Rivergums Primary School
Business Plan
2019-2021
Welcome to the Rivergums Primary School Business Plan 2019-2021. This plan outlines our vision for the next three years and has been created in collaboration with the Rivergums Primary School Board, staff and community. The plan is based on vigorous reflection processes over the last three years and more specifically over the latter half of 2018. Operational Plans are created for each of the three years of the Business Plan and are reflective of our continual assessment of the Business Plan Targets. This planning is based around our School Vision in developing not only academic success but also providing a well-rounded education that supports our students physical, social, emotional wellbeing as well as their commitment to excel in our local and global communities.

**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.

**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.

**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.

**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.

**WHOLE SCHOOL EXPECTATIONS**

- Be Respectful
- Be Responsible
- Be Resilient
- Be Persistent
### Strategic Direction: High Quality Teaching

#### Literacy and Numeracy

**Targets**

1. Align to or better Year 3 NAPLAN performance against like schools.
2. Align to or better Year 5 NAPLAN performance against like schools.
3. Set an upward trend in the percentage of students within the stable cohort with moderate and high progress in Writing.
4. 80% or more of Year 3 students achieving at or above the National Minimum Standard in all NAPLAN areas.
5. 80% or more of Year 5 students achieving at or above the National Minimum Standard in all NAPLAN areas.

### Literacy and Numeracy Key improvement Strategies:

- Ensure that at least 50% of teaching time is spent on Literacy and Numeracy.
- Teachers continue to explicitly teach and embed RPS whole school Literacy and Numeracy Block structure.
- Case Management approach used by Classroom Teachers to enhance student capabilities in Reading, Writing, Number and Problem Solving.
- Investigate academic extension programs and gifted and talented programs for possible implementation.
- Continue to develop critical and creative thinkers in Literacy using Higher Order Thinking Skills (HOTS).
- All Teachers to continue to collaboratively plan in year levels using the Western Australian Curriculum and Rivergums Primary School English and Mathematics Guides.
- Student achievement is monitored through the use of longitudinal data.
- Continue monitoring student achievement through the use of standardised assessments including Fountas and Pinnell.; On-Entry and NAPLAN.

#### Literacy:

- Redesign the RPS Literacy block for Kindy and Pre-Primary to incorporate Words, Grammar, Fun; 7 Steps to Writing Success and play-based learning.
- Implement Words, Grammar, Fun in early childhood to enhance student capabilities in oral language, grammar and vocabulary.
- Develop a RPS K-6 Spelling and Phonics sequence incorporating Letters and Sounds and Words Their Way.
- Focused Literacy intervention using Soundswrite in Pre-Primary, Year One and with Tier 3 students to improve Literacy student outcomes.

#### Numeracy:

- Redesign the RPS Numeracy block for Kindy and Pre-Primary to incorporate CPA, PR1ME and play-based learning.
- Continue to embed the Concrete, Pictorial, Abstract approach within whole school numeracy instruction with a focus on problem solving.
- Implement Australian PR1ME Mathematics across K-6 using a staggered approach by 2020.
- Investigate alternative standardised assessments for monitoring student achievement utilising Mathletics and PR1ME.
Strategic Direction: High Quality Teaching

Technologies

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

Key Improvement Strategies:
- All Teachers to continue to collaboratively plan in year levels using the Western Australian Technologies Curriculum.
- Classroom Teachers to provide students with integrated learning opportunities through the Technologies Curriculum with a focus on STEM and HOTS.
- Support students, staff and the RPS school community to gain awareness and understanding of the far reaching impact of global and cyber technology.
- Explicitly teach and apply social and ethical protocols and practices when using ICT.
- Annually ensure school readiness for NAPLAN online assessment.
- Continue to embed explicit IT programmes including online writing for NAPLAN Online and Coding in Primary Schools.
- Continue to build expertise through mentoring and coaching staff to use technology, as a tool for learning.
- Implement Robotics Club academic extension program for Upper Primary.
- Ensure adequate financial reserves are accurately maintained, regularly monitored and adjusted accordingly.
Strategic Direction: High Quality Teaching

Early Childhood

Targets
1. 50% of all Pre-Primary Students to achieve the On-Entry Assessment national standard (0.5) in Reading and Speaking and Listening in Term One.
2. 50% of all Pre-Primary Students to achieve the On-Entry Assessment national standard (0.5) in Numeracy in Term One.
3. 60% of all Pre-Primary Students to achieve the On-Entry Assessment national standard (1.0) in Reading and Speaking and Listening in Term Four.
4. 75% of all Pre-Primary Students to achieve the On-Entry Assessment national standard (1.0) in Numeracy in Term Four.

Key Improvement Strategies:
- Screen all Pre-Primary students using On-Entry to determine readiness to learn and to inform planning and track and monitor student progress.
- The National Quality Standards, Early Years Learning Framework and the Kindergarten Guidelines are used to guide Kindergarten collaborative planning.
- The National Quality Standards, Early Years Learning Framework and the Western Australian Curriculum are used to guide Pre-Primary collaborative planning.
- Develop a partnership with Peel Language Development School to implement an evidence based oral language program to improve grammar and semantic skills.
- Incorporate play-based learning in a balanced curriculum for Kindergarten and Pre-Primary students.
- Develop a partnership with Maragon Baldivis Day Care Centre to improve early data collection practice for Kindergarten.
- Continue to implement Kindergarten: Parent Information Session; Parent and Child workshop and Orientation days to educate parents about key skills required for Kindergarten readiness.
- Continue to reflect upon the National Quality Standards Framework and develop a Quality Improvement Plan to improve the RPS Early Childhood K-2 environment.
Strategic Direction: Safe, Healthy and Resilient learners

Safe and Supportive Learning Environment

**Targets**

1. To work towards the achievement of SDERA Gold Level in 2021.
2. To implement the National Education Initiative in Mental Health and become a “Be You” (Kidsmatter) school by 2021.
3. To improve the teaching of Social and Emotional Learning from moderate to very active through Morning Meeting and Friendly Schools (baseline 2.2 out of 3 Map the Gap Survey 2018).
4. The number of students judged by their teachers as demonstrating (consistently and often) positive attitude, behaviour and effort will be at least 80% of each cohort (to align with PBS Universal Tier 1).
5. To maintain student attendance rate equal to or above WA Public Schools attendance percentages for all Year levels from PP – Year 6.
6. To increase the percentage of students attending regularly from Semester 1 2018 to Semester 1 2021.

**Key Improvement Strategies**

- Continue to implement Pastoral Care initiatives across the whole school including Kidsmatter; SDERA; Friendly Schools and Morning Meeting.
- Develop a collaborative scope and sequence document for Social and Emotional Learning based on Friendly Schools.
- All Teachers to collaboratively plan for social and emotional learning in year levels using Personal and Social Capability, WA Health Curriculum and Friendly Schools.
- Continue to provide alternative play options at lunchtime through Kidsmatter Clubs with a focus on social and emotional opportunities and building friendships.
- Build staff capacity and understanding in “Helping Children experiencing Mental Health Difficulties”.
- Investigate and develop staff understanding of the new “Australian Student Wellbeing Framework”.
- Consolidate Tier One Positive Behaviour Support embedding our school wide expectations, our behaviour matrix and our lesson sequence.
- Investigate and develop whole school approaches for Tier 2 of Positive Behaviour Support.
- Increase student attendance through school based strategies.
Strategic Direction: Strong Partnerships and Collaboration

Community Partnerships

Targets

- Increased opportunities for parent workshops offered by the school.
- Increased parent and caregiver attendance at “Meet the Teacher” Information sessions.
- Increased parent and caregiver attendance at Learning Journey.
- Increased parent and caregiver attendance at Kindy Parent Information session.
- Further partnerships are developed with outside agencies to increase student and staff support.

Key Improvement Strategies

- Continuation of School Chaplaincy Program through YouthCare Partnership.
- Continuation of Breakfast Club through Foodbank Partnership.
- Continuation and further extension of School Psychology Service.
- Maintain service delivery agreements with the School of Special Education Needs: Behaviour and Engagement for Positive Behaviour Support.
- Maintain partnerships with Notre Dame University, Edith Cowan University and The University of Western Australia for hosting pre-service teachers.
- Maintain mutually beneficial services (E.g. Helping Hands Before and After School Care).
- Continue to build upon relationship with Maragon Day Care Centre.
- Maintain existing relationships with the City of Rockingham to develop student leadership through representation at the Rockingham Youth Council.
- Continue to build and foster professional partnerships with local schools in the Baldivis Cell.
- Maintain established Year Six transition practices and curriculum links with Baldivis Secondary College.
- Parent workshops, professional learning and information sessions are developed and offered to the community.
Strategic Direction: Effective Leadership and Good Governance

Leadership

Targets
1. 100% of teaching staff participate in regular observation and feedback to improve teaching practice.
2. Conduct twice-yearly Performance and Development meetings against the AITSL Standards.
3. Continue succession planning and strengthen internal leadership pathways.
4. School leaders to focus on staff wellbeing.

Key Improvement Strategies
- Research and implement a whole school approach to support teachers in regular observation and feedback opportunities (at least once per term).
- Providing coaching and mentoring to achieve professional goals.
- Provide support and professional development opportunities for staff to strengthen their professional expertise.
- Redevelop School Performance and Development processes for teaching and non-teaching staff.
- Continuation and strengthening of the Rivergums Primary School Distributed Leadership Model that focuses on weekly team meetings and termly curriculum meetings to focus on improving teaching, learning, and assessment.
- Provide leadership development opportunities for aspiring and current school leaders.
- Increase in teachers completing their Senior Teacher Status or Level Three Teacher Status.
- Developing students as leaders. Continue to provide students with leadership opportunities. E.g. Yr 6 Student Councillors, PBS Leaders and Waste Wise Councillors.
- Further develop sustainable approaches and provide professional development that supports the physical, mental and social welfare of staff.
- Continue staff support programs such as RPS Social Club and mentoring for early career teachers.