

Business Plan *2016-2019*



Nedlands Primary School

Independent Public School

OUR SCHOOL

Nedlands Primary School was established in 1913 and has a rich history in providing quality education for all students. The School has an excellent reputation within the community and was among the first schools granted Independent Public School status in 2010.

This positive school image has been developed over many years and is due to strong academic performance, high standards of student behaviour and effective relationships with community organisations.

Many significant West Australians have attended Nedlands Primary School during their school years. In recent years, the school has also attracted a growing number of children from overseas families linked to the University of Western Australia and nearby hospitals, bringing a cultural diversity that is highly valued by the school community.

The school has developed a strong community spirit with valuable support from parents and local businesses who have contributed to improvements of the school grounds and buildings and the purchase of valuable resources to enhance student learning.

To allow students to 'Experience the Opportunities', our learning program includes specialist Music, Art and Physical Education programs, French language studies and the Instrumental Music Tuition Program. The high quality music program is a feature of the school involving more than 110 children from Years 3 to 6 and provides the opportunity for children to participate in school choirs, the orchestra and various bands. A Higher Order Thinking Skills (HOTS) program has been implemented across the school to develop the students' critical thinking skills. The increased use of technology and the recent introduction of robotics provide the students with opportunities to apply their thinking and problem solving skills. Children in Years 5 & 6 also have the opportunity to extend these skills through participation in the national competition, 'Tournament of the Minds'.

At Nedlands Primary School every child is valued. Supportive, caring relationships are built with every child. Our students are encouraged to think globally and appreciate diversity, creating an environment where all students feel accepted, respected and welcomed.



OUR MOTTO

Our motto, *Semper Altius* (Always Higher), demonstrates our lasting commitment to striving for excellence and never succumbing to complacency. We encourage every student that passes through our doors to plan, work and persist to achieve their best.

OUR VISION

Nedlands Primary School will apply whole school approaches to provide every student with the opportunity to develop to their full potential academically, physically, socially and emotionally. Students, staff and parents are committed to providing a rich and diverse array of educational experiences so that all students at Nedlands Primary School can 'Experience the Opportunities'.

OUR ETHOS

Nedlands Primary School is dedicated to excellence in teaching and learning where every child is important. We promote a love of learning, which recognises and caters for individual differences, and encourages children to achieve to their full potential.

Nedlands Primary School nurtures positive self-esteem within each child by providing a supportive environment, where children are encouraged to care for and respect themselves and others. We foster self-discipline and the need to accept responsibility for one's own actions.

Nedlands Primary School recognises and encourages the positive contribution of parents and citizens in all aspects of school life. We are committed to open two-way communication and to being responsive to the needs and aspirations of parents and the community at large.

OUR MISSION

Nedlands Primary School aims to provide each student with the understandings, skills and attitudes that are vital in responding to the changing nature of society and for encouraging participatory citizens of integrity and social conscience.





Student Achievement Targets

1. Every student, without an identified learning disability, will achieve above the National Minimum Standard in all areas of NAPLAN assessment in 2016 - 2019.
2. The total percentage of students in the top 2 proficiency bands for both Year 3 and Year 5 will be equal to or above like schools in all areas of NAPLAN assessment in 2016 - 2019.
3. Progress of the Year 3 – Year 5 stable cohort from 2016 – 2019 NAPLAN will demonstrate positive trends in the percentage of students with moderate, (moderate assumed) or greater progress in NAPLAN Numeracy, Reading and Writing.
4. The school mean for Year 3 and 5 will be equal to or above the like schools mean in all areas of NAPLAN assessment in 2016 - 2019.
5. The On-entry data 2016 -2019 will indicate that the progress for each student will be a minimum of 0.6 points in Literacy and Numeracy between Pre-primary and Year 1.
6. In 2017 – 2019, ACER PAT on-line tests for each area of Literacy and Numeracy will indicate that each students' progress is equal to or above the year level mean scale scores for expected progress:
 - o Year 1 - 2 =10 points
 - o Year 3 = 8 points
 - o Year 4 - 6 = 5 points
7. In 2016 – 2019, ACER PAT on-line Science tests for Years 3 – 6 show results equal to or above year level mean scale scores.





Focus Area 1: *Excellence in Learning*

Priorities	Strategies	Milestones
Arrest the declining trend in Year 5 writing achievement as indicated on NAPLAN (National Assessment for Literacy and Numeracy)	Use system data to identify students in Year 3 and 5 with limited achievement and progress in writing and provide targeted intervention for these identified students.	NAPLAN data shows an upward trend between 2016 and 2019.
Improve speaking and listening skills in Kindergarten and Pre-primary as demonstrated on On-entry data	Implement a focussed approach to improving speaking and listening skills in Kindergarten and Pre-primary.	Increasing percentage of students to score: <ul style="list-style-type: none"> o above the 0.5 development point in Pre-primary o ≥ 1.0 development point for Year 1.
Increase the English language skills of EAL/D English as an Additional Language/Dialect students as indicated on the progress maps.	<p>Use progress maps to assess the language learning levels of EAL/D Kindergarten and Pre-primary children and identify areas of need.</p> <p>Implement classroom strategies acquired from professional learning to better support children with an EAL/D background.</p> <p>Provide extra teaching support in the K-2 area.</p> <p>Collect data to show the demographics of student enrolment to determine resource and support requirements.</p>	<p>EAL/D progress maps show all new EAL/D children have progressed from beginning levels to emerging levels on the maps within 12 months.</p> <p>Ongoing monitoring of data to identify changes in student demographic.</p>
Continue focus on excellence in science, including effective measurement of student progress in this area	<p>Establish base line data and monitor trends in Science achievement.</p> <p>Implement programs to address identified areas of need.</p> <p>Continue Science Week celebrations on a biennial basis.</p> <p>Establish a scope and sequence science document outlining areas of study for each year level.</p>	<p>On-line PAT (Progressive Achievement Test) testing of all students established and trends or areas of focus identified.</p> <p>Science Week Celebrations completed in 2017 and 2019.</p> <p>Scope and sequence document written and implemented in all classes.</p>
Strengthen Pre-primary – Year 2 students' ability to 'consistently' display positive work habits as indicated by the ABE achievement on school reports	<p>Provide explicit social/personal skills teaching focussed on areas of need as identified from previous reporting period.</p> <p>Use collaborative teacher moderation to produce common reporting criteria and student expectations.</p> <p>Provide parent workshops on how best to prepare children for the learning environment.</p>	Whole school data analysis to show an improvement in the percentage of students achieving 'consistently' in work habits area as indicated by ABE (Attitude, Behaviour, Effort) achievement on school reports.





Focus Area 2: *Excellence in Teaching*

Priorities	Strategies	Milestones
Implement the Western Australian Curriculum in accordance with mandated timelines.	<p>Partner with teachers to contribute to the development and implementation of operational plans for all learning areas reflected in the WA Curriculum.</p> <p>Provide PL on Phase 2 & 3 learning areas of the curriculum:</p> <ul style="list-style-type: none"> o HASS (History and Social Sciences) o Technologies (including STEM) o Phys Ed and Health o The Arts o Languages <p>Provide a range of WA Curriculum planning documents and resources to teachers.</p> <p>Engage teachers in PL and provide classroom activities to promote the areas of STEM (Science, Technology, Engineering, Mathematics).</p>	<p>WA Curriculum is evident in teachers' planning documents.</p> <p>Classroom planning reflects integration of the school business plan and operational planning into lessons.</p>
Provide differentiated practices to support each student in achieving academic excellence.	<p>Provide PL for staff relating to appropriate differentiated practices.</p> <p>Define and include appropriate pedagogies in the learning area operational plans.</p> <p>Promptly identify, expand and strengthen learning programs for children at-risk including SAER (Students at Educational Risk), EAL/D and Extension and Challenge.</p> <p>Strengthen Higher Order Thinking Skills (HOTS) program and build teachers range of teaching strategies that encourage the use of these skills</p>	<p>Case Management process and plans in place in Literacy and Numeracy for identified students.</p> <p>Operational plans include appropriate pedagogies.</p> <p>Appropriate differentiated practices, including HOTS, are evident in classroom planning and lesson implementation.</p> <p>Longitudinal data updated at least annually to track student progress.</p>
Equip teachers with the knowledge and expertise to use student achievement information to evaluate and adjust their teaching.	<p>Utilize analysis of school NAPLAN data to compare student progress in all aspects of literacy and numeracy and inform teaching practices.</p> <p>Continue to develop the use of On-Entry Assessment data to inform teaching practices in PP & Year 1.</p> <p>Utilise data from other non-system wide assessments to inform classroom practices.</p> <p>Provide teachers access to student achievement data.</p> <p>Schedule sessions to provide time and support for teachers to engage and interpret student achievement data.</p> <p>Provide teachers with access to summaries of Personal and Social data taken from school reports.</p>	<p>School performance data is routinely gathered and analysed in accordance with the school assessment schedule.</p> <p>Individual, phase and year group planning documents reflect the use of data to inform the educational program.</p> <p>School data analysis information is compiled for ongoing teacher use and made available for teacher planning.</p>



Ensure the expected standards of student achievement are clearly documented, understood and available to teachers	<p>Provide teachers with SCSA (School Curriculum and Standards Authority) Judging Standards documents.</p> <p>Establish moderation tasks and schedule regular moderation sessions for all teachers.</p> <p>Establish clear criteria with teachers to assess personal and social achievement as indicated on school reports.</p>	Moderation processes indicate that a consistent approach to grading is evident across the school.
Use effective information and communication technologies (ICT) to provide contemporary learning environments and enhance student learning.	<p>Establish an information and communication technologies plan to be implemented by each teacher.</p> <p>Integrate information and communication technology into all learning areas to enhance student learning.</p> <p>Augment teacher knowledge and skills to use contemporary technologies.</p>	<p>School ICT plan is completed and implemented by the beginning of 2017.</p> <p>Survey of teachers shows a greater confidence incorporating ICT strategies into classroom practice.</p> <p>Classroom observations, planning documents, and student-generated products reflect the use of ICT to enhance learning.</p>
Increase student engagement	<p>Develop and administer student surveys annually which assess student engagement.</p> <p>Promote teacher reflection on pedagogies used and selectively apply a range of evidence-based strategies to increase student engagement.</p>	<p>Student engagement data from surveys shows an improvement over time.</p> <p>Increased engagement is evident during classroom observation. ABE achievement on school reports shows an improvement in percentage of children achieving 'consistently' for statement 'Is enthusiastic about learning'.</p>
Ensure sustainability and enhance specialist programs	<p>Establish and resource music coordinator role to ensure continuity of instrumental, choir and music performance program.</p> <p>Continue to resource visual arts program and build profile in the school.</p> <p>Continue to resource Phys Ed. Specialists and streamline whole school programs eg. Fundamental Movement Skills, aquatics.</p> <p>Continue the Language specialist program (French) and build profile in school.</p> <p>Complete operational plans for each specialist area.</p>	<p>Music coordinator role established.</p> <p>Operational plans completed and implemented in all areas.</p>





Focus Area 3: *Safe, supportive environment*

Priorities	Strategies	Milestones
Maintain an inclusive climate of positive well-being that is integral to learning.	<p>Implement a whole-school research-based program to promote positive well-being eg Aussie Optimism.</p> <p>Administer National Student Opinion Survey annually targeting attitude, emotional well-being and physical environment.</p> <p>Use student survey data to inform future programs and teaching focus areas.</p> <p>Promote and inform parents of strategies utilised in the well-being program.</p>	<p>Data from survey collated and trends identified.</p> <p>Plan formulated to address areas of need.</p> <p>Classroom environment and planning reflects whole school program.</p>
Foster positive, supportive relationships to nurture productive teaching and learning environments.	<p>Include questions in the National Student Opinion Survey regarding relationships with teachers and peers.</p> <p>Establish and annually administer collaborative practices reflection tool for staff.</p> <p>Administer National Teacher Opinion Survey biennially. Implement recommendations from opinion surveys and collaborative practices reflection tool school-wide. Update and issue an induction file for new teachers to the school.</p> <p>Implement requirements of National Quality Standards (Quality Area 5) in K-2 and review implications for other year levels.</p>	<p>Data from National Student and Teacher Opinion Surveys shows increasing levels of satisfaction regarding positive supportive relationships with teachers and peers.</p> <p>Use NQS (National Quality Standards) evidence collected to show that collaborative practices are embedded.</p>
Ensure quality, safe facilities and infrastructures enhance student learning	<p>Long term planning and budgeting for site facilities is in place.</p> <p>Regular assessment of Occupational, Health and Safety (OHS) undertaken and acted upon.</p>	<p>On-going improvement to school facilities is evident.</p> <p>School facilities are well maintained based on the OHS annual review and school maintenance log.</p> <p>National Parent Opinion Surveys reflect satisfaction with school environment.</p>



Focus Area 4: *Relationship & Partnership*

Priorities	Strategies	Milestones
<p>Involve parents and the community as partners in:</p> <ul style="list-style-type: none"> The learning program School improvement 	<p>Provide resources and programs to assist parents to engage with the curriculum and expected standards.</p> <p>Include in parent induction package, statements about expectations for parent involvement in K-2 and Years 3-6.</p> <p>Conduct induction programs for staff, board and new community members.</p> <p>Showcase opportunities for parent involvement in the school newsletter and website.</p>	<p>Parent information evenings are part of embedded practice.</p> <p>Induction package is made available.</p> <p>School newsletters and website display possibilities for parent involvement in school activities.</p>
<p>Further develop, promote, and foster an inclusive and diverse culture at Nedlands Primary School</p>	<p>Celebrate and value cultural diversity through activities such as cultural days and assembly items.</p> <p>Reflect cultural diversity in School Board membership.</p> <p>Further develop the role of programs such as the Chinese Liaison Group.</p>	<p>Opportunities for cultural celebrations are identified and implemented as per HASS operational plan and school calendar.</p> <p>School Board membership represents multiple cultures and skill sets.</p>
<p>Investigate, evaluate and implement effective community communication tools.</p>	<p>Explore and evaluate alternate strategies for Newsletter communication.</p> <p>Improve Nedlands Primary School website to support communication and engagement of school community.</p> <p>Develop and administer parent survey about preferred communication methods.</p> <p>Use results from National Parent Opinion Survey to develop school-wide expectations for communication between teachers and parents.</p> <p>Adopt an appropriate phone/iPad application allowing communication with parents.</p>	<p>Parent and staff survey reflects satisfaction with website and school communication processes.</p>
<p>Foster links with wider community partners including Shenton Learning Network, University of WA and City of Nedlands.</p>	<p>Engage NPS staff in professional learning activities (P.L.) with teachers from the Shenton Learning Network. Continue to build liaison with UWA by mentoring pre-service teachers.</p> <p>Continue dialogue with UWA regarding future overseas university enrolments:</p> <ul style="list-style-type: none"> their impact on NPS demographics their smooth introduction and transition their ongoing needs. <p>Continue to work with City of Nedlands to maintain and improve:</p> <ul style="list-style-type: none"> traffic and transport conditions around the school; grounds of Nedlands Park Early Learning Centre (NPELC) and school verge environment; shared use of facilities within the City of Nedlands. <p>Strengthen connections with Nedlands local library for:</p> <ul style="list-style-type: none"> use of resources online research. 	<p>Staff engages in network PL when relevant to support school/ individual initiatives.</p> <p>Teachers continue to offer opportunities for pre-service teachers.</p> <p>Traffic conditions, grounds at NPELC and school verges show ongoing level of improvement and maintenance.</p>



Focus Area 5: Leadership

Priorities	Strategies	Milestones
Appropriately review and refine leadership structures and practices.	Establish a distributed organisational leadership structure across the school. Provide opportunities for staff leadership and career development.	Regular leadership team meetings are in place for both main administrative team and distributed leadership teams.
Promote a culture of improvement and self-reflection	Use effective collaborative practices to promote shared responsibility for approaches to quality innovative curriculum delivery, assessment and reporting. Implement whole school approaches to Literacy and Numeracy. Implement classroom observation across school. Provide access to high quality professional learning to address school priorities and identified needs for all staff. Use the AITSL (Australian Institute for Teaching and School Leadership) standards to develop and promote high quality teaching and leadership.	Collaborative teams are established for year levels, phase of learning and learning areas. Literacy and Numeracy plans are written outlining whole school approaches to be implemented and evident in all rooms. Classroom observation and reflective practice is evident. Effective performance development processes, linked to the AITSL standards, are completed annually to identify relevant and necessary areas of teacher development.
Use student achievement data to inform decisions.	Establish a Whole School Self-Assessment Plan. Implement and evaluate PAT tests for Maths, English and Science. Identify and implement strategies to evaluate success of non-academic outcomes.	Self-assessment plan is complete and implemented with the staff. Annual data analysis from assessments identifies school trends. School planning shows evidence of responding to school data. Annual Report is published providing the school's performance against targets and focus areas of the Business plan, conclusions drawn from the analysis of results, and feedback from parent, teacher and student satisfaction surveys.
Implement the National Quality Standards (NQS) for teachers in the Early Years in accordance with NQS guidelines.	Provide PL on the National Quality Standards for all Early Years teachers and education assistants. Establish a NQS leadership team. Create an NQS implementation plan identifying those areas requiring further development to meet standards.	Necessary actions to meet the NQS requirements are undertaken in accordance with school NQS implementation Plan. A portfolio is maintained with collation of evidence against NQS quality areas.

