

# Business Plan

## 2022-2024



## Our Vision

Creating Excellence, Building Futures, Discovering Possibilities



## Our Values

Our community believes our students should

- develop a desire to strive for excellence and to achieve 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

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

Our parents believe that

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

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





## Our Expectations

### Be Respectful

- Value yourself, others and the environment

### Be Responsible

- Take ownership of your actions and learning

### Be Resilient

- Have the ability and willingness to show inner strength in the face of adversity

### Be Persistent

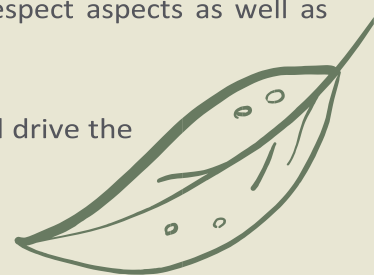
- Continue to try your best even when you may find it difficult

Rivergums Primary School commenced operation in February 2016. Our 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.



Specialist curriculum areas include Physical Education, Music, Health, Languages and Visual Arts. The school embeds evidence-based teaching and learning strategies across all year levels. 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 demonstrated by 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 focus on academic outcomes but also on values, relationships, engagement, support and respect aspects as well as 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 2022-2024.



# School Focus Areas

## Quality Teaching

*We have a whole school collaborative approach to teaching and learning that is evidence based and incorporates reflective practices. We believe a collective teacher efficacy creates a staff culture of teaching and learning excellence.*

### Strategies

- Implement Explicit Direct Instruction strategies consistently across all phases and learning areas.
- Develop and implement whole school curriculum guides including a progression of skills.
- Embed instructional coaching throughout the school.
- Integrate digital technologies, where appropriate, to enhance learning opportunities.
- Develop National Quality Standard (NQS) reflection processes that will lead to continuous improvement throughout K-2.
- Develop and implement a whole school assessment schedule.
- Staff hold themselves and students accountable to high standards.

### Performance Indicators

- Instructional strategies are evident in planning documents and lesson design.
- Instructional coaching is supported through observation, reflection and feedback.
- Operational Plans are reviewed annually.
- Professional Learning is driven by the school's Business Plan and Operational Plans.
- NQS outcomes are evident in all K-2 classrooms.

### Targets

- 100% of new staff participate in the relevant induction processes.
- All staff participate in Performance Development processes including lesson observation and design from both peers and school leaders.
- Staff to engage in disciplined dialogue to ensure consistency of curriculum understandings and grade allocation.



## Learning Environment

*We create inspiring and challenging learning environments that are safe, inclusive and supportive. We value and promote consistency of whole expectations and practices.*

### Strategies

- Whole school approaches are explicitly taught and evident throughout all year groups.
- Staff differentiate student learning.
- Whole school approach to Positive Behaviour Support (PBS) with behaviour expectations explicitly taught.
- Student ownership of the environment is supported and encouraged.

### Performance Indicators

- The learning environment is safe, inclusive, supportive and culturally responsive.
- Staff engage in Performance Development, triads and classroom observation.
- Student leadership is supported throughout the school.

### Targets

- To achieve 'meeting' across all quality areas of the National Quality Standards.
- Positive results in the student National Schools Opinion Survey.
- PBS to be recognised and supported throughout the school community.

## Leadership

*Leadership at Rivergums Primary School promotes a trusting and supporting environment that facilitates growth towards a shared vision.*

### Strategies

- Involve staff, students, community and Karnup Network as partners in the development of a distributed leadership model that is focussed on school improvement.
- Leadership positions are open to all staff, clearly defined and supported by administration.
- Staff are professionally supported through collaboration, mentoring, coaching, feedback and peer observation.
- Opportunities provided to engage staff in whole school decision making.

### Performance Indicators

- Whole school professional learning supports the vision, priorities and learning plans.
- Classroom practices reflect the school vision, beliefs and priorities.
- Staff demonstrate high expectations of themselves and students.
- Students value leadership opportunities and consistently demonstrate the school values.

### Targets

- School leaders to provide ongoing instructional support and guidance to all staff.
- Continue to build staff capacity in instructional coaching and mentoring.
- Increase the number of Level 3 classroom teachers in the school from two to five.



## Student Achievement

*We use data to measure and track student progress and achievement.*

### Strategies

- Planned and targeted moderation sessions are held on a regular basis.
- A whole school assessment cycle that informs quality teaching and learning through P-10 analysis.
- Strengthen the rigorous case conference approach involving all stakeholders.
- Psychologist, classroom teachers and administration to support identified students at Educational Risk (including extension) students.

### Performance Indicators

- The learning environment is safe, inclusive, supportive and culturally responsive.
- Staff engage in Performance Development, triads and classroom observation.
- Student leadership is supported throughout the school.

### Literacy Targets (2021-2023 NAPLAN progress)

- 20% of Year 3 and 5 students (case-management) to move from very low/low to moderate progress.
- 50% of Year 3 students to move from moderate to high progress.
- 50% of Year 5 students with Excellent Achievement to move from very low progress to moderate progress.

### Numeracy Targets (2021-2023 NAPLAN progress)

- 80% of Year 3 Limited Achievement students to move from very low/low to moderate progress.
- 25% of Year 3 Good Achievement students to move from low to moderate/high progress.
- 30% of Year 5 Limited Achievement students to move from very low/low to moderate progress.
- 35% of Year 5 Good Achievement students to move from low to moderate/high progress.





## Resources

*Our selection and application of both physical and human resources align to our pedagogical beliefs and practices. \*\*\**

### Strategies

- All students have access to a range of resources that support high levels of student engagement.
- Priorities identified within the school's business plan and operational plans inform financial planning and the budget allocation processes.
- Decisions on resources is evidence based.

### Performance Indicators

- Staff follow whole school processes and utilise instructional strategies.
- Operational plans reflect the school's commitment to the improvement of student achievement.
- All resources are used respectfully and responsibly.

### Targets

- An effective Finance Committee is operational and ensures the administration of funds is transparent and targeted towards improving student outcomes.

## Relationships and Partnerships

*Fostering positive partnerships is the foundation upon which we build a mutually respectful and successful learning environment where all stakeholders are accountable in working towards a shared vision.*

### Strategies

- Collaborate teaching practices that support and enhance student learning and teacher wellbeing.
- Value and plan for opportunities for authentic engagement between all stakeholders.
- A climate of positive health and well-being is fostered by all stakeholders.

### Performance Indicators

- Norms of engagement are transparent throughout the whole school.
- A positive school culture is embedded and celebrated.
- The Board and P & C operate in partnership with the school and contribute to the school's strategic direction.

### Targets

- National School Opinion survey shows an overall satisfaction rate of above 80%.
- School Board membership is increased to seven parents and one community representative.
- School Board self-assessment demonstrates positive trends in all six areas of the School Board Self-Assessment Tool.



