategies

- Shared vision – positive – solution focussed staff. Recruit high quality, like minded staff who share our values and vision - empathy.
- Articulate high expectations and standards of staff performance through induction, professional learning and evaluation.
- Expect all school staff to maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support wellbeing. All school staff will have a collaborative, collegial and respectful working relationship.
- All staff will have access, where necessary, to appropriate services to support their health and wellbeing.
- Assist teachers to develop analytical and evaluative practices to ensure expertise and confidence in diagnosing the impact of their teaching and adapting interventions for greater success.
- Build data literacy by providing regular support for staff to analyse data (On Entry, Oral Language Screens, NAPLAN) to identify trends and drive effective planning.
- Identify teachers aspiring to be leaders to transition into Curriculum or Team Leader Roles (E.g. Level 3 teachers and aspirants).
- Further develop and embed a distributed leadership model within the school.
- Weekly team meetings focus on improving teaching, learning, assessment and monitoring.
- Termly Curriculum Leader and Team Leader professional learning and meetings incorporate reflection practices to develop leadership and best practice.
- Develop whole school processes to assist teachers to gain and maintain full registration through the TRBWA.
- Provision of professional learning opportunities to support the implementation of key whole school programs. Teachers and Education Assistants are provided with professional learning based on the needs of the school, staff and students.
- Continue to develop effective induction processes for new staff based on staff feedback.
- Develop and implement whole school processes for Observation and Reflection to build teacher and education assistant capacity.
- Plan for Languages Curriculum implementation for Year 3 and 4 students in 2019.
- Familiarise, implement and embed critical and creative thinking strategies across the curriculum.
- Further develop Early Career Teacher support meetings and program.
- Implement performance development processes linked to the AITSL Reflection on Practice Tool.
- Focus on the full integration of Western Australian Curriculum subjects in accordance with SCSA timeline.
- Continue leadership self-reflection practices.
- Coaching program implemented and embedded for Curriculum and Team Leaders.
- Effective management of projected student population increase due to housing developments within the catchment area.
- Develop and enhance the integration of STEM across the curriculum.