

Middle Swan Primary School

An Independent Public School

Business Plan 2016 - 2019



Excellence and Respect

Our School

Middle Swan Primary School lies nestled at the foot of the Darling Ranges, set in a tranquil bush landscape. The well maintained gardens and nature playground provide the community with a beautiful environment for learning and wide open spaces for play.

Middle Swan has a long and enduring reputation of being a great school. Staff place maximum focus, on ensuring students have success, in a high care environment. An experienced and progressive staff combine deep understanding of how a child develops and skilful implementation of Classroom Management Strategies to ensure effective learning.

Just as importantly, evidence based programs including Words their Way, Letters and Sounds and 'Talk for Writing' are implemented as whole school practices to ensure students are provided with consistency and opportunity to develop over time. Specialist programs include Physical Education, Visual Art, Drumbeat, Cycling, Choir, Recorder and individualised tutoring where a need is required.

The School Board meets twice a term and its members come from wide ranging backgrounds including outside support agencies. The Board is developing a strong sense of governance and promotes its profile through the School Board Awards.

We continually pursue whole school improvement as High Performance is our aspirational goal. As an Independent Public School we exercise and focus our use of resources on achieving the best outcomes for all children. We are committed to the "'Fogarty EDvance Program', an evidence based approach to improving teaching and learning and a key strategy for the 2016 - 2018. Improvement begins in, our three year old program Cygnets, with milestones and interventions such as speech therapy. Our early program prepares children for formal learning and onto the path of successful transitions into the high school years.

High Care underpins the culture of Middle Swan. We are recognised for our partnerships with the wider community and the level of support provided to parents and caregivers. For over 15 years the school has run FAST (Families and Schools Together) a support program for school families, run and organised by staff. Students and the school community more recently benefit from the highly effective and evolving partnership with the onsite Child and Parent Centre. All of these attributes make Middle Swan a great school with a great sense of community.

Differentiation to meet all students' individual needs is imbedded in the pedagogy of high quality teaching and reflective of 'High Performance – High Care', the Strategic Plan for WA Public Schools 2016 - 2019. Strong school based SAER processes combined with effective links to outside agencies underpins our high care culture.



Our Vision

Excellence and Respect - The school community works together towards the provision and expectation that every student will reach their potential and become valued members of society.

Our Values

1. Excellence
2. Respect, care and compassion
3. Inclusivity
4. Appreciating cultural and social diversity of the community
5. Valuing the common purpose of home and school
6. Responsibility

Students are encouraged to strive to establish the school values as a part of their daily practice and learn through exemplary behaviour modelled by staff and other students. All staff is expected to model the school values at all times.

Our Beliefs about Teaching and Learning - an environment that is intellectually, socially and physically supportive of learning

We believe children learn best when

- They have opportunity to set realistic goals, to reflect and receive quality feedback
- They belong to a safe, caring and supportive environment where there is emphasis on effective social skills
- They attend regularly
- They have good role models
- Learning experiences are meaningful, motivating and provide success
- There is accountability and high expectations
- High quality teaching is explicit, evidenced based and targeted
- There is differentiation and scaffolding in program delivery
- Teachers know their impact and how children learn best
- Whole school practices are embraced and sustained



Our Priorities

1. Academic – Improved achievement in mental calculation, increased knowledge of vocabulary and better comprehension skills
2. Building staff capacity to monitor and align classroom teaching and assessment against school targets
3. Wellbeing – increasing student wellbeing and engagement, increasing staff wellbeing

Our Aspiration

- To perform above 'like schools' and closer to the state average, by monitoring 'how we are going.'

Success for all children is enhanced by the following -

High Quality Teaching

- A high care culture based on strong individual case management
- A commitment to targets
- Collaborative planning
- Moderation
- Peer Observation/classroom observation
- Reflecting on our performance i.e. seeking feedback
- Whole school practices i.e. Guided Reading
- Professional Learning
- Quality professional growth
- Monitoring and aligning to targets
- High expectations and standards
- Positive respectful relationships with parents

Relationships

- Good Parent partnerships
- Partnership building
- Strong rapport between students and teachers
- Networking with outside groups including the onsite Child and Parent Centre for better student outcomes
- Families and Schools Together program (FAST)
- Provision of Parent workshops i.e. 123 Magic
- 3 Way Conferences for reporting

A Safe and Supportive Learning Environment

- High Care and Wellbeing for all
- Good rapport between teachers and students
- Use of Classroom Management Strategies
- Goal setting for students and staff
- Feedback for students and staff
- Differentiation in every classroom
- Well Monitored SAER Processes
- Effective Individual Plans IEPs, BMPs
- Promotion of wellbeing practices for all
- Good Standing
- Effective Behaviour Management

Effective Leadership

- Develop shared vision
- Curriculum leaders
- Collaborative leaders
- Capacity building
- Professional learning
- High expectations and standards
- Leadership roles for students
- An informed and skilled School Board

Resources

- Strategic planning for greatest sustainable impact
- Access to Child and Parent Centre for parents and students
- Strategic planning by committees to prioritise budgets
- Effective Performance Management



English Achievement Targets

NAPLAN

- Achieve consistently better than like schools in all year levels.
 - 10% of students achieve in the top 20% of NAPLAN
 - Majority of students achieve in the middle 60%.
 - Consistently achieve increasing longitudinal results
 - Aboriginal students achieve above the National Minimum Standard
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- 10% of students achieve 'B's on Summative report each semester
 - Whole school performance in PATR reflects less than 50% of students on or below stanine 5 each year.
 - Increase the % of students in stanine 6 from 12.5%
 - An expectation pre-primary students score 0.5 in the On Entry assessment term 1
 - 90% of student achieve year group's expected phase in Letters and Sounds
 - Annual audit with PM Benchmarks assessments of monitored group reflects value adding

Major Strategies

- Expectation and maintenance of strategies articulated in Literacy Plan
- A relentless focus in teaching and planning to develop effective Vocabulary
- Frequent moderation across the year, with the use of SCSA resources, to monitor teaching points and progress towards students achieving B grades
- Application of 'Fogarty EDvance' initiatives
- Whole school approaches i.e. 'Talk4Writing', Letters and Sounds, Words their Way
- Leadership conduct classroom observations, provide feedback and professional growth meetings
- Whole School emphasis on First Steps strategies, in particular Guided Reading
- Implementation of NQS
- Speech Therapy program in the Early Years
- Parent support with early years strategies in Cygnets
- Curriculum leaders analyse data, develop strategies for improvement and unpack with staff
- English Committee develop organisational plans that aligns to budget requirements
- Extension program for year 2 and 4 students
- Teachers implement the Teach Plan Assess cycle, using assessment for planning
- Comparison of Cold and Hot Tasks
- Literacy Block to include Guided Reading, Writing, Phonemic Awareness, Spelling, Grammar and punctuation,
- Classrooms First focus
- Investigate use of PAT Vocab in 2017

Milestones

- Maintain and improve NAPLAN results
- Reporting of English grades each semester
- PATr term 4
- Monitoring of PM Benchmarks for 25% of students term 1 and 3
- Collaboration groups term reflections for School Review processes



Mathematics Achievement Targets

NAPLAN

- Achieve consistently better than 'like schools' in all year levels
 - 10% of students in top 20% in NAPLAN.
 - Majority of Year 3 students to achieve Band 2.
 - Consistently achieve increasing longitudinal results
 - Aboriginal students to achieve above the National Minimum Standard
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- 10% of students achieve 'B's' on Summative Report each semester

Major Strategies

- First Steps
- Implementation of a whole school scope and sequence of mental calculate strategies
- Implementation of a mathematics block with mental calculate, basic facts, gradual release
- Implementation of 'Fogarty EDvance' Program Initiatives
- Whole school vocabulary scope and sequence model and time for reflection/reasoning.
- Whole School Mathematics Plan
- Scope and Sequences
- Define what a year of learning looks like in each year group
- Extension program for year 2 and 4
- Every students achievement is mapped with the Maths Tracker
- Allocation of FTE for shoulder to shoulder coaching
- Leadership conduct classroom observations, provide feedback and professional growth meetings

Milestones

- Use of Maths Tracker across the year
- Summary Mathematics grades each semester
- Year 3 and 5 NAPLAN

Science Targets

- At least 15% of students achieve a 'B' in each summative report
- The majority (80%) of students achieve at least a "C" in each summative report.

Major Strategies

- All teachers use the Primary Connections curriculum
- All teachers follow the School's Science Plan
- Teachers engage in Science moderation

Milestones

- Semester 1 and 2 report grade summaries



History Targets

- 15% or more students achieve 'B's

Major Strategies

- Teachers engage in HASS moderation at least once a year
- Implement Phase 2 of the WACAO in 2017

Milestone

- Semester 1 and 2 report grade summaries to identify % achieving 'B's

Cross Curricula Targets

- NQS is implemented and verified in each K-2 classroom
- All staff implements whole school approaches i.e. 'Letters and Sounds', guided reading
- Staff implement effective BMPs to reduce escalation and suspension
- All students set and achieve personal goals.

Major Strategies

- Develop and imbed a culture of Respect and Excellence
- Students leadership opportunities through Prefects program, GRIP Leadership and term 3 Faction Captains
- Staff implement Classroom Management Strategies
- Application of 'Fogarty EDvance' initiatives
- Verification process of NQS



Non Academic Targets

- 95% of students attend Good Standing
- Maintain school attendance above state average, each year.
- Our Health Survey reflects increased satisfaction
- A register of all students at educational risk is maintained
- The rate of school voluntary contributions increases annually and is monitored by School Board
- Staff are motivated, engaged and committed to professional learning
- Staff Wellbeing monitored by Fogarty OHI survey. Improved results in Rewards and Recognition.

Major Strategies

- Assessment is routinely analysed and documented to inform programs, teaching and review processes
- Teachers use AITSL with which to reflect and set their own professional goals
- Implement whole school attendance strategies
- All teachers implement pedagogies from the Whole School Pedagogy Document
- All staff complete CMS professional learning and effectively implement those strategies in the classroom
- Through the Wellbeing committee implement strategies for both students and staff
- The leadership team observe teaching and learning and provide feedback
- Professional growth meetings for all staff
- FAST program for Families
- Implementation of Friendly School's plus as a Whole School Approach
- Self-assessment against the Aboriginal Cultural Standards Framework

Milestones

- School Board Excellence and Respect Awards for students each semester.



Timeline of Milestones			
2016	Term 2	<ul style="list-style-type: none"> - Report Grades - Maths Tracker (All year) - Excellence and Respect Awards - NAPLAN 	
	Term 3	<ul style="list-style-type: none"> - PM Benchmarks for monitored students - Basic Maths Test – Westwood one minute tests - Census - Maths Tracker 	
	Term 4	<ul style="list-style-type: none"> - NAPSL – Year 6 - Report Grades - PATR - Attendance - Excellence and Respect Awards - On Entry for select students - 	
2017	Term 1	<ul style="list-style-type: none"> - On Entry - Speech Assessments - PM Benchmarks for monitored groups - Census - 	
	Term 2	<ul style="list-style-type: none"> - Report Grades/Student Analysis - Excellence and Respect Awards - NAPLAN 	
	Term 3	<ul style="list-style-type: none"> - PM Benchmarks for monitored groups - Census - 	
	Term 4	<ul style="list-style-type: none"> - NAPSL – Year 6 - Report Grades - PATR Vocab/Comprehension - Attendance - Excellence and Respect Awards - On Entry for select students - Basic Facts Test - Board Review of Milestones 	
2018	Term 1	<ul style="list-style-type: none"> - On Entry - Speech Assessments - PM Benchmarks for monitored groups - Census - 	
	Term 2	<ul style="list-style-type: none"> - Report Grades - School Board Awards - NAPLAN - 	
	Term 3	<ul style="list-style-type: none"> - PM Benchmarks for monitored groups - Census - 	
	Term 4	<ul style="list-style-type: none"> - NAPSL – Year 6 - Report Grades - Attendance - PATR Vocab/comprehension - Excellence and Respect Awards - On entry for select students - Basic Maths Test - Board Review of Milestones 	
2019	Term 1	<ul style="list-style-type: none"> - On Entry - Speech Assessments - PM Benchmarks for monitored groups - Census - 	

