Introduction page

Maida Vale Primary School is set at the foot of the Darling Escarpment and enjoys a positive reputation within the school community and beyond.

Commencing 2015 Maida Vale Primary School commenced a particular focus upon the ‘Arts’ which includes both Music and Visual Arts instruction. This ‘Arts’ focus supports the majority of students who choose to attend Kalamunda Senior High School which also has a focus upon the ‘Arts’. Our Language Other than English – Italian also supports the students who attend Kalamunda Senior High School where LOTE remains an important learning area.

In addition to this Maida Vale provides Physical Education instruction from Year 1 to 6 and supports those students who choose to pursue a pathway into Darling Range Sports College through one of their many specialist sports programs.

This first Business Plan, in the school’s first year as an Independent Public School, provides the school and wider community with an understanding of the school’s vision, values and commitments to the education of the students. This Business Plan builds upon the achievements and successes of the School Plans, 2012 – 2014, and has greater parent/ community input through the School Board.

School Vision

A motivated learning community that takes pride in its resilience and achievement of personal excellence.

The School Vision was reviewed and rewritten in late 2014 with contributions from staff and members of the School Council. It provides the school with a Vision that can be measured, reviewed and reset, if appropriate, at the end of the Business Plan’s 3 year cycle.

Values

Respect – for self for others, our school, our community
Resilience - capacity to continue forward, never give up
Cooperation - supporting others, working together
Commitment – persevere and see something through.
Focus Areas

The targets and strategies that are contained in this plan all contribute to the direction and priorities of the Western Australia Public School system. At Maida Vale we have interpreted these priorities as;

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.

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.

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

We want our school to provide a safe and welcoming environment with programs that challenge and engage our students and attract high quality teachers.

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.

To accomplish these objectives the school has 4 focus areas.

1. Teaching & Learning (In academic and Non-academic areas)
2. Excellence in Staff Capacity (teaching & leadership)
3. Learning Environment (providing a vibrant, safe and engaging learning environment)
4. Community Relationships (Positive connectivity with the school and wider community)

To meet the various strategic directions and formal targets the teachers have committed to the following

Our School Commitments

- Foster strong relationships between staff, students and parents.
- Follow explicit teaching model complemented with a variety of other learning strategies and stated learning intentions.
- Focus on positive behaviours through consistency and continuity of rewards & programs
- Differentiate the curriculum by using individualised programmes and adjusting teaching methods and work expectations to individual needs
- Provide a positive and nurturing learning environment.
- Gather meaningful information in order to provide appropriate strategies to meet individual needs and to deliver appropriate and constructive feedback.
- Vary questioning methods to promote creative thinking and further understanding.
- Implement a variety of appropriate learning strategies in order to engage and support every student in the classroom
- Be accountable through the use of self-reflection, review of professional performance and general/ formal discussions. (reflection in action and reflection on action)
### Key Focus Area One: Outstanding Teaching & Learning

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategies</th>
<th>Milestones 2015</th>
<th>Milestones 2016</th>
<th>School Targets 2017</th>
</tr>
</thead>
</table>
| **Student Learning**| • Strive to achieve the individualised targets in the Operational Plans.  
• Communicate learning intentions and explicit feedback with students  
• Teachers adhere to school wide programs and data collection schedules.  
• Conduct a Primary Academic Challenge (PAC) class for identified students in Years 3 & 4.  
• Develop relationships with local universities to support student learning.  
• Student services support students in the lowest percentile with a range of strategies including individualised programs and individualised reports. | 1.3 **Numeracy** – Well above like school mean.  
**Reading** – Well above like school mean.  
**Spelling** – Above like school mean. **Conventions** - Well above like school mean.  
**Writing** – Well above like school mean. |
|                     | 1.4 **Numeracy** – more than one standard deviation of the predicted school mean  
**Reading** – within one standard deviation of the predicted school mean  
**Spelling** – within one standard deviation of the predicted school mean  
**Conventions** - within one standard deviation above the predicted school mean  
**Writing** – more than one standard deviation above the predicted school mean. | 1.2 93% above minimum standard in all areas tested. |
|                     | **Year 3**  
1.1 **Numeracy** – 5%  
**Reading** – 15%  
**Spelling** – 10%  
**Conventions** – 15%  
**Writing** – 7% | **Year 3**  
1.1 **Numeracy** – 5%  
**Reading** – 15%  
**Spelling** – 10%  
**Conventions** – 15%  
**Writing** – 7% |
|                     | 1.2 90% above minimum standard in all areas tested. | 1.2 93% above minimum standard in all areas tested. |
|                     | 1.3 **Numeracy** – Well above like school mean.  
**Reading** – Well above like school mean.  
**Spelling** – Well above like school mean. **Conventions** - Well above like school mean.  
**Writing** – Well above like school mean. | 1.3 **Numeracy** – Well above like school mean.  
**Reading** – Well above like school mean.  
**Spelling** – Well above like school mean. **Conventions** - Well above like school mean.  
**Writing** – Well above like school mean. |
|                     | 1.4 **Numeracy** – more than one standard deviation above the predicted school mean  
**Reading** – more than one standard deviation above the predicted school mean  
**Spelling** – more than one standard deviation above the predicted school mean  
**Conventions** – more than one standard deviation above the predicted school mean  
**Writing** – more than one standard deviation above the predicted school mean. | 1.4 Comparative Performance is above the expected school mean. |
|                     | **1.1** Annually increase the % of student cohort in the top 20% in all NAPLAN tested areas.  
**1.2** 95% of student population in both tested years above minimum standard in all areas.  
**1.3** School mean above ‘like’ schools across all areas in both tested years. | **1.1** Annually increase the % of student cohort in the top 20% in all NAPLAN tested areas.  
**1.2** 95% of student population in both tested years above minimum standard in all areas.  
**1.3** School mean above ‘like’ schools across all areas in both tested years. |

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**Note:** The table above outlines the strategic direction, strategies, and milestones for the key focus area of Outstanding Teaching & Learning, along with school targets for the year 2017.
<table>
<thead>
<tr>
<th>1.5</th>
<th>Gather data for relevant students in Year 3 NAPLAN.</th>
</tr>
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</table>

**Year 5**

1.1 Numeracy – 5%
Reading – 15%
Spelling – 10%
Conventions – 15%
Writing – 7%

1.2 Numeracy – 95%
Reading – 90%
Spelling – 95%
Conventions – 90%
Writing – 95%

1.3 Numeracy – At like school mean
Reading – At like school mean
Spelling - Above like school mean.
Conventions – At like school mean.
Writing – At like school mean.

1.4 Numeracy - within one standard deviation of the predicted school mean
Reading – within one standard deviation of the predicted school mean
Spelling – within one standard deviation of the predicted school mean
Conventions – within one standard deviation of the predicted school mean
Writing - within one standard deviation of the predicted school mean

**Year 5**

1.1 Numeracy – 20%
Reading – 15%
Spelling – 20%
Conventions – 20%
Writing – 20%

1.2 Numeracy – 95%
Reading – 90%
Spelling – 95%
Conventions – 95%
Writing – 95%

1.3 Numeracy – Well above like school mean.
Reading – Well above like school mean.
Spelling – Well above like school mean. Conventions - Well above like school mean.
Writing – Well above like school mean.

1.4 Numeracy – more than one standard deviation above the predicted school mean
Reading – more than one standard deviation above the predicted school mean
Spelling – within one standard deviation above the predicted school mean
Conventions – within one standard deviation above the predicted school mean
Writing – more than one standard deviation above the predicted school mean

1.5 All children identified for academic extension will perform in top 20% in Year 3 & 5 NAPLAN Reading & Writing.

1.6. Year 7 students achieve Band 8 NAPLAN in Reading and Mathematics. (access to results dependent)

80% of Year 7 (from Maida Vale PS) will achieve Band 8 in Year 7 NAPLAN in numeracy, Writing and Reading.
<table>
<thead>
<tr>
<th>deviation of the predicted school mean</th>
<th>standard deviation above the predicted school mean</th>
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</thead>
</table>
| 1.6  
80% of Year 7 (from Maida Vale PS) will achieve Band 8 in Year 7 NAPLAN in numeracy, Writing and Reading. | 1.5  
Gather data for relevant students in Year 5 NAPLAN and compare to individual results for Yr. 3 2014  
1.6  
80% of Year 7 (from Maida Vale PS) will achieve Band 8 in Year 7 NAPLAN in numeracy, Writing and Reading. |
### Key Focus Area Two: Excellence in Staff Capacity (teaching & leadership)

<table>
<thead>
<tr>
<th>Strategic Direction</th>
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</thead>
<tbody>
<tr>
<td><strong>Teacher Capacity</strong></td>
<td>• Teachers incorporate the school wide teaching style into their teaching and learning practice</td>
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<td></td>
<td>• Provide opportunity for staff to attend relevant professional learning opportunities.</td>
<td>2.1 Commence data tracking for NAPLAN Yr. 3 2013-5 2015</td>
<td>2.1 Commence data tracking for NAPLAN Yr. 3 2014-5 2016</td>
<td>2.1 Progress of the stable cohort from Year 3 – 5 will demonstrate positive trends in the percentage of students making moderate, high and very high progress in NAPLAN Numeracy and Reading.</td>
</tr>
<tr>
<td></td>
<td>• Develop staff capacity to reflect and adjust practice accordingly.</td>
<td>2.2 Set school benchmark Yr. 6</td>
<td>2.2 Set school benchmark Yr. 4</td>
<td>2.2 Results in ACER Science Standardised Testing demonstrate an improvement over the testing years – early Year 4 and late Year 6.</td>
</tr>
<tr>
<td></td>
<td>• School structure that encourages teacher leaders through a shared distributive leadership approach across a range of areas.</td>
<td>2.3 Ensure 100% of teaching staff participate in the RoPP process.</td>
<td>2.3 Ensure 100% of all staff participates in RoPP process.</td>
<td>2.3 All staff participate in ‘Review of Professional Performance’ (RoPP) including classroom observations, self-reflection against AITSL professional standards and school commitments and the development of Personal Improvement Plans.</td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities to attend and share professional learning that is relevant to school planning and direction.</td>
<td>Minimum of 80% support/ancillary staff participate in the RoPP process.</td>
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<td></td>
<td>• All staff engage in self-reflection, accountability and personal improvement processes.</td>
<td>2.4 Staff survey results promote action as appropriate.</td>
<td>2.4 Staff survey results promote minimal actions to school operations.</td>
<td>2.4 Staff survey results reflect positively upon operations and leadership of the school.</td>
</tr>
<tr>
<td></td>
<td>• All staff engage in moderation tasks both inter and intra school.</td>
<td>2.5 Percentages of teacher allocated grades in English, Maths, Science and History to align with like school distribution - &lt; &gt; 1%</td>
<td>2.5 Percentages of teacher allocated grades in English, Maths, Science and History to align with like school distribution - &lt; &gt; ½ %</td>
<td>2.5 Percentages of teacher allocated grades in English, Maths, Science and History to align with like school distribution.</td>
</tr>
<tr>
<td><strong>Lesson Delivery</strong></td>
<td>Lessons meet the school wide practice using the school wide programs.</td>
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<tr>
<td><strong>Professional Standards</strong></td>
<td>Staff self-reflection upon performance is aligned with the Australian Institute for Teaching and School Leadership (AITSL) Standards.</td>
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<tr>
<td><strong>Teacher Leaders</strong></td>
<td>Opportunities for staff to gain greater responsibilities and opportunities.</td>
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</table>
**Key Focus Area Three: Quality Learning Environment** (providing a vibrant, safe and engaging learning environment)

<table>
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<tr>
<td><strong>Resilience</strong></td>
<td></td>
<td>3.1 Reduce ‘Severe’ category to zero unexplained absences.</td>
<td>3.1 Reduce ‘Moderate’ category to zero unexplained absences.</td>
<td>3.1 Achieve zero students with unexplained absences.</td>
</tr>
<tr>
<td>Supporting students to become increasingly happier and secure in themselves.</td>
<td>• Promote a diverse cultural context.</td>
<td>3.2 Kindy attendance 90% PP attendance 90%</td>
<td>3.2 Kindy attendance 92% PP attendance 92%</td>
<td>3.2 Lift Kindy and Pre-primary attendance to greater than 90%.</td>
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<td>• Implement a health program focused upon resilience and self-image.</td>
<td>3.3 Whole school attendance 94%</td>
<td>3.3 Whole school attendance 95%</td>
<td>3.3 Whole school attendance greater than like school average and averages 95%.</td>
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<td></td>
<td>• Implementation of whole school health and well-being plan for students.</td>
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<td>3.4 Student surveys reflect positively upon the teachers, leadership and safety of the school.</td>
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<td></td>
<td>• Monitor and track all student attendance through a clear process with appropriate support provided.</td>
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<td>3.5 Annual increase in students receiving higher level ‘Virtues’ awards – Silver/ Gold Stars.</td>
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<td></td>
<td>• Appointment of school based attendance officer.</td>
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<td>• Regular staff reflection upon ‘Our Commitments’.</td>
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<td></td>
<td>• Full ‘wrap around’ Student service approach to meet the range of student needs, both academic and non-academic.</td>
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<tr>
<td></td>
<td>• Implementation of Maida Vale Primary School Student Wellbeing and Care Policy</td>
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<td></td>
<td>• Development of ‘nature play’ area.</td>
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<td></td>
<td>• Issuing Virtues tokens and entering data onto database</td>
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<tr>
<td><strong>Inclusivity &amp; Differentiation</strong></td>
<td></td>
<td>3.1</td>
<td>3.1</td>
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<tr>
<td>Provide a learning environment that embraces all students and provides for their individual needs.</td>
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<tr>
<td>Strategic Direction</td>
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<tr>
<td><strong>Community Engagement</strong>&lt;br&gt;Ongoing provision for feedback and open communication.</td>
<td>• Maintain high level of ongoing communication with the community with a focus upon use of digital communication. &lt;br&gt;• Opportunities for parent meetings at report time (Term 2 &amp; 4), Open Night Term 3 and Information Sessions Term 1. &lt;br&gt;• Access community volunteers through the School Volunteer Program (SVP) &lt;br&gt;• Parent sessions on annual NAPLAN results. &lt;br&gt;• Informal discussion meetings each semester with Board Chair, Principal, P&amp;C President and random sample of parents from across the school.</td>
<td></td>
<td></td>
<td>4.1 Parent survey results reflect positively upon the operations, leadership, teaching and safety of students in the school. &lt;br&gt;4.2 Student survey results reflect positively upon the operations, leadership, teaching and safety of students in the school.</td>
</tr>
</tbody>
</table>