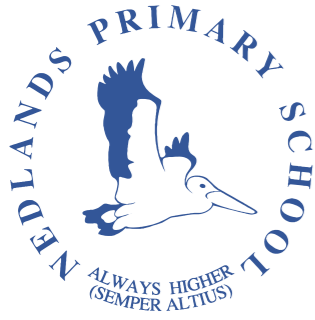


# Nedlands Primary School

School Business Plan

# 2020-2023

Experience the Opportunities



# Our Mission Statement

Year on Year Growth for Every Student

## Our Integrated Priorities

- Integrated Digital Technologies & STEM
- Cultural Inclusion
- Health & Wellbeing
- Sustainability

## Our Values

- Aspire
- Life-long learning
- Tolerance
- Integrity
- Unity
- Self-belief

## Our Commitments

- High Expectations
- Culturally Responsive
- Creativity and Innovation
- Positive Relationships
- Evidence Based Improvement
- Cooperation, Collaboration & Teamwork
- Pursuit of Excellence

Experience the Opportunities

# Our Vision

To build a culturally responsive community of lifelong learners who demonstrate the knowledge, skills, and values to contribute to the world.”

# Purpose of the Business Plan

The school leadership team, staff and School Board have collectively identified the need for a targeted improvement agenda for Nedlands Primary School. This 2020 - 2023 Business Plan is our strategic plan which outlines our broad intent for improvement, including milestones and targets.

Explicit school targets and milestones have been established in academic and non-academic domains and will be shared with students, parents, families and staff. We will hold ourselves accountable for the results that we achieve, using rigorous self-assessment practices and regular monitoring to make judgements about our effectiveness. We will embed school self-assessment practices using the 5 domains below, as a framework for self-assessment to report back to our school community on our progress.

- Leadership
- Teaching and Learning
- Student Progress & Achievement
- Use of Resources
- Relationships & Partnerships



# Focus Area 1

## Successful Students:

A culture that promotes learning

‘Meeting the diverse and changing needs of our students and preparing them for the future’

### STRATEGIC INTENT

#### Literacy & Numeracy

- Implement an agreed whole school instructional framework, informed by High Impact Teaching Strategies
- Establish consistent literacy and numeracy blocks from Kindergarten to Year 6
- Embed a consistent whole school phonemic approach to spelling
- Implement whole school evidence based approaches to reading with a focus on the big 5 in reading (phonemic awareness, phonics, vocabulary, fluency and comprehension)
- Implement and embed consistent approaches to oral language development in the early years
- Student performance data used consistently to inform: teaching and learning; differentiated curriculum and; to identify trends at the whole school, classroom and individual level
- Establish benchmarks and achievement targets in reading to assist with progress monitoring.

#### Differentiated Learning

- Implement the Tiered Response to Intervention model
- Develop a whole school database for tracking Students at Educational Risk
- Refine the whole school approach to assessing and monitoring SAER
- Provide targeted intervention and extension programs for students in literacy and numeracy
- Identify EAL/D case management students through detailed data analysis
- Provide opportunities for Education Assistants to participate in targeted professional learning, share best practice and observe peers in intervention support roles
- Continue to build the capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans
- Implement whole school early intervention and referral processes.



## 21st Century Learning—Critical Thinking, Communication, Collaboration and Creativity

- Integrate and embed digital technologies across all year levels and learning areas
- Explicitly teach problem solving and higher order thinking skills across all learning areas
- Implement relevant and engaging learning experiences with a focus on Science, Technology, Engineering and Maths (STEM)
- Embed whole school strategies that promote the development of the General Capabilities in the Western Australian Curriculum, including: self-management, self-awareness, social awareness and social management
- Investigate a whole school approach to inquiry learning.

#### Milestones

- Consistent high impact teaching practices evident in every classroom
- All students making a year's progress in reading, writing and numeracy
- Student survey data shows an increase in the number of students who are satisfied with our school
- Increase the number of students identified for academic extension
- ICT learning embedded in teaching practice in all year levels and learning areas.

# Focus Area 2

## Excellence in Teaching, Learning and Leading

‘Fostering a culture of collaboration, trust, feedback and reflection to strengthen staff capacity’

### STRATEGIC INTENT

#### Curriculum Delivery and Assessment

- Refine our continuous professional learning cycle to include: a series of workshops to build teacher knowledge of explicit instruction; and introduce instructional rounds for teachers to view and share strategies
- Continue to develop whole school curriculum and scope and sequence documents linked to the Western Australian Curriculum to support teacher planning
- Provide opportunities for ongoing reflection linked to classroom observation and feedback cycles
- Embed all elements of the Early Years Learning Framework and National Quality Standards in the early years
- Refine and embed the whole school assessment plan to address student progress and achievement
- Provide opportunities for ongoing moderation in writing.

## Performance and Development Culture (Professional Growth)

- Implement a performance and development program where teaching and support staff are supported to meet their professional goals
- Implement a consistent and comprehensive approach to staff induction.
- All teaching staff to use the AISTL Professional Standards for Teachers to reflect and set goals for improvement
- Provide all staff with high quality professional learning opportunities including: coaching, mentoring, and cycles of classroom observation
- Use the APST as a basis for coaching cycles and performance development
- Support staff to understand and use the Aboriginal Cultural Standards Framework to reflect on their own practice
- Collaborative team approach to regular student progress monitoring using a range of quality data
- Build the cultural competence of all staff members.

### Instructional Leadership

- Implement a rigorous and transparent process for talent identification based (delete word) informed by the Department of Education’s Leadership Strategy
- Develop individual leadership pathways for aspirant leaders
- Investigate and implement a school based leadership development program to mentor staff to take on curriculum and whole school leadership roles beyond the classroom
- Provide opportunities for staff to lead working committees and teams in school priority areas.

### Milestones

- Extent of professional development undertaken by administration, teaching and support staff
- Classroom observation (coaching) conducted at least once per semester
- Regular review of student progress embedded in teaching practice across the school
- The extent to which teachers and leaders utilise data assessment to determine our effectiveness and to inform teacher planning and practice
- Increased number of staff taking on formal and informal leadership roles and obtaining Senior Teacher or Level 3 teacher status.



# Focus Area 3

## Safe, Supportive and Sustainable Learning Environment

‘Fostering a sense of belonging for every child’

### STRATEGIC INTENT

#### Health and Wellbeing

- Explore evidence based whole school approaches to Social and Emotional Learning (SEL) and bullying education.
- Build school based Chaplaincy program to be used to support SEL programs and build resilience
- Introduce and promote agreed whole school values (ALTIUS)
- Develop and implement a whole school strategy for staff health and wellbeing based on the four priority areas identified in the 2019 Kaya Partnership plan.

#### Engagement

- Develop and implement tools for effective feedback in every classroom
- Implement a consistent whole-school behaviour management approach which includes positive behaviour supports
- Provide teaching and learning opportunities which celebrate difference and diversity, and recognise, respect and respond to identity and cultural background
- Implement a whole school approach for students to set and review personal learning goals
- Provide opportunities to develop metacognitive strategies across all learning areas including higher order-thinking and problem solving skills.

#### Design of Physical Learning Environments

- Upgrade classroom physical spaces to promote creative and collaborative opportunities
- Continue Phase 2 and 3 of NPELC and Pre-Primary Early Childhood nature playground and equipment (aligned with EYLF & NQS)
- Develop longer term ICT Asset maintenance and replacement plan to sustain ICT and STEM resources across the school.

#### Milestones

- Inclusive practices reflecting the school’s diversity are demonstrated by all staff
- Health and Wellbeing Action Plan developed and implemented
- Evidence of enhancements to the environment in planned and documented improvements
- Annually review and refine ICT policy, procedures and practices.



# Focus Area 4

## Strong, Sustainable Partnerships

‘Working together is at the heart of everything we do’

### Strong Governance

- Recruit board members who are representative of our broader community
- Communicate and promote the role of the Board
- Align school self-assessment with new school review process
- Continue to build a highly effective School Board through provision of ongoing training and comprehensive induction processes
- Refine the timeline for school self-assessment and reporting to the School Board (to align with the Electronic School Self-Assessment Tool).

### Parent Engagement

- Use technology creatively to communicate with parents
- Promote the range of services offered in the school and local area
- Plan innovative and ongoing strategies to gain parent feedback
- Utilise the schools website to showcase learning
- Continue to create opportunities for parents to engage in children’s learning
- Involve families in learning forums and parent education initiatives.

### Community Partnerships

- Continue to build strong partnerships with schools in the Shenton Network of Schools
- Draw on community expertise to enhance the range and delivery of learning experiences
- Develop a Professional Learning Community utilising expertise from a range of schools
- Continue to forge partnerships with local business, City of Nedlands local groups and organisations.



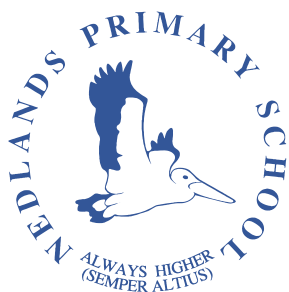
### Milestones

- Students, parents and teachers indicate high levels of satisfaction with the learning and working environment when surveyed
- The biennial Parent National School Opinion Survey (NSOS) survey (delete this word) data is analysed and actions planned and implemented to address areas of concern
- Positive feedback regarding self-assessment and the performance of the school as measured by School Board meeting minutes and survey results
- Increased levels of collaboration and professional learning with other schools and the staff from other schools
- The increased number of external agencies and organisations with whom the school has working partnerships.

## Proposed School Business Plan Achievement Targets

1. Maintain or exceed the percentage of parents that are satisfied with the school’s overall performance (2019 Parent Survey)
2. Maintain or exceed the percentage of staff that are satisfied with the school (2019 staff survey)
3. Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Reading and Numeracy
4. Increase and maintain the percentage of students in the top 20% of Australian students in all NAPLAN areas.
5. Maintain and improve on Year 3-5 progress across all NAPLAN areas for the stable cohort
6. To consistently perform at or above Like Schools in all areas of NAPLAN
7. Improve alignment between teacher judgement grade allocation and NAPLAN results
8. Increase the percentage of students in Years 1 – 6 making at least one year’s growth on ACER Progressive Achievement Tests (PAT) Reading Comprehension and Numeracy tests throughout 2020 – 2023
9. Maintain or exceed the number of EAL/D students making progress towards Level 7 on the Progress Maps.





## Nedlands Primary School

35 Kingsway

Nedlands WA 6009

T: 08 9278 6300

E: [nedlands.ps@education.wa.edu.au](mailto:nedlands.ps@education.wa.edu.au)

[www.nedlandsps.wa.edu.au](http://www.nedlandsps.wa.edu.au)