



# Nedlands Primary School

Experience the Opportunities



## Business Plan 2013 – 2015

*"...The great teachers, playground and students. All those things make me proud to go there."* Nedlands Year 2 Student

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 internationally 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.

The school's brand 'Experience the Opportunities' is a whole school approach which endeavours to provide every student with opportunities to develop academically, physically, socially and ethically. The opportunities provided for students include French language studies, an international student exchange with China, specialist art and physical education program and the opportunity to participate in school choirs, the orchestra and various bands. The Instrumental Music Tuition Program involves more than 130 children from Years 3 to 7. Programs have been implemented to provide opportunities for gifted and talented students across all year levels. Higher Order Thinking Skills (HOTS) are implemented across the school to increase individual student outcomes. An Ethics program was introduced in 2012.

## **OUR VISION**

The philosophy of Nedlands Primary School is 'Experience the Opportunities'. This whole school approach provides every student with the opportunity to develop academically, physically and socially to their full potential. It is expected that students, staff and parents are committed to providing a rich and diverse array of educational opportunities for all students at Nedlands Primary School.

## **OUR VALUES**

As an Independent Public School we are committed to providing an inclusive environment which is a vital pillar in building a community. Nedlands Primary School is committed to the following core values which are integral in ensuring an innovative and creative school, which empowers all students, staff and parents to strive for both individual and collective success.

- Pursuit of knowledge and a commitment to achieving individual potential
- Self acceptance and respect of self
- Respect and concern for others and their rights
- Social and civic responsibility
- Environmental responsibility

## **Future Challenges and Opportunities**

Nedlands Primary School has always acknowledged and embraced change. Over the period covered by this business plan there are many challenges the school faces as we move forward into a period of rapid curriculum, demographic and technological transition.

At the end of 2014, Nedlands will farewell its final group of Year 7 students. While this momentous occasion will be a sad one in many ways, it brings a range of exciting leadership opportunities for our Year 6 students of 2015. This approach is in line with our motto 'Experience the Opportunities'.

Western Australian schools are all embracing the transition from WA Curriculum to Australian Curriculum. This is an exciting time for our teaching staff, as we embrace new curriculum content and update existing learning areas.

We are also entering an exciting technological phase in education. The advent of tablets and educational applications has opened up new possibilities and opportunities to provide innovative curriculum across learning areas and year levels. Nedlands has commenced a significant upgrade in Information and Communication Technology (ICT) hardware and infrastructure, and will continue building the school's capacity to provide excellent learning opportunities through technology.

*"...I like learning about maths and I like reading."* Nedlands Year 2 Student

## Performance Analysis

Longitudinal NAPLAN and WAMSE (Science and S&E) results indicate that, generally, 98 - 100% of Nedlands students are achieving above the national benchmarks in all areas. Along with a longitudinal study of our PEAC testing data (SPM scores indicate that 49% of Nedlands children in years 4 – 7 rank in the top 20% of all children in learning ability), we acknowledge that the vast majority of students benefit from extension, not remediation activities.

The school is very proud of its processes and practices for Students At Educational Risk (SAER). For those students we set challenging but achievable targets in line with their ability and closely monitor their progress with individualised education plans.

*“All Students can achieve success: our job is to ensure every student has the opportunity to do so.”*  
Excellence and Equity - Strategic Plan for WA Public Schools 2012 – 2015.

### Numeracy NAPLAN

Numeracy results have been at or below Like Schools until 2012. Numeracy will remain a focus throughout this planning period.

### Writing NAPLAN

Writing has been an area of concern in Years 3 and 7, although recent data demonstrates considerable improvement.

### Reading NAPLAN

Although Year 3 data has remained above ‘like schools’ over time, Years 5 and 7 data has not been as consistent. Reading comprehension will remain a focus.

### WAMSE Science testing

At least 50% of Nedlands students consistently achieve results in the top 20% of all students. The challenge is to maintain this result in light of the changing demographic.

### ICT Skills

The school is establishing a Scope & Sequence document for ICT skills. This document will be accompanied by an assessment tool to monitor student progression.

### Higher Order Thinking Skills (HOTS)

Nedlands students have an excellent reputation in this area. To continue this level of success the school target is at least 75% ‘Yes’ responses to HOTS survey questions.

## Target Areas

This long term goals of this Business Plan have been divided into four key areas:

1. Student Performance;
2. Staff Capacity;
3. Community Partnerships; and
4. The Environment.



*“..There’s always something ahead that’s really fun. I always get to see all my friends, it’s almost like a humongous play over, all the teachers give you a very interesting and excellent education.”* Nedlands Year 3 Student

# STUDENT PERFORMANCE

## Indicators of Success - Specific Measurable Targets 2013 – 2015

### National Assessment Program Literacy And Numeracy (NAPLAN)

Minimum of 50% of all years 3 and 5 students in the top 20% of all students tested in each test.  
 100% of Nedlands students achieve a score that is at, or above, the national minimum standard in each test.  
 Evidence of retained cohort exceeding Like Schools progress.  
 SAER students to achieve progress that is equal to at least 85% of WA mean progress.

### Western Australian Monitoring Standards in Education (WAMSE)

50% of Nedlands students in the top 20% of all students tested in Science.

### Gender

Male student performance in NAPLAN and WAMSE will be commensurate with female student performance by 2015.

### Music

Music Instrumental Program to extend to at least 75% of all eligible Year 4 to 7 students.

All students can achieve success. Nedlands Primary school will continue to set challenging performance and improvement targets, provide diverse curriculum and build on the strengths of its students and community to facilitate success for all students. Nedlands Primary school performs at or above Like Schools in NAPLAN results and is one of the top 10 public schools in literacy and numeracy.

“Each parent should feel confident that their local public school can meet the needs, aspirations and interests of their children.” Excellence and Equity - Strategic Plan for WA Public Schools 2012 – 2015.

FOCUS AREAS	STRATEGIES TO ACHIEVE SUCCESS
Boys In Education	Develop and implement strategies to improve the performance of boys in NAPLAN & WAMSE testing.
Maintain and improve Numeracy and Literacy standards.	Early identification of SAER students through On Entry testing; Review and refine support program and ESL strategy; and Maintain extension programs in Reading and Mathematics.
Student Leadership	Commence transition of all student leadership roles to Year 6 students in preparation for Year 7 moving to secondary school in 2015.
Information & Communication Technologies (ICT)	Implementation of contemporary ICT practices across the curriculum; Maintain and upgrade network to ensure student access to appropriate technologies; and Introduce ICT skills Scope & Sequence document and assessment strategy.
Enhance Science Learning	Explicit teaching of Science as per Focus Group Plan; Continuation and extension of Science Extension Groups for Years 4 and 5; and Purchase of new Science resources.
Arts, Culture & Language	Continue development, promotion and resourcing of instrumental programs and choir; Introduction of Aboriginal studies across the curriculum; and Continue to actively promote learning a second language in Years 3-7 students.
Diversity & Learning	The teaching of strategies including Bloom's Taxonomy, Six Thinking Hats, Tony Ryan's Thinker's Keys, graphic organisers and Gardner's Multiple Intelligences; HOTS Scope and Sequence document implemented across the School; and Continued involvement in Primary Extension And Challenge (PEAC) and Tournament Of Minds (TOMs).



## STAFF CAPACITY

Nedlands Primary School continues to build staff capacity to deliver quality learning opportunities for all children while in the transition to Australian Curriculum.

*“Change must result in improved classroom practices and student learning.”* Excellence and Equity - Strategic Plan for WA Public Schools 2012 – 2015.

### Indicators of Success

Full Implementation of Australian Curriculum

Staff profile reflects a range of ages, cultural identities and levels of experience

Increased number of Level 3 teachers

FOCUS AREAS	STRATEGIES TO ACHIEVE SUCCESS
Build capacity in all staff through targeted use of quality professional learning.	Link agreed Performance Management goals to Professional Learning for all staff; Encourage pursuit of senior teacher and Level 3 teacher attainment through provision of leadership opportunities to appropriate staff; and Conduct a staff survey (2014) to identify staff professional learning needs.
Use of performance data by staff to plan for improvement.	Regular revision of appropriate data at staff meetings; Development of baseline Pre-Primary achievement levels through analysis of On-Entry testing and common tasks; Allocate collaborative planning time to allow year level teams to plan, moderate and assess common tasks; and Collaborate across phases of learning (K-2 and 3 – 7).
Workforce Planning.	Conduct workforce audit in 2013, compare to 2010 audit; and Implement workforce management to ensure staffing is correct in 2015. The number of staff members will decrease by approx. 1 – 1.8 as year 7s leave).
Staff engagement with appropriate ICT to ensure improved outcomes for students.	Upgrade and maintain computer network in line with the existing ICT planning documentation, including adequate wireless network coverage to all classrooms; Increase technical support; Maintenance of Staff homepage to enable sharing of ideas, innovations, new policies and enhance collaboration across year levels; Integrate tablets and other emerging technologies into the workplace; Whole staff professional learning inline with National Professional Standards for Teachers; and ICT skills Census in 2015.
Plan to implement Australian curriculum.	2013- Full implementation of History, Biology and Mathematics; Development of Scope & Sequence document for Geography to complement existing History documentation; 2014- Continue Implementation of above. Familiarisation with English and Geography curriculum; and 2015- Full implementation of Australian Curriculum.

*“..The teachers. They are so delightful and welcoming, and always saying “Hello” or “good morning” and “Good Afternoon”. They are amazing at teaching every one of us and we’re improving rapidly.”* Nedlands Year 5 Student



## COMMUNITY PARTNERSHIPS

In addition to the excellent facilities and educational programs at Nedlands, there is strong support from the parent community, local businesses, and school staff. The School Board continues to provide excellent governance and leadership within the school community ensuring that the long term future of the school is secure and ensuring communication between the key stakeholders of the school community. The Parents and Citizens Association have funded the development of substantial playground projects, air-conditioning of the school and construction of the Altius Centre, as well as funding and managing the school swimming pool. In conjunction with this excellent community support, Nedlands Primary School has experienced staff who provide a high standard of education for all students. The whole school community is committed to ensuring that students are provided with a curriculum to meet the challenges of the 21<sup>st</sup> century.

Nedlands Primary School views itself as a key pillar in building a sense of community and is committed to maintaining existing networks and partnerships as well as developing new links. Current links include partnerships with The University of Western Australia (UWA) Child Study Centre, UWA Faculty of Education, City of Nedlands and Shenton College. Working collaboratively with other public schools, businesses and key organizations is vital for the health of the school as well as a benefit to the community.

We encourage the development of community partnerships and active involvement of local families through a variety of opportunities.

### Indicators of Success

Participation in networking initiative with other local schools

High level community support for the centenary initiatives

Regular positive interaction with Nedlands Council, UWA, Shenton College and local community groups

FOCUS AREAS	STRATEGIES TO ACHIEVE SUCCESS
Celebrate school centenary in 2013	Implementation of activities for the celebration of the school's 100th anniversary; and Launch and promotion of Centenary book.
Honour inclusivity and cultural diversity.	Celebration cultural diversity at the classroom level; Staff consideration of cultural diversity in planning learning experiences; and Institution of biannual "CHOG Fest" celebrating cultural diversity of the school community.
Maintain links to significant community groups.	Enhancement of working relationships with UWA, Shenton College, City of Nedlands and Perth Modern School; Development of links with community groups including Rotary and the Red Cross; Increase in contact and collaboration with Nedlands Council as solutions are sought to the increasing traffic issues experienced by parents after school; and Seek out opportunities to develop an appropriate science partnership.
Positive engagement with the community	Ensuring that Board and P&C meetings are advertised and minutes are published in a timely manner on the school website; Email communication policy developed to ensure clear and positive electronic communication between all stakeholders; and Future planning in collaboration with all stakeholders, encouraging community input.

*"We do very well in interschool competitions and also because we don't pollute our school grounds with litter. We are also very good at raising funds for underprivileged groups in the community." Nedlands Year 3 Student*



## THE ENVIRONMENT

Nedlands Primary School is a safe, caring and sustainable environment

### OUR ETHOS

Nedlands Primary School provides a supportive learning environment which nurtures positive self-esteem within each child. Children are encouraged to care for and respect themselves and others. The school fosters self-discipline and the need for students to accept responsibility for their actions. Nedlands Primary School has a culturally diverse student population, encouraging an environment where students are taught to think globally and appreciate diversity.

Ours is a unique and exceptional school because it has students who are interested in learning, staff who are committed to excellence and a supportive, active community. This creates students who are both independent learners and are community aware.

### Indicators of Success

500 students registered for Acts of Service and 30 badges (100 hours) issued to individuals by December, 2015.

Significant improvement is noticeable in parking and traffic flow around the main school site.

Improved school environment including grounds and play equipment.

FOCUS AREAS	STRATEGIES TO ACHIEVE SUCCESS
Students as Community Members.	Introduce Acts of Service program for all students from K to Year 7; and Develop and implement Charities Policy to facilitate school support of charitable foundations.
Provision of education in values and ethics	Review current provision of religious education and the teaching of ethics with the whole school community; and Continue Ethics program from Years 5 to 7.
Health and well being of students and staff	Provision of a chaplaincy program in 2013 to supplement existing support mechanisms. Buildings and grounds are maintained in a suitable condition to ensure health and well being of all school community; Ongoing evaluation of levels of student fitness, strength, agility and hand-eye coordination; Investigation into possible solutions to the traffic flow and parking problems at Nedlands; and Management of traffic issues at Nedlands Park Early Learning Centre.
Effective management of student behaviour	Continued systematic reviews of behaviour management and attendance data; and Review of Bullying Management procedures and protocols document.
Maintenance of a safe electronic environment.	Cyber bullying prevention training for staff and Years 4 to 7 students; and Effective protocols maintained for use of the ICT network and devices.
An environmentally sustainable school.	Maintenance of the Solar Panels; Investigation into increased use of electronic reticulation of grounds; Utilisation of rain water tank; and Continued promotion of Waste Wise Wednesdays.
Commitment of Financial Resources.	Development of a long term plan to ensure the school grounds are regularly and systematically maintained and improved.

*"There are so many enthusiastic people there, including the teachers. When I first got to NPS everyone was really nice to me and showed me around. I quickly made heaps of friends."* Nedlands Year 5 Student



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*"There is not one thing I don't like about Nedlands. It's the programs at school, like the cake stall and the fete and I also like Band and sport lessons."* Nedlands  
Year 6 Student