Rivergums Primary School

Business Plan

2016 - 2018

Discover   Believe   Achieve   Communities
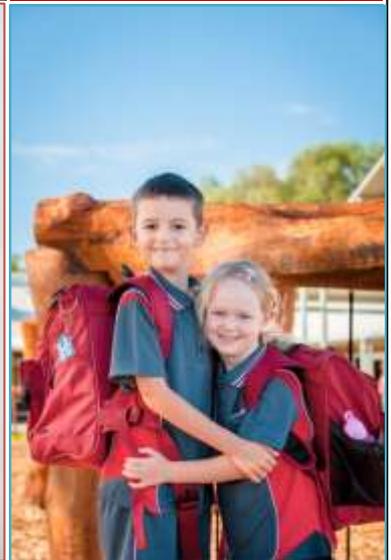
The Rivergums Primary School Business Plan has been developed in accordance with Section 63 of the Education Act 1999 where it states:

The functions of the principal are to:

- establish a plan for the school in consultation with the School Board and the school's teaching staff setting out its objectives and how the objectives and priorities will be achieved
- in consultation with the School Board and the school's teaching staff to monitor and report on the school's performance in relation to the plan.

According to Section 128 of the Education Act 1999 the functions of a school board are:

To take part —

- in establishing, and reviewing from time to time, the school's objectives, priorities and general policy directions
- in the planning of financial arrangements necessary to fund those objectives, priorities and directions
- in evaluating the school's performance in achieving them

The members of the school board have considered and endorsed the school Business Plan for 2016 – 2018:

- Chair – Todd Clarke
- Principal – Josh Jashari
- Elected Parent Members – Rachel Lemon, Rhys Pukehika, Noel Behrmann and Jane Wilson
- Elected Staff Members – Starr Jamieson, Megan Thompson and Kerryn Woodhouse

| Todd Clarke (Board Chair) | Rachel Lemon | Rhys Pukehika | Noel Behrman | Jane Wilson | Megan Thompson | Starr Jamieson |
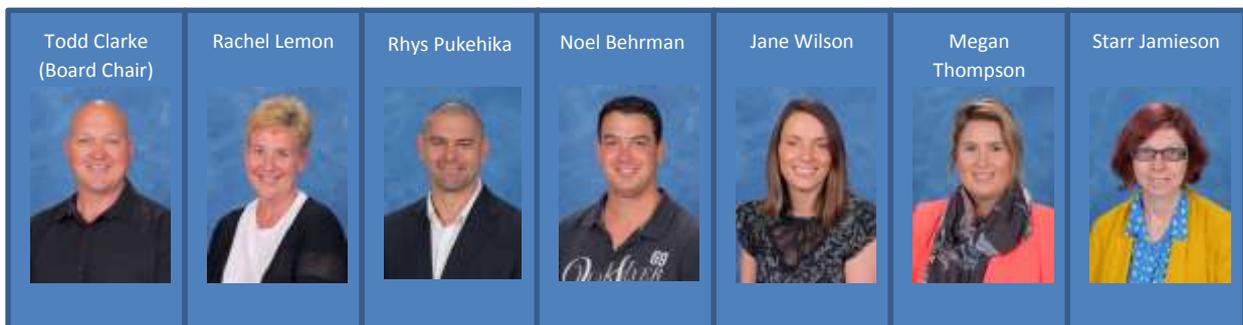
The members of the school Executive Team have considered and endorsed the school Business Plan for 2016 – 2018:

Principal – Josh Jashari
Associate Principal – Jaclyn Redfearn
Associate Principal – Kerryn Woodhouse

School Vision

At Rivergums Primary School we empower all children to discover their own strengths, to believe in themselves, to set and achieve high standards, thus inspiring them to reach their full potential. We promote academic excellence, life-long learning and the development of the whole child in a safe and caring environment. We aspire to develop active participants who can flourish in local and global communities and become ambassadors of the core values of the school. 'Discover, Believe, Achieve…Communities'

Values and Beliefs

Students

Our community believes our students should:

- develop a desire to strive for excellence and to achieve to their full potential academically, socially and emotionally.
- become creative, critical and reflective thinkers who can use higher order thinking strategies to solve problems
- be prepared for the world in which they live, both now and for the future, by building resilience, perseverance, and tolerance; and equipping them to be life-long learners and independent citizens.

Community

Our community believes in:

- fostering mutual respect within our whole school.
- encouraging all members of the school community to demonstrate positive support and advocacy for Rivergums Primary School.

Parents

Our parents believe that:

- education is the responsibility of all stake holders in the school community and that we all have a part to play in educating our students.

Staff

Our staff believe in:

- Supporting one another to strive for excellence in education.
- Working collaboratively to achieve positive learning outcomes for all students.
- Acting as positive role models to the whole school community.
- Ensuring that our students work in a safe, positive and caring environment.

School Context

Rivergums Primary School is a new school which commenced operation in February 2016 with 358 students from Kindergarten to Year 6. It is located in Baldivis near the Safety Bay Road exit of the Kwinana Freeway and is part of the South Metropolitan Education Region. Its new facilities offer students, staff and the community the opportunity to work in the most up to date learning environment, with state of the art classrooms, canteen and undercover assembly buildings as well as the latest infrastructure for technology. Its location adjacent to Baldivis Secondary College enables both schools to work closely together to share and combine selected areas of their facilities and curriculum as well as offers our students a seamless transition to high school.

The school is located in a rapidly growing suburb with land being developed and new homes constructed in the local intake area. Most of the local intake area is yet to be developed and it is expected the school will grow rapidly over the next few years.

The newly formed School Board and P&C Association have already been heavily involved in the school planning processes and various fundraising activities. The school has very strong support from the parent community.

Specialist curriculum areas include Physical Education, Music, Health and Media and Visual Arts. The school is embedding well researched teaching and learning strategies across all year levels. The Independent Public School (IPS) process has empowered the school and its community to select highly skilled staff who are dedicated to educating the whole child, with a strong focus on the agreed values of the school. The IPS initiative allows for other flexibilities (in operations) to be explored which enhances and supports further improvements in student learning.

A clear vision, developed by staff and parent representatives, drives school planning and learning across the school and focuses on improving student learning. A culture of high expectations is part of the school culture and demonstrated our students and staff, as we ensure high quality teaching, learning and leadership across the school. This is further reinforced by strong governance and support practices. Our school values underpin our responsibilities as educators to not only focus on academic outcomes but also on values, relationships, engagement, support and respect aspects of learning.

It is without doubt that this Business Plan and its strategic directions will drive the key focus areas of the Department of Education's Plan for Public Schools 2016 – 2019.

School Focus Areas

Curriculum Improvement - Literacy
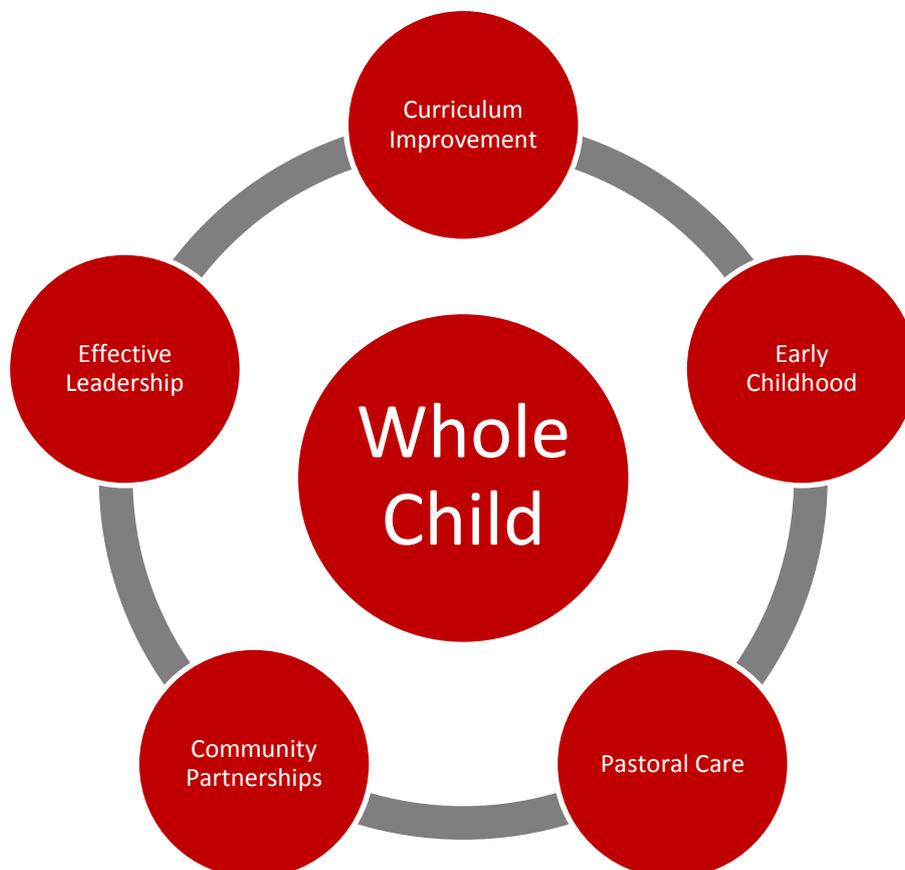
Targets

- In all areas of Literacy decrease the number of students performing in the bottom 20% compared to like schools.
- In all areas of Literacy increase the number of students performing in the top 20% compared to like schools.
- The Literacy progress of the 2016 Year 3 stable cohort will be equal to or above like schools by Year 5.
- The Literacy progress from the 2016 Year 5 stable cohort will be equal to or above like schools by Year 7.
- The Literacy progress from On Entry Assessment of the 2016Year 1 stable cohort will be equal to or above like schools by Year 3.
- Achieve a school mean equal to or greater than the Australian mean in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation in Year 3 and 5.

Key Improvement Strategies
Curriculum:
- Ensure that at least 50% of teaching time is spent on **Literacy** and Numeracy.
- Ensure full implementation of Version 8.1 of English Curriculum.
- Set high expectations and targets for all students, in English Operational Plans, based on data analysis.

Pedagogy:
- Teachers explicitly teach Literacy using whole school improvement strategies and implement and embed whole school Literacy Block Structure.
- Focused Literacy intervention across all year levels to improve student outcomes.
- Case Management approach used to enhance student capabilities in Language, Literature and Literacy.
- Observation and Reflection processes are used within all year level teams with a focus on student learning.
- Investigate academic extension programs and gifted and talented programs for possible implementation.
- Year levels collaboratively plan for Western Australian Curriculum using the English Curriculum and Rivergums Guides.
- Research and implement a whole school writing approach to enhance student capabilities in grammar, punctuation and vocabulary.
- Develop critical and creative thinkers in Literacy.

Assessment and Monitoring:
- Student achievement is monitored through the use of longitudinal data.
- Investigate best practice for monitoring student achievement through the use of standardised assessments.

Curriculum Improvement - Numeracy

Targets

- In all areas of Numeracy decrease the number of students performing in the bottom 20% compared to like schools.
- In all areas of Numeracy increase the number of students performing in the top 20% compared to like schools.
- The Numeracy progress of the 2016 Year 3 stable cohort will be equal to or above like schools by Year 5.
- The Numeracy progress from the 2016 Year 5 stable cohort will be equal to or above like schools by Year 7.
- The Numeracy progress from On Entry Assessment of the Year 1 2016 stable cohort will be equal to or above like schools by Year 3.
- Achieve a school mean equal to or greater than the Australian mean in NAPLAN Numeracy in Year 3 and 5.

Key Improvement Strategies

Curriculum:
- Ensure that at least 50% of teaching time is spent on **Numeracy** and Literacy.
- Ensure full implementation of Version 8.1 of Mathematics Curriculum.
- Set high expectations and targets for all students, in Mathematics Operational Plans, based on data analysis.
- Incorporate the use of STEM to develop numeracy and creative problem solving.

Pedagogy:
- Research, implement and embed the Concrete, Pictorial, Abstract approach within whole school numeracy instruction.
- Teachers explicitly teach Numeracy using whole school improvement strategies and implement and embed the Rivergums whole school Numeracy Block structure.
- Specific targeted intervention for students at educational risk.
- Case Management approach used to enhance student capabilities in Number and Algebra and problem solving.
- Observation and Reflection processes are used within all year level teams with a focus on student learning.
- Investigate academic extension programs and gifted and talented programs for possible implementation.
- Year levels collaboratively plan for Western Australian Curriculum using the Mathematics Curriculum and Rivergums Guides.
- Develop critical and creative thinkers in numeracy.

Assessment and Monitoring:
- Student achievement is monitored through the use of longitudinal data.
- Investigate best practice for monitoring student achievement through the use of standardised assessments.

Curriculum Improvement – Humanities and Social Sciences

Targets

- Increase the percentage of students achieving at or above the Western Australian Curriculum Achievement Standard in all year levels.

Key Improvement Strategies

- Implement, embed and review the integration of content descriptions and syllabuses for HaSS for teaching, assessment and reporting.
- Investigate effective assessment strategies for longitudinal data.
- Teach HaSS content with a focus on inquiry skills.
- Develop critical and creative thinkers who will be informed citizens for the 21st century.
- Develop sustainable networks with Baldivis Secondary College and surrounding Baldivis Schools.

Curriculum Improvement – Science

Targets

- Increase the percentage of students achieving at or above the Western Australian Curriculum Achievement Standard in all year levels.

Key Improvement Strategies

- Implement, embed and review the integration of content descriptions and syllabuses for Science Version v8.1.
- Investigate effective assessment strategies for longitudinal data.
- Teach Science content with a focus on inquiry skills.
- Develop critical and creative thinkers who will be informed citizens for the 21st century.
- Develop sustainable networks with Baldivis Secondary College and surrounding Baldivis Schools.

Curriculum Improvement – Technologies

Targets

- Maintain a 1:4 student ratio of devices throughout the school.
- Students achieve at or above the Western Australian Curriculum Achievement Standard in all year levels.

Key Improvement Strategies

- Focus on progressing teachers through the stages of no engagement, familiarisation, transition and adoption of the Technologies Curriculum.
- Investigate the inclusion of explicit IT programmes including online writing for NAPLAN Online and Coding in Primary Schools.
- Develop critical and creative thinkers who will be informed citizens for the 21st century.
- Implement a mentoring and coaching model to build teachers capacity to develop programs that use ICT in a transformational manner and linking these to Bloom's Taxonomy.
- Investigate ways of measuring the impact of technologies on teaching and learning.
- Target learning experiences, with a shift towards project and challenge based learning, to better meet the needs of individuals, small groups and classes.

ICT Infrastructure

- Increase the number of computers and devices capable of use during online NAPLAN testing.
- Investigate alternative sources of resourcing of devices for students.
- Ensure we maintain the Department of Education device ratio guidelines.
- Ensure adequate financial reserves are accurately maintained, regularly monitored and adjusted accordingly.

Early Childhood

Target

- 70% of all Pre-Primary Students to achieve 1.0 progression points in Reading, Writing, Speaking and Listening and Numeracy by Year 1.

Key Improvement Strategies

- Screen all PP, 1 and 2 students using On-Entry to determine readiness to learn.
- Develop partnerships with Day Care Centres and three year old Kindergartens to improve early data collection practices.
- The National Quality Standards, Early Years Learning Framework and the Kindergarten Guidelines are used to develop the Kindergarten Curriculum.
- Reflect upon the National Quality Standards Framework and develop a Quality Improvement Plan to ensure outstanding Early Childhood environments and appropriate explicit teaching and structured play based programs.
- Develop and embed early assessment processes for Kindergarten screening.
- Develop parent partnerships and parent learning opportunities to support early intervention and education.
- Implement and review nurse screening procedures for Speech Therapy, Occupational Therapy and Physical Therapy for early intervention.

Community Partnerships

Milestones

- Increased opportunities for parent workshops offered by the school.
- Parents and caregivers attending information sessions and parent teacher interviews increases.
- Further partnerships are developed with outside agencies to increase student and staff support.

Key Improvement Strategies

- Seek opportunities for grants, funding and donations from external sources to support student learning.
- Develop and maintain partnerships with Notre Dame University, Edith Cowan University and The University of Western Australia.
- Develop and maintain Curtin University Speech Pathology and Perth Primary School Partnership.
- Maintain mutually beneficial services (E.g. Helping Hands Before and After School Care).
- Explore partnerships with other private and government agencies to provide services to parents, students and the community.
- Provide students with an opportunity to build partnerships with the local community.
- Continue to build and foster professional partnerships with local schools in the Baldivis Cell.
- Focus on developing strong transition practices and curriculum links with Baldivis Secondary College.
- Parent workshops, professional learning and information sessions are developed and offered to the community.

Effective Leadership

Milestones

- Teachers participate in at least one observation and reflection experience per term as part of reflective self-improvement.
- Succession planning and internal leadership pathways are utilised.
- Increase in teachers completing their Senior Teacher Status or Level Three Teacher Status.
- Full implementation of coaching program for leaders within the school.

Key Improvement Strategies

- Identify teachers aspiring to be leaders to transition into Curriculum or Team Leader Roles (E.g. Level 3 teachers and aspirants).
- Further develop and embed a distributed leadership model within the school.
- Weekly team meetings focus on improving teaching, learning, assessment and monitoring.
- Termly Curriculum Leader and Team Leader professional learning and meetings incorporate reflection practices to develop leadership and best practice.
- Develop whole school processes to assist teachers to gain and maintain full registration through the TRBWA.
- Teachers and Education Assistants are provided with professional learning based on the needs of the school, staff and students.
- Continue to develop effective induction processes for new staff based on staff feedback.
- Develop and implement whole school processes for Observation and Reflection to build teacher and Education Assistant capacity.
- Plan for Languages Curriculum implementation for Year 3 students in 2018.
- Familiarise, implement and embed critical and creative thinking strategies across the curriculum.
- Further develop Early Career Teacher support meetings and program.
- Implement performance development processes linked to the AITSL Reflection on Practice Tool.
- Focus on the full integration of Phase 2 and 3 Western Australian Curriculum subjects in accordance with SCSA timeline.
- Continue leadership self-reflection practices.
- Coaching program implemented and embedded for Curriculum and Team Leaders.
- Effective management of projected student population increase due to housing developments within the catchment area.
- Develop and enhance the teaching of STEM subjects.

Pastoral Care

Milestones

- Whole school approach developed for CHAT (Changing Health Acting Together).
- Achievement of SDERA Bronze Level.

Key Improvement Strategies

- Implement and embed Rivergums PS whole school Response to Intervention process.
- Student Services team to build collaborative partnerships with parents/care givers and outside agencies to support SAER.
- Implement Pastoral Care initiatives across the whole school.
- Develop a process for monitoring and supporting staff mental health and wellbeing.
- Build students' resiliency skills and values.
- Focus on embedding the Western Australian Curriculum general capabilities – Personal and Social Capabilities, Ethical Understanding and Intercultural Understanding.
- Develop whole school processes for Positive Behaviour Support.
- Increase student attendance through school based strategies.
- Continue to provide accessible buildings and facilities that meet the Australian design standards for Disability access and inclusion.
- Familiarise, reflect and implement the Aboriginal Cultural Standards Framework.
- Continuation and development of School Chaplaincy Program.
- Responsive Classroom Approach for inclusion and social and emotional development.