



DEANMORE PRIMARY SCHOOL

BUSINESS PLAN 2018-2020

Aspire, Act, Achieve



The Deanmore Primary School 2018 - 2020 Business plan sets out the strategic direction for our school and community over the next three years. At Deanmore Primary School we have high expectations that every child will confidently embrace challenges and succeed.

We are committed to excellence and high achievement where all individuals are focussed on learning success for every child. Through high quality teaching in a safe and supportive environment, we aim to develop each child's unique individual qualities. Central to this is the fostering of respect and acceptance for all.

As a staff we understand and acknowledge the impact and influence we have on the lives of the children who pass through Deanmore Primary School. This is both an honour and a privilege that we take seriously and we seek to ensure that every child becomes a resilient, life-long learner.

This Business Plan outlines our school:

- Mission
- Values
- Beliefs About Teaching and Learning
- Improvement and accountability framework
- An overview of the strategic intent of the school towards improvement strategies within academic and non-academic areas

George Craig
Principal
January 2018

Our Mission

Deanmore Primary School provides a safe and supportive environment that fosters respect and acceptance for all. Through excellence in teaching, students are encouraged to confidently embrace challenges and become resilient life-long learners.

Our Values

Respect: We treat ourselves, others and the environment with dignity, compassion and consideration in both actions and words.

Responsibility: We accept responsibility for our actions and are accountable for our own self-improvement.

Excellence: We hold high expectations for all students and staff and are persistent in striving to achieve our best at all times.

Unity: Through open and honest communication we foster strong partnerships with the Deanmore community to achieve our goals.



Our Beliefs about Teaching and Learning

At Deanmore Primary School we believe that students learn best when provided with:

A stimulating and rich learning environment that challenges them to do their best, develop individual interests and accept failure as a part of learning.

A high quality and professional teaching staff that use research and evidence based strategies and resources to deliver required curriculum.

Meaningful assessment which informs teaching and learning, helps set targets and goals, and provides timely feedback on performance.

Differentiated curriculum that is delivered through intentional

teaching and meets their educational needs.

Effective partnerships that support collaboration with peers, staff, family and the wider community.



Building on strengths and identifying areas for improvement

ERG Report

In 2017, Deanmore Primary School was reviewed by the Department of Educational Services (DES) and the Expert Review Group (ERG). Responding to these two reviews forms the basis of our 2018 - 2020 Business Plan.

The purpose of a DES review (March 2017) is to provide assurance to the Principal, school community, School Board, the Director General of the Department of Education and the Minister for Education, the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement. The review verifies the degree to which there are effective processes in place bringing about improved student learning.



Deanmore Primary School has the reputation in the local community of being a safe and caring school. These factors outweigh the very poor results displayed in student performance data and the school continues to attract strong community support.

A change in leadership together with a significant turnover in staff during the life of the current business plan has resulted in a changing school culture. Work undertaken by the staff and board late in 2016 to develop a new vision, values and belief statements about teaching and learning which better reflects the school community, is having an influence on all school operations. Of note is the positive impact this focus is having on developing a united staff with a single, clear vision. It is evident that the whole school is moving towards a 'Deanmore Way'.

The supportive and collaborative culture being developed in the school; the introduction of literacy and numeracy blocks in the school's daily timetable; the consistent and common collection and analysis of data; the focus on effective and differentiated teaching supported through peer observation and strong

performance management processes; the focus on programs that have been researched and demonstrated to work and used across the whole school; are all major elements that will raise expectations and standards in the school.

The reviewers share the belief with the school's leadership team, the board and staff that the significant changes implemented to embed the 'Deanmore Way', will result in improved student learning and this will be observable in student performance data that better reflects the capacity of the children.

The Expert Review Group (ERG) has been established to strengthen the Department of Education's accountability processes. The ERG provides authoritative interpretations of school performance. In the case of Independent Public Schools (IPS), the Director General considers performance concerns before exercising the option of an ERG review. The findings of the review provide the basis for a set of improvement strategies to be implemented by the school with the support of the Regional Executive Director.

Building on strengths and identifying areas for improvement

The Expert Review Group's major findings

Student performance has consistently been well below the expected mean in most areas assessed in National Assessment Program - Literacy and Numeracy testing since 2012. Inaccurate and/or limited interrogation of this data occurred for a number of years before some improvement in 2016.

A recent school-wide focus on the alignment of systemic assessments and teacher judgements has required teachers to engage in planning for consistent curriculum content and teaching practices.

Following a period of perceived staff disempowerment, with a consequent negative effect on morale, a more positive and optimistic school ethos is emerging.

The incoming Principal has provided direction for a strong improvement agenda. Explicit and clear direction is evident regarding expectations for planning and assessment across all phases of learning.

A change management paradigm has not been communicated clearly to staff. Although staff are unanimously agreed on the need for change, some are concerned about the impact on the implementation of initiatives.

A mindset of responsibility and collective accountability underpins the performance of the School Board.

The full, consistent engagement of students during classroom delivery has not been achieved. Consequently, they are seeking greater levels of challenge and feedback within the classroom.

An explicit strategy implemented by the incoming Principal to lift morale has resulted in an improved school

culture. There is a widely acknowledged improvement in the relationships between the leaders and staff.

While financial management processes are effective and well known by staff, their understanding of the need for the alignment of operational planning objectives, strategies, resourcing and achievement of outcomes is less apparent.

Staff lack confidence in the school's information and communication technology planning. A whole-school plan has been developed by the leadership, however, their understanding of the approach advocated for embedding technology within the curriculum, including planning for resourcing, is



Our Improvement and accountability framework

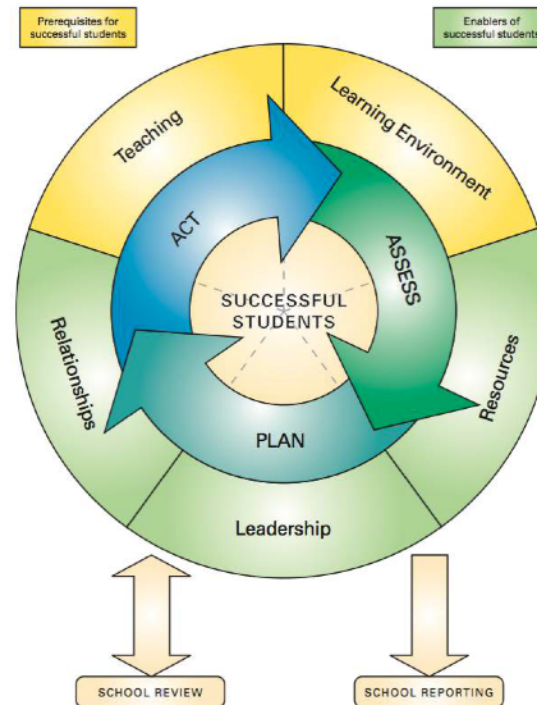
At the centre of any school improvement and accountability process is successful students. To ensure that Deanmore Primary School continues to be a school of choice in the local area all operations must ultimately be evaluated in relation to their impact on student achievement and progress.

There are five areas of focus for school operations:

- Teaching
- Learning Environment
- Leadership
- Resources
- Relationships

Annually we undertake self-assessment processes to make judgements about standards of student and school achievement and how effective we have been as a school at maximising their individual progress and success.

The diagram below outlines the interconnectedness of school processes.



Our self-assessment is explicitly aligned to the nine domains from the National School Improvement Tool (ACER 2013). These domains are:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practice
- School and community partnerships



1

Key Focus Area

High Quality Teachers and High Quality Teaching

TARGETS AND MILESTONES

1. All staff (teaching and non-teaching) complete the biennial National School Opinion Survey
2. Teaching staff complete organised Peer Observation and Feedback each term (Once per term 2018 and moving to twice per term in 2020)
3. Staff are provided with access to a GROWTH Coach with further staff trained in GROWTH Coaching in 2019/2020
4. A single lesson design (ISTAR) is fully implemented by the end of 2020 in all subject areas
5. Whole-school plans are implemented and monitored by all staff
6. PBS is used by staff in every class and supports the whole-school values and beliefs
7. A school-wide behaviour incentive program is a part of PBS and implemented consistently in every classroom
8. An ICT whole-school plan is created to support the development of staff knowledge and skills and application in teaching and learning programs
9. All aspects of the Expert Review Group (ERG) Improvement Plan are met and all ERG improvement targets and findings are addressed



STRATEGIES

HIGH QUALITY TEACHERS

We will:

- Engage all staff in relevant professional learning to develop their and others instructional skills
- Identify potential leaders and provide them with opportunities
- Promote and enhance our 'Growth Coaching' environment to support teacher development
- Ensure the 'Australian Professional Standards for Teachers' are the basis for collaboration and performance development
- Implement clear internal communication processes to enable all staff to easily identify expectations and requirements for their position
- Promote teacher development through weekly collaborative planning sessions
- Attract and retain a quality staff through recruitment and workforce planning

HIGH QUALITY TEACHING

We will:

- Ensure all staff participate in Classroom observation and feedback
- Ensure all staff regularly use student achievement data to track, analyse and diagnose the effectiveness of their teaching and respond to individual needs
- Develop and implement whole school approaches and strategies for all learning areas
- Implement a whole-school approach to lesson design (ISTAR)
- Continue to build staff capacity in analysing and interpreting a range of school data
- Implement a clear change management process for new strategies that monitors both implementation and success
- Provide opportunities for staff to develop skills to enable innovative use of learning technologies in every classroom

2 Key Focus Area

High Performing Students

TARGETS AND MILESTONES

1. Kindy - 50% of students achieve Letters and Sounds Phase 2; 80% of students reach Level 3 blank questioning in K.A.T comprehension; 80% of students will score 75% or above in K.A.T. Phonological Awareness
2. On-Entry - All students achieve above 0.5 VELs for speaking and listening, 0.8 VELs for Reading and 0.2 VELs for writing. All students achieve above 0.8 progression points for Mathematics
3. Letters and Sounds - All students achieve 100% of Phase 6 by the middle of Year 2
4. NAPLAN - NAPLAN achievement to be consistently at or above Like Schools in Year 3 and 5 in all assessment areas; Students at National Minimum Standard to be < 5% in Year 3 and 5 in all assessment areas; Students below National Minimum Standard to be < 2% in Year 3 and 5 in all assessment areas; School mean in all assessment areas in Years 3 and 5 to be 10% - 15% above the National Mean; School mean in all assessment areas in Years 3 and 5 to be similar to or higher than Like School Mean; Percentage of students in the top 2 Proficiency Bands in all assessment areas in Years 3 and 5 to be similar to or higher than Like Schools.
5. PAT-M - Students reach the achievement band 125 - 134 as a minimum by the end of Year 6. The school median score in each year group is a minimum 1 band higher than the Australian norm referenced group.
6. PAT-Science - All students in Years 3 to 6 complete PAT-Science on-line in 2018 with targets to be set for 2019 and 2020
7. Guided reading records - All students will reach a minimum of Level 27 on PM Benchmarks reading records by the end of Year 3; all students will achieve a minimum of Level 17 P.R.O.B.E. by the end of Year 6



STRATEGIES

HIGH PERFORMING STUDENTS

We will:

Apply available technology (e.g. tablet/laptop, apps, STEM) that specifically enhances student learning

Monitor progress of student performance relating to national, system and school data

Utilise system and school data to support early identification and intervention in Early Childhood classes

Consolidate whole school evidence based approaches to teaching literacy and numeracy

Challenge student learning through agreed lesson design structure (Istar)

Continually adjust teaching practices in curriculum delivery in response to individual progress

Use electronic student surveys (Pivot PL twice a year) for feedback on classroom climate and learning engagement

Establish processes to identify high ability students and cater for their individual needs

Provide opportunities for high ability students to participate in STEM program

Provide a safe and supportive learning environment where students are challenged in their learning

A case management approach to TAGs, SAER, and students with disabilities (IEP's, GEP's, IBMPs)

Promote a culture of high expectations for student learning

3 Key Focus Area

Whole School Health and Wellbeing

TARGETS AND MILESTONES

1. Pivot PL is used with students in Years 3 to Years 6, and Science, to provide feedback to staff relating to teaching and learning programs
2. 100% of students in Years 4 - 6 complete the biennial National School Opinion Survey
3. Increased leadership opportunities are provided to students across the school (e.g. Head Boy/Head Girl, Student Councillors, Faction Captains, Waste Warriors, ICT management)
4. Aboriginal Cultural Standards Framework is evident in all classrooms and supported through HASS lessons
5. Student leaders form a part of the Positive Behaviour Strategies (PBS) initiative which is to be fully implemented by 2020
6. School values are clearly displayed explicitly taught in all classrooms and linked to school merit awards (presented at fortnightly assemblies by 2019)



STRATEGIES

WHOLE SCHOOL HEALTH & WELLBEING

We will:

Implement Positive Behaviour Strategies to ensure all students are engaged in their educational program

Instil the qualities of leadership in students through implementation of the Positive Behaviour Strategies support framework

Provide teaching and learning opportunities which celebrates difference and responds to diversity

Improve the use of the Student Services Team by staff to further support students

Continue to provide students with opportunities to participate in voluntary activities to promote wellbeing (running club, before school sporting activities)

Provide clear direction for communication between parents and the school

Place a high priority on student and staff well-being with processes in place to support professional, academic and social and emotional learning

Continue to identify and develop community and external organisation partnerships (e.g. Edconnect, KAYA, OnPsych) to support improved student and staff well-being

Promote the Deanmore PS Mission, Values and Beliefs throughout the school and community

Uphold the department's Code of Conduct

Develop a culture of capacity building of all staff through coaching, collaboration, professional learning and performance management

4 Key Focus Area

School and Community

TARGETS AND MILESTONES

1. Increase percentage of families (> 30% in 2018, > 50% in 2020) who respond to the biennial National School Opinion Survey
2. Overall school attendance reaches above 95%
3. Regular school attendance moves from 83% (2017) to >90% (2019) and remains above 90% beyond 2020
4. Students within *At Risk Indicated* category decreases from 14% to < 10%
5. Students within *At Risk Moderate* category decrease to < 2%
6. Students within the *At Risk Severe* category decrease to 0%
7. Late arriving students continues to be a focus with strategies put into place where appropriate to support students and families
8. The role and profile of the School Board is clearly promoted throughout the school community
9. Widen the Board's community membership by co-opting members for specific projects throughout the duration of this Business Plan



STRATEGIES

SCHOOL AND COMMUNITY

We will:

Use the school board to promote the National School Opinion Survey to the community through the school newsletter, website, school assemblies

Promote the importance of regular attendance through the 'Every Day Counts' strategy

Increase parent education to support attendance targets and to decrease the number of students taken on holidays during the school term

Monitor student absences daily including follow up phone calls for unexplained absences by Deputy Principal

Use case conferences and documented plans to improve attendance for students in the at risk category

Use a range of strategies to communicate the role of the School Board to parents and the broader community

Improve the school communities understanding of the role of the School Board

Identification of school initiatives and seeking community members to co-opt for their specific expertise

Provide student leadership roles which promote values of care and respect for others and the environment. Students will increasingly participate in activities such as organising events to raise funds for identified charities and leading sustainability initiatives within the school

Summary of Business Plan Targets 2018-2020

Student Academic Improvement Targets

| TARGETS | MONITORING PROCESS |
|--|---|
| Minimum end of year targets are set for each year group in phonics, spelling and reading and documented in learning area plans | K.A.T comprehension, Letters and Sounds, Words Their Way, Reading Records, P.R.O.B.E. |
| Achieve the national benchmark in all quality areas of the NQS | DoE schools online monitoring tool |
| NAPLAN achievement to be consistently at or above Like Schools in Year 3 and 5 | Annual NAPLAN results SAIS analysis tools |
| Students at National Minimum Standard to be < 5% | Annual NAPLAN results |
| Students below National Minimum Standard to be < 2% | Annual NAPLAN results |

School and Community Targets

| TARGETS | MONITORING PROCESS |
|--|--|
| Increase minimum attendance rate to 95% | SIS attendance recording tool |
| Increase regular school attendance to above 90% | SIS attendance recording tool |
| Decrease percentage of students in Indicated, Moderate and Severe attendance categories | SIS attendance recording tool |
| Monitor daily late arrival of students | SIS attendance recording tool and School based monitoring system |
| Increase percentage of families responding to National School Opinion Survey to greater than 50% by 2020 | National School Opinion Survey (biennial survey) |
| All aspects of the Expert Review Group Review are met | Expert Review Group Review ERG School Improvement Plan |

Student Non-Academic Improvement Targets

| TARGETS | MONITORING PROCESS |
|--|---|
| Students in Years 3 - 6 provide feedback on teaching and learning programs | PivotPL on-line survey (T1 & 4 annually) |
| Leadership opportunities are extended to the student group | Student leadership groups are formed and meeting minutes recorded |

Staff Improvement Targets

| TARGETS | MONITORING PROCESS |
|--|---|
| Create a healthy and motivating workplace that supports, develops and challenges staff to provide excellence in education | National School Opinion Survey (biennial survey) Anecdotal evidence |
| Equip staff with the skills and knowledge to effectively use ICT | ICT whole-school plan, National School Opinion Survey (biennial survey), Records or professional learning delivered/received |
| Strategically recruit, develop and manage staff to support the successful implementation of our school plans | Workforce plan staff Performance Management documents |
| Teachers self-assess annually using the Professional Standards for Teacher's framework and share this information confidentially with their line-manager | Each teacher's individual Performance Improvement Plan documentation DPS Peer Observation and Feedback tool |
| Principal participates in Principal's Professional Review process | PPR documentation, 360* feedback tool to be discussed with School Board and School Board Chair, National School Opinion Survey (biennial survey), DES review report and Director General Feedback |
| Deputy Principals self-assess annually using the Professional Standards for Teacher's/Leader's framework and share this information confidentially with their line-manager | Each Deputy's individual Performance Improvement Plan documentation DPS Peer Observation and Feedback tool |
| All teaching staff participate in Peer Observation and Feedback | DPS Peer Observation and Feedback tool, AITSL Professional Standards for Teacher's framework |

| GLOSSARY | | | | |
|----------|--|--|---------------|--|
| ERG | Expert Review Group | | VELS | Victorian Essential Learning Standards |
| DES | Department of Educational Services | | SAER | Students at Educational Risk |
| IPS | Independent Public School | | TAGS | Talented and Gifted Students |
| RED | Regional Executive Director | | SEN | Special Educational Needs |
| NAPLAN | National Assessment Program Literacy and Numeracy | | PM benchmarks | Reading assessment |
| ICT | Information and Communications Technology | | PBS | Positive Behaviour Strategy |
| ISTAR | Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise | | HASS | Humanities and Social Sciences |
| AITSL | Australian Institute for Teaching and School Leadership | | DoE | Department of Education WA |
| STEM | Science Technology Engineering and Mathematics | | NQS | National Quality Standards |
| KAT | Kindergarten Assessment Tool | | SIS | Student Information System |
| PAT M | Progressive Achievement Test Mathematics | | IEP | Individual Education Plan |
| PROBE | Reading behaviour and comprehension assessment | | IBMP | Individual Behaviour Plan |



Deanmore Primary School
21 Deanmore Rd
Karrinyup WA 6018
Ph 93411610

Website: Deanmoreps.wa.edu.au
Email: deanmoreps@education.wa.edu.au