

# MULLALOO HEIGHTS PRIMARY SCHOOL



## *Business Plan 2015-2017*



**STRIVE**

# OUR SCHOOL

At Mullaloo Heights Primary School, we are committed to making a real difference to all of the children in our care. Supported by a proactive community, our school provides a warm, caring and friendly environment in which each child is treated as an individual and supported to fulfil their unique potential. Many of our students reside outside of the school's catchment area, attracted by the reputation of quality programs and strong value-adding provided to all students. The nationality demographic is predominantly Australian-born with a large migrant prevalence from England, New Zealand, South Africa, Zimbabwe, Scotland and Ireland.

Our school is defined by a strong sense of community, which is reflected not only by the students and the manner by which the school operates, but also the strong sense of commitment, support and energy derived from the families who make Mullaloo Heights Primary School, the *school of choice* in Mullaloo. Teachers and parents work in partnership to support students in becoming life long learners.

Our teaching expectations are high and we emphasise the explicit teaching of knowledge and skills, particularly literacy and numeracy, within an integrated cross curricular context. However, while academic achievement is a priority, we endeavour to develop the 'whole child' by ensuring our curriculum is broad and balanced. We provide opportunities for cultural and sporting success and promote good citizenship through our values program.

At Mullaloo Heights we have a clear vision and purpose to be recognised as a school focusing on high quality education. Our ultimate aim is to equip our students with the skills to adapt and flourish within a consistently changing world.

Our Business Plan 2015 – 2017 outlines the key focus areas and strategies for maximising school performance. It is based upon the priorities of the Department of Education's Plan for Government Schools and Focus 2015 in conjunction with our school self-assessment. It formalises our priorities for the three years.

## OUR VISION

We take pride in creating a dynamic and safe learning community, inspired by family, partnerships and educational innovation striving for academic and civic excellence for all our students.

## OUR VALUES

- Strive for Courtesy and cooperation
- Strive for self-acceptance (self respect)
- Strive for pursuit of knowledge
- Strive for environmental responsibility
- Strive for social and civic responsibility

## OUR PLAN

Our School Business Plan outlines key focus areas and strategies for maximising school performance. It was developed in collaboration with the staff and community and has been endorsed by our School Board.

## OUR BELIEFS

**We strive for academic excellence by emphasising:**

- Literacy and Numeracy
- Early identification and intervention strategies
- Evidence based Learning
- Collaborative planning and professional communication
- Value-adding programs
- Holistic professional learning
- Optimising individual potential
- Student centred learning.

**We provide a solid foundation of Australian values and a holistic approach to learning, emphasising:**

- Effective communication
- Cohesive community engagement and partnerships
- Positive image of student behaviour
- School and self-pride
- The environment
- Celebratory activities

# Success For Students

Students achieve their potential through excellence in teaching and learning

## TARGETS

- Improve student achievement on Pre-primary On-Entry assessment to 90% achieving 0.5 progression points or higher, in Numeracy, Reading, Speaking and Listening; 50% achieving 0.5 progression points or higher in Writing.
- Increase NAPLAN scores to be at or above like-schools by 2017.
- Increase the proportion of Year 3 and 5 students in the top 20% of NAPLAN assessments to be at or above like-schools by 2017.
- Decrease the percentage of students who achieve below the minimum standard in NAPLAN assessments to be at or above like-schools by 2017.

## MILESTONES

- Achieve consistent teaching practices for literacy and numeracy across all phases of schooling.
- Further embed the Australian Curriculum into planning, teaching and assessment. Monitor full implementation of Phase 1 – English, Maths, History and Science. Work towards full implementation of Phase 2.
- Implement and embed the general capabilities and cross-curriculum priorities into planning, teaching and assessment as appropriate.
- Increase the use of ICT within curriculum delivery.
- Devise Common Assessment Tasks and establish standards for grade allocation. Align with WA curriculum standards.
- Implement and monitor individual education plans (IEPs) and group educational plans (GEPs) for students at risk.

## STRATEGIES

- Implement and monitor whole school practices and policies across the teaching, learning and assessment cycle to provide staff with a consistent approach to teaching and learning outcomes.
- Implement a whole school approach to pedagogy, utilising a range of strategies and approaches, including iStar framework, in order for teachers to plan for effective, connected practice within their classroom.
- Implement strategies as articulated in curriculum strategic plans.
- Improve processes for identifying students at risk and provide effective intervention.
- Improve the consistency of expectations and delivery across curriculum and between teachers and classrooms.
- Moderate work samples to ensure consistency in grade allocation.



# High Quality Teaching and Leadership

Staff have a comprehensive range of opportunities to further develop professional knowledge and ensure our students are effectively supported and challenged as 21st century learners.

## TARGETS

- Longitudinal data indicates that the achievement by the stable cohort demonstrates 'value added'.
- Positive measures of student attitude, behaviour and effort are maintained as demonstrated by on ABE (attitude, behaviour and effort) grades on student reports.
- Increase opportunities for sharing professional learning.

## MILESTONES

- Teachers consistently use whole school literacy/numeracy strategies and approaches.
- All teachers consistently use whole school iStar framework in lessons.
- ICT is used as a tool to enhance teaching and learning
- Teachers confidently implement data-informed planning into their teaching.
- A consistent performance and development cycle, based on target setting, purposeful self reflection and clear feedback, is established.
- A whole school approach to teaching Values is devised.
- Develop a plan for the implementation of cooperative learning strategies in specific year groups.
- Key leaders for designated curriculum areas and learning phases are appointed.
- Devise annual strategic plans for curriculum areas linking professional learning and improved student outcomes.

## STRATEGIES

- Implement whole school practices in the teaching, learning and assessment cycle to provide a consistent approach to teaching standards and learning outcomes: K-6
- Implement a whole school approach to pedagogy, including iStar framework, for teachers to plan for effective, connected practice within their classrooms that includes instructional strategies.
- Refine teacher expertise in data-informed planning. Use annual, systematic analysis of data to inform whole school strategic and classroom planning.
- Expand our cooperative learning engagement culture, with established strategies and tools for learning phases.
- Refine team processes and allocate time for collaborative planning, moderation and assessment.
- Develop and implement a classroom observation and feedback culture.
- Use AITSL standards and Level 3 classroom teacher competencies as a reference for self-evaluation and support
- Provide professional learning and support for integration of ICT into the curriculum.
- Review, refine and provide support to ensure whole school behaviour management strategies are implemented in a consistent manner across the school: K – 6.
- Provide opportunities for career development and leadership by implementing a distributed leadership model.
- Review and provide student leadership opportunities on an annual basis.

# Community Connection

Develop a collaborative relationship with all stakeholders in the school and the wider community

## TARGETS

- Maintain positive parent satisfaction data in relation to the school's capacity to effectively meet the needs of the whole child.
- Maintain and increase student enrolments.

## MILESTONES

- Establish routines and protocols for parent involvement in classrooms eg. assist with Literacy/Numeracy Block activities.
- Expand website, newsletter and social media as a key source of information.
- Establish whole school events, such as Book Week and Harmony Day, and involve members of the school community and beyond.
- Establish a program, in partnership with Ocean Reef High School, to ensure smooth transition of our students to high School.
- Establish an effective board.
- Increase parental understanding of teaching and learning programs at Mullaloo Heights. Enhance our structures for reporting to parents.

## STRATEGIES

- Continue to embed a local community focus in teaching, learning and value-adding programs such as: Extension Programs, School of Instrumental Music (SIM), Whitfords Sport Cell.
- Foster and enhance a professional learning community with our network of schools: Ocean Reef Education Network (OREN) and with other primary schools in our area.
- Foster positive and productive relationships with parents/carers through open and honest communication.
- Continue to seek contributions and involvement from members of the school community through surveys, parent forums, P & C and School Board and associated school-based activities.
- Continue to support and foster community use of school facilities and grounds.
- Promote our school in the local community.
- Review reporting to parents policy .



# Glossary of Key Terms

**AITSL:** Australian Institute for Teaching and School Leadership.

**AITSL Standards:** A continuum of agreed professional standards that explicitly outline the elements of high quality teaching.

**Australian Curriculum:** A national curriculum for schools in all states and territories of Australia, from Kindergarten to Year 12, currently being developed by the Australian Curriculum, Assessment and Reporting Authority (**ACARA**).

**Common Assessment Tasks:** A standard task given to students to measure their progress in a particular learning area.

**Cross-Curriculum Priorities:** There are three in the Australian Curriculum:

***Aboriginal and Torres Strait Islander Histories and Cultures** will allow students the opportunity to gain a deeper understanding of these, their significance for Australia and their impact on our world.*

***Asia and Australia's engagements with Asia** will allow students to develop a better understanding of Asian countries and cultures and an appreciation of Australia's economic, political and cultural interconnections with the region.*

***Sustainability** will allow students to develop an understanding of the need for more sustainable patterns of living and build the capacities for thinking and acting to achieve these.*

**Cooperative Learning:** A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each team member has a clearly defined role and is accountable for their contribution to the task.

**Early Years Framework:** A curriculum framework that guides educators in developing quality, early childhood education programmes.

**General Capabilities:** The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. There are seven in total: *Literacy, Numeracy, Information and Communication Technology (ICT) capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding*

**ICT:** Information and Communication Technology (ICT) capability

**iStar Framework:** IStar is an acronym for a teaching framework:

***I = Inform – Inspire:** Set the context for the lesson in a way that stimulates*

***S = Show-Share:** Explicitly teach the skill / content*

***T = Try-Transfer:** Students practise the skill with support*

***A = Apply-Action:** Students use the skill independently*

***R = Review – Revise:** Students reflect on what they have learnt*

**Level 3 Teachers:** Exemplary teachers recognised and rewarded for their exceptional teaching practices.

**NAPLAN:** National Assessment Program in Literacy & Numeracy - an annual assessment for students in Years 3, 5, 7 & 9.

**National Quality Standard:** A national benchmark for early childhood and outside school hours care services in Australia. It outlines practices that support and promote children's learning.

**On-Entry Assessment:** An assessment that identifies essential literacy and numeracy skills in Pre-Primary classes.

**Pedagogy:** The study and practice of how best to teach

**Value-added:** Progress made by students when compared to baseline assessment data