Business Plan 2015 – 2017

Inspiring young minds to create and pursue possibilities

Welcome to South Perth Primary School

South Perth Primary School is an Independent Public School focussing on the delivery of high quality education programs that provide students with opportunities to optimise their academic, social, emotional, creative and physical skills.

The school is situated on the corner of Angelo and Forrest Streets and caters for approximately 400 students from Kindergarten to Year 6. Students are drawn from the area of South Perth bordered by the Swan River, Douglas Avenue and South Terrace.

South Perth Primary School first opened its doors on 20 July 1898 as Forrest Street School. The school boasts a proud history of achievement over the past century with various prominent Western Australians beginning their schooling at South Perth.

Today the school provides outstanding facilities that include a mixture of heritage listed and new buildings. This includes four purpose-built early childhood classrooms, thirteen general purpose classrooms, specialist music, art/science, and computer rooms, an undercover area and a school hall.

South Perth is a culturally and linguistically diverse school (CALD). Twenty five per cent of our school population come from a CALD background other than Australian, representing more than 25 different ethnicities.

The school focuses on providing an engaging and inclusive learning program that promotes success for all students. High quality teaching, effective leadership and positive relationships are priorities at South Perth Primary School.

School Improvement

POSITIVE RELATIONSHIPS

- Communication
- Engagement
- School Culture
- Partnerships

SUCCESSFUL STUDENTS

- Academic Achievement
- Creative and Physical Development
- Social & Emotional Well Being
- Engagement
- Citizenship

EFFECTIVE LEADERSHIP

- Evidence-Based Decision Making
- Distributed Leadership
- Leading Curriculum and Pedagogy
- Promoting Innovation & Change

HIGH QUALITY TEACHING

- Content Knowledge
- Responsive Pedagogy
- Differentiated Curriculum
- Collaboration
- Australian Professional Standards
- Self Reflection & Feedback

Purpose Statement

Our desire and inspiration is to empower each other to:

- Create a safe, caring and respectful learning environment, which is stimulating and challenging.
- Develop each child's unique potential, as a passionate, resilient and resourceful learner.

Shared Community Values

South Perth Primary School prides itself on being a thriving and vibrant school community. This is reflected in the school's learning programs, Business Plan and demonstrated outcomes. Every face has a place, every voice is valued and everyone has something to contribute.

South Perth Primary School values and promotes a positive and inclusive school culture. Students are encouraged to feel that school is a safe place where people care about them. The school's values of respect and cooperation are demonstrated through the support students receive from all staff members and each other.

The school community has a shared understanding, a common language and a shared focus. Our School Purpose and five Shared Community Values are reflected daily in all aspects of school life. In this way, South Perth Primary School is able to create a positive and unique school culture and community.

Our Five Shared Community Values

Respect

I respect myself, others, property and our environment.

Excellence

I do my best.

Honesty

I am honest and trustworthy.

Responsibility

I am fair and responsible.

Cooperation

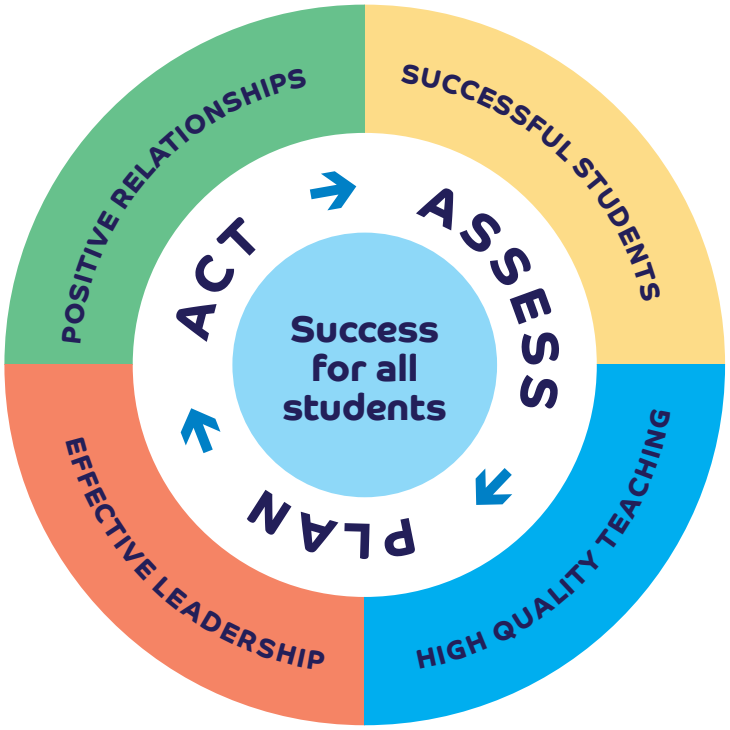
I am cooperative and helpful. I work and play well with others.

School Improvement

A focus on success for all students is central to our school improvement process. The school improvement cycle has three essential elements – assessment of the school's performance, planning for improvement and implementation of the planned actions.

When assessing our school data we ask ourselves three questions:

1. What observations can be made from the data?
2. Why are we seeing these observations?
3. What should we do to improve our performance?



Data Analysis Cycle

Term 1

- On Entry Survey – Kindergarten
- On Entry Assessment – Pre Primary

Term 2

- IT Skills Audit – Staff
- Satisfaction Surveys – Parents, Staff and Students – biennial

Term 3

- Reporting to Parents – Learning Areas Reports PP – 6
- Attendance Data – Semester One K – 6
- BMIS Data
- AITSL Standards – Teacher Self-Assessment
- NAPLAN Year 3 and 5

Term 4

- National Quality Standard – Self Assessment Audit
- Standardised testing in English and Mathematics
- IT Staff Survey

Priority Areas for 2015–2017

As an Independent Public School, the School Board is responsible for setting the strategic direction of the school. At the end of 2014, the school staff and School Council members analysed the school data, identifying areas of strength and those that needed to be improved. Teachers and School Council members participated in workshops to identify our priorities for the school's Business Plan for 2015 – 2017.

In addition to Literacy and Numeracy, the priority areas were identified as:

Priority One – Communication

Priority Two – Digital Technology

Strategies for improvement in Literacy and Numeracy, Communication and Digital Technology were developed across four focus areas:

1. Success for All Students
2. High Quality Teaching
3. Effective Leadership
4. Positive Relationships

From 2015 to 2017, the school will implement a range of strategies to improve literacy, numeracy, communication and use of digital technology.

Success for all students is the core business of our school. Success is achieved by providing students with engaging learning programs and curriculum content that offers both breadth and depth. High quality teaching and learning programs and carefully chosen pedagogical practices assist teachers to meet the needs of all students.

The school leadership team ensures that the assessment of the school's data and quality educational research are used to guide decision-making. Opportunities for evidence-based innovation and change are promoted. Strong relationships within the school community continue to be enhanced through communication, engagement and partnerships.

Successful Students

TARGETS

- **Improve comparison with 'like schools' in the areas of Writing and Numeracy in NAPLAN assessments.**
- **Increase the percentage of students from the stable cohorts who achieve an 'Excellent' grade in Reading, Writing and Numeracy from Year 3 to Year 5.**
- **Improve standardised scores attained by case managed students.**

STRATEGIES

Literacy and Numeracy

- Embed whole school approaches for English and Mathematics.

Communication

- Provide quality teacher feedback to students to improve learning outcomes.

Digital Technology

- Implement the Western Australian Curriculum – Digital technology with an emphasis on students making appropriate use of digital tools to support their learning.
- Raise awareness and develop student skills for safe and responsible use of online resources.

High Quality Teaching

TARGETS

- **Increase frequency and confidence in the use of digital technology as a tool for learning in the classroom.**
- **Increase engagement in the use of the AITSL Standards as a reflection and self-assessment tool with a focus on Standards 3 & 5.**

STRATEGIES

Literacy and Numeracy

- Differentiate the curriculum to meet the individual needs of students.
- Case-manage target groups in English and Mathematics.

Communication

- Engage in regular collaborative planning sessions with colleagues.
- Develop communication strategies to assist teachers and support staff to collaborate, developing common understandings and resources.
- Implement the AISTL Standards for self-assessment
- Participate in peer observation.
- Review the School Values program with an emphasis on the Five Shared Community Values.

Digital Technology

- Implement appropriate digital tools to support quality learning programs across the curriculum.
- Develop and implement a Scope and Sequence of Digital Technology skills.
- Utilise technology to assist with the provision of teacher feedback.

Effective Leadership

TARGETS

- **Increase average ratings on leadership criteria from the Staff and Parent Satisfaction Surveys.**

STRATEGIES

Communication

- Review and monitor the implementation of school policies and procedures.
- Evaluate and improve performance management processes.
- Provide quality feedback to staff through classroom observations.

Digital Technology

- Facilitate distributed leadership of the Digital Technology Strand.
- Encourage teachers to be innovative in the use of digital technology.
- Purchase resources to ensure IT infrastructure is reliable and technical support is available.

Positive Relationships

TARGETS

- **Increase average ratings on communication criteria from the Parent Satisfaction Survey.**

STRATEGIES

Communication

- Support and encourage parental involvement in the teaching and learning program e.g. parent class representatives.
- Promote inclusivity by targeting parents from specific cohorts e.g. CALD.
- Enhance connections between parents, the wider community and the school through the implementation of joint projects such as Nature Playground, Kitchen Garden, Art Exhibition.

Digital Technology

- Promote parental involvement in the school through the use of technology such as a new school website and CONNECT.