Deanmore Primary School Business Plan 2015-2017

Our students are the heart of our school and our goal is to support them to achieve their full potential. With that in mind, the students who will graduate in 2017 at the end of this Business Plan cycle, shared their thoughts about why Deanmore Primary School is special to them and the things that they will miss when they move on to secondary school.

- I will miss the school spirit.

- I will miss the laptops because we all have our own – even the little kids in Year 1.

- I love the bright blue T-Shirts and the Team Deanmore Faction shirt I wear on Fridays.

- I love our school song and the assemblies.

- From the top of the Spider Net you can see the whole school.

- I will miss our Writing Group called The Amazing Authors.

- We will all miss Dean and More our Kookaburras watching us from the Tuart Trees.

- Deanmore has a lot of space to explore and find wonderful things.

- Deanmore has all my friends at the same place.

- The teachers are really nice and they have a great sense of humour.

Graduating Students 2017

Message from the Principal:

This is the Business Plan of our second triennial cycle since moving to the Independent School model in 2012. I wish to thank the school community for the support we received in the roll out of the 2012-2014 Business Plan that culminated in a noteworthy School Review Report in September 2014. As a school we have grown not just in terms of student population but in the ways in which we constantly strive to inspire our students and plan programs that enable every child to be a successful student. Our strong partnership with our school community and particularly with the Deanmore School Board has enabled the staff to develop this Plan to guide us from 2015 – 2017. The Principal and School Board Chairperson have signed the Delivery Performance Agreement and together with Operational Plans and Work Force Plans this Business Plan will ensure appropriate resourcing supports the targets we seek to achieve.

In 1961 when Deanmore first emerged as a fine Public School servicing a small local community we could never have imagined that in 2015 the school would be a thriving learning community, housed in modern structures with state of the art technology and communication facilities. Although our population has increased significantly we continue to be guided by the vision and moral purpose that founded the little school on the hill in 1961.

Our community rises to challenges and embraces change as we implement the requirements of the modern Australian Curriculum. Our students celebrate cultural diversity and form relationships that enable them to achieve individually and as accountable members of a group. Our staff are competent and highly professional educators recruited for their high level skills and level of compassion that make them the best fit for this unique Independent Public School.

Pause by our magnificent Sea Horse Sculpture and soak up the inscribed words of Western Australian writer Tim Winton. These sentiments describe our students love of their location their sense of freedom and feelings of safety.
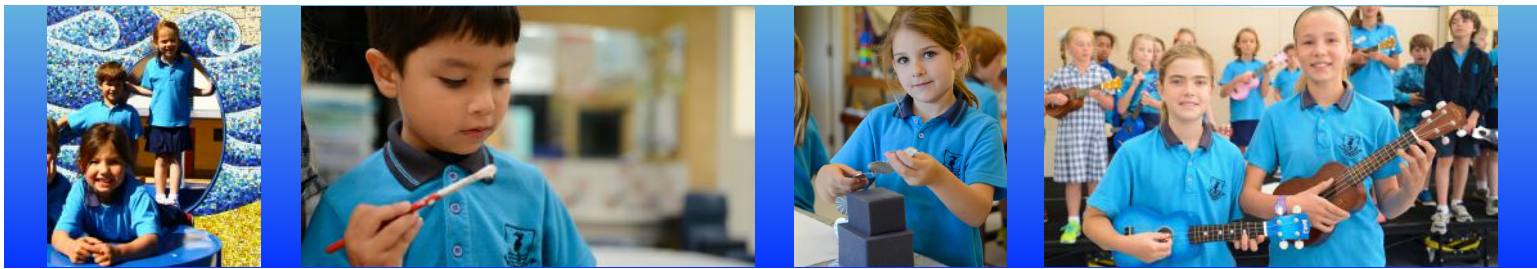
There is nowhere else I'd rather be

Nothing else I would prefer to be doing

I am at the beach looking west

With the continent behind me

I have my bearings.

Jeanette Metcalf Deanmore Principal   *Samantha Maddern School Board Chairperson*

April 2015

Our Context

Deanmore services a beachside catchment area where parents seek a quality education for their children. We proudly report that in many instances parents have also been educated at Deanmore and want their child to experience the strong sense of community and emphasis on excellence that was a feature of their own youth. Due to its proud traditions the community worked hard to achieve a new school to ensure children in this beautiful suburb could continue to be educated at Deanmore. In 2015 we have an enrolment exceeding 490 students with constant enquiries from parents, in and beyond our boundaries, seeking placements for their children.

Our Vision

Deanmore looks back with pride on the achievements, progress and challenges we have faced. We look forward with a vision that is underpinned by a school community focus on challenging and supporting each student to develop academically, socially and emotionally. Strong parent and community partnerships assist school staff to nurture creativity, confidence and a commitment to equity and excellence in education.

Values

Deanmore Primary focuses on the Western Australian Values of Schooling.

Respect and concern for others and their rights - each student is encouraged to be caring and respectful of the rights of others and to find constructive ways to manage conflict.

Pursuit of knowledge and commitment to achievement of potential- Each student is encouraged to achieve his or her potential in all respects and to develop a broad understanding of the world.

Self acceptance and respect of self- Students are given encouragement to developing initiative, responsibility, ethical behaviour, openness to learning and a sense of personal identity.

Social and civic responsibility- Students are encouraged to value diversity, promote social justice and develop commitment to exploring and promoting the common good.

Environmental responsibility- Students are encouraged to develop an appreciation of and awareness of the interdependence of all elements of the environment.

Strategies

The Deanmore Primary School Business Plan 2015-2017, sets the strategic direction and goals for our next planning cycle. Our Business Plan is guided by the Department of Education document '*Strategic Plan for WA Public Schools 2012-2015*' and will focus on the following broad strategies:

Success for all students – confident in a safe supportive environment to explore new knowledge and develop unique abilities.

Quality Teaching and learning – guided by enhancing standards of professionalism and building capacity in our workforce.

A Safe and Supportive Environment- Promote a positive school environment, where responsive and respectful relationships between all stakeholders support the social and emotional well being of our students.

Community Partnerships - promote the value of every meaningful contribution every parent or caregiver brings to our school community.
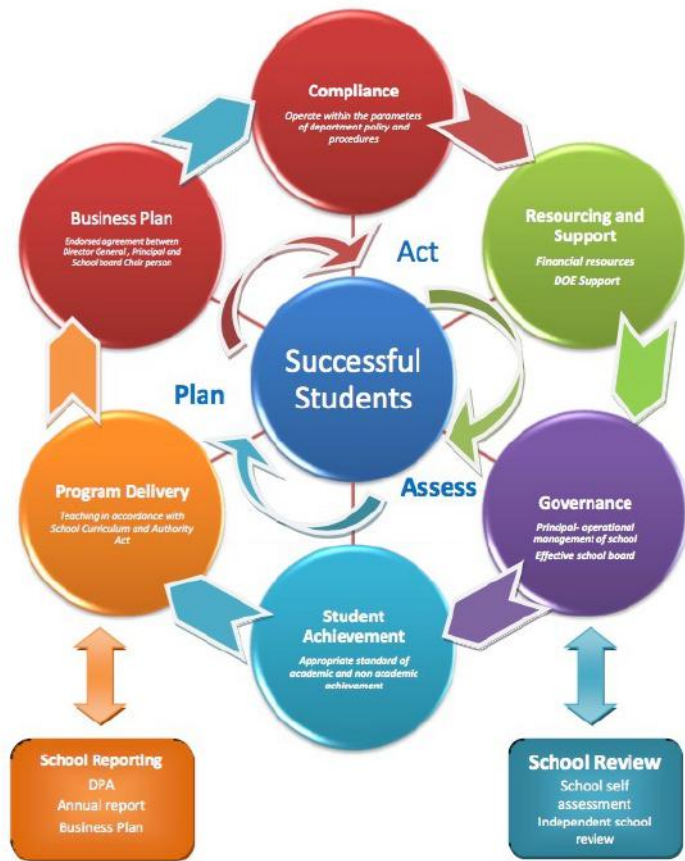
How Our Plan Works

The Deanmore Primary School Business Plan 2015-2017 has overlaying components. The operational planning framework is an act, assess, plan and review annual cycle as outlined in the School Improvement and Accountability Framework. Successful students are at the core of school improvement and accountability with all other components connected to and focused on the standards of student achievement.

The purpose of the Deanmore Business Plan 2015-2017 is to *assess* our performance,

plan for improvement and *act* on our plans in a continuous process that is central to effective school governance and ensuring our students have the opportunity to achieve excellence.

Our Business Plan is the framework for a suite of documents which include operational plans, workforce plans and the Delivery and Performance Agreement.

Deanmore Compliance

The Principal recognises that the school must operate within the following parameters to meets its obligations as a public school.

- Compliance with all legislation including, but not limited to, the *School Education Act 1999, Public Sector Management Act 1994, Financial Management Act 2006, Curriculum Council Act 1997, Occupational Safety and Health Act 1984, Corruption and Crime Commission Act 2003, Children and Community Services Act 2004, Working with Children (criminal record checking) Act 2004,* relevant State and Australian Government anti-discrimination legislation including the *Disability Discrimination Act Education Standards 2005* and all industrial instruments.

- whole of Government policies and initiatives that apply to all public schools.

- Compliance with all agreements between the Australian and WA Governments as outlined in the National Education Agreement.

- Provision of relevant data to enable the Department to meet Statewide reporting obligations.

- Compliance with the Department's School Audit process.

Success For All Students

Students, their achievements and their wellbeing drive all decisions and actions made by Deanmore Primary School.

We believe that all students can achieve success and it is our job to ensure every student has the opportunity to do so. For all students, teachers will:

- Identify areas requiring attention and put measures in place to address them
- Closely monitor progress so students achieve the standards that we expect
- Build on the strengths of students and provide opportunities to extend their learning

The school will:

- Work with the community to ensure students attend regularly
- Support innovative strategies to support student learning and achievement
- Expand the use of technology to enhance student learning
- Increase emphasis on STEM (Science, Technology, Engineering and Mathematics) education
- Implement phase 2 and 3 of the West Australian Curriculum from 2016
- Implement National Quality Standards in the early years K-2

Targets

NAPLAN

- Increase the percentage of students who achieve in the top 20% for NAPLAN in Writing.
- Close the gap between school performance and that of like schools in the 2015-2017 testing period for Reading.
- Close the gap between school performance and that of like schools in the 2015-2017 testing period for Writing.
- Increase the percentage of students who achieve in the top 20% for NAPLAN in Numeracy.

Early Childhood

- Improve student performance in the On-Entry Writing assessment with results similar to or above State wide results by 2017.

Attendance

- Maintain attendance rates that are above that of WA Government Schools in all attendance categories.

SAER

- Improve individual achievement of identified SAER students in Spelling.
- Improve individual achievement of identified SAER students in Reading.
- Improve individual achievement of identified SAER students in Mathematics.
- Class teachers to set targets for individuals and cohorts in Spelling based on systemic, whole school assessment data.
- Class teachers to set targets for individuals and cohorts in Reading based on systemic, whole school assessment data.
- Class teachers to set targets for individuals and cohorts in Mathematics based on systemic, whole school assessment data.

Science, Technology, Engineering and Mathematics (STEM)

- Increase opportunities for students to participate and engage in STEM activities.
- Increase the percentage of students meeting the Achievement Standard in Science K-6.

Broad Strategies

Literacy

- Develop high teacher expectations for all students through **Power Standards** with a focus on shifting students from middle 60% to top 20% of NAPLAN for Writing to ensure comparability with like schools.

- Use of "Seven Steps to Writing Success' program to explicitly teach students skills to improve the quality of their writing.

- Targeted teaching for individual students with a focus on formative assessment to inform planning.

- Expand the number of staff trained in Seven Steps to Writing Success and audit class processes through performance management.

- Development of whole school plans and agreed strategies for Literacy.

- Whole School implementation of the 'Seven Steps to Writing Success' with scope and sequence to develop a consistent approach across year levels 1-6.

- Improve the process of using formative assessment to inform planning and ensure a targeted approach to spelling and reading instruction.

- Spelling and Reading assessments used to monitor progress of identified SAER students.

- Use of the WA Curriculum Judging Standards resources to moderate and assess Writing against the Achievement Standards.

- Foster collaborative relationships in Phase of Learning Teams (POLT) to improve teaching and learning in Literacy.

- English Curriculum team members to drive priority plan for English in Phase of Learning team meetings.

Numeracy

- Improve the consistency of expectations and delivery across the Mathematics curriculum through the DPS Mathematics Priority Plan and staff collaboration on the setting of agreed Power Standards.

- Mathematics Curriculum team members to drive Priority Plan for Mathematics in Phase of Learning team (POLT) meetings.

- Use of common assessment tasks to moderate judgements against the achievement standards.

- Workshop processes for using formative assessment to inform teaching and identify gaps in student learning in Mathematics.

- Collect whole school data on student achievement in Mathematics.

- Through parent partnerships, encourage home use of Mathletics to build on Maths fluency.

- Foster collaborative relationships in Phase of Learning teams to improve teaching and learning in Mathematics.

- Differentiated Mathematics ability groups within classes and POLTs.

- Advanced Placement courses with Mathematics focus.

- PODS to have a communal Mathematics session timetabled once a week to focus on Power Standard.

Early Learning

- Use On-Entry data to plan interventions and extension programs and as support data when conducting parent interviews. Retest at risk group in December of each year.

- Identify impediments to learning in K-P and assist parents to gain appropriate resourcing and support from external agencies.

- Audit processes for developing Writing in Kindergarten and set cohort target for improvement.

- Foster collaborative relationships in Early Childhood Phase of Learning teams to ensure a consistent approach to teaching and learning in Literacy.

ICT

- Continue mentorship and professional learning for staff in ICT strategies to strengthen competency in digital fluency.

- Staff collaborate in Professional Learning Communities to fully implement agreed ICT Scope and Sequence Chart and to promote skill set and appropriate application of technologies to enhance student outcomes in Literacy and Numeracy.

- Increase the use of ICT within curriculum delivery (2 sessions per week).

- Respond to community views and Introduce keyboard competencies for Years 3-6.

- Continue to work with School Board and the broader Deanmore community to promote the safe use of the internet and social media by students (Focus 2015).

- Maintain the laptop program to increase student access to ICT in the classroom.

- Promote to the community the place of technology in the Australian Curriculum and the value of competently accessing technologies in the 21 century.

STEM

- Work collaboratively to share Science expertise.

- Staff awareness of Australia wide and interagency AC science resources (Scootle)

- Staff Science PL with school based staff skilled in AC Science Curriculum delivery.

- Science focussed Advanced Placement Programs.

- Moderation tasks for Years 2, 4 and 6 using WA Curriculum Judging Standards resources to assess achievement against WA Curriculum achievement standards.

- Science Curriculum team members to lead implementation of Science priority plan.

- Raising the profile of capabilities, achievements and opportunities in STEM.

- Provide students with engagement activities in STEM to support the development of scientific enquiry skills and a positive attitude towards Science.

SAER

- Teachers are committed to early identification of SAER and TAGS students and demonstrate planning for individual improvement.

- Improve the process of using formative assessment to inform planning for SAER students.

- Use of assessment tasks to set individual and cohort targets for improvement.

- On-line Pre-Primary entry testing used as a basis for target setting and the development of Individual Education Plans. Students identified at risk in on-entry testing retested in term 4.

- Targeted intervention for identified students in Year 1 and 2 with Literacy EA.

Attendance

- As a Community, work together in a positive partnership to take shared ownership of developing emotional regulation skills in all Deanmore Students.

- Whole School commitment to Kidsmatter initiative and implementation of Friendly Schools Social Emotional Learning program.

- Use SAMS to monitor school attendance on a regular basis with ongoing reporting to parents.

- Work with all stakeholders to develop a positive sense of community, to support the social and emotional wellbeing of students, staff and parents.

- Promote the idea that 'Everyday counts' to parents of students in Kindergarten to set good attendance patterns.

Quality Teaching and Learning

The basis for improving student learning is high quality teaching and leadership.

The Leadership Team at Deanmore will:

- Ensure the school values underpin and support high quality inclusive practices and set expectations that all activities are focussed on improving student learning outcomes.

- Promote the value of professional learning that is clearly links to school goals and targets.

- Provide opportunities for staff to access Professional Learning to target students with Learning Disabilities (Dyslexia and reading difficulties)

- Communicate the need for change to the whole school community in an inspirational and logical way.

- Use the Work Force Plan to recruit staff skilled in designing appropriate programs to meet the identified needs of all students.

- Promote the value of parental and carer engagement to raise the achievement of all students.

Targets

- All staff enhance their leadership capacity through school and District initiatives.

- Admin and Teaching Staff demonstrate proficient performance aligned to the AITSL Profession Standards and Principal Leadership Profiles by 2016.

Broad Strategies

- Staff commit to one POLT and one Curriculum Meeting per term with Senior Teachers taking Leadership roles.

- Principal and Deputy Principals to meet satisfactory standard in National Professional Standards for Principals

- Senior teachers and L3CT roles and responsibilities established

- All staff complete AITSL PL by 2015

- Staff use AITSL self reflection schedule as a resource for professional growth as agreed in EBA

- School Budgets reflect commitment to supplying staff with targeted professional learning and quality resources to Australian Curriculum improve curriculum delivery

- Build Staff Capacity by further developing the Phase of Learning Team (POLT) model to devolve leadership and equip staff with reporting skill strategies i.e, Seven Steps to Writing Success

- Staff complete the Staff National School Opinion Survey and Admin responds to Survey results

- Staff engage in negotiated coaching and mentorship processes as agreed in the EBA.

- ACARA General Capabilities and Cross Curricula Priorities are evident in school planning and classroom programs

- Staff respond to feedback from classroom observation sessions and coaching to support teacher performance improvement

- Familiarisation with Phase 2 AC learning areas in 2016 to support full implementation in 2017

- Teacher led curriculum teams. Curriculum teams meet during staff meetings to ensure all staff are working towards meeting planned targets

- Opportunities to share professional learning knowledge with colleagues

- Opportunities to share knowledge and expertise during POLT meetings
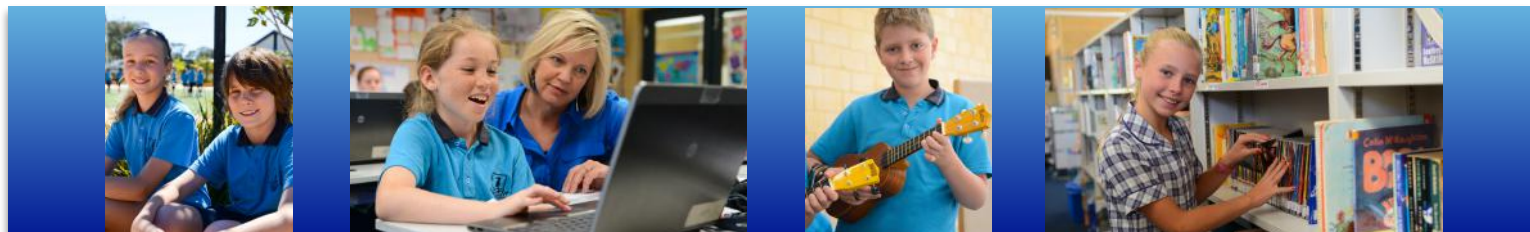
A Safe and Supportive Learning Environment

Deanmore PS aims to provide a safe, welcoming and engaging learning environment which delivers excellent learning opportunities for our students.

Deanmore PS will:

- Focus on Social and emotional well-being for all staff and students.

- Continue our close links with SDERA and the courses and funding offered to support Friendly School Plus activities.

- Complete the Risk Register to identify new hazards that may impact on staff and student well being and safety.

- Ensure all staff comply with the Department of Education Code of Conduct with particular adherence to gender issues, cultural diversity and socio economic status.

- Maintain Sustainability as a school focus and involve all classes in recycling and water wise programs centred around the School Farm.

- The National quality Standards Committee is involved in the observation of emotional regulation of K-2 students .

- Resourcing K-2 environments to meet compliance.

- Audit NQS standards end of 2015.

- Implementation of Friendly Schools Plus K-6.

- Provide adequate resourcing including PL for teachers to deliver the Friendly Schools program.

- K-6 staff via Pod collaboration agree on strategies to develop emotional regulation skills in young children.

- The community will work together in a positive partnership to take shared ownership of developing emotional regulation skills in all Deanmore students.

Targets

- Compliance with National Quality Standards by the end of 2015.

- Implement whole school strategies to develop emotional regulation skills in young children.

Strategies

- Provide a safe, supportive learning environment by complying with National Quality Standard 3.12 and ensuring premised furniture and equipment are safe, clean and well maintained.

Community Engagement

Deanmore PS will continue to develop meaningful partnerships with parents and the wider community to support student achievement.

Deanmore PS will:

- Link with neighbouring School Boards to broaden our view of parent views and discuss evolving educational issues.

- Continue to offer on-going School Board Training to new members and promote a buddy system to share information.

- Continue the NQS Committee and seek additional parent representatives.

- Seek parent views and support to uphold and improve the traditions of Anzac Day, Harmony and NAIDOC week and Graduation Services.

- Involve the community in the development and design of school Naturescapes and other recreational areas.

- Expand the highly successful volunteers program that supports students at educational risk.

- Promote the view that parents are key members of the educative process.

- Continue the Science and Technology focussed Advanced Placement Program according to teacher expertise.

Targets

- Community, staff and student surveys will reflect positive feedback regarding school/community relationships.

Broad Strategies

- Form links with wider community through ongoing Sustainability Project – School Farm

- Further forge strong communication between school/home -parent meetings Term 1

- Staff expertise in developing web based communication.

- Newsletter reports -Pods to report in Newsletters on a rotational basis.

- Open nights for student reporting, Book Fairs, School Fete, Open School Board meeting, parent interviews Term 2

- Volunteer retired teachers act as a conduit for community views.

- Kindergarten welcome/information session.

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