East Manjimup Primary School

Business Plan

2018 - 2020

Strive to Succeed

A Summary of Department of Education Values

Learning: We have a positive approach to learning and encourage it in others; we advance students' learning based on the belief that all students have the capacity to learn.

Excellence: We have high expectations of our students and ourselves and set standards of excellence and strive to achieve them.

Equity: We recognise the differing circumstances and needs of students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces & learning environments that are free of discrimination, abuse or exploitation.

Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.

Our Vision:

To provide a positive, caring and stimulating environment where all students have the opportunity to:

- **Achieve their individual potential in all areas;**
- **Develop the skills, knowledge and confidence necessary to achieve success in their schooling and in the wider society;**
- **Develop confidence, judgement and decision making skills to take small, calculated risks;**
- **Gain a life-long appreciation of the need to live in a sustainable manner;**
- **Internalise our school values and apply them in their interaction with others.**

Our School Values:

- **Respect**
- **Care and Compassion**
- **Honesty and Trustworthiness**
- **Understanding, Tolerance and Inclusion**
- **Doing Your Best**
- **Fair Go**
- **Integrity**
- **Freedom**
- **Responsibility**

Areas of Note:

Staff: very experienced and motivated teaching and support staff

School Grounds:

a beautiful environment, including gardens, lawn areas, turf oval, tree plantation, dam area, surrounded by native bush and also farm land

Teacher Development School:

our school provides much professional development for DOE staff throughout the state, particularly in the area of Languages

Indonesian Language Program:

extensive teaching of Indonesian to all students Yrs 3 - 6 (students have won a number of national awards)

THREE program:

opportunity for children in the year before Kindergarten to learn and play Monday mornings at the school

Ability grouping (Maths & English):

students learn in ability-based groups

Our school is located in a beautiful area of the South West, with lovely grounds and surrounds. Approximately 240 students K - 6 are enrolled.

The school has a strong community and family culture. Relationships between students, staff, families and community are positive.

One of the greatest strengths of the school is the expertise and team-focused nature of our experienced and motivated staff.

The educational focus at East Manjimup Primary School is to provide a holistic approach to student learning and wellbeing. There is a major pastoral care approach, including the work of our Learning Support Coordinator, chaplain and a range of support services.

Especially in the areas of Maths and English there is a strong emphasis on smaller group work, including ability grouping of students. A number of Education Assistants provide positive support for our teachers.

The Indonesian programme at the school is highly regarded. Students in Years 3 - 6 participate in twice-weekly 50 minute lessons. There is also a focus on Indonesian culture and history.

NAPLAN results in Years 3 and 6 in all tested areas are consistently in line with like-schools throughout Australia.

Our Natureplay area provides an extensive outdoors play area in which students can explore and experiment.

Our P&C and School Board provide consistent and effective support.

Focus areas of the previous Business Plan:

2015 - 2017

- Student Success
- Excellence in Teaching and Learning
- Strong Parent and Community Partnerships
- A Safe, Caring, Supportive and Sustainable Environment

Focus areas of this Business Plan:

2018 - 2020

- Numeracy
- Excellence in Teaching and Learning
- Reading
- Aboriginal Cultural Standards Framework

As an Independent Public School East Manjimup Primary School (EMPS) develops and operates three-yearly Business Plans. In Semester Two 2017 school staff worked together to develop this strategic plan. The School Board also participated in the process.

A wide range of student learning and school data was analysed to determine focus areas. This also included reviewing the targets (and related data) of the 2015 - 2017 Business Plan.

This 2018 - 2020 Business Plan includes four focus areas:

- **Numeracy**
- **Excellence in Teaching and Learning**
- **Reading**
- **Aboriginal Cultural Standards Framework**

There is also a focus on the Manjimup Independent Public Schools Cluster. The four public schools of Manjimup aim to work closely together to provide effective and positive services to the community.

This plan needs to be read in conjunction with the Department of Education's *High Performance - High Care Strategic Plan for WA Public Schools 2016 - 2019* and *Focus 2018 (2019, 2020).*

What we aim to achieve (targets):

- Students achieving below benchmark in Yr 3 to be working at or above the benchmark in Yr 5 (NAPLAN)
- Whole school mean to be equal to or higher than 'like school' mean (NAPLAN)
- Yr 7 (former Yr 6 students) NAPLAN results are similar to WA Public School mean
- Percentage of students in (provisional) top 20% and middle 60% achievement groupings is greater than 20%/60% in both Year 3 and Year 5 NAPLAN Maths
- 80%+ of students in P-6 are working at or above year level New Wave Mental Book

Assessment Schedule:

- Annual - May: NAPLAN Years 3 and 5
- Termly: ORIGO quarterly test
- Ongoing: Times Tables Challenge
- Terms 2 and 4: SCSA Judging Standards
- Term 4: Easy Mark (or PAT) testing

Focus: Numeracy

- Provision of numeracy teaching in all classes is of a high standard
- All students are achieving according to their ability level

Strategies and Actions

- Whole-school timetabled maths lessons, five days per week, with streamed maths groups
- Use of ORIGO maths program in all groups P - 6
- All planning linked clearly to the Western Australian Curriculum and current student achievement/need
- NAPLAN practice - Term 1
- Consistent use of whole school Times Tables challenges
- One staff or collaborative meeting per term to include an aspect of numeracy teaching/learning
- Once in Term 2 and once in Term 4 moderate student learning, using SCSA judging standards
- Participation in interschool *It's Mathsademic* competition
- Easy Mark (or PAT) testing of all students P - 6 term 4
- Ensure hands-on, practical strategies are used in conjunction with ORIGO and New Wave programs
- Performance Management and Classroom Observation to be linked with numeracy teaching
- Mental maths books allocated according to individual student ability
- ORIGO quarterly tests - record school-wide results
- Appropriate use of Support Teachers and Education Assistants in streamed maths groups

For further development

- **Investigate iSTAR model or other Explicit Teaching model, in context of Mathematics**
- **Alignment of ORIGO content with WA Curriculum and Judging Standards**

Links to DOE Strategic Plan 2016 - 2019:

- Achieve school-wide agreement on strategies to increase consistency in teaching quality and practices
- Emphasise instruction in science, technology, engineering and mathematics (STEM)

What we aim to achieve (targets):

- General (trend) alignment of student report grades to NAPLAN results and expected school performance. School Performance Monitoring (SPM) displays appropriate alignment each year
- All deliverables in Teacher Development School operational plan are achieved at Sufficient or Considerable level
- National Quality Standard - QA1 (Educational program and practice) and QA4 (Staffing arrangements) are at *Meeting the Standard* for each annual audit
- National School Opinion Survey - results from parents / Yr 6 students for items *Teachers expect my child to do their best* and *Teachers provide me with useful feedback* scores are at 4.3 or higher

Assessment Schedule:

- Semester: SPM - student grades and NAPLAN results
- Annual: TDS audit
- Annual: NQS audit

Focus: Excellence in Teaching and Learning

- Strong and effective teaching is evident in all classrooms
- All students are supported to achieve to their ability levels
- Strong and effective administrative support of all teachers and support staff

Strategies and Actions

- Strong knowledge and implementation of WA Curriculum
- Termly line manager and peer classroom observation and feedback
- Link between classroom observation and performance management
- Appropriate and relevant professional learning accessed
- Moderation of student work / grades - particularly in Reading and Maths - each semester
- Application of 2018 - 2020 Workforce Plan, especially in dealing with expected teaching staff retirements
- Continuation of Teacher Development School status (Languages)
- Nomination of identified teaching staff for State and National teaching awards
- Support graduate teachers to achieve Full Registration within first three years of teaching
- Appropriate PL accessed by all staff

For further development

- **Closer relationship with Edith Cowan University (especially Bunbury campus), including development of student and graduate teachers (possibility of STEM partnership?)**

Links to DOE Strategic Plan 2016 - 2019:

- Articulate high expectations and standards of teacher performance through induction, professional learning and evaluation based on the Australian Professional Standards for Teachers

What we aim to achieve (targets):

- NAPLAN Reading Yr 3 and Yr 5 school means greater than national like-school means
- Rate of improvement from Yr 3 to Yr 5 in NAPLAN Reading is at or above the national like-school mean
- Rate of improvement from Yr 5 to Yr 7 NAPLAN Reading is at or above the national like-school mean (for Manjimup SHS cohort)

Assessment Schedule:

- Ongoing: PM Benchmarks
- Ongoing: MultiLit achievement and progress
- Annual - May: NAPLAN Years 3 and 5
- Term 4: PAT testing

Focus: Reading

- Students are consistently reading for pleasure and enjoyment
- Students develop strong and effective comprehension skills and strategies

Strategies and Actions

- Effective use of EAs in each class to cater for different abilities and groupings
- Practise using past NAPLAN tests
- PP - PM25 Home Reading: each week day
- Drop Everything and Read (DEAR) and Uninterrupted Sustained Silent Reading (USSR) adopted
- Links to comprehension of texts in Science and HASS
- MultiLit tutoring
- Contemporary non-fiction magazines in library
- Consistent use of Comprehension Boxes (SRA; colour-coded) in classes
- Streaming of students in English (Reading and Spelling)
- PAT Reading (ACER testing)
- One staff or collaborative meeting per term to include an aspect of Reading teaching/learning
- Performance Management and Classroom Observation to be linked with teaching of Reading
- Reading for Pleasure - including teacher reading to class
- Students borrowing library books over school holidays

For further development

- Development of Comprehension Skills outline and sequence

Links to DOE Strategic Plan 2016 - 2019:

- Emphasise the instruction of synthetic phonics in the early years
- Maintain a strong focus in the primary years and beyond on the explicit teaching of literacy (and numeracy)

What we aim to achieve (indicators):

- Staff provide information to parents of Aboriginal families about their children's progress and support families to participate in all aspects of their children's education
- Staff draw on the expertise of Aboriginal staff (including AIEOs and regional Aboriginal education team) and local Aboriginal community members and organisations to enrich learning experiences for students
- School leaders provide opportunities for local Aboriginal community representation on school board
- Staff engage with local Aboriginal community members to identify opportunities for including cultural events at the school

Focus: Aboriginal Cultural Standards Framework (ACSF) - Relationships

- Implement ACSF throughout school operations
- EMPS to be recognized as a school strongly supporting Aboriginal students and their families

Strategies and Actions

- Strategic use of AIEO / Chaplain
- NAIDOC week - WA grant (annual)
- Continuation of Indigenous student representative on student council
- Develop links with Yorganop (local Aboriginal community group)
- Development of central store of teaching materials relating to Aboriginal culture and history
- Invite local Aboriginal people (including elders) to participate in major school events and functions
- Where appropriate develop home visiting and home support procedures and practices
- Encourage Aboriginal parents with pre-Kindy year children (3 years old) to participate in Monday morning THREE sessions

For further development

- Investigate other four standards of ACSF - Leadership, Resources, Learning Environment, Teaching

Links to DOE Strategic Plan 2016 - 2019:

- Work with families and communities early to give children the best start to learning including wrap-around services and collaboration with other organisations and agencies
- Implement the ACSF as a clear statement of expected practice and behaviour in schools and communities to increase Aboriginal student achievement and drive improvement planning

What we aim to achieve (indicators):

Cluster approach in:

- CHAT - including Drug Education Guidelines
- Behaviour Management
- Use of ICT - student conduct
- Digital Technologies
- Enquiry Process
- Risk Management
- Aboriginal Education
- Education Visions Committee
- Partnerships with business and industry
- Marketing of schools

Manjimup Independent Public School Cluster

- The four Independent Public Schools of Manjimup - East Manjimup PS, Manjimup PS, Manjimup Education Support Centre, and Manjimup SHS - provide a coordinated, high-standard of education to the Manjimup and surrounding area communities
- Staff of the four schools achieve a high standard of work satisfaction, achievement and career growth

Strategies and Actions

- Principals of four schools meet twice per term
- Co-ordinate programs and resources (where possible) across four schools in order to meet shared cluster approach
- Coordinate information and data for individual School Reviews
- Where appropriate seek support from Warren Blackwood Network
- Develop stronger ties with range of community, private and public organisations that provide services to community members eg. Relationships Australia, local churches
- Developing strategies to promote school/s to local community

For further development

- Cluster approach to teaching of Languages - Indonesian

Links to DOE Strategic Plan 2016 - 2019:

- Harness the capability of school leaders to contribute to system development and leadership as significant assets in advancing the reform of the public school system
- Continue to provide opportunities for schools to shape the distinctive ways they respond to student and community aspirations, including through the IPS initiative

Glossary

ACER - Australian Council Education Research

ACSF - Aboriginal Cultural Standards Framework

CHAT - Changing Health Acting Together

DOE - Department of Education

HASS - Humanities and Social Sciences

MultiLit - Making Up Lost Time in Literacy

NAPLAN - National Assessment Program Literacy and Numeracy

NQS - National Quality Standards

NSOS - National School Opinion Survey

PAT testing - Progressive Achievement Test

SCSA - School Curriculum and Standards Authority

SRA - Science Research Associates

STEM - Science, Technology, Engineering and Maths

TDS - Teacher Development School