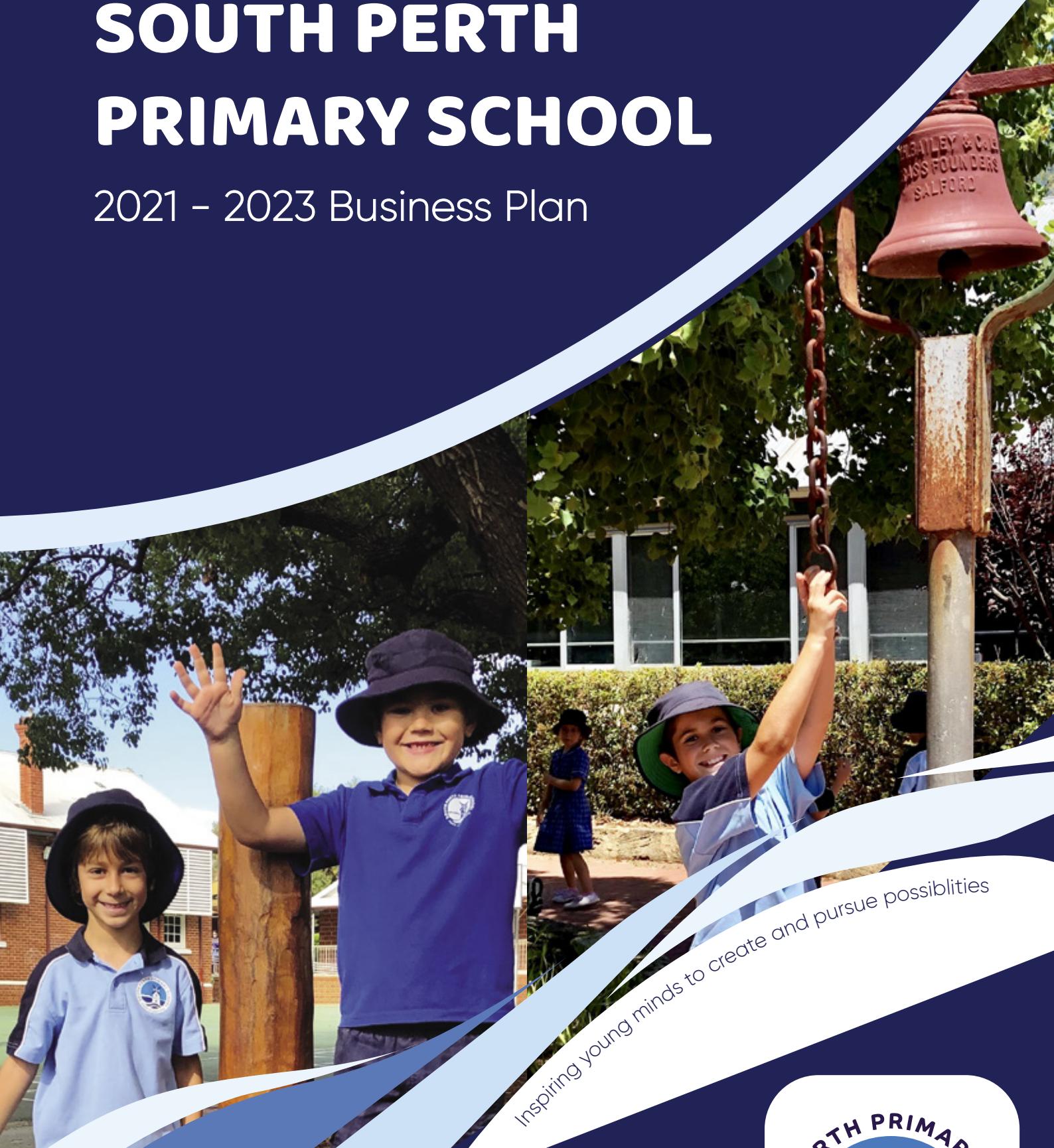


SOUTH PERTH PRIMARY SCHOOL

2021 - 2023 Business Plan



Inspiring young minds to create and pursue possibilities





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"When I first came to South Perth Primary School, one of the first things I noticed was how easy it was to make friends and feel that you belong."

- Noah, Year 6



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“I love our sports carnivals because I like being part of a team. I always try my hardest, but I’m still happy, even if we don’t win.”

- Matilda, Year 2

Acknowledgement of Country

We respectfully acknowledge the past and present traditional custodians of the lands on which our students live and are educated, the Whadjuk people. It is a privilege to be standing on Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

Welcome to South Perth Primary School

South Perth Primary School is an Independent Public School. The school focuses on the development of the whole child with quality education programs that provide students with opportunities to optimise their academic, social, emotional, creative and physical skills.

Our Vision is to inspire young minds to create and pursue possibilities.

High academic achievement is a characteristic of students from South Perth Primary School. In standardised testing the school consistently achieves above expected levels. South Perth students gain places in the primary extension and challenge program (PEAC), the secondary gifted and talented education program (GATE) and win scholarships to private schools for their secondary education.

Specialist teachers provide programs in Music, Drama, Physical Education, Japanese and Digital Technology for Year 1-6 students. Extra-curricular activities, including choir, school band, school production, chess and a wide range of sporting opportunities, are also provided for interested students.

South Perth is a culturally and linguistically diverse (CALD) school. Approximately twenty-five per cent of our school population come from a CALD background, speaking over 20 different languages. Many of the families that come from overseas have relocated in Western Australia due to work commitments. An English as an Additional Language/Dialect specialist teacher and education assistant support students with the acquisition of Standard Australian English.

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

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 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.



RESPECT

- I respect myself, others, property and our environment.
- I am mindful and listen to others.



RESPONSIBILITY

- I am fair and responsible.
- I act in a safe manner and am considerate of safe practices.



EXCELLENCE

- I strive to do my best.
- I am resilient.
- I listen to constructive feedback.
- I reflect on my learning.



COOPERATION

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



HONESTY

- I am honest and trustworthy.
- I am truthful.

Business Plan 2021 - 2023

The school priority areas in the 2021 - 2023 Business Plan are:



Critical and Creative Thinking



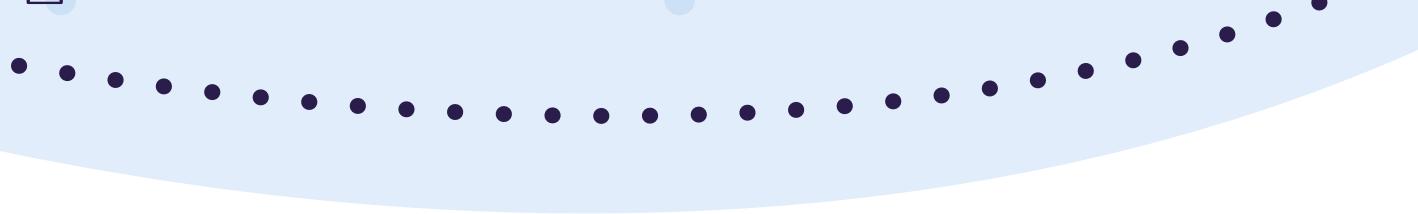
Oral Language



Personal and Social Capabilities



Physical Development K - 2



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

The strategies were developed under five areas:



Safe and Supportive Learning Environments



High Quality Teaching



Targeted Resources



Effective Leadership



Positive Partnerships

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 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?



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"I love to plant flowers in the garden and play around the water."

- Matthaliam, Kindy



Critical and Creative Thinking • • • • • • • • •

OUTCOMES:

The students will:

- Identify, explore and organise information and ideas.
- Generate ideas, possibilities and actions.
- Reflect on thinking and the problem solving process.
- Analyse, synthesise and evaluate reasoning and procedures.

TARGETS:

1. Increase the percentage of students achieving above the expected level on the ACARA Critical and Creative Thinking Scope and Sequence.
2. Increase the percentage of students achieving above a C grade in Semester 2 for Science, Digital Technology, Design and Technology, Drama and Music.
3. Improve the mean score achieved by Year 5 and 6 students on the PAT Thinking standardised test.

MONITORING TOOLS:

- PAT Inquiry and Problem Solving in STEM Context test.
- Critical and Creative Thinking ACARA Scope and Sequence
- Semester 2 Reports – Science, Digital Technology and Design and Technology, Music and Drama



Critical and Creative Thinking • • • • • • • • •

TEACHING • • • • • • • • •

- Professional learning on teaching critical and creative thinking.
- Teach the skills to be creative, critical and problem solve.
- Develop a whole school approach that includes:
 - Play-based learning
 - Inquiry learning
 - Teachers modelling and encouraging curiosity
 - Questioning to encourage higher order thinking
 - A common language for critical and creative thinking
 - A scope and sequence of thinking frameworks and graphic organisers.
- Collaboratively plan opportunities for students to apply their knowledge and skills through STEM projects.

LEARNING ENVIRONMENT • • • • • • • •

- Provide regular opportunities for students to:
 - Think, discover, design, apply and create.
 - Collaborate and communicate their thinking processes.
- Create a school and classroom culture where students feel safe and supported.
- Encourage a positive mind set and risk taking with a focus on the process rather than the end product.
- Display visual cues to reinforce vocabulary and processes.

RESOURCES • • • • • • • •

- Purchase resources to support creative and critical thinking.
- Provide resources that encourage creative play during break times.

LEADERSHIP • • • • • • • •

- Implement 'High Impact Teaching Strategies' as a tool to enhance pedagogy
- Build the leadership skills needed for teachers to effectively lead collaborative teams.
- Provide opportunities for staff members to collaborate in order to learn, share, reflect and moderate.

RELATIONSHIPS & PARTNERSHIPS • • • • • • • •

- Inspire students by inviting guest speakers to demonstrate how critical and creative thinking can achieve positive outcomes.
- Enable staff members to collaborate within and outside the school.



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Personal and Social Capabilities

OUTCOMES:

The students will:

- Develop self-awareness, self-regulation and motivation.
- Demonstrate empathy and social skills.
- Display cultural awareness and respect for their culture and others.

TARGETS:

1. Increase the percentage of Pre-primary to – Year 6 students who achieve a rating of consistently for the Attitude, Behaviour and Effort criteria on the Semester 2 reports.
2. Improve the comparative ratio between the school mean and the all school mean for Years 2–6 on the Social-Emotional Wellbeing survey.
3. Increase the percentage of students achieving ‘highly developed’ or ‘very highly developed’ for Feelings and Behaviours and Internal Strengths on the PAT Social-Emotional Wellbeing survey.
4. Increase average ratings on related criteria in the National School Opinion Surveys for Students.

MONITORING TOOLS:

- Semester 2 Reports – Attitude, Behaviour, Effort
- PAT Social and Emotional Wellbeing Survey
- Personal and Social Capabilities ACARA Scope and Sequence
- School Opinion Survey for Students



Personal and Social Capabilities

TEACHING

- Develop and implement a whole school approach using:
 - PATHS to enable students to recognise emotions and express them appropriately.
 - The school values, positive affirmations and a growth mindset to build students' confidence, resilience and self-efficacy.
- Refine the school's approach to play-based and inquiry learning with a focus on respectful relationships, effective communication, collaboration, decision making, negotiation and conflict resolution.
- Implement learning programs to address cyber safety.
- Embed cultural understanding and diverse perspectives into programs across the curricula

LEARNING ENVIRONMENT

- Provide displays and resources to which students can refer in classrooms, specialist teaching areas and common spaces.
- Construct learning environments that enable students to engage in role play and practice their social skills.
- Acknowledge culturally diversity through displays, art work, library resources, signage in different languages etc.

RESOURCES

- Develop a scope and sequence for PATHS, outlining units to be covered at different year levels.
- Implement an early identification tool to identify students with emotional and/or expressive needs.
- Access, purchase and/or develop resources to support students' social and emotional learning.
- Organise guest speakers, excursions and presentations that demonstrate cultural diversity.

LEADERSHIP

- Utilise Values Assemblies and School Chaplain to reinforce PATHS initiatives.
- Investigate and implement strategies to provide opportunities for child agency and student voice.
- Implement a support program to assist students with emotional and/or expressive needs.
- Provide all staff with opportunities to increase cultural understanding.
- Plan whole school activities to celebrate Harmony, NAIDOC and Reconciliation Weeks.

RELATIONSHIPS & PARTNERSHIPS

- Provide opportunities for parents to increase their knowledge and understanding of school programs and available resources through newsletters, Connect notices, workshops.
- School staff network with colleagues to share successful practice and plan collaboratively.
- Work collaboratively with local communities, including the local Aboriginal community.

Oral Language



OUTCOMES:

The students will:

- Communicate effectively using both expressive and receptive language skills.
- Speak with confidence in both formal and informal settings.
- Utilise conventions such as expression, fluency, vocabulary, body language etc. to support purpose, audience and context.

TARGETS:

1. Increase the percentage of Pre-primary students achieving above 500 on On Entry – Module 1.
2. Increase the percentage of Year 1-6 students achieving above a C grade in Semester 2 Oral Language.

MONITORING TOOLS:

- On-Entry Module 1 – Pre-primary
- Semester 2 Reports – Speaking and Listening; Drama – Making (1-6) and Responding (5/6)



Oral Language



TEACHING

- Develop and implement whole school strategy using First Steps strategies which support Social Interaction, Language and Literacy, Language, Thinking and Diversity and Vocabulary Development.
- Provide authentic experiences and meaningful contexts for students to develop oral language skills including:
 - School productions, assemblies and speech competitions such as Speak with Confidence
 - Purposeful dialogue opportunities through discussion and debate
 - Guided discussion – structured 'talk tasks'
 - Sustained conversations in early childhood
 - Opportunities in which student voice is centre-stage.

LEARNING ENVIRONMENT

- Provide displays and resources to reinforce strategies and encourage discussion.
- Create a safe and supportive school culture where students are encouraged to engage in discussions with staff and peers.
- Encourage role play opportunities in classroom and playground settings.

RESOURCES

- Provide professional learning and time for collaboration.
- Utilise digital technology to provide student feedback and sharing.

LEADERSHIP

- Provide opportunities for teachers to lead whole school initiatives.

RELATIONSHIPS & PARTNERSHIPS

- Provide parents with resources to encourage oral language at home.
- Invite professional speakers and community members to address students.



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Physical Development K - 2 • • • • • • • • • • •

OUTCOMES:

The students will:

- Develop fundamental movement skills, fine motor skills, spatial awareness, strength and agility.
- Demonstrate the skill of motor planning, remembering and performing steps to make a movement happen.
- Display confidence to explore their environment and take risks.

TARGETS:

1. Increase the percentage of Year 1 and 2 students achieving above a C grade in Semester 2 Movement and Physical Development.
2. All students master basic FMS by the end of Year 2.

MONITORING TOOLS:

- Semester 2 Reports – Movement and Physical Activity
- Fundamental Movement Skills checklist



Physical Development K - 2 • • • • • • • • • • • • •

TEACHING • • • • • • • • • • • • •

- Provide professional learning opportunities to upskill teachers and education assistants.
- Develop and implement a Scope and Sequence for K-2
- Integrate physical activity throughout the day in play, music, drama and class activities.

LEARNING ENVIRONMENT • • • • • • • • • • • •

- Build active play into indoor/outdoor environment.
- Provide challenging and motivating learning opportunities through guided and free play-based learning.

RESOURCES • • • • • • • • • • • •

- Access professional learning and support from TDS schools and external resources.
- Purchase equipment to support the development of fundamental learning skills and opportunities for physical learning throughout the school day.

LEADERSHIP • • • • • • • • • • • •

- Provide support for the physical education specialist to assume a leadership role.

RELATIONSHIPS & PARTNERSHIPS • • • • • • • • • • •

- Promote the KIDDO 'at home' package to assist parents with ideas and suggestions for active ideas.
- Provide parents with information to access community resources that promote an active lifestyle.



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