



Winterfold Primary School

An Independent Public School

Business Plan 2015 - 2017

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Our Vision

Winterfold Primary School aims to promote optimum learning and opportunities to empower our students:

1. to access the curriculum;
2. to experience learning opportunities guided by the Australian Curriculum, enabling our students to reach their potential;
3. to develop a positive attitude and resilience to changes and challenges;
4. to develop a commitment to lifelong learning so that they will become valued members of the wider community.

High standards of student achievement, both academic and non-academic, are the central focus of our commitment to school improvement and accountability. The Business Plan sets broad directions for student and school improvement under the key themes of Excellence in Teaching and Learning, and Partnerships. The strategies, targets and milestones contained in our planning provide us, year to year, with the directions required to meet our Business Plan targets. This allows the Business Plan to form the basis of school direction over 3 years, for operation plans to be adjusted to reflect school needs and to address the ever changing education environment.

In developing the Business Plan 2015-2017 (and supporting operation plans), the following Department of Education policy frameworks have informed our school direction, targets and outcomes:

- Plan for Government Schools 2012-2015;
- Progressing Classroom First Strategy;
- Focus 2015 - Directions for Schools

The Business Plan articulates the desired outcomes we seek to achieve – in particular in the Priority Areas of Literacy, Numeracy, Science and Student Services. This Business Plan is supported by the School Self Assessment Monitoring Framework which outlines the data we collect to inform our decision making about student achievement.

Message from the School Board Chair:

This business plan has been built upon Winterfold's first IPS Business Plan 2012-2014. This plan further strengthens the initial plan as well as incorporating the recommendations of the 2014 DES Review. The School Board has been involved in reviewing whole school data, the development of the current plan and overseeing operational plans. The Board endorses the vision, directions and strategies outlined in all planning documents.



Excellence in Teaching and Learning

Literacy Targets

- The achievement for Year 3, 5 and 7 students in English NAPLAN assessments will match or exceed statistically similar schools
- To maintain or increase the percentage of students in the top 20% across Year 3, 5 and 7 English NAPLAN assessments
- Increase the percentage of students in the PP Literacy On-Entry Assessment reaching the end of year point 1.0

Strategies

- Maintain Literacy Specialist Teacher to form common understandings and the explicit and systematic teaching of literacy as per endorsed operational plan
- Literacy blocks incorporating genre to be implemented across the school implementing the Australian Curriculum using First Steps Strategies
- Maximise educational achievements and opportunities for all
- High quality, rigorous Curriculum Assessment and Reporting practices are implemented
- Enhance of rigour in Kindergarten and Pre-Primary
- Cracking the Code – Phonological Awareness Program (K)
- Words, Grammar and Fun – Semantics and Grammar (PP)
- Raise the Literacy profile throughout the school community
- Maintain or increase literacy support for SAER, Aboriginal and EAL students

Evidence/Monitoring

- Collaborative planning and moderation sessions
- Literacy Tracker
- Implementation of strategies monitored through classroom observations and performance management meetings
- Ongoing identification, catering for and monitoring of high performing students to provide opportunities for extension and challenge
- Ongoing identification, catering and monitoring of all Students at Educational Risk
- Staff use assessment data as per Data Collection and Analysis Schedule to individually and collaboratively plan curriculum and relevant curriculum adjustments within their classrooms and learning communities
- PM benchmark levelling until independent reading status reached
- Diana Rigg Assessment Feb, July, Dec
- On Entry and summative Phonological Awareness, Semantic and Grammar assessments to direct planning, programs and intervention in Kindy and Pre-Primary
- Parent information sessions, newsletter insertions and website
- Home Reading Program





Numeracy Targets

- To increase the percentage of students in the PP Numeracy On-Entry Assessment reaching the end of year point 1.0
- To maintain the percentage of Year 3 NAPLAN students achieving in the top 20th percentile, to be similar or higher than Like Schools
- To increase the numeracy mean NAPLAN score in Year 5 to be at or above Like Schools

Strategies

- Use On-Entry data to plan for improvements in Pre-Primary
- Collaborative planning and moderation between phase group teachers
- Raise the numeracy profile within the school community in order to improve student outcomes
- Monitor student achievement and ensure consistent teacher judgement
- High quality, rigorous curriculum assessment and reporting practices are implemented
- Modelling and consolidation of Numeracy Blocks
- Implementation of “Ten a Day” strategy
- Development of a Calculate Scope and Sequence from K-6

Evidence/Monitoring

- On-Entry and summative assessments to direct planning, programs and intervention
- Timetabled release time for weekly collaborative meetings
- Parent information sessions and communications in the school newsletter/website
- Whole school summative assessment data (MTS) to reflect SAIS and NAPLAN data through collaborative moderation
- Numeracy Tracker
- Evidence in timetabling and planning sessions
- Increased proficiency of mental calculation strategies
- Maintaining a common and consistent approach to ensure all students become proficient in all calculate Strategies from K-6





Science Targets and Milestones

- To meet our Science Targets and milestones as outlined in the operation plan
- To explore the introduction of a tool to monitor and report on student achievement through high quality data
- To continue using the Primary Connections resources as they relate to the requirements outlined in the Australian Curriculum
- To make available relevant and engaging professional development for staff
- To continue raising the profile of our science programs through incursions, excursions, professional development and whole school activities

Strategies

- Support staff and students through the identification of a Science Curriculum Leader
- Use TDS input to highlight appropriate assessment tools
- Revamp the science resource area for ease of use
- Continue to purchase and up skill staff in the use of Primary Connections
- Seek opportunities for relevant professional development and incursion/excursions
- Improve the quality, quantity and accessibility of Science resources
- Encourage student participation in science through the running of scientific activities and competitions
- Encourage use of online resources that align with Primary Connections and the Australian Curriculum
- Explore the use of the QCAA assessment pieces to make consistent judgements across classes

Evidence/Monitoring

- Collaborative Assessment tasks that link to content descriptors
- Revision of Science Inquiry Skills and correct reporting structure at staff meetings
- QCAA assessment samples
- Use of Primary Connections portfolio/journals as work samples





Student Services Targets and Milestones

All Students

- Demonstrate strong emotional regulation and resilience
- Feel that they have a voice to raise concerns about their school and schooling

Students At Educational Risk

- Experience a differentiated curriculum to address their learning needs
- Are supported by a whole school approach to respond to their social needs
- From the point of enrolment students are monitored, thereby ensuring their needs are met; via Learning Support Coordinator (LSC), teachers, psychologist and administration

Attendance and Punctuality

- Maintain attendance rate at equal to, or above, Like Schools and with an individual minimum target of 85%
- Implement an approval system for parents seeking to take holidays during the school term
- Implement strategies to minimise the number of students who are late for school

Engagement

- To decrease the amount of time that teachers and education assistants spend on managing student behaviour
- To increase the skills of all staff in the consistent management of student behaviour to maximise student engagement



Strategies

All Students

- Implement programs to support student resilience
- Implement a range of strategies that support student inclusivity
- Explore the opportunity to provide for students to make complaints and to raise concerns related to their schooling

Evidence/Monitoring

- BUZ program is implemented for upper primary students by Chaplain
- PAtHs program continues for Junior Primary & ECE students
- Chaplain implements leadership training
- Reward Days, Peer/Buddy Mentoring & leadership opportunities for Student Leaders and Faction Captains
- Class meetings held across the school to allow student voice to discuss issues
- Student surveys are conducted and additional questions are designed to establish if students have concerns about their school or schooling



Student Services Targets and Milestones (Cont'd)

Strategies

Students At Educational Risk

- Increase funding for LSC time allocation to better support staff and students
- Monitor SAER in terms of what interventions have been made
- Allocate funding to implement SAER teacher time to support learning needs of SAER students, especially in the early years
- Fund education assistant allocation to support learning needs of Aboriginal students
- Continue to fund EAL/D Specialist Teacher to support the learning needs of these students

Attendance and Punctuality

- Conduct audits to monitor student attendance rates and follow up with contact with parents where rates drop below 85%
- Adopt a case management process to address complex issues impacting on attendance
- A/P to attend Attendance Panel training
- Conduct audits to monitor student lateness rates and follow up with contact with parents
- Adopt a case management process to address complex issues impacting on punctuality

Engagement

- Implement school wide 1-2-3 Magic and Emotion Coaching PL for all staff including In-Class Coaching
- Offer the opportunity for a parent information session outlining 1-2-3 Magic and Emotion Coaching for parents, as well as the opportunity to attend the full course
- Adopt a Case Management approach for those students exhibiting challenging behaviour

Evidence/Monitoring

- LSC FTE is increased to reflect number of students with disabilities and SAER
- SAER Register maintained and updated
- Specialist SAER teacher employed dependent on funding
- In the absence of an appropriate AIEO, fund the appointment of a suitably qualified Education Assistant
- Qualified EAL/D teacher is appointed conditional upon student enrolment and funding

- Lesson Attendance printouts
- SAM data
- Integris record keeping
- Letters home (attendance and late)

- Behaviour Tonics conducts whole of staff PL
- Summary of Staff feedback re PL provision
- Parents are offered a Parent Information workshop and the full 123Magic course if desired
- Appropriate people are involved in Case Conferences (classroom teachers, parents, LSC, leadership, Chaplain, Psychologist, PBC, CAMHS etc)





Partnerships

Targets and Milestones

- Teachers and school support staff work within a range of internal partnerships that support school improvement
- Winterfold PS seeks, establishes and maintains a range of partnerships with external agencies and service providers to further enhance school improvement

Strategies

- Teachers plan collaboratively including with STs
- Peer review of classroom practice
- Align performance and development to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards
- All K-2 staff work towards full implementation of NQS as per audit results and share best practice with other colleagues
- Staff participate in surveys to drive school improvement
- The school maintains its extensive range of partnerships with external agencies and service providers
- Partnership with the School Board is enhanced with increased oversight of school direction

Evidence/Monitoring

- Evidence of collaborative planning is identified in classroom practice
- Teachers visit colleagues' classrooms and provide feedback
- Utilise AITSL standards to inform the teacher performance development process
- NQS - As per evidence in NQS Element Achievement file
- Staff Survey completed and responded to
- Cracking the Code and Words, Grammar, Fun data is collected
- Identified parents with specific skills are utilised across the school
- A high percentage of Board members are trained. Board participates in surveys to assist in driving further improvement
- Specific Board input is included in Annual Report and Business Plan

