

Alkimos Beach Primary School

Business Plan 2017-2019



Our Vision

Alkimos Beach Primary School's vision is to develop a connected, inspirational and relevant learning community in a dynamic and stimulating environment where students display respect for the environment, themselves and others and have a strong sense of belonging and community. At Alkimos Beach we encourage and promote excellence in all areas of learning and strive to create a culture of self motivated and confident students.

Welcome to Alkimos Beach Primary School

Alkimos Beach Primary School is an Independent Public School, with beautiful grounds that are complimented by the commissioned artworks, which depicts a range of marine animals and the well-known Alkimos shipwreck. The school provides a range of educational opportunities and experiences for students from Kindergarten to Year 6 and offers a range of specialist programs in the areas of Physical Education, Performing Arts and Visual Arts.

This unique school is one of four Public Private Partnership Primary Schools and is underpinned by strong community links and collaborative partnerships that work together to make this a vibrant, innovative, contemporary education facility.

The school is committed to providing a quality education for every student and prides itself on aspiring to high standards through working in Professional Learning Communities where the focus is on building consistent approaches to learning and teaching to support quality teaching and student attainment. We strive for continuous improvement through the review of student performance information and reflection on our teaching practice. It is our belief that it is the quality of the teaching and learning programs, relationships and learning environment that maximise student learning.

Our Motto

Explore..... Discover..... Achieve

Alkimos Beach Primary School is committed to working with its community to develop a strong school culture and ethos. The elements of the school motto reflect:

- the need for us to explore, to learn and understand our environment and our community, and the journey that we are all on that connects our knowledge and understandings inspiring us to achieve success.*
- as a school we reflect upon our decisions, directions and plans to ensure that they are reflective of our school vision and motto.*

Our Beliefs

Our shared beliefs are:

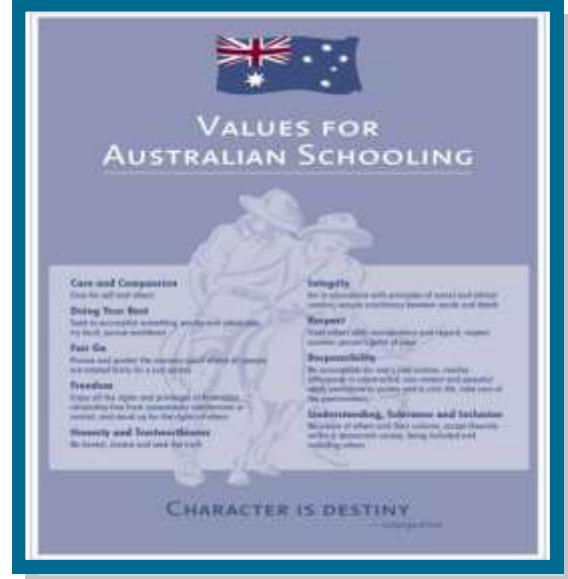
- Students need to have access to an inclusive, positive, safe and supportive learning environment that encourages and enables every child to succeed and become passionate and motivated about lifelong learning.*
- Learning is most effective when a culture of high expectations exists which encourages students to be accountable and reflective learners, and when students are provided with purposeful and motivating experiences.*
- We believe in providing students with the strategies needed and the opportunities to take risks to build resilience and well-being.*
- We believe in building positive and respectful relationships between key stakeholders through a positive, collaborative partnership.*



Our Values

Our shared values are based on the 9 Values of Australian Schooling. These are:

Care and Compassion
Doing Your Best
Fair Go
Freedom
Honesty and Trustworthiness
Integrity
Respect
Responsibility
Understanding, Tolerance and Inclusion



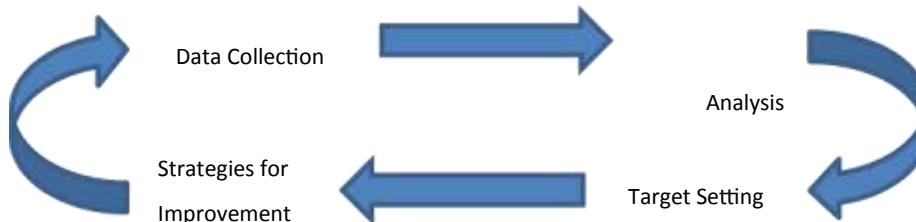
Self-Assessment Processes

The Alkimos Beach Primary School Business Plan 2017-2019 sets out the strategic direction and goals for the school for the next three years. This plan allows us to demonstrate our success in achieving the intent of our Business Plan and demonstrate its accountability to both the community and the system.

At Alkimos Beach PS the processes we utilise in demonstrating our accountability are:

- Professional Learning Communities (Phase of Learning Teams) provide a strong focus on school improvement through collaborative team work, which includes planning, assessment, analysis of data and moderation of student results.
- Targeted planning based on rigorous analysis of system, state and school based data.

The school plans for improvement through staff participating in the following process:



Priority Areas

The priorities for 2017-2019, outlined below, shape our core business. To deliver these priorities, we will implement a series of strategies and milestones that will be monitored using a range of indicators.

Success for all Students - Alkimos Beach PS utilises evidence based approaches that support effective teaching of key concepts and skills.

High Quality Teaching - Alkimos Beach PS students are academically engaged, have a strong sense of belonging and are well prepared for lifelong learning.

Effective Leadership - Alkimos Beach PS utilises a distributed leadership model to provide effective leadership across the school. There is a strong focus on staff and student wellbeing.

Strong Governance and Support - Alkimos Beach PS community work in partnership with the school to enhance opportunities and outcomes for all students.

Academic Improvement Targets

NAPLAN - YEARS 3 AND 5



NAPLAN Reading

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.
- Extend the percentage of Year 5 students in Bands 7 & 8 by 10%.
- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

NAPLAN Numeracy

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.
- Extend the percentage of Year 5 students in Bands 7 & 8 by 10%.
- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

NAPLAN Writing

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.
- Extend the percentage of Year 5 students in Bands 6 & 7 by 10%.
- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

ON ENTRY ASSESSMENT - Pre Primary

Speaking & Listening

- Reduce the number of students scoring less than or equal to 0.3 by 5%.
- Increase the number of students scoring 1.0 or higher to 10% or more.

Reading

- Maintain an average cohort score of 0.5.
- Reduce the number of students scoring less than 0.5 to below 25%.
- Increase the number of students scoring 1.0 or higher to 10% or more.

Writing

- Reduce the number of students scoring less than or equivalent to 0.2 to below 95%
- Increase the number of students scoring 0.5 or higher to 5% or more

Mathematics

- Maintain an average cohort score of 0.8.
- Reduce the number of students scoring less than or equivalent to 0.5 to below 4%

Non Academic Improvement Targets

Attendance Targets

- By the end of 2019 the school's annual average attendance rate will be 94% or higher.
- Increase the average percentage of students achieving regular attendance from 75.7% to 80%
- Decrease the representation in the 'At Risk' categories from 24.3% to below 20%

Satisfaction Rates

- Ensure that staff, student and parent satisfaction surveys are conducted in 2017 and 2018 and areas are addressed through a specific plan.

Priority 1: Success for all Students



Targeted Teaching & Student Performance Monitoring

Ensure each student's progress is supported, mapped and reported accurately.

- Develop staff competency to set SMART targets for the specific progress of students and groups of students based on rigorous analysis of data.
- Develop effective case management processes to support students' academic progress.
- Develop staff knowledge of the WA Curriculum including a corresponding 'Management Information Schedule' (MIS) with a specific focus on assessment tools that provide specific data on student performance to inform whole school, year level, class and individual planning.
- Identify and articulate what student progress is expected over a school year in each learning area of phase 1 of the WA Curriculum.
- Ensure the concurrent application of the WA Curriculum and Assessment Outline.
- Students for whom English is an additional language / dialect (EALD) are profiled using Progress Maps.

Learning Environment:

- Curriculum leaders in conjunction with their teams develop Operational Plans to provide specific direction across school priority and focus areas.
- Develop staff competencies in using technologies to promote the explicit teaching of information technology across the curriculum.
- Develop staff competencies in the provision of instruction in science, technology, engineering and mathematics (STEM).
- Self-assess against the National Quality Standard in the early years (Kindergarten—Year 2)
- Ensure relevant and appropriate time is provided for professional learning to address curriculum and evidence based program implementation

Leadership:

- Develop opportunities for student leadership roles which focus on promoting our school values.
- Provide professional learning opportunities to develop expertise.
- Align Executive team to Curriculum Leaders and learning areas as per the Alkimos Beach Distributed Leadership Model.

Assessment and Robust Evidence of Learning:

- Identify contemporary, intentional teaching approaches to develop skill and competency in planning across all year levels, particularly for literacy and numeracy.
- Individual student progress is monitored across multiple years.
- Student progress is assessed regularly and rigorously using fit for purpose assessments (at least twice per year).

Priority 2: High Quality Teaching

Teaching

- Develop and implement through collaboration, agreed curriculum scope and sequence documents to increase consistency and cohesiveness of practices among teachers.
- Implement the Phase 2 & 3 areas of the WA Curriculum.
- Develop Classroom Observation and feedback models.
- Develop teacher peer review processes with staff to enhance collaborative practice and professional learning opportunities.
- Implement and develop a whole school approach to the teaching of oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Implement a whole school approach to pedagogy through a model framework for teachers to plan for effective, connected practice within their classrooms that includes instructional strategies and tactics.

Learning Environment

- Develop expertise in school support staff (EA) through the provision of professional learning, work-shadowing and classroom observations to support student learning more directly.
- Develop effective behaviour management based on the Positive Schools Model and Classroom Management Strategies (CMIS) with a focus on student wellbeing.

Standards for Teachers:

- Build high professional standards across the school aligned to Australian Teacher Standards.
- Ensure rigor in early childhood through the implementation of the National Quality Standards and the Early Years Learning Framework.

Relationships

- Develop staff understanding of analytical teaching practices featuring diagnosis of the impact of teaching, including feedback from students and other staff.
- Establish targets to improve the proportion of students with more than 90% attendance.
- Use information, including ABE data in Reporting to Parents, to monitor whole-school plans for positive student behaviour.

Resources

- Align resources to the implementation of the WA Curriculum and evidence based programs.

Leadership

- Provide opportunities and targeted professional learning for aspirant leaders.
- Develop an effective and functional distributed leadership model to facilitate staff leadership and ownership of school priorities and focus areas.



Priority 3: Effective leadership

Teaching

- Develop a culture of analysis, in which staff routinely diagnose the impact of their teaching.
- Develop professional learning communities with phase of learning leaders.
- Develop a whole school wellness plan to specifically support student and staff wellbeing, safety and positive health.
- Develop a shared vision with staff of high quality teaching that drives school-level recruitment, professional development, productive collaboration among staff, and performance development.

Learning Environment

- Develop leadership expertise in school staff, through the provision of professional learning and work- shadowing.
- Learning area committees develop whole school plans including resource allocation and evaluation of plans.

Relationships

- Incorporate the perspectives of staff, students, parents and the community as active participants in school improvement planning.

Resources

- Align resources to support staff and leadership development.

Leadership

- Develop a comprehensive leadership strategy that incorporates the identification, nurturing of, and development of aspiring, beginning, current and senior leaders.
- Use Australian teacher standards for self-reflection, performance development and classroom observation.
- Provide productive feedback to staff, that results in improved practice, taking targeted action where standards are not met.
- Use self-assessment against the Aboriginal Cultural Standards Framework in school improvement planning.



Priority 4: Strong Governance and Support - Community Partnerships



Teaching

- Embed a community focus in teaching, learning and value-adding programs as applicable to the school priorities and focus areas e.g. Book Week, Performing Arts—choir participation
- Develop and embed effective procedures for staff induction.

Learning Environment

- Increase the understanding of, and community involvement in the teaching and learning programs through school initiatives such as Parent Information Sessions, 'Play & Learn' program and PPP Seminar Series.

Relationships

- Foster positive and productive relationships with parents/ carers. E.g. Parent open nights, Art Exhibitions, Performing Arts Concert. Parent-Teacher meetings.
- Seek contributions and involvement from members of the school community through surveys, P&C, School Board and associated school based activities.
- Foster and enhance a professional learning community across the local network.
- Foster parental involvement through the use of a school webpage as a means of keeping the community informed. E.g. Newsletters, classroom blogs and updates.

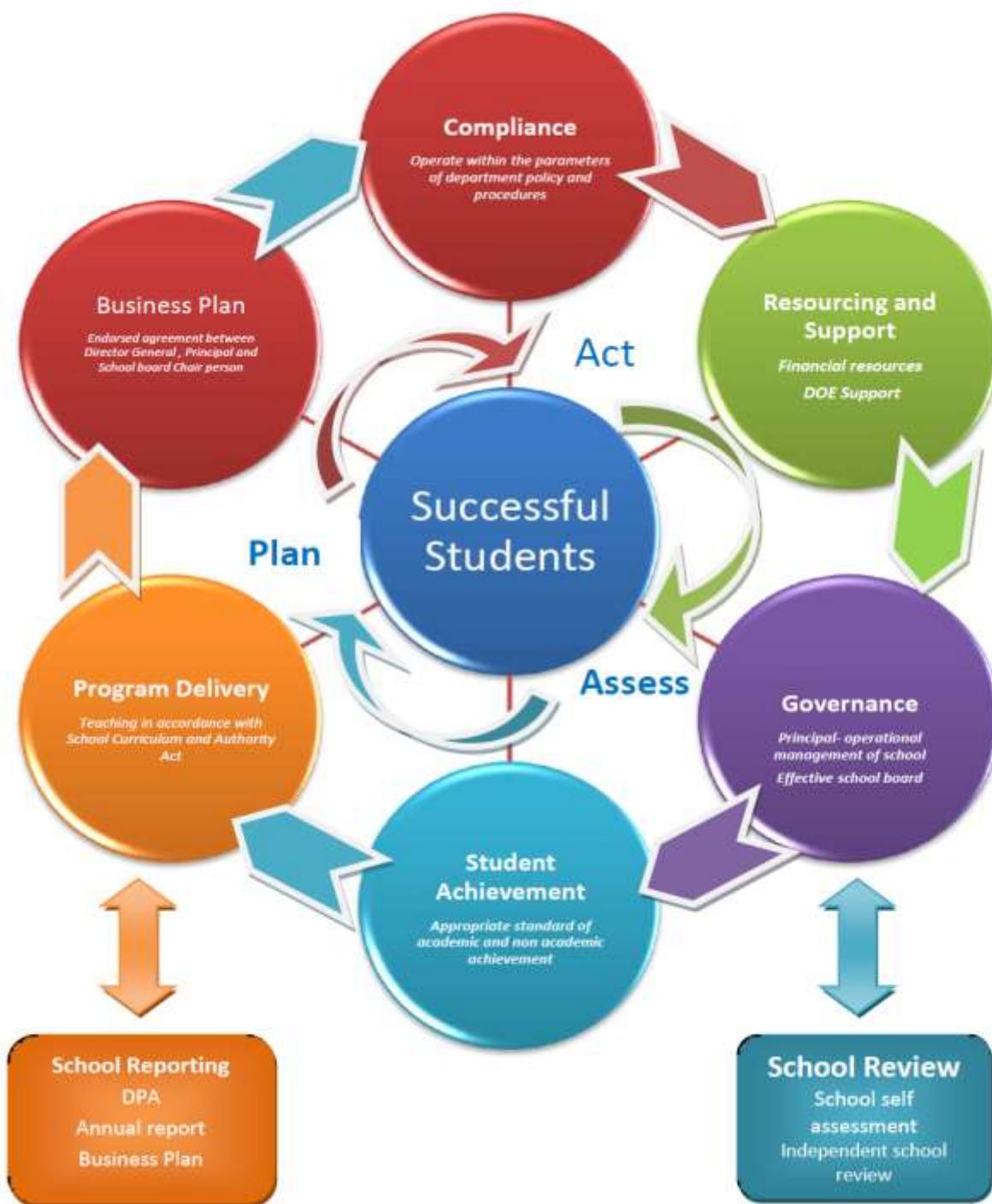
Governance

- By the end of 2017 the School Board is set up and functioning effectively and in a way that is reflective of our status as an independent school.
- Collect and evaluate school performance information during the period covered by this Business Plan to support the DES review which will be carried out in 2019.
- Ensure compliance with the Delivery and Performance Agreement as well as the Funding Agreement for schools.

Resources

- Continue to foster and support community use of facilities.
- Develop a marketing strategy for the Alkimos Beach Primary School context as an Independent Public School.
- Implement a process to inform planning and funding decisions for effective enrolment projection and census information.

How Our Plan Works.



Alkimos Beach Primary School has the success of our students at the core of our school improvement and accountability, with all elements focused on the standards of student achievement. The operational planning framework is an act, assess, plan and review cycle as outlined in the School Improvement and Accountability Framework. The purpose of our Business Plan is to assess our performance , plan for improvement and act on our plans in a continuous process that is central to effective school governance , ensuring that our students have the opportunity to achieve excellence.



Alkimos Beach Primary School is a school where our focus on learning is aimed at ensuring that:

- Students have access to a rich, diverse curriculum that is sequential and connected, catering for individual needs.
- Students are engaged through innovative teaching practices and have opportunities to set goals and receive timely feedback.
- Students feel respected for their individuality and are supported to access an inclusive curriculum in a safe environment.
- Programs reflect current evidence based research and pedagogical practice, integrate technology and involve the wider school community.





Alkimos Beach
PRIMARY SCHOOL

Explore • Discover • Achieve