



Connolly Primary School

An Independent Public School

Business Plan 2015-2017

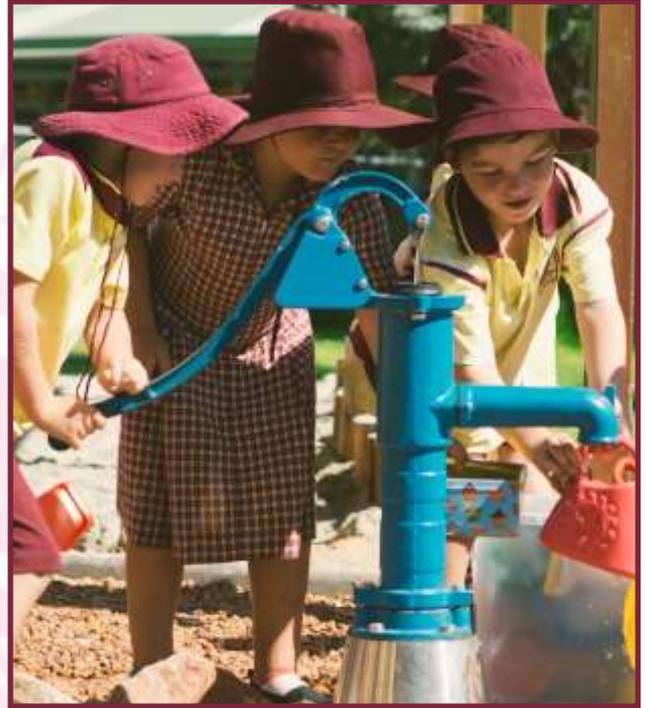


Excellence • Learning • Innovation • Care

Welcome to Connolly Primary School

Our Objective

For every child to achieve their full potential by utilising our passion for learning, diversity, educational methods and innovation to make our school the first choice for parents.



Our school has been 'growing students in harmony' for almost twenty five years.

Our school places a strong focus on developing the 'whole child' and supporting each child to reach their potential. We believe each child should grow academically, socially and emotionally. We recognise each child is an individual and we provide an approach to learning that is inclusive and differentiated.

Our professional and dedicated staff are committed to growing their skills and capacities to ensure each child in our care is a successful student. Our staff have high expectations of students and adopt innovative, effective and evidence based teaching strategies. The staff are further committed to shared leadership, collaborative practices, and the coaching and mentoring of colleagues.

Our school enjoys a strong sense of community and is supported by involved parents who place a high value on education, and an active P&C Association. Our School Board consists of six parent members, three members of staff, and two community representatives. The Board contributes significantly to the strategic direction of the school.

We strive to ensure every child in our care grows in a harmonious environment.

Our Values

At Connolly Primary School, we value: -

- Passion for learning - All members of the school community strive to learn and grow their skills, knowledge and attitudes.*
- Striving for our personal best - We identify personal goals and strive to achieve them.*
- Innovation and growth - We seek to grow our abilities and knowledge through innovation and change.*
- Harmonious respectful relationships - We care for and support each other.*
- Celebrating and supporting diversity - We learn about each other and celebrate our diversity.*
- Shared accountable leadership - All members of the community embrace leadership opportunities.*
- Accepting responsibility - We accept responsibility for our actions.*

Curriculum Vision

At Connolly Primary School we **Plan, Teach, Assess and Report** using the **Western Australian Curriculum** for English, Mathematics, Science, and Humanities and Social Sciences. These subjects will be supplemented by learning areas described in the former Western Australian Curriculum Framework.

Teachers work as individuals, and as a member of a collaborative team. This includes planning collaboratively, sharing expertise, mentoring and coaching colleagues.

The pastoral care needs of our students are supported through the classroom learning programmes.

Plan - Teachers ensure the General Capabilities, as described in the **Western Australian Curriculum**, are explicitly addressed as part of regular learning programmes.

Teachers engage with and utilise the practices and strategies described in our Whole School Approach documents.

Our school utilises structures and processes to identify children at risk and respond to their needs. This includes adopting a case-management approach, supported by the administrative team, ensuring that each child reaches their capacity.

Teach - Teachers deliver learning programmes that use strategies and planning processes to address individual student needs, encourage participation in small group work and provide whole class instruction.

Teaching strategies support the development of critical thinking skills through the use of open-ended tasks and collaborative learning strategies.

Assess - Assessment is an integral part of the teaching cycle, and is an ongoing process. Student achievement is measured against the Year Level Achievement Standards, or against the 'C'-Grade descriptors.

Additional assessment and moderation tasks are undertaken according to our school's **Assessment Policy and Schedule**.

Report - Students receive quality feedback on their achievement and progress through a variety of age-appropriate strategies.

Reporting to Parents will include Interim and End of Semester Reports, School Open Nights and Parent/Teacher Interviews.



Rights and Responsibilities

At our school, all members of the school community recognises that we each have rights and responsibilities.

Students have the RIGHT to:

- Respect, courtesy and honesty from both students, staff and parents.
- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Attend a school where pride in their school and their learning is encouraged.

Staff have the RIGHT to:

- Respect, courtesy and honesty from students, parents and other members of staff.
- Teach in a purposeful and non-disruptive environment.
- Teach in a safe, secure and clean environment.
- Receive the co-operation and support of colleagues and parents.
- Receive cooperation and support from parents.

Parents have the RIGHT to:

- Access a meaningful and purposeful education for their child.
- Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.
- Be informed of their child's progress;

Students have the RESPONSIBILITY to:

- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Ensure that the school environment is kept neat, tidy and secure.
- Behave in a way that protects the safety and well-being of others.
- To participate in a positive, sharing manner

Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students, parents and colleagues.
- Ensure good organisation and planning;
- Provide support for colleagues.
- Report student progress to students and parents.
- Report student concerns to parents.
- Inform parents on all aspects of their child's behaviour.

Parents have the RESPONSIBILITY to:

- Ensure that their child attends school and is punctual.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a meaningful and adequate education for their children.
- Support the school when following up on areas of concern.
- To conduct themselves in a fair and respectful manner when on the premises.



Successful Students / Effective Teachers

Students at Connolly Primary School strive to achieve their potential, and are supported by passionate educators who are committed to enhancing their professional capabilities.

OVERARCHING STRATEGIES

- Teachers will plan, teach and assess using the Western Australian Curriculum.
- A continued commitment to the Whole School Approaches in all curriculum areas.
- All staff to engage in data-driven operational and classroom plans.
- Use group work and differentiated curriculum to support the needs of students at educational risk.
- Staff to engage in regular moderation in the Western Australian Curriculum learning areas to ensure accurate and consistent assessment of student achievement.
- All staff to engage in a bottom-up approach to data analysis.
- Development of academic achievement targets for all year levels based on the Western Australian Curriculum Achievement Standards.
- Digital tools will be used in the planning , teaching and assessment of all curriculum areas.

Goal 1: *Raise our school's NAPLAN mean scores for English and Mathematics to be 7% above the Australian mean.*

Area	Strategy	Key Performance Indicators
English	<ul style="list-style-type: none"> •25% of teaching time will be allocated to Literacy. •Collaborative teams will plan using the Western Australian Curriculum Planning Documents developed by Woodlands TDS. •Utilisation of the West Coast Language Development Centre Critical Learning Path, DET NAPLAN planners, and First Steps materials to support the planning and delivery of English programmes. •Adopt a case management approach to increase progress made by students in English, with a particular focus on reading. •Continue the Support-A-Reader programme. •Students in Years 2, 4 and 6 to undertake NAPLAN testing to track student learning growth. •Level 3 teachers to develop, trial and lead the full implementation of a standardised structure for spelling lessons, supporting the explicit instruction of spelling rules and strategies. •Continuation of a rigorous phonological awareness programme across the junior years, making use of resource materials such as Letters & Sounds. •Audit reading texts against the requirements outlined within the Western Australian Curriculum. •Roll-out of On-Entry Assessments to include students in Year 1 and Year 2, with the development of academic achievement targets for students in Year 1 (based on the On-Entry Assessment results) for inclusion in the Business Plan from 2016. 	<p>Reading</p> <ul style="list-style-type: none"> • Increase the average growth between Years 3 and 5 in Reading (as identified through NAPLAN) to be at or above that of like schools by 2017. • 65% of Year 3 students will achieve in Band 5 or above for NAPLAN Reading by 2017. • 65% of Year 5 students will achieve in Band 6 or above for NAPLAN Reading by 2017. <p>Writing</p> <ul style="list-style-type: none"> • 65% of Year 3 students will achieve in Band 5 or above for NAPLAN Writing by 2017. • 55% of Year 5 students will achieve in Band 6 or above for NAPLAN Writing by 2017. <p>Spelling</p> <ul style="list-style-type: none"> • Arrest the downward trend in the Year 3 Spelling average score in NAPLAN, and to have an upward trend by 2017. • 70% of students in Year 5 to achieve in Band 6 or above in NAPLAN Spelling by 2017. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • 65% of Year 3 students will achieve in Band 5 or above for NAPLAN Grammar and Punctuation by 2017. • Increase the average growth between Years 3 and 5 in Grammar and Punctuation (as identified through NAPLAN) to be at or above that of like schools by 2017. • Level 3 Teachers to develop, trial and lead the full implementation of a standardised structure for spelling lessons, supporting the explicit teaching of spelling rules and strategies. • Regular review of the phonological awareness programme implemented across the junior years.

Area	Strategy	Key Performance Indicators
Mathematics	<ul style="list-style-type: none"> • 25% of teaching time will be allocated to Numeracy. • Support teaching staff to implement classroom pedagogy including the Gradual Release Model, interactive learning and reflective plenary sessions. • Collaborative teams to plan using the Australian Curriculum Planning documents (based on documents developed by Currumbine PS) • The Connolly PS scope & sequence of Mental Maths strategies to be taught consistently across the whole school. • Continue the implementation of the iMaths curriculum materials as the primary resource for the teaching of Mathematics. • Continue the use of MTS Online curriculum resources, the DET NAPLAN Planners, and First Steps materials to support the planning and delivery of Mathematics Programmes. • Students in Years 2, 4 and 6 to undertake NAPLAN testing to track student learning growth. • Students will undertake common assessment tasks for numeracy. • Rollout of On-Entry Assessments to include students in Year 1 and Year 2. • Develop academic achievement targets for students in Year 1 (based on the On-Entry Assessment results) for inclusion in the Business Plan from 2016. • Establish a yearly <i>Maths Activity Week</i>. 	<ul style="list-style-type: none"> • Increase the average growth between Years 3 and 5 in Numeracy (as identified through NAPLAN) to be at or above that of like schools by 2017. • 65% of Year 3 students will achieve in Band 4 or above for NAPLAN Numeracy by 2017. • 60% of Year 5 students will achieve in Band 6 or above for NAPLAN Numeracy by 2017. • All students to complete MTS summative assessment tasks. • Establishment of an annual Maths Activity Week.
Across Both Learning Areas		<ul style="list-style-type: none"> • All students Pre-Primary to Year 2 to complete On-Entry Assessment, and the development and implementation of academic achievement targets based on this assessment. • Student progress to be mapped using NAPLAN for students between Years 2 to 6.



Goal 2: *Continue to develop a teaching environment to complement learning and development in additional curriculum areas.*

Area	Strategy	Key Performance Indicators
The Arts	<ul style="list-style-type: none"> Teachers will plan, teach, assess and report using the Western Australian Curriculum Framework. Staff to commence familiarisation and trial use of the to-be-completed Western Australian Curriculum document in 2016, with full implementation (plan, teach, assess and report) in 2018. Continue to provide students with specialist programmes in Visual Arts and Music in Years 1-6. 	<ul style="list-style-type: none"> Participation in community-based student exhibitions of pieces completed as part of Visual Arts classes. Continuation of instrumental music lessons for Year 6 students in clarinet, flute, guitar and trumpet through the School of Instrumental Music. Continuation of School Choir and School Band programmes. Hold or participate in one performing arts production each year.
Health & Physical Education	<ul style="list-style-type: none"> Teachers will plan, teach and assess using the Western Australian Curriculum Framework. Staff to commence familiarisation and trial use of the to-be-completed Western Australian Curriculum document in 2016, with full implementation (plan, teach, assess and report) in 2017. Teachers will use the Connolly PS Health Curriculum & Reporting Map. Health programmes will continue to link to the pastoral care programmes, with a focus on Friendly Schools Plus, and Values Education. Continue provision of a specialist Physical Education programme. Ensure Kindy and Pre-Primary students have access to an explicit Fundamental Movement Skills programme. 	<ul style="list-style-type: none"> Revamped Morning Fitness programme through the introduction of collaborative team-building games. Continuation of the Senior Sport programme. Continued participation in interschool sports carnivals and competitions. Engagement of specialist coaches and development officers to provide students with access to a wide variety of sporting opportunities. Registration and participation in the Sporting Schools programme. Continued participation in the Edu-Dance programme. Continuation of In-Term swimming lessons at both Mullaloo Beach and Arena Joondalup.
Humanities & Social Sciences	<ul style="list-style-type: none"> Teachers will plan, teach and assess using the Western Australian Curriculum for History and Geography. Additional curriculum content will be drawn from the Western Australian Curriculum Framework. Staff to commence familiarisation and trial use of the to-be-completed HASS Western Australian Curriculum document in 2016, with full implementation (plan, teach, assess and report) in 2017. Teachers will use the Connolly PS Humanities & Social Sciences (HASS) Curriculum & Reporting Map. Collaborative teams will plan using the Connolly PS Australian Curriculum planning documents. 	<ul style="list-style-type: none"> Annual review of Whole School Approach for HASS.
Languages Other Than English	<ul style="list-style-type: none"> Teachers will plan, teach, assess and report using the Western Australian Curriculum Framework. Staff to commence familiarisation and trial use of the Western Australian Curriculum document in 2016, with full implementation (plan, teach, assess and report) in 2018. Continue provision of specialist Japanese programme. Introduce Japanese from Year 2. 	<ul style="list-style-type: none"> Participation in the Gunma Kokusai Academy Cultural Exchange Programme. Development and implementation of strategies to raise and maintain the status of LOTE within the school.
Science	<ul style="list-style-type: none"> Teachers will plan, teach, assess and report using the Western Australian Curriculum. Teachers will use the Connolly PS Science Curriculum & Reporting Map. Collaborative teams will plan using the Connolly PS Australian Curriculum planning documents. Primary Connections will be the primary curriculum resource materials. 	<ul style="list-style-type: none"> Re-establish Karri 2 classroom as a designated Science Lab. Build science resource kits for each Western Australian Curriculum content area. Recognise National Science Week by holding a Science Activity Week.
Technology & Enterprise	<ul style="list-style-type: none"> Teachers will plan, teach, assess and report using the Western Australian Curriculum Framework. Staff to commence familiarisation and trial use of the to-be-completed Western Australian Curriculum document in 2016, with full implementation (plan, teach, assess and report) in 2018. The technology process to be explicitly taught, practised and assessed through longer-term project work during the year. 	<ul style="list-style-type: none"> Development of a Whole School Approach to Technologies in line with the to-be-completed Western Australian Curriculum.

Goal 3: *Develop a clear vision and plan that focuses on measurable, improved student learning through ICT.*

Strategy	Key Performance Indicators
<ul style="list-style-type: none"> • Develop and implement a Connolly PS ICT skills scope and sequence to guide the explicit instruction of ICT skills • Maintain school and student subscriptions to online learning tools including iMaths, Reading Eggs, Study Ladder and Skoolbo. • Maintain the ICT committee. • Provide professional learning to support the use of Interactive Whiteboards. • Ensure that each block in the school has access to a bank of wireless devices. • Explore professional learning opportunities at the Network Level. • Continue to make use of the Bring Your Own Device initiative for students in Years 4 to 6. 	<ul style="list-style-type: none"> • Develop and implement a Connolly PS ICT skills scope and sequence to guide the explicit instruction of ICT skills • Students will use ICT to create information products, and to retrieve information. • Each block has access to a bank of wireless devices. • Provide professional learning to students and staff to support the use of Ipads to enhance student learning. • Continue to hold “Techie Brekkies” as an internal tool for the up-skilling of staff. • Investigate and determine professional learning opportunities at the Network level.



A Safe and Caring Learning Environment

Goal 4: *Define and develop a school environment that builds a physical and emotional learning platform to optimise student learning.*

Area	Strategy	Key Performance Indicators
Students at Educational Risk (SAER)	<ul style="list-style-type: none"> Update SAER policy. Maintain Student Services Leadership team and SAER committee. Ensure all SAER have the appropriate documentation and curriculum differentiation, which is reviewed termly. Students with Disability Resource Funding are case managed and reviews are completed as necessary. Continue the flexibility within the Special Needs allocation and timetable to cater for students' needs. Provide opportunities for staff to access the support of departmental agencies as needed. Provide ongoing Professional Learning for staff as needed. Initiate the roll out of Special Education Need reporting for documented plans and reporting to parents. 	<ul style="list-style-type: none"> Full implementation of the updated school SAER policy. Regular meetings of the Student Services leadership team, and the SAER committee. Continuation of the SAER curriculum differentiation and documentation procedures. Staff participation in professional learning opportunities. Full implementation of the Special Education Need reporting.
Attendance	<ul style="list-style-type: none"> Update and implement the school's attendance policy. Ensure staff are updated on new attendance procedures. Monitor and review student attendance each term and continue case management of students with attendance below 80%. Continue 100% attendance certificates. Introduce an improved attendance certificate for individual students in term 2-4. 	<ul style="list-style-type: none"> Students in the indicated risk category to be 7% or below. Students in the moderate and severe categories (combined) to remain below 3%. 100% of Indigenous students to achieve an attendance rate of 90% or higher. Reduce the percentage of students with 15 or more days of late arrival from 7% to 5%.
Behaviour Management	<ul style="list-style-type: none"> Revise and update our school's behaviour management policy document and procedures. This will include the full implementation of the Levels of Behaviour Framework (developed by the Primary Behaviour Centre) within all classrooms and in the playground. Commence a shared rewards initiative amongst all specialist classrooms. Development and implementation of an audit of student behaviour every semester. 	<ul style="list-style-type: none"> Implementation of the updated behaviour management policy and procedures. Development of behaviour achievement targets for inclusion in the Business Plan from 2016. Implementation of the Specialist subjects reward system.
Leadership/ Working Relationships	<ul style="list-style-type: none"> Provide opportunities for staff to observe, mentor and model professional practice for their colleagues through the development of collaborative lesson studies. Continue to build the leadership capacity of the staff through the provision of appropriate professional learning opportunities. Support staff collaboration through the provision of shared DOTT, after school and team meetings. Continue to develop the Leadership Team model. 	<ul style="list-style-type: none"> Continuation of Collaborative Team meetings. Establishment of Leadership committees overseeing Student Services and Curriculum, in addition to the Leadership Team.
Mental & Emotional Health	<ul style="list-style-type: none"> Maintain and grow programs to identify and skill students that are socially and emotionally at risk. Continue the implementation of the Friendly Schools programme as part of the Health curriculum to explicitly teach intrapersonal and self-management skills. Maintain effective mental and emotional health programs and strategies including the Buddy Program. Maintain the school based Chaplaincy program. 	<ul style="list-style-type: none"> Student participation in the Friendly Schools, and Buddy Programmes.
Physical Environment	<ul style="list-style-type: none"> Complete the development of Phase Two of the Nature Playground in K/PP. Construct a nature play area to the side of Tuart Block Continue to enhance the gardens at the entrance to the school, especially the area outside of Banksia Block. Improve the signage at the front of the school reflecting our Independent Public School status. Continue with the classroom furniture renewal program. 	<ul style="list-style-type: none"> Completion of Phase Two Nature Playground in the K/PP, and the Nature Play Area near Tuart Block. Grounds and signage improvements completed at the entrance to the school.

Partnerships

Goal 5: *Foster and strengthen productive and sustainable relationships to enhance learning.*

Area	Strategy	Key Performance Indicators
Marketing	<ul style="list-style-type: none"> Continue to promote the school through the school website, Facebook page and Messages on Hold. Seek promotional opportunities through community involvement. 	<ul style="list-style-type: none"> The School Board to take primary responsibility for marketing our school. Continued upkeep, and tracking of engagement with the school website, Facebook page and Messages on Hold.
Parental Involvement	<ul style="list-style-type: none"> Encourage parental involvement through school hosted events. Continue to encourage participation through the P&C. Continue to host Parent Information Sessions on topics of interest and relevance to the parenting community. Continue to encourage parental volunteering to enhance student learning through programmes such as Support-a-Reader. Host after assembly morning tea for the host class's parents Parent helpers continued to be encouraged in all classes 	<ul style="list-style-type: none"> Parent attendance and participation in events such as the Welcome Evening, Open Night, Faction Carnival and School Musical. Active cooperation between our school and the P&C. Increased parent participation as volunteers, and engagement with information sessions. Host after assembly morning tea for the host class's parents
Partnerships	<ul style="list-style-type: none"> Continue to build supportive partnerships with other organisations in the education sector 	<ul style="list-style-type: none"> Maintain existing partnerships with UWA, ECU, Statewide Speech & Language Service, Primary Behaviour Centre and West Coast TAFE. Continue to liaise with visiting teachers and staff from relevant disabilities services.
Professional Networks	<ul style="list-style-type: none"> Continued participation by staff in professional networks and learning communities to enhance curriculum pedagogy and leadership capabilities of school staff. 	<ul style="list-style-type: none"> Continued participation in the Ocean Reef Education Network. Staff participation in cell meetings, collegiate groups and professional learning communities.







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