

Illawarra Primary School

Business Plan 2015 - 2017



ILLAWARRA
Primary School | Caring for Peop
An Independent Public Scho

This business plan has been developed in consultation with the school staff and endorsed by the School Board.

Kelsie Owen – Chair

August 2015

Our Mission:

To provide an engaging, safe and supportive learning environment, in which students will be able to fulfil their potential in all areas – academic, social, physical, creative, and achieve a sense of purpose and self-worth in a changing society.

Our Ethos:

Students, staff and parents are treated with dignity and respect. Parents are encouraged to communicate with the school and will find that staff respond positively to their ideas and concerns.

Our Values:

- Self-acceptance and respect of self;
- Respect and concern for others and their rights;
- Social and civic responsibility;
- Environmental responsibility;

Our Beliefs:

- We are committed to providing all students with a quality education and to raise student performance.
- Students are treated as individuals with unique personalities and differing learning styles.
- Students are supported both academically and socially.
- Teachers set high expectations and acknowledge each student's best efforts.
- Students and parents receive relevant, consistent, quality information on student progress and are consulted about codes of behaviour and dress.

Instructional Practices:

- Directed explicit teaching that uses well-designed lessons which motivate, engage and challenge students.
- The strategy of John Fleming "I Do, We Do, You Do" is to be used by teachers. All classes will do 15 minutes of "drilling" first up at 8:45 am.
- Teachers provide effective feedback to students and monitor progress of students "Where are my students going?"
- All students should understand the goals of the classroom and be able to verbalise them.
- Ensure that teachers are exposed to best practice instructional practices being demonstrated by fellow staff at Illawarra Primary School.
- Implementation of whole school reading, comprehension, mathematics, grammar, spelling and phonics programs.
- All staff participate in working sessions which focus on explicit teaching, classroom standards, behaviour and class tone.



Successful Students/Effective Teachers:

English Targets 2015-2017 (with NAPLAN scaled scores (mean))

Reading	Year 3	<ul style="list-style-type: none"> Maintain school's score (419) above the state mean (401). Reduce the gap between male/female -24.
	Year 5	<ul style="list-style-type: none"> Reduce the gap between school score (464) and state mean (485) Reduce the gap between male/female -23.
Spelling	Year 3	<ul style="list-style-type: none"> Maintain school's score (433) above state mean (401). Reduce the gap between male/female -73.
	Year 5	<ul style="list-style-type: none"> Maintain school's score (489) and state (487) Reduce the gap between male/female -29.
Punctuation & Grammar	Year 3	<ul style="list-style-type: none"> Maintain the school's score (440) above the state (401).
	Year 5	<ul style="list-style-type: none"> Reduce the gap between school (483) and state (487)
Writing	Year 3	<ul style="list-style-type: none"> Improve school score (380) to that of state mean (394).
	Year 5	<ul style="list-style-type: none"> Improve the school's score (418) to that of state mean (459). Decrease gender variation males -v- females scores (present -102, 355 -v- 457.)

Key Performance Area	Milestones/Strategies
English	<ul style="list-style-type: none"> All staff trained in the explicit teaching model. Up skill teachers and Education Assistants in phonological awareness. Identify and implement early intervention strategies and assist students in their acquisition of Literacy skills. Continue to follow the Whole School Literacy Plan and to use the year level overviews. Continue with the 120 minute uninterrupted Literacy Block in all year levels. Explicitly teach through all English learning programs: <ul style="list-style-type: none"> Phonemic awareness Phonics Vocabulary Grammar and punctuation Repeated reading to be established for all year 1 and 2 children conducted by Education Assistants. Implement the Australian Curriculum English. Explicitly teach language conventions using Oxford Grammar and Spelling Rules to support concepts. All teachers will use the first 15 minutes of Literacy Block to use the "warm up" technique of drilling. Formalize the use of "scripts" for warm ups.

Key Performance Area	Milestones/Strategies
Early Learning Years	<ul style="list-style-type: none"> • Use “plough backs” at the end of explicit teaching. • There is an emphasis on explicit teaching practices in the early years, particularly in Literary and Numeracy. This is closely aligned to our Whole School Literacy Plan with clearly defined expectations and benchmarks which commence in Kindergarten. • Our K-2 programmes will meet all elements of the National Quality Standards.
K-2 Writing	<ul style="list-style-type: none"> • All teachers to explicitly teach the framework for narrative and persuasive texts. • Recognise the importance of highly developed oral language and its impact on early writing skills. • Oral retelling of narratives. • Students to apply basic punctuation skills and vocabulary to all writing genres. • Student’s encouraged to “magpie” ideas in partners/groups to assist with developing ideas. • First copy last copy stressed. • 10 minutes timed writing. • Write one word, read it back. • Use terminology: <ul style="list-style-type: none"> ▪ Plan for Success ▪ Sizzling Starters ▪ Endings with Impact
3-6 Writing	<ul style="list-style-type: none"> • Students to apply correct grammatical skills across all writing genres. • Oral retelling for narratives. • Students encouraged to “magpie” ideas. • Teach TEEL paragraph construction. • Teach “7 Steps of Writing” to address all forms of writing.

Mathematic Targets 2015-2017

Year 3	<ul style="list-style-type: none"> • Maintain the school’s mean scaled score (404) above that of the state(390). Improve girls’ scores compared to boys.
Year 5	<ul style="list-style-type: none"> • Improve the school’s mean scaled score (468) to that of the state (476). Improve boys’ scores compared to girls.

Key Performance Area	Milestones/Strategies
Mathematics	<ul style="list-style-type: none"> • Teachers to explicitly teach Mathematics during the 70 minutes Mathematics Block. Each lesson will start with “warm up” drills and end with “plough backs”. • Implement the Australian Mathematics Curriculum. Explicitly teach mathematical concepts using the New Waves Mental Maths book – Years 1-6 and Origo. • Origo “Stepping Stones” license for the interactive white boards has been purchased. • Utilise the NAPLAN Numeracy Planners on years 3 and 5.

Information and Communication Technology Targets 2015-2017

- Have 6 iPads per PrePrimary Class.
- Have 1 class set of iPads for each teaching block:
 - Junior = 25
 - Middle = 25
 - Senior = 33
- All staff to be proficient in using iPads to support English and Mathematics learning areas.

Key Performance Area	Milestones/Strategies
Information and Communication Technology	<ul style="list-style-type: none"> • Install network switches and extra data points to Rooms 18 and 19. • Install wireless routers to give whole school coverage rooms 3, 7, 12, 14, 18 19 and 20. • 1 top spec PC per teaching area attached to the interactive whiteboards. • Students are to develop the following ICT capabilities: <ul style="list-style-type: none"> ▪ Social and ethical protocols ▪ Create and conduct investigations ▪ Communicate ideas and in format ▪ Merge and Operate

Attendance Targets 2015-2017

- Improve attendance rate from 92% to 94%.
- Improve regular attendance category to be equal to all WA Public Schools.

Key Performance Area	Milestones/Strategies
Attendance	<ul style="list-style-type: none"> • Implement strategies to monitor and increase student attendance and strengthen school. Student and parent relationships. • Acknowledge with a small reward all children with <5 half days absent with no unauthorized codes. • Acknowledge each child with 100% attendance each term in the newsletter and with 5 tickets for end of term raffle. • Intervene in all cases of children showing < 80% attendance as noted on Student Attendance Reporting. • Teachers will hand children without a notice explaining the absence, a school note for parents to fill in and return.

School Resourcing:

Key Performance Area	Milestones/Strategies
Financial responsibility is dispersed to staff	<ul style="list-style-type: none"> • Purchasing cards are distributed to teacher leaders to streamline resource acquisition. • School meets financial audit requirements.
Workforce Planning	<ul style="list-style-type: none"> • Staff are selected using a merit selection process that includes an actual lesson demonstration. • Diversity of staff both in age, culture and gender needs to be aimed for. Over the five year period 2010 -2014 the highest population of staff shifted to the 55-64 age range (44%) from the 45-54 (22%). The average age of teaching staff was 48.8 years and for non-teaching staff 51.9 years. In 2014 there were 4 male teaching staff compared to 23 females and one male non-teaching staff compared to 26 females. The diversity profile for 2014 showed 4 ATSI at 1.4 FTE; 9 ESL at 5.8 FTE and disability, one at 0.80 FTE. • Professional learning is offered to all non-teaching staff.
Leadership/Working Relationships	<ul style="list-style-type: none"> • Distributed leadership model provides opportunities for staff with leadership aspirations to develop skills. • Build capacity amongst staff using a dispersed leadership model where skills for leadership aspiration can be developed. • Provide opportunities for staff to coach, mentor and model professional practice to colleagues. • Support staff collaboration through the provision of shared DOTT. • Performance management of staff is used as a tool to support, monitor and develop skills in staff. The Australian Institute of Teaching and School Leadership (AITSC) Standards are to be utilized.
Professional Learning Communities (PLC)	<p>All staff are to be familiar with what we wish to achieve:</p> <ul style="list-style-type: none"> • Shared understanding of PLC concepts: <ul style="list-style-type: none"> ▪ Educators committed to working collaboratively in ongoing processes of inquiry and action research to achieve better results. • 3 big ideas: <ul style="list-style-type: none"> ▪ Focus on learning rather than teaching. ▪ Work collaboratively. ▪ Accountable for results. • 4 critical questions: <ul style="list-style-type: none"> ▪ What do we want students to learn? ▪ How do we know if they have learned it? ▪ What do we do if they don't know it? ▪ What do we do if they already know it? • Development of high-performance teams. • Get agreement on essential learning (e.g. in number) known as the "power standards". • Get agreement on how we assess these so children demonstrate they have learnt them.

School Culture:

Key Performance Area	Milestones/Strategies
Positive Mental and Emotional Health	<ul style="list-style-type: none"> Implement Bounce Back program to teach young people the social-emotional skills that underpin wellbeing and resilience.
Behaviour Management and Emotional Regulation	<ul style="list-style-type: none"> Implement strategies to foster student well-being that encourages them to be responsible and respectful. Positive Behaviour Strategy Initiatives are implemented in each class and across the school. Look for P/L opportunities to enhance Positive Schools initiatives. New school Behaviour Management Plan adopted in all classes. Collect and interpret school wide behaviour data to drive decision making in pastoral care.
Strong relationships present between students and staff	<ul style="list-style-type: none"> Classes are open at 8:20 for greeting time. At 8.35 a hand bell is rung to signal to students to go to class. At the 8.40 siren, classes commence. 2 administration staff will do before school morning duty to meet and greet children and parents. Students and families are given early feedback of any behaviour problems demonstrated by a child.

Partnerships:

Key Performance Area	Milestones/Strategies
Parent Involvement and Engagement	<ul style="list-style-type: none"> Establish a School Board with a Constitution. Develop a strong relationship between School Board and P&C. National School Opinion Surveys for parents, students and staff are administered, analysed and addressed appropriately.
Marketing	<ul style="list-style-type: none"> Need to increase school enrolments by targeted marketing. Brochure for new land development areas. Develop sponsorships with local businesses to fund specific projects related to improving the school grounds, along with a nature playground.
Networking	<ul style="list-style-type: none"> Work with the Ballanjarra Cell to improve curriculum pedagogy of school staff. All teachers visit Ballajura Primary School to observe "explicit instruction"



Target Achievements: Actual 2015

English Targets 2015-2017 (with NAPLAN scaled scores (mean))			
Reading	Year 3	<ul style="list-style-type: none"> Maintain school's score (419) above the state mean (401). School's score was (407) equal to the state mean (407). Reduce the gap between male/female -24. The gap between male/female -60 increased. 	
	Year 5	<ul style="list-style-type: none"> Reduce the gap between school score (464) and state mean (485). Improved the schools score to (490) and state mean to (483). Reduce the gap between male/female -23. The gap between male/female +9 was reduced. 	<p>✓</p> <p>✓</p>
Spelling	Year 3	<ul style="list-style-type: none"> Maintain school's score (433) above state mean (401). The school's score (443) was above state mean (398). Reduce the gap between male/female -73. The gap between male/female -62 was reduced. 	<p>✓</p> <p>✓</p>
	Year 5	<ul style="list-style-type: none"> Maintain school's score (489) above state (487). The school's score (509) was above state (487). Reduce the gap between male/female -29. The gap between male/female +7 was reversed. 	<p>✓</p> <p>✓</p>
Punctuation & Grammar	Year 3	<ul style="list-style-type: none"> Maintain the school's score (440) above the state (401). The school's score (420) was above the state (419). 	✓
	Year 5	<ul style="list-style-type: none"> Reduce the gap between school (483) and state (487). The gap between school (495) and state (489) was increased. 	✓
Writing	Year 3	<ul style="list-style-type: none"> Improve school score (380) to that of state mean (394). The school score (409) is now above that of the state mean (404). 	✓
	Year 5	<ul style="list-style-type: none"> Improve the school's score (418) to that of state mean (459). The school's score (460) was improved to that of state mean (465). Decrease gender variation males -v- females scores (present -102, 355 -v- 457). The gender variation males -v- females score (present +2, 461 -v- 459) was significantly improved. 	<p>✓</p> <p>✓</p>

Mathematic Targets 2015-2017

Year 3	<ul style="list-style-type: none"> Maintain the school's mean scaled score (404) above that of the state(390). Improve girls' scores compared to boys. The school's mean scaled score (397) was maintained above that of the state (387). We did improve girls' scores compared to boys, 38 to 20. 	✓
Year 5	<ul style="list-style-type: none"> Improve the school's mean scaled score (468) to that of the state (476). Improve boys' scores compared to girls. The school's mean scaled score (502) was improved considerably to that of the state (481). We did improve boys scores compared to girls, -28 to +19. 	✓

Information and Communication Technology Targets 2015-2017

- Have 6 iPads per PrePrimary Class.
6 iPads per class. ✓
- Have 1 class set of iPads for each teaching block:
 - Junior = 25 24 ✓
 - Middle = 25 24 ✓
 - Senior = 33 32 ✓
- All staff to be proficient in using iPads to support English and Mathematics learning areas.
Variable – Staff training is ongoing. ✓

Attendance Targets 2015-2017

- Improve attendance rate from 92% to 94%.
Attendance rate was improved to 93%.
- Improve regular attendance category to be equal to all WA Public Schools.
Our regular attendance rate improved from 70.5% in 2014 to 75.6% in 2015. However we are below the all WA Public Schools which sits at 78%.

Target Achievements 2016: **Actual 2016**

English Targets 2016-2017 (with NAPLAN scaled scores (mean))

Reading	Year 3	<ul style="list-style-type: none"> Improve the % of children in the top 20% from 11% to 20%. 	Yes 26%
	Year 5	<ul style="list-style-type: none"> Improve the % of children in the top 20% from 19% to 20%. 	Yes 20%
Spelling	Year 3	<ul style="list-style-type: none"> To continue at 34% the percentage in the top 20%. 	Yes 49%
	Year 5	<ul style="list-style-type: none"> To improve from 22% in the top 20% to 25%. 	Yes 37%
Punctuation & Grammar	Year 3	To improve from 15% in the top 20% to 20%.	Yes 37%
	Year 5	To improve the % of children in the top 20% from 19% to 20%.	Yes 35%
Writing	Year 3	To continue to achieve 26% of students in the top 20%.	Yes 47%
	Year 5	To improve from 9% to 20% the percentage of children in the top 20%.	Yes 24%

Mathematic Targets 2016-2017

Year 3	To continue to have 24% in the top 20%.	Yes 32%
Year 5	To improve from 19% to 24% in the top 20%.	Yes 24%

Attendance Targets 2016-2017

<ul style="list-style-type: none"> Improve attendance rate from 93% to 94%. 	No, stayed at 93% for Semester 1 and 92% Semester 2
<ul style="list-style-type: none"> Improve regular attendance rate to be equal to all WA Public Schools i.e. 77%. 	No 76% S1 and 73% S2

Student Behaviour 2016-2017

<ul style="list-style-type: none"> To reduce the present 30% rate of children sent to detention for "disobeying" the teacher, to 10% of all detentions. 	No, reduced to 20%. Six of 30 children in detention.
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Information and Communication Technology Targets 2016-2017

<ul style="list-style-type: none"> By NAPLAN testing of 2017, we will have enough iPads, which are in spec and at network capacity, to allow every student in year 3 and year 5 to access the NAPLAN tests online. 	Yes, iPads purchased.
<ul style="list-style-type: none"> Volunteer the school to trial in 2018 NAPLAN online. 	Yes (applied Nov.24), school accepted into 2018 trial.

Target Achievements 2017

English Targets 2017 (to be at or above the Australian Scaled Mean Scores)

Reading Year 3 At 425

Year 5 At 502

Spelling Year 3 At 420

Year 5 At 493

Punctuation & Grammar Year 3 At 436

Year 5 At 505

Writing Year 3 At 420

Year 5 At 475

Mathematic Targets 2017 (to be at or above the Australian Scaled Mean Scores)

Year 3 At 402

Year 5 At 493

Attendance Targets 2017

- Improve attendance rate from 93% to 94%.
- Improve regular attendance rate to be equal to all WA Public Schools. i.e.78%

Student Behaviour 2017

- To reduce the present 20% rate of children sent to detention for “disobeying” the teacher, to 10% of all detentions.

Coding and Digital Technology Targets 2017

- All children can demonstrate “coding” by using “unplugged” activities.
- The Science specialist will introduce “robotics”, using STEM resources supplied by D of E, firstly with small year groups, three times a week.
- Participate with network schools in a STEM Club at BCC for year 5/6’s, conducted after school.



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