



**FLOREAT PARK
PRIMARY SCHOOL**
INDEPENDENT PUBLIC SCHOOL

BUSINESS PLAN 2015 – 2017



**Personal Achievement
Academic Excellence**

Courtesy, Consideration and Cooperation



WHO WE ARE

Floreat Park Primary School was established in 1951, in an area brimming with young families, confidence and a strong community spirit. Since that time, our school has grown to become a leader in high educational standards, taking advantage of the wealth of facilities and services associated with a safe, inner Perth suburb and abundant outdoor spaces on our doorstep. We proudly became an Independent Public School in 2015.

Floreat Park Primary School's shared vision, contemporary pedagogy and instructional leadership guides the educational journey of each and every child. We welcome students from Kindergarten to year 6, with more than 520 children currently enrolled.

OUR COMMUNITY

Floreat Primary School's parents are wholly invested in the education of their children. We are proud of our inclusive and proactive parents who have understandably high expectations for their children and are focused on supporting a wide range of opportunities and experiences for the school overall.

Our Parent and Citizens Association (P&C) enthusiastically supports the school's endeavors by providing daily services such as the canteen and uniform shop. As well, the P&C manages a range of highly successful fundraising activities such as the school fete, 'Floreat Under the Stars' event and quiz nights. Various P&C committees support the school's operations, enhancing the learning environment, experience and opportunities for students.

OUR VISION

To have an empowered school community, providing the opportunities for all to achieve their potential in an innovative, caring and challenging learning environment.

To prepare our children to flourish in a modern world of expanding opportunities, with self-belief and confidence borne from an exciting, challenging and dynamic school environment that has guided and inspired them to be successful and achieve their personal best in all academic learning and non-academic development.

OUR SCHOOL

Floreat Park Primary School's aim is to develop and maximise each student's potential academically, creatively, socially, emotionally and physically.

We are committed to developing every aspect of the whole child, in order that our students become active, responsible and committed members of their wider community. We are proud to promote that our students consistently achieve results reflective of their abilities and the quality of our teaching and learning programs. Our academic and non-academic curricula are creative, challenging and diverse, while our school culture focuses on values education and the social and emotional wellbeing of every student.

In addition to delivering the Australian Curriculum, Floreat Park Primary School also proudly offers a broad variety of additional programs including specialist Italian, art, sport and music programs, a science extension initiative and Literacy and Numeracy Support programs. We also have a number of students who participate in the NMER Primary Extension

and Academic Challenge and Early Years Extension programs. As well, our students participate in environmental and sustainability initiatives, the School of Instrumental Music, choir and orchestra programs, Edu-Dance, morning fitness, cross country, interschool sports activities, final year camps and supportive chaplaincy services. We also have an OSH Club before and after school care facility.

Floreat Park Primary School has been a leader in student academic performance since formalised state and national testing regimes were introduced into West Australian education in 1998. Since then the school has been consistently in the top ten performing schools in Western Australia and this achievement has been recognised by the Australian Curriculum, Assessment and Reporting Authority. Acknowledgement of our students' exceptional performance was made as recently as 2015 for their outstanding 2014 NAPLAN results. As a school community we aim to continue to produce this level of excellence.



OUR CORE BUSINESS

At the heart of every successful school are students striving to achieve their true potential in every facet of their education. Central to their success and fulfillment is the commitment of their teachers. At Floreat Park Primary School, our modern and effective pedagogical practices are well supported by a strong research base, they are clearly understood by our classroom teachers, and they are employed in direct response to identified learning needs to support every student to become a successful learner.

In order to support the achievement of our students, the following strategies are considered essential at Floreat Park Primary School:

- **The Independent Public School (IPS) program, and its associated flexibilities;**
- **Implementing changes as they are made to the Australian Curriculum;**
- **Strong leadership and the establishment of effective Professional Learning Communities;**
- **School improvement and accountability cycle (see diagram A)**
- **A high quality teaching staff and ongoing professional development opportunities;**
- **Effective allocation of resources, focused on student gains;**
- **A quality learning environment; and**
- **Effective communication and effective relationships with all stakeholders.**

All of these strategies are addressed in our Business and Operational Plans.

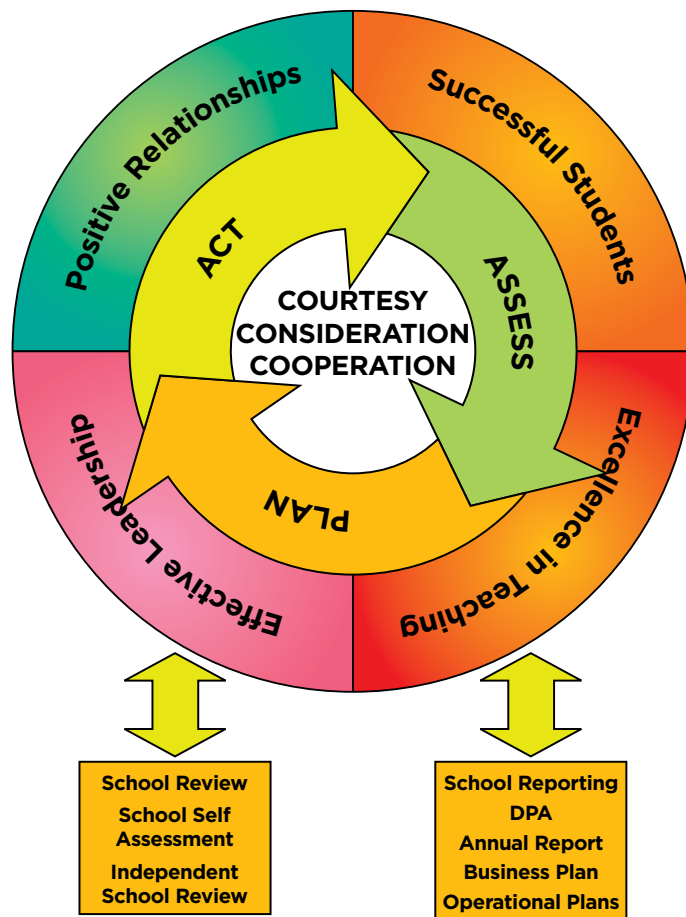
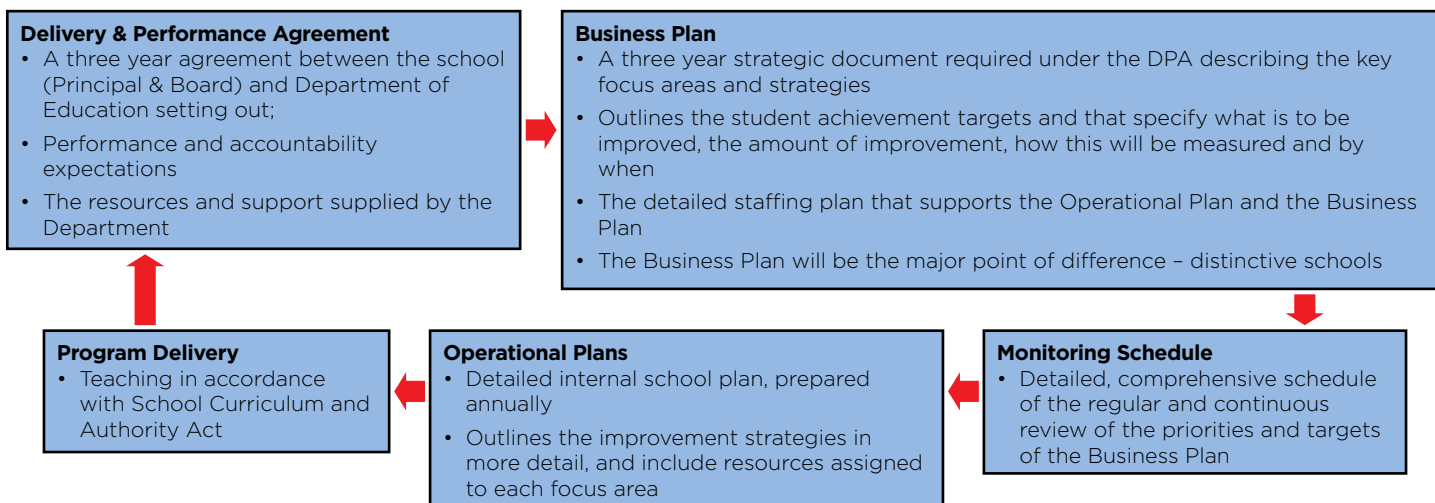


Diagram A: School Improvement and Accountability Cycle

SCHOOL DOCUMENT ORGANISATIONAL FLOW CHART





PRIORITY 1: SUCCESSFUL STUDENTS

KEY OBJECTIVES	ACHIEVEMENT TARGETS	OPERATIONAL STRATEGIES
<p>Success for all students</p> <p>'Excellence and Equity Strategic Plan for WA Public Schools 2012-2015'</p> <p><i>All students can achieve success: our job is to ensure every student has the opportunity to do so.</i></p> <p><i>Students, their achievements and their wellbeing, drive all decisions and actions by the school.</i></p> <p>'Focus 2015'</p> <p><i>Effective schools recognise the importance of core education endeavours including explicit focus on literacy and numeracy instruction, specific attention on student attendance at school, and continued emphasis on high quality teaching.</i></p> <p><i>Effective schools are mindful of the health and wellbeing of their students.</i></p>	<p>Literacy <i>NAPLAN progress and achievement</i></p> <ul style="list-style-type: none"> - Maintain or exceed year 5 students' literacy results compared to statistically similar schools (reading, writing, spelling, grammar and punctuation). - Increase year 3 students' literacy results (writing, spelling, grammar and punctuation) compared to statistically similar schools. - Maintain year 3 students' reading results compared to statistically similar schools. <p>Numeracy <i>NAPLAN progress and achievement</i></p> <ul style="list-style-type: none"> - Maintain or exceed year 5 students' numeracy results compared to statistically similar schools. - Increase year 3 students' numeracy results compared to statistically similar schools <p>Pre-primary On-entry assessment</p> <ul style="list-style-type: none"> - Literacy: by the start of year 1 students will achieve an average cohort score of 1.0 VELs - Numeracy: by the start of year 1 students will achieve an average cohort score of 1.0 VELs <p>Science</p> <ul style="list-style-type: none"> - To source a valid science assessment instrument in order to assess selected year groups and establish an ongoing assessment program. 	<p>Curriculum</p> <ul style="list-style-type: none"> - Focused, age appropriate instruction for students on phonemic awareness, phonics, fluency, vocabulary & comprehension (Focus 2015) - Access quality online educational programs and apps which are linked to the mandated curriculum - Identify students with specific learning needs, then develop and deliver a curriculum which accommodates individual learning styles and is differentiated through extension or remediation <p>Academic Achievement</p> <ul style="list-style-type: none"> - Efficient and innovative use and effective monitoring of technology resources by staff - Implement 2nd & 3rd wave intervention for students who require short term support to achieve expected standards - PEAC & SAER - continue to: <ul style="list-style-type: none"> • identify & intervene where students are at educational risk • use TAGS and SAER check lists to identify the specific needs of students • identify Pre-primary students' IEP targets through On-entry assessments - Explicit teaching of problem solving and higher order thinking skills - Explicit teaching of personal goal setting by students - Embed effective feedback strategies to meet students' level of skill and expertise <p>Wellbeing & Emotional Intelligence</p> <ul style="list-style-type: none"> - Enhance the student leadership education program and further develop leadership opportunities for all senior students - Maintain a Pastoral Care program that effectively supports identified students at risk and is readily accessible to students - Review specific teaching practices in health education, with emphasis on social capabilities, mental health and protective behaviours - Implement strategies to develop emotional regulation skills in students (Focus 2015) - Full implementation of the 'Virtues', 'You Can Do It' and 'Rock and Water' programs - Promote the safe and effective use of social media (Focus 2015) - Engage all students in morning fitness activities to develop fundamental movement skills - Establish a program to assess fitness skills



PRIORITY 2: EXCELLENCE IN TEACHING

KEY OBJECTIVES	ACHIEVEMENT TARGETS	OPERATIONAL STRATEGIES
<p>High quality teaching and leadership</p> <p>'Excellence and Equity Strategic Plan for WA Public Schools 2012-2015'</p> <p><i>The basis for improving student learning outcomes is high quality teaching.</i></p> <p><i>Teachers will continue to monitor the progress of each student and use that information as a basis for decisions about their strategies.</i></p> <p>'Classrooms First Strategy'</p> <p><i>Highly effective schools have teachers who understand that students are individuals.</i></p> <p><i>Highly effective schools have a deep understanding of how students learn.</i></p> <p>'The School Improvement and Accountability Framework'</p> <p><i>Highly effective schools provide practical support for their teachers and support staff.</i></p>	<ul style="list-style-type: none"> - Build staff capacity for excellence in teaching through attendance at quality and relevant professional learning. - All staff will be committed to a professional learning culture; in line with PLCs. - All staff will be data literate and utilise a range of data to inform their planning for the teaching and learning cycle. - All staff will engage in a collaborative approach to improve student achievements. 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> - Establish a collaborative approach to planning, teaching and assessing (including moderation) across year levels and phases of learning - Plan and implement adjustments to teaching programs for students specifically identified for additional funding in the student centred funding model (Focus 2015) - Develop common understandings amongst staff to accurately interpret and triangulate data - Comprehensive analysis of standardised assessment data to establish trends and formulate strategies, which will be reflected in operational plans - Differentiate curriculum delivery to meet the diverse learning styles and needs of students - Curriculum teams review and stocktake resources - Increase the emphasis on Science, Technology, Engineering and Mathematics (STEM); particularly in the early years of school (Focus 2015) - SCSA implementation plan: <ul style="list-style-type: none"> • plan, assess and report on stage one: English, Mathematics, Science, History (Focus 2015) • familiarise, plan and monitor phase 2 & 3: the Arts, Humanities and Social Sciences (HASS), Health and Physical Education - Staff to embed the Mathematics year level curriculum planning documents - Implement the use of the Special Educational Needs (SEN) online tools for planning IEPs/IBPs/GEPs and for reporting - Continue to implement the National Quality Standards across Early Childhood; extending through to year 2 - Extend the implementation of the Early Years Learning Framework through to year 2 <p style="text-align: center;">Professional Learning and Pedagogy</p> <ul style="list-style-type: none"> - Further familiarise staff with SCSA website - Engage in professional learning opportunities in the use of current technologies to enhance pedagogy - Further develop whole school approaches to improve teachers' effectiveness using the Australian Professional Standards for Teachers as the basis (Focus 2015) <ul style="list-style-type: none"> • increase PL for staff on AITSL standards and website resources • carry out teacher peer review and classroom observations as improvement tools • engage staff in self-reflection on their professional practices for continuous improvement • incorporate the AITSL teaching and leadership standards and feedback tools in performance management processes - Further training and improved implementation of consistent classroom management strategies (Classroom Management System: Instructional Strategies program) <ul style="list-style-type: none"> • embed explicit instruction, higher order thinking skills, Johnson's 5 Elements, and instructional strategies in lesson delivery • develop a scope and sequence of instructional strategies K-6



PRIORITY 3: EFFECTIVE LEADERSHIP

KEY OBJECTIVES	ACHIEVEMENT TARGETS	OPERATIONAL STRATEGIES
<p>High quality teaching and leading</p> <p>'Excellence and Equity Strategic Plan for WA Public Schools 2012-2015'</p> <p><i>The basis for improving student learning outcomes is high quality leadership.</i></p> <p><i>Using resources wisely and making open and transparent decisions builds community confidence in public education.</i></p> <p><i>Evidence from monitoring, evaluation and research will be used to inform decisions at all levels.</i></p>	<ul style="list-style-type: none"> - Recruit and retain high quality staff. - Strengthen and promote distributed leadership across the school by establishing high performing leadership teams which are aligned to professional learning and curriculum. - Identify and undertake relevant professional learning in leadership programs. 	<p style="text-align: center;">Strategic Planning</p> <ul style="list-style-type: none"> - Supportive learning environment <ul style="list-style-type: none"> • future learning facilities • develop a school maintenance plan • review the technology renewal plan - Develop a Workforce Plan for 2015 - 2017 - School website developed and operational by the end of semester 1, 2015 - Develop a Self-assessment Plan for the Business Plan - Provide a quality induction to new staff and develop a Staff Induction booklet - Continue to administer the National School Surveys for parents, students and staff (Focus 2014, 2015) to drive improvement <p style="text-align: center;">Governance</p> <ul style="list-style-type: none"> - Clarify the roles and expectations for the School Board and P & C - Manage within the One Line Budget, including workforce and cash requirements - Engage in the analysis of a range of data to inform future strategic and operational planning - Ensure compliance with the new School Resource Agreement and revise Annual School Report requirements (Focus 2015) - Review and update targeted policies - Ensure leave entitlements for staff are cleared within the prescribed timeframes (Focus 2015) <p style="text-align: center;">Distributed Leadership</p> <ul style="list-style-type: none"> - Strengthen instructional leadership across the school <ul style="list-style-type: none"> • review and refine roles and negotiate goals and strategies for improvement annually • identify and develop curriculum experts to lead whole school professional learning, planning and assessment - Continue to establish and differentiate the roles and responsibilities for PLCs and curriculum leaders and teams: <ul style="list-style-type: none"> • PLCs (K-P, 1-2, 3-4, 5-6): focus on learning, collaborative culture and are results oriented • curriculum teams (English, Mathematics, Physical Education/ Health, Science, HASS, Arts, LOTE, ICT): develop operational plans which include strategies and resources - Promote participation and leadership of network groups <p style="text-align: center;">Capacity Building</p> <ul style="list-style-type: none"> - Align professional learning to key school initiatives and identified performance targets for staff - Highlight and celebrate staff achievements through nominations for awards, newsletters, assemblies and feedback in performance management - Provide support and encouragement for staff to aspire to roles of leadership, e.g. Curriculum, PLC; at performance management meetings, staff meetings and via the staff memo



PRIORITY 4: POSITIVE RELATIONSHIPS

KEY OBJECTIVES	ACHIEVEMENT TARGETS	OPERATIONAL STRATEGIES
<p>Distinctive schools</p> <p>'Excellence and Equity Strategic Plan for WA Public Schools 2012-2015'</p> <p><i>Schools meeting the needs and aspirations of their students help build strong communities.</i></p> <p>'The School Improvement and Accountability Framework'</p> <p><i>Effective schools build strong internal and external relationships in order to enable improved student achievement.</i></p>	<ul style="list-style-type: none"> - Communicate effectively, positively and consistently with the school community. - Review school surveys to evaluate current practices and respond accordingly. - Quantify the high percentage of parents engaged in parent/teacher information sessions and maintain this. - Support the parent body in its endeavours to engage the school community in positive social events and partnerships. - Make accessible, through the school website, relevant school policies, guidelines and general information. 	<p style="text-align: center;">Partnership</p> <ul style="list-style-type: none"> - Develop agreed protocols and expectations to further enhance mutual respect, courtesy, consideration and cooperation - Further develop the use of community expertise in enhancing the delivery of learning programs and experiences - Continue to provide parent information sessions - Conduct a Parent Helpers morning tea at the end of each year <p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> - Work with the School Board to improve the school community's understanding of the governance and flexibilities of Independent Public Schools - Maintain consistency in positive, parent/school communication - Use the school website to raise the profile of the school and provide greater awareness of school operations - Work with the school community to promote the safe use of social media by students (Focus 2015) - Encourage >85% participation in school reporting processes: parent teacher interviews and class information sessions <p style="text-align: center;">School Culture</p> <ul style="list-style-type: none"> - Further develop a school environment that is: <ul style="list-style-type: none"> • embedded with the values of courtesy, consideration and cooperation • safe • motivating/challenging • well presented - Review, as a whole school community, our vision, values and beliefs - Maintain and strengthen positive school/community relationships - Embed and promote the school's values in the school community by acknowledging and celebrating positive contributions from students, staff and parents via the newsletter, website, school publications and awards



GLOSSARY

AC	Australian Curriculum	IEP/GEP	Individual Education Program/Group Education Program
ACARA	Australian Curriculum and Assessment Reporting Authority	LOTE	Languages Other Than English
AITSL	Australian Institute for Teaching and School Leadership	NQS	National Quality Standards
CMS	Classroom Management Strategies	PEAC	Primary Extension and Academic Challenge
DoE	Department of Education (Western Australia)	PL	Professional Learning
EYLF	Early Years Learning Framework	PLC	Professional Learning Communities
FPPS	Floreat Park Primary School	SAER	Students At Educational Risk
HASS	Humanities and Social Sciences (AC)	SCSA	School Curriculum and Standards Authority (Western Australia)
ICT	Information Communication Technology	SCFM	Student Centred Funding Model
IBP	Individual Behaviour Program	TAGS	Talented and Gifted Students
IS	Instructional Strategies	VELS	Victorian Essential Learning Standards (On-entry assessment)

CURRENT GUIDING DOCUMENTS

School Improvement and Accountability Framework

Excellence and Equity Strategic Plan for WA Public Schools 2012-2015

Classroom's First Strategy

Focus 2014 Directions for Schools

Focus 2015 Directions for Schools



Endorsed: 16 June 2015