



# Floreat Park Primary School

## Business Plan 2018-2020

### 'Inspiring Students'

#### An overview

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

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. Professional teaching staff engage in evidence-based, current teaching practices and consistent curriculum delivery across year groups, while students enjoy learning in a vibrant, engaging and supportive environment.

#### Beliefs

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

- all staff exhibit genuine care and have high expectations for their students;
- their social and emotional needs receive the highest priority;
- learning is relevant, inspiring and engaging across all domains with levels of challenge that ensure every child achieves success;
- learning builds on itself;
- the learning environment is harmonious, orderly, well presented and inclusive; and
- parents and the community are welcomed into the school, are well informed and involved with their children's learning.

These beliefs underpin the work of our school.

## Strategic Pillars and Broad Strategies

### Successful Students

- Develop whole-school approaches to;
- Curriculum planning, delivery and assessment
  - Differentiation to support all learners
  - Using ICT and Digital Technologies to transform learning
  - Using data analysis to inform teaching and demonstrate student progress

### A Safe and Motivating Learning Environment

- Social and Emotional Wellbeing
- Implement the 'Bounce Back' program
  - Introduce student leadership program
  - Continue to expand the Student Services portfolio
- Physical Environment
- Create flexible learning spaces
  - Enhance outdoor grounds and play spaces

### Effective Leadership and High-Quality Teaching

- Retain and develop high-quality teachers and leaders
- Develop a performance and development culture that includes coaching
  - Strengthen middle leadership
  - Enhance evidence based, contemporary teaching practices

## 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
- Develop student capability with ICT and digital technologies
  - Improve access to technology for learning
  - Enhance whole school communication strategies
  - Begin to explore the viability of bring your own device' (BYOD) in Years 5 and 6

### Culture and Community

- Strengthen the culture of involvement and improvement with all stakeholders
- Work in collaboration with The Board and the P&C
  - Deepen confidence in school processes
  - Embed staff collaborative processes and practices
  - Refresh the school's image in the community
  - Promote sustainable practices



## 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 2017 NAPLAN data forms the baseline for comparison each year when comparing the performance of cohorts.

<b>Academic Targets</b>	
<b>Target A: Cohorts</b>	
<b>Target 1</b> <b>On-entry Assessment: Year 1 – Reading.</b>	<b>Achieve a cohort average of 1.3 progression points.</b>
<b>Target 2</b> <b>On-entry Assessment: Year 2 Reading</b>	<b>Achieve a cohort average of 1.8 progression points</b>
<b>Target 3</b> <b>NAPLAN Year 3 Numeracy (Schools Online longitudinal data)</b>	<b>Increase the gap between the performance of Year 3 students compared to that of like schools.</b>
<b>Target 4</b> <b>NAPLAN Year 3 Reading</b>	<b>Maintain performance above that of like schools</b>
<b>Target 5</b> <b>NAPLAN Year 3 Writing</b>	<b>Increase the gap between the performance of Year 3 students compared to that of like schools.</b>
<b>Target 6</b> <b>NAPLAN Year 3 Spelling</b>	<b>Maintain performance above like schools</b>
<b>Target 7</b> <b>NAPLAN Year 3 Grammar and Punctuation</b>	<b>Maintain performance above like schools</b>
<b>Target 8</b> <b>NAPLAN Year 5 Numeracy</b>	<b>Maintain performance above that of like schools</b>



<b>Target 9</b> <b>NAPLAN (baseline 2017 data) Year 5 Reading</b>	<b>Increase the number of students in the top 20% of Australian Schools when compared to that cohort's performance in Year 3</b>
<b>Target 10</b> <b>NAPLAN Year 5 Writing</b>	<b>Maintain performance above that of like schools</b>
<b>Target 11</b> <b>NAPLAN Year 5 Spelling</b>	<b>Maintain performance above that of like schools</b>
<b>Target 12</b> <b>NAPLAN (baseline 2017 data) Year 5 Grammar and Punctuation</b>	<b>Maintain performance above that of like schools</b>
<b>B NAPLAN Progress and Achievement: Cohorts</b>	
<b>Target 13</b> <b>Year 5 cohorts to achieve in the 'High Progress-High Achievement' quadrant against like schools in:</b>	<b>13.1 Numeracy</b> <b>13.2 Reading</b> <b>13.3 Writing</b> <b>13.4 Spelling</b> <b>13.5 Grammar and Punctuation</b>
<b>C NAPLAN Individual student progress (EARS data)</b>	
<b>Target 14</b> <b>Reduce the number of students making low and very low progress in:</b>	<b>14.1 Pre-primary to Year 3 Numeracy</b> <b>14.2 Pre-primary to Year 3 Reading</b> <b>14.3 Year 3 -5 Numeracy</b> <b>14.4 Year 3 – 5 Reading</b> <b>14.5 Year 3 – 5 Writing</b>
<b>D Non-academic target</b>	<b>Maintain the overall attendance targets above that of like schools</b>



# Floreat Park Primary School

## Business Plan 2018-2020

### *'Inspiring Students'*

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

Floreat Park Primary School proudly became an Independent Public School in 2015, and has a reputation for consistently high academic and non-academic success. This, our second IPS Business Plan, is designed to guide continued high achievement and is built on a set of shared values and beliefs about how children learn best at our school.

Floreat Park Primary School provides a vibrant and engaging learning environment offering students many opportunities to complement their academic curriculum with specialist programs including visual art, music, language, leadership, STEM (science, technology, engineering, mathematics) and physical education. Our grounds and facilities are contemporary and well-resourced, with pre-primary to year six students accommodated on our main school site, and kindergarten students educated in a purpose-built early childhood centre off-site. We encourage students to learn both inside and outside the classroom by incorporating modern and flexible learning spaces around our school. The integration of technology is evident across the entire curriculum, with funding to maintain modern and appropriate equipment, supported by continued professional learning, a priority of our school.

Floreat Park Primary School's professional teaching staff engage in contemporary, best practice teaching and highly value collaboration with their peers to ensure consistent curriculum delivery across year groups. Our staff welcome opportunities to further their professional learning and share knowledge with their peers in coaching and mentoring scenarios. As well as the academic curriculum, our staff support students in their social and emotional wellbeing, regularly engaging students in programs to build resilience, leadership and active citizenship.

Community is vital to our school and we look to our parents and carers to be invested, proactive and have high expectations of us. We are proud of our positive and cooperative relationship with our community and provide many opportunities for



families to rewardingly interact with children in their learning environments. Regular communication with our families is essential to maintaining productive and reciprocal relationships between school and home.

A strong and shared culture empowers Floreat Park Primary School every day. We strive to consistently demonstrate the values and beliefs that define what it means to be part of our community. Themes such as respect, honesty, integrity, acceptance and determination are essential foundations built into our academic and non-academic programs. This Business Plan is built on a shared understanding of the importance of the Floreat culture.

Becoming an IPS in 2015 afforded Floreat Park Primary School many significant opportunities to inspire our future. We now take with us into our second Business Plan a firm foundation of achievement to build on for an even more rewarding three years ahead.

## **Beliefs**

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

- All staff exhibit genuine care and have high expectations for their students
- Their social and emotional needs receive the highest priority
- Learning is relevant, inspiring and engaging across all domains with levels of challenge that ensure every child achieves success
- Learning builds on itself
- The learning environment is harmonious, orderly, well presented and inclusive
- Parents and the community are welcomed into the school, are well informed and involved with their children's learning

These beliefs underpin the work of our school. Refer to Appendix A for further information.



## Monitoring and assessment

Floreat Park Primary School is an independent public school within the Department of Education for Western Australian. Governance, policies, procedures and broad directions mirror those set out by the Department. 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 such as 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.

Three pillars; *Successful Students; A Safe and Motivating Learning Environment and Effective Leadership and High-Quality Teaching* and have been identified by the school and community for focus. These complement other forms of school planning that drive school and classroom operations. Three key enablers have been identified to support the implementation of planned strategies across the three years.



## 1. Successful Students

Success for all students is based on a school culture that nurtures a high level of both care and performance. Our priority is to deliver opportunities for all students at our school to succeed. Evidenced based whole-school approaches that support common practise and consistency are at the core of school operations. Student progress and achievement is monitored through data analysis and a disciplined dialogue to inform and guide planning. Differentiated learning programs and specialist instruction for identified students supports academic growth and student engagement.

### Performance Indicators

Staff evaluation on the National School Improvement Tool Domain 2 (Analysis and Discussion of Data) is 'outstanding'

Staff evaluation on the National School Improvement Tool Domain 7 (Differentiated Teaching and Learning) is 'outstanding'

Strategy	Milestone
1.1 Optimise learning through planned whole-school approaches	<ul style="list-style-type: none"> <li>• Develop whole-school approaches to curriculum in English, Mathematics, Science, History and Social Sciences (HaSS), Technologies, Health and Physical Education, Italian and the Arts</li> <li>• Raise the profile of how the general capabilities are delivered through the curriculum</li> <li>• Maintain a strong focus on education and intervention in the early years</li> <li>• Focus Education Assistant professional learning on supporting the delivery of whole-school approaches in English and mathematics</li> </ul>
1.2 Embed whole school approaches to curriculum delivery	<ul style="list-style-type: none"> <li>• Ensure the sustainability of whole-school approaches through documentation, annual review, coaching and professional learning.</li> </ul>
1.3 Enhance and embed the integration of information, communication and technology into teaching and learning	<ul style="list-style-type: none"> <li>• Provide teacher and education assistant professional learning and resources to support technology integration across all curriculum areas</li> <li>• Establish a STEM room</li> <li>• Continue to deliver STEM as specialist program across the school</li> </ul>



1.4 Support student progress and achievement through rigorous analysis of data.	<ul style="list-style-type: none"><li>• Review school data collection processes to support the assess, plan, act cycle</li><li>• Continue to develop teacher skills in data analysis and target setting for the specific progress of individual students or groups</li><li>• Develop systems to measure the impact of teaching.</li><li>• Improve data storage processes to assist staff access</li></ul>
1.5 Personalise the learning environment for students	<ul style="list-style-type: none"><li>• Support teachers in differentiating curriculum delivery Provide opportunities for students to access activities in areas of interest</li><li>• Define a 'High Care' culture in which every student experiences a sense of belonging to the school community</li></ul>





## 2. A Safe and Motivating Learning Environment

The learning environment is defined as both the physical environment and the social/emotional environment created by the successful implementation of programs designed to support students' wellbeing.

Floreat Park Primary School has a well-established learning environment which has served its students over many years. The focus for this Business Plan is to transition to a more contemporary, holistic learning environment; incorporating deeper learning supported by technology and new pedagogies.

The school's enrolment numbers have increased over the last 5 years placing pressure on the physical school environment. The school and the community identified this as an area of focus with the Grounds and Facilities Improvement Committee (GAFIC). The GAFIC strategy was developed in 2016.

The 2017 IPS Review findings and the school recommended that the school 'select and refocus current social and emotional development programs into whole-school approaches taking into account the current context of the school'.

### Performance indicators

Surveys and feedback show that an increased majority of students feel engaged and safe at school compared to 2016 survey

All specialist teachers have their own defined teaching and resource areas.

Staff evaluation on the National School Improvement Tool Domain 3 (A Culture that Promotes Learning) is 'outstanding'

All students achieve gold leadership certificates by the end of Year 6.



Strategy	Milestone
<b>Social/ Emotional</b>	
2.1 Embed a whole school approach to developing staff and student's emotional and mental wellbeing.	<ul style="list-style-type: none"> <li>• Introduce and deliver Bounce Back and Protective Behaviours across the school using positive psychology principles</li> <li>• Expand the Student Services team</li> <li>• Reform the Behaviour management policy into a 'Student Engagement Policy' that includes strategies promoting the 'High Care' of students</li> <li>• Embed 'Setting the Scene' activities as the beginning of the year activities in every classroom</li> <li>• Refine and lift the profile of the 'Buddy' program. Develop and promote strategies to address anxiety in students</li> <li>• develop a culturally responsive strategy that welcomes and engages students and their families for whom English is an Additional Language or Dialect (EAL/D)</li> <li>• Establish a criteria to assess student attitudes, behaviour and effort in formal reporting processes</li> <li>• Engage and respond to student surveys</li> <li>• Develop an online staff handbook to support new staff induction</li> <li>• Introduce a staff well-being program</li> </ul>
2.2 Enhance student leadership	<ul style="list-style-type: none"> <li>• Develop and implement a new Yr 4 – 6 Student Leadership program</li> <li>• Develop a culture of 'The Leader in Me' and the application of leadership skills</li> </ul>
2.3 Develop whole school approaches to civics and citizenship education	<ul style="list-style-type: none"> <li>• Work in partnership with parents and groups such as Rotary and the Town of Cambridge to provide opportunities for students to develop good civics and citizenship skills</li> </ul>



Strategy	Milestone
<b>Physical</b>	
2.4 Provide opportunities to create flexible learning spaces	<ul style="list-style-type: none"> <li>• With student input design and develop flexible learning spaces</li> <li>• Source contemporary furniture and resources</li> </ul>
2.5 Contemporise outdoor play and learning spaces	<ul style="list-style-type: none"> <li>• Increase and develop spaces for use as outdoor classrooms</li> <li>• Increase the number and variety of play spaces</li> </ul>
2.6 Continue to engage in grounds improvement initiatives	<ul style="list-style-type: none"> <li>• Liaise with the community on improvement initiatives including a school masterplan</li> <li>• Extend hiring of school facilities to external agencies</li> </ul>



### 3. Effective Leadership and High Quality Teaching

Effective leadership will be achieved through the development and maintenance of a strong distributed leadership model. High quality teaching will be supported and enhanced by remodelling the performance and development culture to include the expansion of the role of professional learning communities (PLCs) across the school to include collective enquiry and action research.

#### Performance indicators

Staff evaluation on the National School Improvement Tool Domain 5 (An Expert Teaching Team) is 'outstanding'

PLC surveys show continual progress towards the 'sustaining' category

Staff evaluation on the National School Improvement Tool Domain 7 (Effective Pedagogical Practices) is 'outstanding'

Teachers achieve at highly proficient in AITSL 6.3 Engage with colleagues and improve practice.



Strategy	Milestone
3.1 Retain and develop high quality teachers	<ul style="list-style-type: none"> <li>• Enhance the environment for teachers to promote professional engagement</li> <li>• Celebrate and acknowledge staff achievements</li> <li>• Reconstruct and implement a Performance and Development policy for staff based on contemporary best practice</li> <li>• Engage and respond to staff satisfaction surveys and parent and student surveys</li> <li>• Annually review the Workforce Plan and school requirements</li> </ul>
3.2 Establish and embed a strong performance and development culture	<ul style="list-style-type: none"> <li>• Implement a peer coaching program for teaching staff</li> <li>• Progress PLC's and coaching as a vehicle to strengthen the collective efficacy of teachers</li> <li>• Continue to promote team building across the whole staff</li> </ul>
3.3 Develop middle level leaders across the school	<ul style="list-style-type: none"> <li>• Provide pathways to develop middle level leaders in English, Mathematics, Science, HASS, Digital Technology, STEM</li> <li>• Provide opportunities for leadership to all teachers</li> <li>• Expand involvement of middle level leaders in decision making at a school level</li> </ul>
3.4 Develop teacher pedagogy through using evidenced based and contemporary practice	<ul style="list-style-type: none"> <li>• Make available research on effective teaching practice</li> <li>• Create a school-wide suite of teaching strategies which promote pedagogies such as 'deep learning' and develop expectations on how these will be employed across the school</li> </ul>
3.5 Provide a cycle of professional learning aligned with the school's strategic direction	<ul style="list-style-type: none"> <li>• Publish an annual calendar of professional learning utilising staff meeting time and School Development Days</li> <li>• Use data and system priorities to inform focus areas each year</li> </ul>
3.6 Expand opportunities for staff to network locally and across the system	<ul style="list-style-type: none"> <li>• Engage in Churchlands Regional Network and system initiatives at all levels</li> <li>• Promote professional networking through online platforms</li> <li>• Contribute to system level leadership</li> </ul>



## Enablers

### Milestones from the enablers support the strategic pillars

Enabler	Milestone
Resources (human, physical, fiscal)	<p>Draw on the expertise and resources of The Board and P&amp;C, school and wider community</p> <ul style="list-style-type: none"> <li>• Access funding opportunities through grants</li> <li>• Utilise the support of local, state and Commonwealth Government and private organisations</li> <li>• Decisions support sustainable outcomes</li> </ul> <p>Resource staff and student leadership development in terms of budget, personnel and time</p> <p>Provide school resources to support ongoing in class peer coaching, mentoring, demonstration and observation</p> <p>Align staff recruitment to strategic direction and leadership requirements</p> <p>Work with the P&amp;C on shared projects to progress high cost strategies including play spaces and technology</p> <p>Begin a classroom furniture refurbishment cycle to reflect creating more flexible working spaces.</p> <p>Allocate human resources to support personalised learning where possible.</p>
Technology	<p>Develop a strategy to inform all stakeholders of the purpose, vision and evidence base for the use of technology as part of teaching and learning.</p> <ul style="list-style-type: none"> <li>• Select and introduce a cloud-based learning platform – (DoE Connect)</li> <li>• Develop iPads as the main ICT tool in Junior Primary Pp-Y3 and windows laptops in Yr 4 - 6</li> <li>• Explore the viability of introducing a BYOD program in Years 5 and 6 from 2020.</li> </ul> <p>Ensure every teacher and student has access to technology that is accessible and well maintained.</p>



Community and Culture	<p>The school and P&amp;C continue to provide opportunities to bring the community together for social and educational purposes e.g. parent workshops</p> <p>Embed staff collaborative processes and practices</p> <ul style="list-style-type: none"><li>• Develop a comprehensive media strategy to streamline school and community communications</li><li>• With the community, refresh the schools image</li><li>• Establishing a strategy that supports investment in the school's future</li><li>• Develop strategies to promote the schools diversifying culture that include the Aboriginal Cultural Standards Framework</li><li>• Continue to strengthen school governance. Promote and celebrate the relationship between the Board, P&amp;C and the school.</li></ul> <p>Promote sustainable practices</p>
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## Appendix A

Our beliefs:

All staff exhibit genuine care and have high expectations for their students

A collective sense of efficacy leads teachers to persist in undertaking challenges which includes meeting the needs of all students. Staff use evidence to design learning programs that ensure every student progresses. They are well supported and professionally inspired by a performance and development culture that is relevant, collaborative and future focused. Mentoring and coaching feature prominently enabling teachers to learn from their colleagues. Opportunities for growth and leadership support individual, school and system priorities.

Their social and emotional needs receive the highest priority

They are happy and their opinions are heard and valued. The environment is safe, respectful, high care and inclusive of all. Appropriate risk taking is encouraged and positively supported. Many opportunities are provided for students to feel connected to school so they enjoy their primary years.

Learning is relevant, inspiring and engaging across all domains with levels of challenge that ensure every child achieves success

Endeavour, achievement and success are celebrated! Students are encouraged to take responsibility for their own learning and progress by being given clear learning intentions, success criteria, quality feedback and choice. Students learn at different rates and in different ways.

Learning builds on itself.

Whole-school approaches to learning are inspiring, engaging, contemporary, visible to students, evidenced based and coordinated across same year levels and vertically through the school.

The learning environment is harmonious, orderly, well presented and inclusive.

Classrooms are welcoming with displays of student work promoting ownership. Learning spaces are designed to increase flexibility in catering for learning styles, flexibility of purpose and ease of response to changing needs. Learning programs are well resourced; technology has a high priority. Differences and diversity are respected and celebrated.





Parents and the community are welcomed into the school, are well informed and involved with their children's learning

There is effective two-way communication, productive learning partnerships, and opportunities for parents to participate in student learning. Parent and community members play meaningful roles in school decision-making. Relationships with the wider community strengthen student learning opportunities,



## Key reference documents:

- Department of Education Focus documents
- Speaking Out About School and Learning 2018 – The Commissioner for Children and Young People WA
- Engaging Students: Creating Classrooms that Improve Learning 2017 – Grattan Institute
- Classrooms First – Department of Education
- 'High Performance - High Care', Strategic Plan for WA Public Schools 2016 -2019
- Through Growth to Achievement Report of the Review to Achieve Educational Excellence in Australian Schools
- Department's Leadership Strategy



## Glossary

A list of commonly used educational acronyms and definitions.

21C	21 <sup>st</sup> Century
WAC	Western Australian Curriculum and Assessment Outline
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
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
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)
PD/PL	Professional Development/Professional Learning



Pedagogy	The method and practice of teaching
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