



Business Plan 2018 - 2020



Inspiring young minds to create and pursue possibilities

Welcome to South Perth Primary School

South Perth Primary School is an Independent Public School focusing 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 eight 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 partnerships are priorities at South Perth Primary School.





Purpose Statement

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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 strive to 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.



Business Plan 2018-2020

Development of the next business plan began in Term 4, 2017. Detailed analysis of school data was undertaken by the School Board and teaching staff. The priority areas were developed following consultation with all staff members and members of the School Board.

The school priority areas in the 2018 – 2020 Business Plan are:

- Health and Wellbeing
- STEM - Science, Technology, Engineering and Mathematics
- Writing
- Early Learning – K - 2

Outcomes for each priority area were developed and strategies to achieve the desired outcomes were planned.

The strategies were developed under four areas:

- Successful students
- High quality teaching
- Effective leadership and
- Partnerships

Data Collection Cycle

Term 2

- NAPLAN Year 3 and 5 (annual)
- National School Opinion Survey – Parents, Staff and Students – 2018 and 2020
- PAT Testing in Thinking Skills – Year 5 and 6 (annual)
- Reporting to Parents Semester 1 – Learning Areas Reports Year 1 – 6 - Digital Technology (annual)

Term 3

- KidsMatter Health and Wellbeing Survey – Students - 2017 and 2019
- National Quality Standard – Self-Assessment Audit
- National Quality Standard – Verification Visit 2019

Term 4

- Reporting to Parents Semester 2 – Learning Areas Reports Year 1 – 6 – Science and Design and Technology (annual)



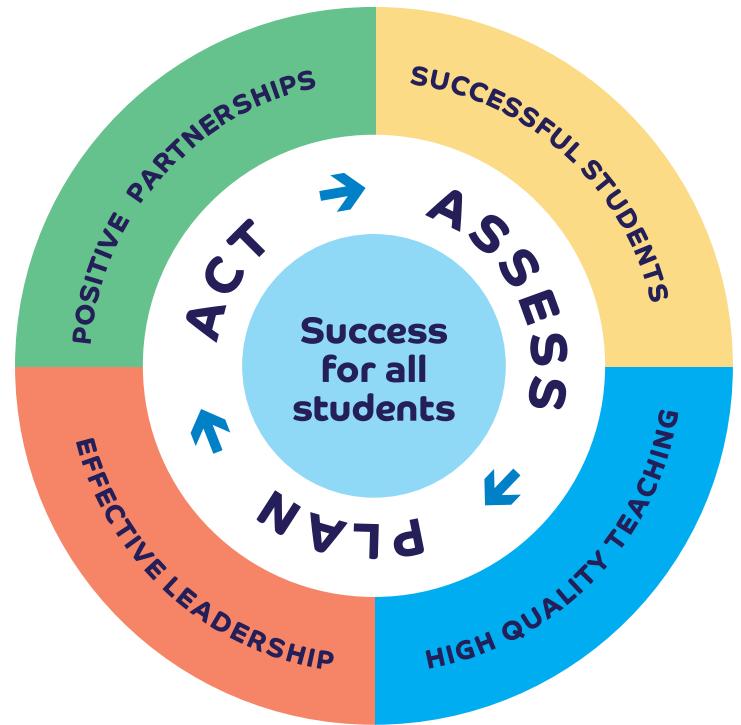
School Improvement

Many factors impact on the achievement of optimal student outcomes and these factors must be considered when planning for school improvement. As part of the planning process for the 2018 – 2020 Business Plan, the teaching staff and School Board identified relevant factors under the focus areas of successful students, high quality teaching, effective leadership and positive partnerships. The strategies in the Business Plan were then developed under these four focus areas.

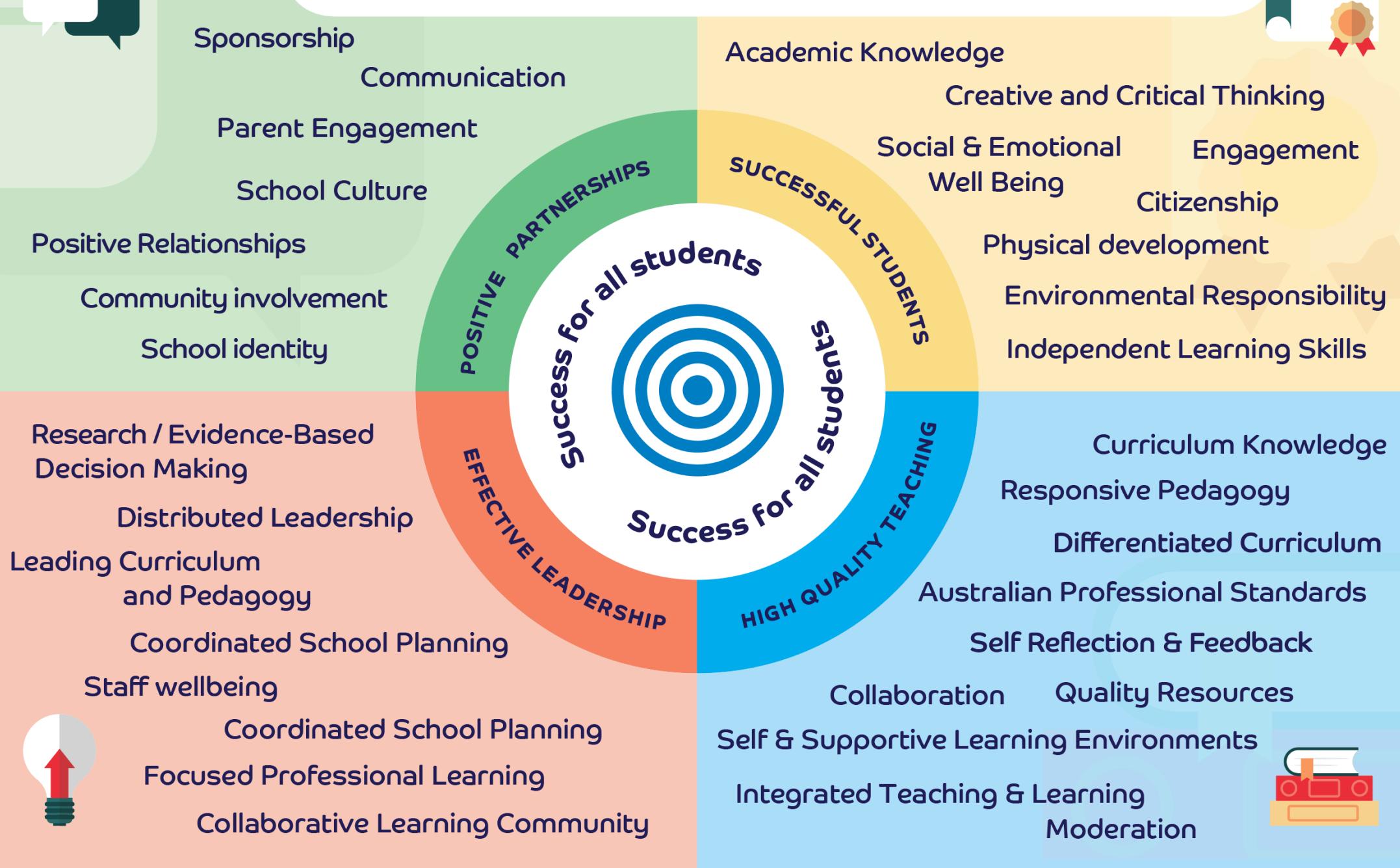
A focus on success for all students is central to our school improvement process. The school improvement cycle has three essential elements – assessment of the school's performance, planning for improvement and implementation of the planned actions.

When assessing our school data three questions are asked:

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?



School Improvement



HEALTH & WELLBEING

OUTCOMES

The students will:

- Demonstrate the personal qualities required to be resilient.
- Use emotional intelligence to engage positively with others in a variety of contexts.

TARGETS

1. Increase average ratings on related criteria in National School Opinion Surveys for Parents, Students and Staff.
2. Improve percentage ratings on most positive indicators and reduce percentage ratings on least positive indicators on the KidsMatter Health and Wellbeing Survey when compared to the 2017 Survey.

MONITORING TOOLS

- Kidsmatter Health and Wellbeing Survey - Students
- National Schools Opinion Survey - Students, Parents and Teachers

STRATEGIES

Successful Students

- Provide students with opportunities to develop leadership skills.
- Acknowledge students demonstrating positive health and wellbeing qualities.

High Quality Teaching

- Implement the WA Health Curriculum as outlined in the school's Scope and Sequence.
- Implement the PATHS program K – 6.
- Implement Protective Behaviours program.

Effective Leadership

- Use of PATHS language and strategies in behaviour support processes.
- Manage Protective Behaviour and Mandatory Reporting requirements

Partnerships

- Provide parent education on health and wellbeing.
- Seek opportunities from outside agencies to improve the health and wellbeing of staff, students and parents.

STEM

OUTCOMES

The students will:

- Solve problems using a variety of inquiry based processes.
- Use an inquiring mindset as a pathway to learning.

TARGETS

1. Improve the comparative ratio between the school mean at Year 3 and Year 5 in NAPLAN Numeracy and the mean for 'like schools'.
2. Increase the percentage of students achieving above a C grade in Semester 1 for Digital Technology and Semester 2 for Science and Design and Technology.
3. Improve the mean score achieved by Year 5 and 6 students on the PAT Thinking standardised test.

MONITORING TOOLS

- NAPLAN – Numeracy
- Report Data – Digital Technologies and Science
- PAT (Progressive Achievement Test)Thinking

STRATEGIES

Successful Students

Students provided with opportunities to:

- Solve real-life problems using hands using appropriate technology and resources.
- Develop curiosity and use critical and creative thinking skills
- Engage in integrated learning activities.

High Quality Teaching

- Implement the Western Australian Digital Technology curriculum including skills for coding and robotics.
- In phase of learning teams, collaboratively develop integrated learning programs which develop an inquiry mindset in students.

Effective Leadership

- Provide professional support for teachers to implement digital technology, robotics and coding.

Partnerships

- Seek sponsorship to assist with the purchase of current technology and resources.
- Access support through partnerships with the local community and outside agencies.

WRITING

OUTCOMES

The students will:

- Create vocabulary rich texts that express ideas and mood appropriate to audience, genre and purpose.

TARGETS

1. Improve the comparative ratio between the school mean at Year 3 and Year 5 in NAPLAN Writing and the mean for 'like schools'.
2. The percentage of South Perth Primary School students achieving above Band 5 in Year 3 and Band 7 in Year 5 to be equal or greater than 'like schools'.
3. Achieve equal to or greater than Student Progress from Year 3 to Year 5 in Writing when compared to like schools.

MONITORING TOOLS

- NAPLAN

STRATEGIES

Successful Students

Provide students with opportunities to engage in:

- Speaking and listening activities to precede writing.
- Daily writing opportunities for different purposes and/or audiences.

High Quality Teaching

- Implement a whole school approach to Writing.
- Develop and Implement a Writing Scope and Sequence.
- Integrate Writing across the curriculum.

Effective Leadership

- English Committee access professional learning and assist to up-skill teachers.

Partnerships

- Access opportunities for support and resources e.g. City of South Perth Library, Book Week, Speak With Confidence, South Perth Young Writer's Competition, local or visiting authors.
- Promote writing competitions within the community.

EARLY LEARNING K-2

OUTCOMES

The students will:

- Demonstrate a sense of belonging to the school and confidence in the learning support provided by the educators.
- Engage in a multi-modal, play-based and integrated curriculum.

TARGETS

1. Achieve 'Meeting' for all seven standards in the NQS in the annual school self-assessment and at a verification visit.
2. Increase average ratings on related criteria in the National School Opinion Surveys for Parents and Teachers.

MONITORING TOOLS

- National Quality Standards (NQS) - Self-Assessment and Verification
- National Schools Opinion Survey - Parents

STRATEGIES

Successful Students

- Engage in a play-based and integrated curriculum.
- Provide opportunities for students to:
 - ▶ Take risks, show independence and resilience.
 - ▶ Engage socially with peer groups.
 - ▶ Develop self-regulation skills.

High Quality Teaching

- Create learning environments which scaffold students learning and encourage curiosity, investigation and independence.
- Implement learning programs that include play-based activities while providing opportunities for explicit instruction.
- Cater for the individual learning needs of students.

Effective Leadership

- Plan regular opportunities for the K-2 teachers to work collaboratively.
- Provide support for teachers to implement appropriate learning programs.

Partnerships

- Develop partnerships with parents by:
 - ▶ Facilitating opportunities for parents to provide ideas and feedback to the school.
 - ▶ Communicating to parents about the learning program and schools events.
 - ▶ Providing opportunities for parents to build strong connections with the school and within the school community.
- Access outside agencies to support parents.