

Business Plan

2017 - 2019



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School Context

Pearsall Primary School is located in a relatively new housing subdivision 26km north of Perth within the City of Wanneroo. The school commenced in 2013 and provides K-6 education for students transitioning to secondary education from Pearsall Primary School mainly attend Wanneroo Secondary College or enrol in local Non-Government schools.

The school infrastructure is modern and provides excellent facilities to meet curriculum delivery requirements and outdoor play and structured learning activities in an appealing environment. These are four learning blocks, library and teaching areas to cater for specialist programs in science, music and physical education. The outdoor environment has been supplemented by a sustainability garden and additional shade to play areas.



The school's index of Community Socio-Educational Advantage (ICSEA) at 1053 is reflective of the community and similar to nearby schools. The students population is considerably diverse. There are small numbers of students with a disability, and Aboriginal students. Cultural diversity is further evidenced by the enrolment of international fee paying students studying in Australia on student visas and students studying on other types of visas. There are over 40 students with language backgrounds other than English, from Eastern Europe, South East Asia and Asia.



Student enrolment since commencement has been a feature of the school with an initial school population of 162 in 2013 rising to 428 at the time of the review. The trend upwards is expected to continue particularly as the enrolment strength is most notable in the early year's classes. The attendance rate at 96% is above the State average and the regular attendance is very high at 88%. Transiency at 18.9% is attributed to changing economic and employment circumstances in the community and increasing rental housing availability.

School Context



The major aim in developing partnerships is building strong connections to the community, particularly parents, and in ensuring the pastoral care program has a range of programs and access to services to promote student care, health and well-being and provide parent support. Key strategies in developing the school community include the establishment of the board and the P&C

to promote partnerships with business and the wider community to improve outcomes for students.

The school board was established following the transition from a school council in 2013. Board membership has reflected the changing school enrolment pattern with a developing understanding of roles and responsibilities. The board has sound procedures and consistency of operations with members who are proactive in their support for the school. Community membership and connections to the P&C are key features of board membership and operations. They have identified training and community awareness as key ingredients for future success. The board has played a major role in supporting and endorsing key policies that contribute to the effective management of the school.

Resourcing the school plays a major role, particularly in workforce management and an increasing enrolment. Targeted merit selection processes and ensuring staff have the leadership and learning, have been key to improvement.



Vision

Our Vision

A relentless focus on doing what is in the best interests of students, including embracing unique strengths and providing the opportunity for every child to be a leader.

ENABLERS

Staff

We will use the 7 habits as a staff, modelling required behaviours.

We will create a unified staff that is collaborative, highly supported and respected, continually gaining knowledge and skills, all leaders in their own right who have relentless focus on a student achievement and personal growth.

Partnerships via a Culture of Care

We will develop nurturing, positive, caring relationships with students, teachers, parents, agencies and wider community to create a mutual enduring value of care that is all embracing.

Staff Leadership

The aim is to have credibility, be knowledgeable, not ego driven, visible and caring. Leaders will be supportive of staff through the provision of time, flexibility, resources and continual individual knowledge building. We will aim to maintain a whole school focus on everyone being a leader, using the 7 Habits.

Literacy

Have every child be an effective reader who enjoys reading. Create a reading school. Readers are Leaders. Whole school approaches based on best practice.

Student Leadership

Find in each child their strengths to create leaders.

Routines and Procedures

There is consistent endeavour through routines and procedures in and out of the classroom to create an orderly, safe, caring environment. This commences from when students first enter the school at the start of the day.



Vision

High Expectations

High expectations will be set for all students both academically and socially. This will be achieved by setting targets and reflecting on practice to achieve targets using the curriculum requirements from ACARA.

Our Work Culture

- Remain responsive to change
- Continually gaining knowledge and skills
- Work efficiently, collaboratively, flexibly and with purpose
- Have the courage to change course if necessary
- Be a productive place for people to work where everyone is motivated
- Happy, fun place to work at, in a community of leaders
- A creed that features the use of the Seven Habits
- A workplace with no ego

Our Habits

- Be proactive
- Begin with the end in mind
- Put first things first
- Think 'win win'
- Seek first to understand then to be understood
- Synergise
- Sharpen the Saw

Our Motto

- Excellence Every Day



Foundations

Foundation 1—Optimised Student Learning

Objective 1: To create a culture of high expectations based on routines, procedures & purpose

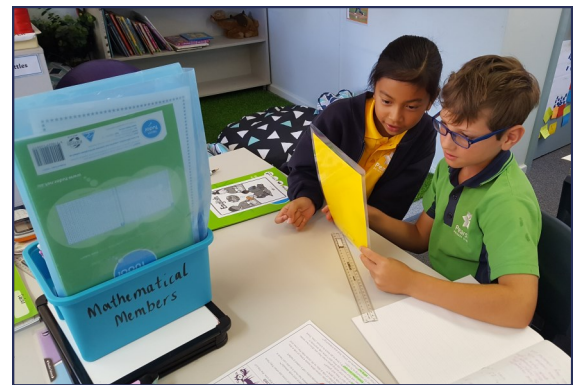
- Use of leader in me—data books, classroom mission statements
- WALT & WILF
- Explicit teaching & revision of expectations, routines and procedures including whole body listening, moving respectfully around the school.



Performance indicators: Students ability to be able to articulate and demonstrate expected behaviour, expectations and leadership qualities on a daily basis.

Objective 2: To ensure all students within our care have their individual educational needs met, providing an engaging and challenging curriculum for all.

- Screening
- Use of standardised testing inc. PAT Maths/ Science/ NAPLAN etc; effective assessment procedures within the classroom (diagnostic, formative, summative)
- Effective and timely communication with students, parents/ carers and appropriate outside agencies
- Differentiation (Grouping, expectation, level of work, questioning, support, etc)



Performance indicators: NAPLAN, IEPs / BEPs, engagement of students in their learning

Foundations

Objective 3: To recognise and promote the importance of Science & STEM subjects and Mathematics

- Providing an engaging and challenging specialist science program, based on evidence based on best practice evidence
- Engagement in Science week & community based science activities & initiatives
- Engagement in web-based science initiatives including interactive webinars, competitions etc.
- Science based incursions and excursions.
- Promote the enjoyment of maths to students.
- Provide direction for maths through a Maths Committee.
- Provide best practice maths learning.



Performance indicators: PAT Science, student's engagement in their learning, PAT maths testing results and NAPLAN maths testing results.

Objective 4: To establish and maintain positive, nurturing relationships with students and their parents/ carers based on mutual respect and trust

- See Foundation 2—Pastoral Care



Foundations

Objective 5: To embrace, promote and practice effective evidence based visible teaching and learning practices in all areas of the curriculum

- Relevant and up to date PD for staff in areas of both whole school & individual needs
- Use of WALT & WILF
- Use of KAGAN & brain-based teaching & learning strategies



Performance indicators: Classroom Observations.

Foundation 2—Pastoral Care

Objective 1: A connected school community.

Objective 2: Providing a safe supportive school environment.

Objective 3: A proactive focus on prevention and intervention that engages nurtures and promotes the wellbeing individuality of students and the school community.

Performance indicators: Parent and student surveys.

Foundation 3—Leadership using Leader In Me Philosophy

Objective 1: To use the 7 Habits of Highly Effective People as the code of conduct for students and staff.

Objective 2: To have integrated into all school life the notion of leadership and the 7 Habits.

Performance indicators: Parent and student surveys.

Foundations

Foundation 4—Effective Early Intervention

Objective 1: Provide early targeted intervention through screening and parent information (pre-K/ Term 4)

- Through teacher observations, TAC screening and school based speech pathologist consultation students are identified and referred to relevant therapies.

Objective 2: To have effective SAER processes that are systematic and transparent in the approach to identification and support of children with additional needs

- Teachers use age/ stage appropriate evidence based diagnostic assessments to identify SAER. This is then used to inform relevant stakeholders to access appropriate support.



Objective 3: To provide effective differentiation to accommodate the needs of students

- Build whole staff capacity in skills and strategies to target specific needs of individual students.

Performance indicators: Student Performance Data K-6 and a performance of Pearsall Primary School against like schools with NAPLAN. Information sourced from student exit surveys.

Foundations

Foundation 5—To create a reading school

Objective 1: To have whole school approaches for the teaching of phonological awareness, phonemic awareness and phonics.

Performance indicators: Student performance data K-6.

Objective 2: Have every student enjoy reading and leave Pearsall as a competent reader.

Performance indicators: Competency will be measured by use of PM Benchmarks and Informal Prose Inventory to determine student progress. Enjoyment will be measured using student surveys.

Objective 3: To inform and educate parents/ caregivers in effective reading approaches to create a community culture of reading.

Performance indicators: This will be measured using a parent/ caregiver survey.

Objective 4: Use research based best practices for the teaching of literacy.

Performance indicators: This will be measured by comparing NAPLAN data with like schools in Reading, Language Conventions and Grammar.

Foundation 6—Commitment and passion of staff

Objective 1: To have staff of committed, passionate and effective educators who always have students at the centre of everything they do

Performance indicators: Student surveys, performance management and staff observations.

Objective 2: To have supportive, collaborative and reflective practitioners

Objective 3: To have a shared responsibility for the vision and culture of the school through a distributed leadership model.



Foundations

Foundation 7—Maths skills and competencies will be a focus for required numeracy competencies.

Objective 1: To have whole school approaches for the teaching of numeracy.

Performance indicators: Use of PAT Maths testing results to inform the understanding of concepts.

Objective 2: Have every student enjoy learning mathematics.

Performance indicators: Use of student survey

Objective 3: To inform parents on the learning of mathematics in the school.

Performance indicators: Use of surveys and the collection of evidence to validate communication.

Targets

Numeracy

- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools.

Grammar and Punctuation

- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools.

Writing

- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools.

Reading

- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools.

Science

- PAT science results to be at or above standardised norms by the end of each academic year.

