



Winterfold Primary School

An Independent Public School



Business Plan 2012 - 2014



Welcome to Winterfold Primary School

An Independent Public School

Winterfold is a small, community oriented school situated near Fremantle. Our focus is on students reaching their full potential – academically (with our priorities being Literacy, Numeracy and Science) as well as socially and emotionally. Our diverse community encompasses the full range of students from the most able children through to those with special learning needs. All individual differences are catered for through an inclusive approach to all aspects of our education programs.

Our staff comprises of committed, skilled teachers and dedicated support staff working to support each child reach their full potential. Our staff have a strong belief that all students can achieve and we use contemporary and well respected teaching strategies to enhance learning for all students. As an Independent Public School, Winterfold Primary has the flexibility to put in place programs and target resources to best cater for individual student needs. Our parents, P&C Association and School Board play active and important roles in our school. Winterfold Primary School has a strong vision and purpose, and strives to be recognised as a school of choice for the surrounding community. Through our vision, we aim to prepare our students for their future societal roles.



Our Vision

Winterfold Primary School promotes optimum learning and opportunities for our students to actively engage with the curriculum. Our students have a positive attitude and are resilient to changes and challenges and have developed a commitment to life long learning so that they are valued members of the wider community.

At Winterfold we strive to achieve:

- **Strong Educational programs** – our teaching is reflective, responsive and focuses on every student reaching their full potential.
- **Strong Collaboration** – our focus is on collaborative practices that foster strong relationships amongst staff, students and our community.
- **Strong Leadership** – our leadership is distributed and empowers others.

Our Values

Reflective of the Values for Australian Schools, The Six Kinds of Best include:

- The Learning Kind
- The Achieving Kind
- The Community Kind
- Being Kind to Yourself
- Being Kind to the Environment
- Being Kind to Others.

Value Adding

Our focus at Winterfold Primary is on continuous improvement and strong teaching strategies aimed at raising student standards of achievement.

Targets

Establishing ambitious targets and high expectations for our students and focusing resources to support target setting and improvement plans will result in successful learning outcomes for Winterfold students.

Numeracy – as at 2014 our NAPLAN results will show:

- Year 3 numeracy mean score increased to above like schools.
- Year 5 numeracy mean score to be equivalent to like schools.
- Year 7 numeracy mean score to be equivalent to like schools.

Literacy - As at 2014 our NAPLAN results will show:

Year 3:

- Reading mean performance to be within 10 points of like schools.
- Writing mean performance to be close to Australian average.
- Spelling mean performance will be close to like schools.
- Punctuation and Grammar mean performance will be equivalent to like schools.

Year 5:

- Reading mean performance to be equivalent to like schools.
- Writing mean performance to be close to Australian average.
- Spelling mean performance will be equivalent to like schools.
- Punctuation and Grammar mean performance will be close to like schools.

Year 7:

- Reading mean performance to be equivalent to like schools.
- Writing mean performance to be equivalent to like schools.
- Spelling mean performance will be equivalent to like schools.
- Punctuation and Grammar mean performance will be equivalent to like schools.

Science

- Our WAMSE results have an equivalent or better distribution to like schools in the 20/60/20 distributions.

Student Services

- Maintain our 'regular' attendees to exceed like schools.
- Continue to exceed like schools and maintain our 'at risk' students' attendance under 20%.
- All students that display concerning behaviour are accessed by our Student Services team.
- Our AIEO will maintain strong relationships with all Aboriginal students and, where necessary, their families.



Our Students

Winterfold students achieve their full potential.

Strategies and Milestones

Maintain and improve standards of achievement in Literacy and Numeracy –

- Explicit teaching of Literacy and Numeracy as per Whole School Plans, Priority Operation Plans and LNPP Plan.
- Continue Literacy Specialist Teacher role and explore appointment of Maths Specialist Teacher and EAL Specialist Teacher positions.
- Identify all SAER subgroups and individuals including those making limited or excellent progress in NAPLAN to inform GEPs/IEPs and to ensure targeted students make progress. This includes higher achieving students.
- Early identification of, and programs for, EAL students.
- Ongoing monitoring of identified students using a range of assessment tools and data.
- Explore contracting of external service providers as required (ie Speech, OT etc).

Enhance rigour in Kindergarten and Pre Primary education –

- Early identification of Kindergarten student needs through Phonological Awareness assessments.
- Early identification of Pre Primary student needs through On-Entry Assessment and summative Phonological Awareness assessments.

Enhance Science learning through explicit teaching of Investigating Scientific processes –

- Explicit teaching of Science as per Operation Plan.
- Explore and increase available resources to support the teaching of Science.

Foster emotional and social wellbeing –

- Implement PATHS program for Years K – Year 5 (Explore other options for Years 6&7).
- Implement Support Chaplaincy program.
- Targeted intervention for identified students with respect to attendance and punctuality.
- Student social and emotional stability will continue to be supported by Admin and staff.
- Relevant external agencies and professionals will be employed where needed.

Promote student responsibility and accountability for learning –

- Students set and review personal learning goals.
- Explicit student standards (work, behaviour and engagement) are developed and shared across the school.
- Evidence of negotiated curriculum (student planning, student self assessment etc) and use of innovative technologies where appropriate.
- Provide student leadership opportunities.

Foster and acknowledge inclusivity and diversity –

- Link with intercultural understandings from the Australian Curriculum.
- Develop and implement further strategies from 2012 – 2014 through:
 - Promotion of group work
 - Whole of school celebrations
 - Social programs, such as PATHS



Our Staff

Our staff capacity to deliver quality learning opportunities is continuously enhanced.

Strategies and Milestones

Build staff capacity for excellent teaching through quality and relevant Professional Learning –

- Through adopting a whole school GiR model, pedagogy in classrooms is consistent with the theory underpinning First Steps in English and Mathematics.
- Distributed Leadership through Priority Areas, LSC, Senior Teacher and Learning Area co-ordination.
- Two Specialist Teachers (STs) funded from the LNPP and SSPRA special purpose grants to work across the entire teaching staff in Literacy and Numeracy.
- Australian Curriculum timetable and gradual roll-out to occur over 2013 – 2014.
- Up-skilling staff in Australian Curriculum to be coordinated internally and through the Cockburn Fremantle Public Schools Network.

Continue to maintain staff skills in quality classroom management strategies –

- Low Key Responses
- CMS Classroom Management Skills
- 1, 2, 3 Magic

Ensure rigour in Early Childhood Education –

- Further develop Kindergarten and Pre Primary assessments to link with and support On Entry Assessment and Early Years Learning Framework.
- Establish baseline Pre Primary achievement levels in Literacy and Numeracy using On Entry Assessments.
- Establish Kindy and Pre Primary Operation Plans that align with the Early Years Learning Framework.

Develop staff expertise in data-informed planning –

- Analysis of data for whole school, subgroup and individual student planning.
- Staff collaboratively plan, moderate and assess student learning through collaborative assessment tasks.
- Teachers to work with specialist teachers in data analysis, NAPLAN, base-line testing and Monitoring Tools.
- WAMSE to be examined in School PD days.

Engage staff in the use of innovative technologies to support improved learning opportunities –

- Provide professional learning opportunities using teacher leaders for staff to develop their skills in the use of innovative technologies.
- Continue to maintain and upgrade the technological hardware across the school.

Plan for and introduce the Australian Curriculum –

- Over time, become familiar with and begin implementation of the Australian Curriculum.
- Engage in the PL activities organised through our Network of schools.
- Utilise the resources and curriculum support available via the DoE portal.

Our Community

We develop and strengthen the involvement of our families and the wider community to support student learning.

Strategies and Milestones

Utilise and develop parent and community expertise –

- Create a data base of parent and community expertise to support student learning.
- Continue to strengthen Little Learners program.
- Continue with Drug and Alcohol Awareness lessons provided by a community member.
- Support Winterfold's P&C in their fundraising events.
- Discuss, consult and convey pertinent documentation to the School Board to allow them to make judgements about school performance.

Support inclusivity and cultural diversity within the Winterfold community –

- Teachers identify cultural considerations when planning to build learning experiences based on cultural strengths and community expertise.
- Consider local, state, national and world events of interest when planning student learning experiences.
- Promote School Harmony (type) Days through the relevant learning areas.
- Continue to acknowledge ANZAC Day.

Develop partnerships, utilise agencies, inform parents and support the setting of school direction –

- Use surveys, parent information nights, Learning Journeys, Little Learners, School Board and P&C to inform parents and identify school direction.
- Establish coalitions with appropriate agencies (DCP, Curtin University, external service providers) to support student outcomes.
- Develop the capacity of the School Board through active participation, discussions and training.

Develop and embed a branding and marketing strategy for Winterfold PS –

- Develop and maintain a school Website.
- Use a range of marketing strategies to improve the school's visibility in the wider community and to celebrate school achievements through:
 - School Newsletters
 - Annual Reports
 - Parent / Teacher evenings
 - School Assemblies
 - School Performances
 - Sports Days

Our Environment

We maintain a physical, social and emotional environment that provides for optimal teaching and learning opportunities.

Strategies and Milestones

Maintain and enhance a safe physical environment conducive to all aspects of learning –

- Early identification and rectification of safety issues within the school.
- Continue to plan for further grounds and building development to promote a positive learning environment. (ie performing arts centre, art room and playground upgrades).

Maintain and enhance a caring and safe social and emotional environment that encourages resilience and respect, and meets the needs of our diverse school community –

- Strengthen and embed the PATHS Program Years K-5 and explore options for senior primary students.
- Strengthen the values program across the school, including explicit classroom based sessions and class meetings to allow a student voice.
- Implement Chaplaincy program.

Optimally manage the school's assets and resources to support student learning –

- Maintain effective resource and assets registers and stocktake as appropriate.
- Ensure that facilities are upgraded on a cyclical basis.
- Establish and build a Salary Reserve to continue to fund Numeracy Specialist Teacher after expiry of LNPP funding.
- Set aside Reserve Funds to enable continuous improvement of school facilities.





An Independent Public School



41 Annie Street,
Beaconsfield WA 6162
P 9337 2936
F 9314 6028