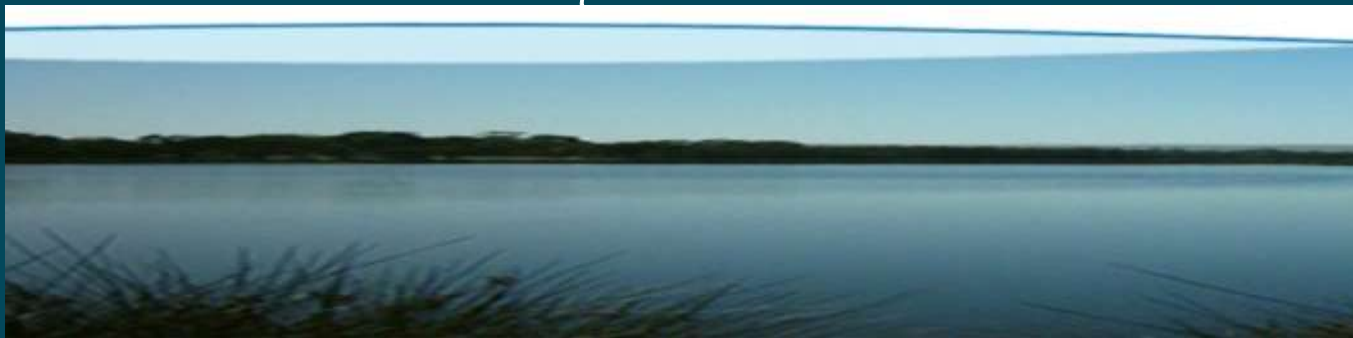


ROSSMOYNE PRIMARY BUSINESS PLAN

2015 - 2017



An Independent Public School



A plan for the delivery of a broad and balanced curriculum to meet the needs of all members of our school community in the context of an Independent Public School in the Western Australian Public School system

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An Independent Public School

Our Vision and Purpose

At Rossmoyne Primary School we are committed to the development of a community of learners in which everyone sees himself or herself as a learner. In partnership with parents, through the establishment of learning teams and the application of collaborative planning and teaching practices, the school will implement the Western Australian Curriculum and Assessment Outline. A delivery of a broad and balanced curriculum which embraces the world beyond our shores but retains a local community focus will be our goal. Flexible learning environments accommodate the individual needs of all students, including those from diverse backgrounds. Student learning resulting in sustained excellence and the achievement of developmentally appropriate outcomes is the pre-eminent focus of our attention.

Within a welcoming and safe environment our students will be engaged and happy learners and demonstrate pride in their own success and achievements as well as the achievements and success of others.

In a rapidly changing world in which technology plays a significant part, the school aspires to be a leader in the integration and application of learning technologies as a tool for learning.

In leading the school towards achieving its goals the principal will implement a distributed leadership model, which affords all staff opportunities to accept and demonstrate leadership and develop expertise, in order to sustain curriculum improvement.

A significant contributor to the sense of community in the school will be the capacity to involve our students in every aspect of school life. This will be part of a whole school pastoral care program, which incorporates resilience programs, peer support and leadership opportunities for all students.

Within this context our purpose is "to enhance each student's academic, social, creative, physical and personal development, thereby enabling them to fulfil their potential and contribute to the development of society". Our purpose will be achieved through the establishment of relationships between children, parents and staff based on care, mutual respect and open communication in a safe and supportive environment.

At Rossmoyne

Students

- actively participate in decisions about their own learning and the way in which the school community works together
- become independent and self-directed learners
- work collaboratively
- set goals aiming to achieve their personal best and respect and celebrate their achievements and those of others
- learn how to learn in order to become lifelong learners

Parents

- are actively involved in the life of the school including in the classroom
- have the right to meaningful participation in their child's education
- are provided with learning opportunities which allow them to become informed participants in their child's education

School Leaders

- model and support the commitments expected of teachers
- are committed to promoting and celebrating success
- are committed to supporting teachers in the development of teaching and learning programmes which maximise learning opportunities for students and ensure the achievement of planned outcomes
- promote an environment which fosters a culture of collegial support and participative decision making

Teachers

- work collaboratively and in teams to plan and implement learning programs
- are committed to the principles of teaching, learning and assessment in the Western Australian Curriculum and Assessment Outline
- seamlessly use technology as a tool for learning
- incorporate the teaching and learning of higher order thinking skills across the curriculum
- use a variety of teaching strategies which are creative and innovative, exemplifying good practice
- prepare developmentally appropriate programs
- are committed to high standards of academic achievement especially in literacy and numeracy
- provide a broad and balanced curriculum
- are committed to ensuring all students are successful learners and implement early intervention strategies for students at educational risk
- acknowledge and take account of different learning styles amongst students
- engage in self-reflection and on-going professional development
- are committed to supporting a whole school approach to pastoral care
- are committed to involving parents in their child's education
- maintain positive student teacher relationships
- are committed to the physical and emotional well-being of all students

OBJECTIVES, MEASURES AND PRIORITIES

KEY OBJECTIVES

1 - *To make every student a successful learner.*

Through the provision of a broad and balanced curriculum we strive to ensure all children are successful learners so that they maximise their potential. Students have access to learning opportunities that respond to the diversity of their needs and talents; including students of exceptional ability and those at risk.

2 - *To have effective teaching in every classroom.*

By making expectations clear, through the provision of targeted support and responsive professional learning opportunities, teachers are effective in delivering the best possible outcomes for their students.

3 - *For the community to have confidence in our school.*

With effective teachers and successful learners the community will maintain high levels of confidence in our school. A variety of communication strategies to promote the activities of students and teachers will support the development of this community confidence.

EVALUATION MEASURES

Student Achievement

- *Proportion of students meeting 'RPS Standard' i.e. B Grade equivalent or above – target 50% - 60%.*
- *Proportion of students meeting National Minimum Proficiency Standards [NAPLAN] – target same as or better than like schools [95% - 100%].*
- *Proportion of students in top two proficiency bands [NAPLAN] – target same as for like band schools [60% +].*
- *Non – Academic achievement measures:*
 - *Attendance*
 - *school attendance rate to be 95%+*
 - *reduce student absences due to vacations (authorized and unauthorized) from 1390 days in 2016 to 1000 in 2017.*
 - *reduce unauthorized absences from 41% in 2016 to 31% in 2017.*
 - *Attitude, Behaviour and Effort (ABE)*
 - *65% - 75% of students to achieve 'consistently' on all ABE indicators in Student Reports*

Effective Teaching

- *The extent to which student achievement is maximized – as evidenced by the student achievement levels*
- *Teacher satisfaction levels through biennial surveys*
- *The extent of staff engagement in professional learning*

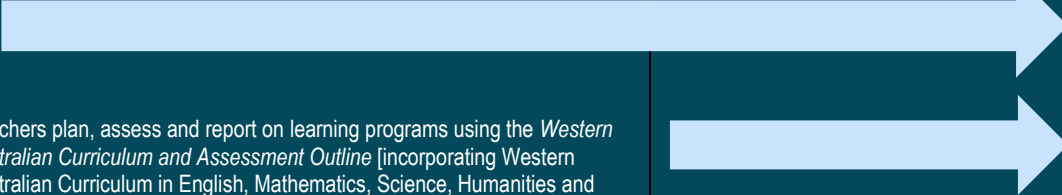
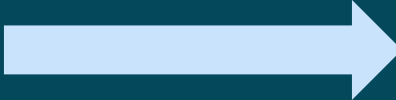
Community Confidence

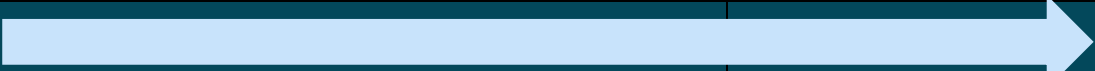
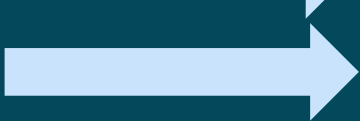
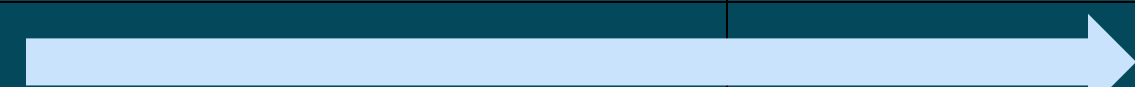
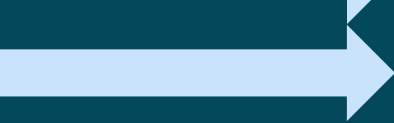
- *Parent and student satisfaction levels through biennial surveys – sustaining or increasing the current levels*
- *Expressions of interest in enrolment – sustaining the current trends*
- *Retention rates of upper primary students – sustaining the current trends*

PRIORITIES 2015 - 2017

1. *Western Australian Curriculum and Assessment Outline*
2. *Early Years of Schooling*
3. *Information Communications Technology*

STRATEGIC OVERVIEW 2015 - 2017

YEAR	2015	2016	2017
STRATEGIES AND INITIATIVES Western Australian Curriculum	<ul style="list-style-type: none"> Teachers plan, assess and report on learning programs using the <i>Western Australian Curriculum and Assessment Outline [incorporating Australian Curriculum in English, Mathematics, History and Science]</i>. Provide targeted professional learning opportunities to support the implementation of the <i>Western Australian Curriculum and Assessment Outline</i> – in English Continue to implement Cooperative Learning, Higher Order Thinking Skills, and Inquiry learning to support implementation Facilitate curriculum leadership to support implementation of the Australian Curriculum. Use phase of learning teams to create and support collaboration with a focus on curriculum planning and moderation Engage in regular collaboration to moderate judgments relating to achievement standards. Implement revised whole school approach to the teaching of literacy and numeracy in the context of the Australian Curriculum. Replace the use of <i>Curriculum Organiser</i> as a single repository for all supporting information for teachers with the use of <i>CONNECT Communities</i> on the department portal. Split the role of Learning Support Coordinator into two [K-2 and 3-6] to enhance the capacity of staff to meet the needs of students at educational risk. Revise Reporting and Assessment Policy to reflect system changes to Curriculum Assessment and Reporting. 	 <ul style="list-style-type: none"> Teachers plan, assess and report on learning programs using the <i>Western Australian Curriculum and Assessment Outline [incorporating Western Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences "HASS", and Health and Physical Education]</i>. Teachers participate in moderation opportunities. Professional learning and familiarization with Humanities and Social Sciences, Health and Physical Education [<i>through implementation</i>], Languages [semester two], The Arts and Technologies. Employ a teacher to model and support implementation of The Technologies curriculum. Select reporting context for Design Technologies for 2018. Select Production and Performance Arts to be reported on in 2018. 	 <ul style="list-style-type: none"> Teachers plan, assess and report on learning programs using the <i>Western Australian Curriculum and Assessment Outline [incorporating WA Curriculum in English, Mathematics, Science, Humanities and Social Sciences and Health and Physical Education]</i>. Professional Learning in WA Curriculum. Familiarization and professional learning continues with Languages, The Arts and Technologies WA Curriculum, in preparation for reporting in 2018. Appoint a Teacher Mentor to support staff with the Technologies curriculum. Access expertise and resources from TDS (Teacher Development Schools). Increase teacher participation in moderation opportunities. Partner with the 'Young Engineers' to explore Engineering in preparation for full implementation of Engineering as our selected Design Technologies context for 2018. Participate in the DREAM (Deeply Reflective Engagement and Mastery) Project to support the implementation of the WA Digital Technologies Curriculum. Professional learning in peer observation and feedback.

<p style="text-align: center;">STRATEGIES AND INITIATIVES <i>Early Years of Schooling</i></p>	<ul style="list-style-type: none"> • Implement the National Quality Standards Framework as required. • Provide targeted professional learning to support teachers and assistants in the provision of learning opportunities and the application of appropriate teaching strategies. • Implement K-2 specific elements as outlined in the whole school approach to Literacy and Numeracy. • Engage in professional dialogue with respect to the balance between explicit teachings and play based discovery learning. 	 <ul style="list-style-type: none"> • On-entry assessments – all PP and new students and selected Year 1 & 2 students. • Complete a collaborative NQS (National Quality Standard) Audit. • Investigate Brightpaths in Year One. • Investigate and then trial the 'Letters and Sounds' program . • Target gross and fine motor skills, eg: Pilates, Finger Gym. • Small group support in Years 1 & 2. • Nature Playground to be installed. • NQS (National Quality Standards) audit. 	 <ul style="list-style-type: none"> • Improved analysis of On-entry assessment data to provide evidence based teaching. • Enhance curriculum delivery in writing and reading. • Participate in more common assessment tasks and moderation opportunities to improve teacher judgments. • Implement Bright Path for Pre-primary to Year 3 as a strategy to improve moderation in writing. • Implement the 'Letters and Sounds' program. • Continue small group support in Years 1 and 2 and introduce in Pre-primary to target specific learning needs. • Review 2016 NQS audit and incorporate strategies in 2017 Operational Plan.
<p style="text-align: center;">STRATEGIES AND INITIATIVES <i>Information Communications Technology (ICT)</i></p>	<ul style="list-style-type: none"> • Further develop and refine ICT infrastructure to improve access to technology and the integration of ICT into all learning. • Review and enhance hardware required to support increased technology access and improved teaching practice through the use of technology • Provide targeted professional learning opportunities to support staff, students and parents in the safe and effective use and application of technology • Monitor the effectiveness of the 1:1 Mac Book program for years 5 and 6 and plan for the introduction in to year 4. • Begin implementing a shared iPad strategy in the early years and evaluate success. 	 <ul style="list-style-type: none"> • Introduce 1:1 Macbook program to Year 4s. • Professional learning for staff. • Purchase additional iPads for PP to Year 3. • Employ a Technical Support Officer. • Re-establish an ICT Committee – develop a 2016 to 2019 ICT Strategic Plan. • Student survey re: Macbook Program. • Employ a teacher to model and support implementation of The Technologies curriculum. • Develop a PP to Year 6 ICT Scope and Sequence document. • Consider implications and plan for NAPLAN online. • Investigate Learning Commons. 	 <ul style="list-style-type: none"> • Install additional Wireless Access Points throughout the school. • Improve school's bandwidth. • Staff to investigate other schools' BYOD (Bring Your Own Device) Programs. • Continue to work on transforming our library to a multimedia centre. • Investigate electronic reporting to parents and the school's use of Connect.

Endorsed at Board Meeting on _____

Principal: _____

School Board Chair: _____