Floreat Park Primary School | Business Plan 2020-2022

'Inspiring Students'

We aim to inspire our students, to be curious, creative, an inspiration to others and to develop a lifelong love of learning.

Principal's Message

The 2020-2022 Business Plan builds on the strong position established by the work of school staff and the community between 2018 – 2020.
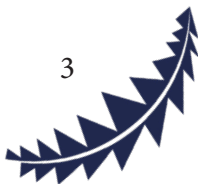
Collaboratively developed with the school community, this Business Plan affirms our focus on students and teachers and the importance of relevant, contemporary and future focussed educational practices.

We strive for all our students to be happy, enjoy their primary school years and have solid foundations so they are set up for a successful future. To achieve this, we continually look for ways to improve to provide a holistic, contemporary and engaging learning experience.

This document introduces some significant new initiatives we believe will position students well for the future. It sits alongside all other forms of school planning.

I thank all those who contributed, especially to school governance for their direction and endorsement.

Jane Rowlands
Principal

VALUES	COURTESY	CONSIDERATION	CO-OPERATION	RESPECT

CONTEXT	Floreat Park Primary School is an Independent Public School (IPS) providing excellence in educational opportunities from Kindergarten to Year 6. We are proud to offer local families a progressive school environment in which students are encouraged to achieve their full potential. While acknowledging our rich history dating back to 1951, we are foremost a contemporary school engaged in best practice teaching methods. Central to our success is the strong participation of our parent community in all aspects of school life. Our approach to education is built on a set of shared values and beliefs about how children learn best and to create a vibrant, engaging and supportive environment.

BELIEFS

We believe that students at Floreat Park Primary School learn best when:

» The social and emotional wellbeing of students and staff is fostered
» Teachers have high expectations of their students
» Teachers are well supported in the ongoing development of effective pedagogies
» Learning fosters curiosity, is relevant and engaging with differentiated levels of challenge so every student achieves success
» The learning environment is flexible, supportive of new pedagogies and school programs
» Parents and caregivers are actively engaged in their child's learning and in the school community
» There is understanding and respect for cultural diversity

These beliefs underpin the work of our school.

Strategic Pillars and Broad Strategies

KPI 1. Provide every student with a pathway to a successful future

» Optimise learning between year levels
» Enhance opportunity to use technology as a tool for learning
» Increase the breadth, depth and range of opportunities to cater for the talents and interests of students
» Ensure curriculum delivery is differentiated in the classroom
» Use data to measure student progress and the impact of teaching strategies
» Using ICT and Digital Technologies to transform learning

KPI 2. A safe, motivating and inclusive learning environment

» Embed a whole school approach to develop student and staff social and emotional wellbeing
» Expand innovative learning and teaching environments
» Develop culturally safe and responsive outdoor spaces that educate students about the history and culture of Aboriginal peoples

KPI 3. Increase the number of Aspirant Leaders, Level 3 teachers and those working towards Level 3, across the school

» Continue to attract high quality educators
» Enhance our strong performance and development culture
» Develop middle level and future school leaders
» Strengthen contemporary pedagogies
» Support high quality teaching in the cross-curricular priority area of Aboriginal and Torres Strait Islander histories and culture
» Enhance whole school pedagogies through the integration of ICT

Enablers	Key elements to support the implementation of strategies
Resources	**Align human, fiscal and physical resources to support strategies** » Draw on the expertise and resources of The Board and P&C » Access funding opportunities through grants » Utilise the support of Local, State and Commonwealth Government and private organisations » Make decisions that support sustainable outcomes
Technology	**Leverage technology to improve learning** » Continue to define, develop and implement our vision to use technology to enhance how we teach » Create a reliable and dynamic environment to inspire innovative learning and teaching » Strengthen access to hardware, software and services
Culture and Community	**Strengthen the culture of involvement and improvement with all stakeholders** » Work in collaboration with The Board and the P&C » Develop a media and marketing strategy » Continue to refresh the school's image in the community » Promote sustainable practices

ACADEMIC TARGETS

Our targets reflect the broad outcomes we are striving for from this business plan and have been developed to encourage improvement, growth and sustain high performance. These may be adjusted to reflect the needs of individual cohorts and identified groups. The 2019 NAPLAN data forms the baseline for comparison each year when comparing the performance of cohorts.

TARGET A: Cohorts

Target 1: On-entry Assessment: Year 1 Reading. → **All students to make moderate or above progress between PP and Y1**

Target 2: On-entry Assessment: Year 2 Reading → **All students to make moderate or above progress between Y1 and Y2**

Target 3: NAPLAN Year 3 Numeracy (Schools Online longitudinal data) → **Maintain performance above like schools**

Target 4: NAPLAN Year 3 Reading → **Maintain performance above like schools**

Target 5: NAPLAN Year 3 Writing → **Maintain performance above like schools**

Target 6: NAPLAN Year 3 Spelling → **Maintain performance above like schools**

Target 7: NAPLAN Year 3 Grammar and Punctuation → **Maintain performance above like schools**

Target 8: NAPLAN Year 5 Numeracy → **Maintain performance above like schools**

Target 9: NAPLAN Year 5 Reading → **Maintain performance above like schools**

Target 10: NAPLAN Year 5 Writing → **Maintain performance above like schools**

Target 11: NAPLAN Year 5 Spelling → **Maintain performance above like schools**

Target 12: NAPLAN Year 5 Grammar and Punctuation → **Maintain performance above like schools**

TARGET B NAPLAN Progress and Achievement: Cohorts

Target 13: Year 5 cohorts to achieve in the 'High Progress-High Achievement' quadrant against like schools in all →

13.2 Reading
13.3 Writing
13.4 Spelling
13.5 Grammar and Punctuation

TARGET C NAPLAN Individual student progress (EARS data)

Target 14: Reduce the number of students in the stable cohort making low and very low progress in: (Baseline data is 2019) →

14.1 PP to Y3 Numeracy (2019 2%)
14.2 PP to Y3 Reading (2019 10%)
14.3 Y3 -5 Numeracy (2019 9%)
14.4 Y3 – 5 Reading (2019 13%)
14.5 Y3 – 5 Writing (2019 2%)

TARGET D Non-academic → **Maintain the overall attendance targets above that of like schools**

Monitoring and Assessment

Floreat Park Primary School is an Independent Public School (IPS). We work within the governance, policies and procedures of the Department of Education for Western Australia. Our improvement priorities align with those of the Department and the requirements of our local context. Our Business Plan is subject to review to reflect ongoing change. Floreat Park Primary is an evidence-based school. Decisions on school priorities and areas of improvement are based on academic and non-academic data, other information gained from surveys, focus groups and what educational research determines is best practice. Whole-school self-assessment processes are monitored by the School Board; data and information collected at a class and individual level is monitored by staff as part of the operational teaching and learning program.

KPI 1. Provide every student with a pathway to a successful future

Performance indicator
‡ All students in the early years achieve essential goals each year
‡ National Quality Standard (NQS) in area 1: Educational Program and practice is met each year
‡ Source and apply a metric for measuring the impact of inquiry learning

Strategic Intent	Key Strategies
1.1 Optimise learning through planned whole-school approaches	» Expand whole school approaches to curriculum planning to incorporate vertical pathways of learning in core skills, » Integrate Aboriginal and Torres Strait Islander histories, Sustainability and Cross Curriculum priorities » Review the pedagogical framework to incorporate high impact teaching strategies » Revise and share curriculum overviews for parents » Strengthen inquiry approaches to teaching and learning including learner assets » Foster real world engagement: make links to the United Nations Global Goals for Sustainable Development » Maintain a strong focus on students in the early years achieving essential learning goals » Develop and implement a whole school approach to feedback
1.2 Enhance opportunity to use technology as a tool for learning	» Increase device ratios including 1:1 for students in the middle and upper school » Students create, communicate and investigate with ICT at an age-appropriate level » Students select technology when appropriate to express their learning and ideas » Develop a scope and sequence of skills and attitudes with ICT and digital technologies » Use contemporary technologies that enhance teaching and learning and foster innovative, critical and creative thinking
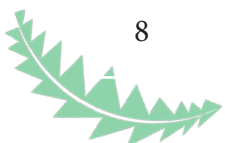
**1.3 Increase the breadth, depth and range of opportunities to cater for the talents and interests of students**

» Broaden partnerships with service providers, community organisations, local government and businesses to enrich in, before and after school programs

1.4 Ensure curriculum delivery is differentiated in the classroom

» Use PLC's to identify differentiation strategies in planning curriculum delivery
» Expand Student Services to provide support with planning and implementing strategies for students requiring support, including EAL/D progress maps
» Engage external providers to support student intervention programs

1.5 Data is used to measure student progress and the impact of teaching strategies

» Further develop teacher's skills in the use of data in the assess, plan, act cycle to improve student learning
» Use Kindergarten – Year 2 essential goals to track student progress
» Use data informed case management approaches
» Use technology to analyse and interpret data to improve teaching and learning
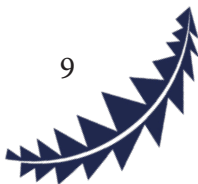
KPI 2. A safe, motivating and inclusive learning environment

Performance indicators

‡ Students experience Aboriginal and Torres Strait Islander culture and history learning opportunities in the outdoor spaces of the school

‡ Respond to student wellbeing and student survey data

Strategic Intent
Social and Emotional

Key Strategies

**2.1 Embed a whole school approach to developing students and staff social and emotional wellbeing**

» Further develop whole school approaches to social emotional learning using the principles of positive psychology
» Review SELF in line the work of Student Services in line with the work of Student Services
» Reinforce educative restorative approaches to managing conflict
» Raise the profile of the Staff Wellbeing Committee
» Refine and lift the profile of the 'Buddy' program.

2.2 Expand the Student Services Team

» Reallocate fiscal and human resources to provide more flexible and targeted support to students and teachers including students for whom English is an Additional Language or Dialect (EAL/D)
» Develop processes and procedures to support successful outcomes for Student Services
» Identify, administer and respond to a social/emotional matrix
» Increase social support programs during recess and lunch
» Review transition programs across the school

2.3 Enhance Student Leadership

» Extend leadership opportunities to students in Years 4 and 5
» Respond to Student Surveys
» Engage with community organisations
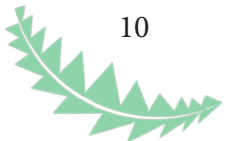
2.4 Develop whole school approaches to civics and citizenship education

» Engage students in whole school Sustainability education opportunities that contribute to their development as future citizens.
» Broaden students' ability to apply social and ethical protocols when using technology.

**2.5 Expand flexible learning and play spaces around the school**

» Teachers and students use a variety of classroom arrangements, spaces outside the classroom, and virtual environments to support instructional practices and learning goals
» Create an outdoor play area targeting students in Years 1 and 2
» Develop and maintain spaces which facilitate Sustainability education

2.6 Continue to engage in grounds improvement initiatives

» Work with the School Board and P&C to refresh the front of the school
» Reinvigorate spaces for staff
» Extend hiring of school facilities to external agencies

2.7 Facilitate education about Aboriginal and Torres Strait Islander culture and history through environmental design

» Replace flagpoles and purchase flags, including the Aboriginal and Torres Strait Islander flags
» Local, native plants should be considered for all landscape works
» Design and install environmental signage (grounds and buildings) that facilitate education about Aboriginal and Torres Strait Islander culture and history
» Explore opportunities to create a whole school cultural art work
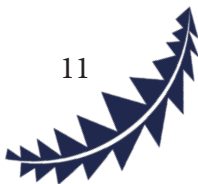
KPI 3. A school culture that grows excellence in teaching and leadership

Performance indicators
‡ Monitor changes in teachers' preparedness, perceptions, student learning and product through annual Learning Technologies Survey
‡ All PLCs operate in the Sustaining stage of an annual PLC survey
‡ Respond to School self-assessment audit – Teaching Quality, Leadership and learning environment.

Strategic Intent

Key Strategies

3.1 Continue to attract high quality educators and be a school of choice

» Ensure recruitment strategy attracts staff who demonstrate a skills set and mind-set that aligns with the school's direction
» Actively support the wellbeing and aspirations of all staff
» Provide high quality, targeted professional learning to support growth, including supporting graduate teachers
» Promote opportunities for personal professional development which complements whole school approaches

3.2 Enhance the strong performance and development culture

» Continue to progress PLC's, mentoring and coaching as vehicles to strengthen the collective efficacy of teachers
» Provide opportunities to share successful practice
» Improve feedback to teachers on their practice to guide further development
» Provide opportunities to work with teachers from other schools

3.3 Develop and support middle level and future school leaders

» Use the Future Leaders Framework to identify and support teacher leaders and aspirant school leader
» Expand involvement of middle level leaders in decision making at a school level
» Provide opportunities for action research to support leading change

3.4 Strengthen contemporary pedagogies

» Provide ongoing professional learning in using technology as an effective tool in teaching and learning for all staff
» Continue to develop inquiry approaches and associated learner assets
» Review the pedagogical framework to reflect directions

3.5 Refine student data analysis systems and procedures

» Use data to inform teaching and learning, enhance student achievement, progress and pastoral care and differentiate student learning

3.6 Support high quality teaching in the cross curricular priority, Aboriginal and Torres Strait Islander histories and culture.
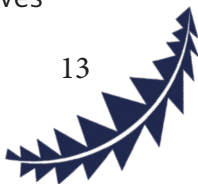
» Develop a scope and sequence for incursions/excursions that provide authentic learning opportunities for students and are led by Aboriginal or Torres Strait Islander community members where possible
» Assist teachers to locate high quality teaching resources
» Support teaching practices that demonstrate cultural competence and a common understanding and respect of culture

3.7 Expand opportunities for staff to network locally and across the system

» Engage in Churchlands Regional Network and system initiatives at all levels
» Promote professional networking though online platforms
» Contribute to system level leadership

3.8 Enhance whole school pedagogies through the integration of ICT

» Sustain STEM as a specialist program across the school
» Develop and deliver targeted teacher and education assistant professional learning
» Teachers experience innovative ways to foster learning opportunities for their students and themselves

Enablers

Milestones from the enablers support the strategic pillars.

Enablers	Key Strategies
Resources (human, physical, fiscal) **School audit results** **School self- assessment results - Resources**	» Draw on the expertise and resources of The Board and P&C, school and wider community to progress the Business Plan » Access funding opportunities through grants » Utilise the support of Local, State and Commonwealth Government and private organisations » Engage with members of the community with expertise in Aboriginal and Torres Strait Islander culture and history » Decisions support sustainable outcomes » Provide school resources to support ongoing in class peer coaching, mentoring, demonstration and observation » Prioritise technology funding to meet strategic objectives » Continue the classroom furniture refurbishment cycle to reflect creating more flexible working spaces. » Revise the workforce plan to reflect future needs
Technology **National School Opinion Survey – teachers and parents**	» Continue to define, develop and implement our vision to use technology to enhance how we teach » Create a reliable and dynamic environment to inspire innovative learning and teaching » Strengthen access to hardware, software and services » Continue to build teacher capacity in the application of technology across all areas » Increase device ratios to 1:1 for students in identified year levels
Community and Culture **National School Opinion Survey Parent feedback**	» The school and P&C continue to provide opportunities to unite the community for social and educational purposes » Embed staff collaborative processes and practices » Develop a comprehensive media and communications strategy to streamline school and community communications » With the community, refresh the schools image » Establishing a strategy that supports investment in the school's future » Develop strategies to promote the schools diversifying culture that include the Aboriginal Cultural Standards Framework » Continue to strengthen school governance. Promote and celebrate the relationship between the Board, P&C and the school. » Promote sustainable practices
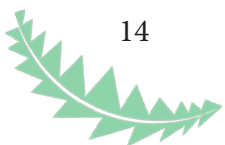
Key reference documents:

◇ Department of Education Focus documents

◇ Engaging Students: Creating Classrooms that Improve Learning 2017 – Grattan Institute

◇ Classrooms First – Department of Education

◇ 'Building on Strength', Strategic Plan for WA Public Schools 2020-24

◇ Future Leaders Strategy: Department of Education

◇ Information and Communication Technologies (ICT) Strategy 2020 -2024

Glossary

A list of commonly used educational acronyms and definitions.

1:1	A term usually referring to a technology program where the school provides 1 device to each student or a ratio of 1:1 is achieved at a given time
21C	21st Century
AITSL	Australian Institute for Teaching and School Leadership
BounceBack	An award winning positive education approach to wellbeing, resilience and social-emotional learning for primary school children
BYOD	Bring Your Own Device. A model whereby students use a personally owned laptop/tablet rather than a school owned
CAT	Common Assessment Task (a task done by all students used to moderate)
Differentiation	A wide variety of teaching techniques and lesson adaptations that teachers may use to instruct a group of students, with diverse learning needs, in the same classroom or learning environment
DOE	Department of Education (WA State Government)
DOTT	Duties other Than Teaching
DPA	Delivery Performance Agreement (mandated document signed by all IPS schools, outlining the school's accountability measures)
DT	Digital Technologies and/or Design Technologies
EA	Education Assistant
EAL/D	English as an Additional Language or Dialect
GAFIC	Grounds and Facilities Improvement Committee
HaSS	Humanities and Social Sciences

IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
IEP	Individual Education Plan
IPS	Independent Public School
LOTE	Languages other than English
NAPLAN	National Assessment Program Literacy and Numeracy
OLB	One Line Budget
On Entry	A program which provides teachers with information about the skills and understandings that a child brings to school. In Pre-primary it is mandated. Schools may retest in Year 1 and 2 in order to measure progress
PAT	Progressive Achievement Tests (national tests in a range of subjects similar to NAPLAN used by schools to collect data in non-NAPLAN years/subjects)
Pedagogy	The method and practice of teaching
PD/PL	Professional Development/Professional Learning
PLC	Professional Learning Communities – At Floreat these mainly comprise of teachers in the same year level who have common DOTT time each week in order to meet. However, a professional learning community could refer to any group of professionals who are working together on the same project or initiative
PP	Pre-primary
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority (a branch of the Department of Ed, which is the governing body for curriculum and assessment)
SEN	Special Educational Needs
STEM	Science, Technology, Engineering and Maths
WAC	Western Australian Curriculum and Assessment Outline