

SCHOOL PLAN

2012-2015

(Revised for 2014)

A public document for

MAIDA VALE PRIMARY SCHOOL



Objective 1. TO MAKE EVERY STUDENT A SUCCESSFUL STUDENT

We want all our students to leave school well prepared for their future, equipped to prosper economically, be happy and secure in themselves, and ready to contribute to their community.

OUTCOMES	TARGETS	STRATEGIES	FUNDING SOURCES	MEASURE OF SUCCESS
<ul style="list-style-type: none"> • Teachers are clear about the standards of achievement expected of students. • All students reach the National Minimum Standard for Literacy and Numeracy. • All students in the pre-primary years are prepared for literacy and numeracy success. • The achievement gap between Aboriginal and non-Aboriginal students is narrowed. • Develop whole of school literacy and numeracy plans focused on school and system best practice in all phases. • The development of values is integral to all phases and areas of learning. 	<ol style="list-style-type: none"> 1. Increase the number of students in the top 20% in Literacy and Numeracy 2. 90% of students achieve at or above National Minimum Standard. 3. School mean to be at or above National mean for all NAPLAN tested areas. 4. Close the gap in grade distribution with like schools. 	<p><i>Raise the standards of student achievement</i></p> <ul style="list-style-type: none"> • Use Australian Curriculum content descriptors to improve the teaching of English, history and mathematics. • Use WA Curriculum and Assessment Outline to teach year level ensuring expected knowledge, skills, values and attitudes are acquired. • Assessment needs to be Fair, Valid, Educative, Explicit and Comprehensive. • Personalised learning plans (Case Management) for students with disabilities, special needs and who are not meeting National standards. • Minimum 2 hours a week engaged in Physical activity. • Teachers plan collaboratively within and across phases of learning. • There will be the explicit teaching of skills and processes using school explicit teaching model. • School Development Days and Staff Meetings will be used to provide opportunities for staff to discuss students' achievement. • Targeted use of History and Science Teacher Leaders. • Increase school focus upon NAPLAN success for all students. <p><i>Raising standards in literacy and numeracy</i></p> <ul style="list-style-type: none"> • Whole school approaches to teaching of literacy and numeracy. • A minimum 50 per cent of curriculum time in primary schools is spent teaching literacy and numeracy. • Focus on persuasive writing in preparation for 2014 NAPLAN. • Personalised learning plans (Case Management) for students who are not meeting National standards. • Teachers focus on teaching the essential literacy and numeracy skills including the strengthening the teaching of phonics, grammar, punctuation and spelling in the context of writing and reading. • Prepare students for NAPLAN testing by using DET NAPLAN preparation resources. • Targeted use of Literacy and Numeracy Teacher Leaders • Evidence based teaching strategies and programs mandated use across the school. <p><i>Developing the basic skills in the early years</i></p> <ul style="list-style-type: none"> • Ensure Kindergarten and Pre-primary students experience Formal and Informal Instruction. • Early year programs are informed by the National Early Learning Framework. • Oral Language focus for K-1 classes. • Pre-Primary compulsory education. • Incorporating K-2 into whole school approach with focus upon known predictors for future literacy and numeracy success. • Increase intensity of teaching and assessing mastery of phonics throughout the early years. 	<p>School allocated FTE</p> <p>Literacy and Numeracy budgeting</p>	<p>Track cohorts through Year 3, 5 and 7 to determine value adding on NAPLAN testing.</p> <p>Student Achievement in Schools (SAIS) data</p> <p>Annual NAPLAN data</p>

Objective 2. TO HAVE SOUND TEACHING PRACTICE IN EVERY CLASSROOM

We want our teachers and school leaders to take a personalised approach to helping each student take the next step in their learning so they can work towards achieving their potential.

OUTCOMES	TARGETS	STRATEGIES	FUNDING SOURCES	MEASURE OF SUCCESS
<ul style="list-style-type: none"> • Teachers and school leaders are clear about what needs to be taught at each phase of schooling and have high quality resources to support them. • Teachers have the expertise to use information about student achievement to evaluate and adjust their teaching strategies. • Teachers can confidently report to parents on their child's standard of learning. • Build teachers' Assessment Literacy knowledge. • Build a professional learning community. • Build capacity of leaders across the school. 	<p>All teachers using National Curriculum and DOE K-10 syllabus.</p> <p>All teachers use, data to plan for and monitor progress of student groups.</p> <p>All professional learning is linked to school priorities.</p> <p>All teachers adopt school wide pedagogies.</p> <p>Early childhood teachers implementing the Director General's statement on <i>The early years of schooling.</i></p>	<p><i>Supporting teaching and simplifying assessment</i></p> <ul style="list-style-type: none"> • Team and classroom planning reflect the Learning, Teaching and Assessment principles of the Curriculum Framework including assessment tasks. • All K-7 teachers will use the WA Curriculum and Assessment Outline to scope and sequence learning across phases. • Teachers will access online resources for planning, teaching and assessment. • Assessment needs to be Fair, Valid, Educative, Explicit and Comprehensive. • Professional learning of teaching staff in evidence based approaches to literacy and numeracy instruction. • All teachers will use DoE exemplars to make judgements and assist with moderation. • Collaborative practice within and across Phases and school. • Continue with whole school pedagogical practice. • Targeted Professional Develop for teachers that meet the school and system priorities. • Support school leaders to address effectively the health and wellbeing of school staff. • Teachers will commence reporting against National Standards English, History, Maths and Science. • Staff participates in thorough Performance Management using National Professional Standards for Teachers. • Staff participated in thorough accountability processes based upon student performance • Staff will share expertise and advice within school and across networks to improve classroom/ school practice. • School wide assessment will be streamlined thus reducing the volume, improving its consistency across the school and analysed regularly. • On-entry assessment will be completed in Pre-Primary and Year 1 each year. • School and system data drives school, class and individual programs. • Introduction of whole school coaching approach to provide robust, professional feedback for teachers. <p><i>Strengthen early childhood education (K-2)</i></p> <ul style="list-style-type: none"> • Administer the on-entry assessment for Pre-Primary students and use student results, along with ongoing assessment, to inform learning programs. • Teachers are aware of <i>The early years of schooling initiative</i> and implement the expectations. • Focus in Kindergarten is on personal and social competence and preparatory numeracy and literacy capabilities. • Implement the education program and practice elements of National Quality Standard in the early years in preparation for 2015. 	<p>SSPRA Funding</p> <p>Class Allowance</p>	<p>Performance Management/ Accountability</p> <p>Walk through audits</p> <p>Coaching and class observations.</p>

Objective 3. FOR US TO BE A SCHOOL OF FIRST CHOICE IN OUR COMMUNITY

We want our schools to provide a safe and welcoming environment with programs that challenge and engage their students.

OUTCOMES	TARGETS	STRATEGIES	FUNDING SOURCES	MEASURE OF SUCCESS
<ul style="list-style-type: none"> • Safe learning environments are provided for all students. • Student wellbeing and care is a focus. • Student behaviour is well managed. • Levels of student attendance, retention and engagement are high. • School and classroom environments that enhance learning and wellbeing. • Parents and the community are actively involved in the education of their children. • Distinctive local schools are embedded in their local communities. 	<p>Reduce the number of students at attendance risk.</p> <p>Increase enrolments</p> <p>Increase in parent responses that reflect positively upon the school.</p> <p>Increase in staff responses that reflect positively upon the school.</p>	<p><i>Improving student behaviour / attendance</i></p> <ul style="list-style-type: none"> • Documented plans (IBMP, Risk Management) for meeting student behavioural needs. • Implement a whole-school approach to pastoral care. • Survey parents to gather baseline data about school perceptions. • Survey staff using system survey to gather baseline data about school perceptions. • School has clear processes for meeting Duty of Care • Professional Learning of strategies to assist in behaviour management. • All children are expected to wear uniform each day. • Actively pursue and document attendance of all students not demonstrating regular attendance, including the use of Attendance Advisory Panels and Responsible Parenting Agreements. This will also include notifying relevant agencies where appropriate. <p><i>Meeting the needs of all students</i></p> <ul style="list-style-type: none"> • Profiling of students 'At Risk' behaviours and case manage identified students. All staff follows relevant policy and procedures to ensure students are safe and protected. • Introduction of Individual Profiling that tracks student performance across the years. <p><i>Quality learning environments and delivery</i></p> <ul style="list-style-type: none"> • Differentiate the curriculum by developing a stimulating and engaging curriculum that respects difference and diversity. • Explicit teaching of skills • All student learning environments will be visually stimulating and support student learning. (e.g. student work displayed, writing frameworks displayed, reading strategies displayed, social skills, levels of student achievement displayed) • Whole school values underpin the school ethos and the ways in which students and staff behave towards one another. • School rules are displayed throughout the classrooms. • Supportive learning environment in which students have access to a varied range of resources, technology and equipment. • All staff know of, understand and follow the Department's Code of Conduct to ensure that standards of conduct and ethical behaviour are met. <p><i>Developing social and personal competencies</i></p> <ul style="list-style-type: none"> • Whole school values underpin the school ethos and the ways in which students and staff behave towards one another. • School wide pastoral care strategies used. • Virtues program underpins development of active citizenship 	<p>Behaviour Management and Discipline Funding</p>	<p>Attendance data</p> <p>Enrolment data</p> <p>Parent satisfaction survey 2014. Even years</p> <p>Staff survey 2014 Even years.</p> <p>Attendance figures of school and targeted students</p>

Objective 4. TO HAVE A SCHOOL CULTURE THAT IS INNOVATIVE, RESPONSIVE AND ACCOUNTABLE.

We want our teachers to be accountable for the progress of students in their class, and to be accountable for their performance.

OUTCOMES	TARGETS	STRATEGIES	FUNDING SOURCES	MEASURE OF SUCCESS
<ul style="list-style-type: none"> • The community is informed about the performance of the public school system. • The performance of every school is reviewed in terms of student achievement and the effectiveness of its operations. • Improvement targets in key areas of performance are established by every school. • Each school reports to parents on their child's achievement against specified Department standards at particular years of schooling. • An annual report is provided to the local community by every school detailing its performance. • Performance management processes improve the performance of principals, teachers and support staff. 	<p>Increase in number of parents participating in formal interviews.</p> <p>Improve the management and passing on of relevant information each year.</p>	<p><i>High Quality Teaching and Leadership</i></p> <ul style="list-style-type: none"> • School staff under take more rigorous self assessments of the school's performance and use the findings to inform school improvement strategies. • School wide assessment program using standardised and evidence based assessment tools across the school. • Performance management focused upon student achievement and progress and greater inclusion of National Standards for both teachers and principal. • Walk through audits to ensure school plans supported across the school. • Introduction of whole school coaching approach to provide robust, professional feedback for teachers. <p><i>Reporting student achievement</i></p> <ul style="list-style-type: none"> • Parents provided with the opportunity for a formal parent/teacher interviews at the end of Semester One. • Staff will meet with parents who take up the opportunity to meet for formal interviews. • Report to parents twice a year with system report on the standards of learning achieved by their children. • Provide clear advice to parents about the best options for their children and suggest alternative strategies where appropriate for academic and non-academic issues. 		<p>Parent questionnaire 2014. Even years</p> <p>Staff questionnaire biannually on even years.</p>