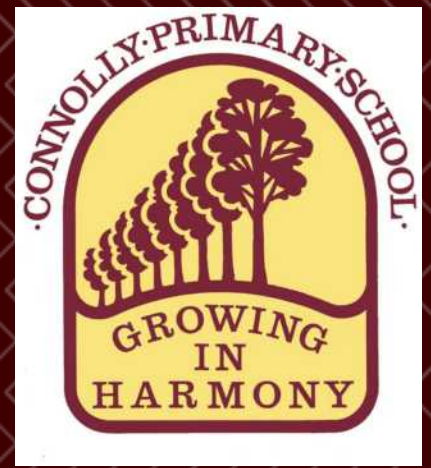


# BUSINESS PLAN 2018 - 2020

CONNOLLY PRIMARY SCHOOL

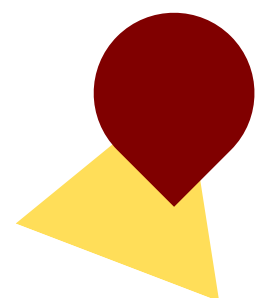




# Welcome to Connolly Primary School

Our school is positive by design, and has been “growing in harmony” for over twenty five years. We place 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 moral purpose is based on the five principles of learning, respect, inclusion, relationships and independence and defines who we are and what we do. Our motto “Growing in Harmony’ and our logo represents the journey that children take during their time at Connolly Primary School, with each tree symbolising a year from Kindergarten through to Year 6. The child’s learning journey is built upon each year, developing the strengths of the whole child.

This Business Plan is the guiding document that will provide direction for all decisions, structures, profiles and resourcing in our school. The plan forms part of a suite of documents including annual operational plans, the Workforce Plan, financial plans, and the Delivery and Performance Agreement.





# Our Vision

"Enriching our students' lives through learning"

Collaborative, consistent and targeted implementation of the Western Australia Curriculum to improve student outcomes.

Encourage student engagement and a sense of belonging.

Immerse students in learning for the 21st Century through the utilisation of digital technologies across each learning area.

Provide a positive learning environment which ensures safety, engagement, appropriate behaviour and mental health & well-being.

A continued commitment to proactive and consultative school leadership and governance practices.

LEARNING - RESPECT - INCLUSION - RELATIONSHIPS - INDEPENDENCE



*We believe each child should grow academically, socially and emotionally.*

## Pillar 1 - Collaborative, consistent and targeted implementation of the Western Australian Curriculum to improve student outcomes.

Students at Connolly Primary School are supported by passionate educators who are committed to enhancing their skills and capacities to ensure each child is a successful student.

Our school has high expectations of students and adopts innovative, effective and evidence-based teaching strategies. The staff are committed to shared leadership, collaborative practices, and the coaching and mentoring of colleagues.

### **IPS Review 2017 "Area of Strength"**

***The establishment of phase of learning teaching teams which implement embedded, collaborative practices to effect improvements in student learning.***

### Strategies

- A continued commitment to, and use of, the Whole School Approaches & Connolly PS Curriculum Maps.
- All staff to engage in analysis and interrogation of student academic achievement data collected as part of our assessment schedule.
- Differentiation of curriculum, through group and/or one-on-one learning, to support the individual needs of students.
- Education Assistants to assist teachers in the delivery of learning programmes.
- Early Childhood and Junior Primary teachers will follow the principles, practices and learning outcomes set out in the Early Years Learning Framework and the National Quality Standards.
- Continue to build teacher capacity in relation to the Aboriginal Cultural Standards Framework.
- Provision of shared DOTT, after-school, team meeting and Staff Development Day times to support staff collaboration.
- Resource purchasing to prioritise school focus areas in Literacy and Numeracy.
- Include strategies for Centre for Excellence, Literacy project, Paul Swan maths and Initial Lit.

### Key Performance Indicators

- Teaching staff report against Western Australian Curriculum Achievement Standards.
- Teachers to prepare formal reports each semester using Reporting To Parents, and/o RTP (SEN) as appropriate.
- Teaching staff participate in analysis of NAPLAN, Off-Years NAPLAN and On-Entry Testing to create targeted learning plans in literacy and numeracy.
- Collaborative team meetings to include team planning using the Whole School Approach documents.
- All documented plans supporting curriculum adjustments will be completed by staff using the online SEN format.
- Early Childhood and Junior Primary Collaborative Teams use NQS to engage in quality reflection processes and identify areas of strength and areas for improvement.
- Ongoing collaborative sessions with OREN partnership schools.

### **IPS Review 2017 "Area of Strength"**

***The delivery of a comprehensive range of evidence-based, student-centred learning programs.***

### Key Initiatives & Learning Programmes

- Talk 4 Writing
- Support-A-Reader
- Soundwaves
- Initial Lit

- iMaths
- MTS Online
- Mental Maths Kits
- Friendly Schools Plus

- Play-Based Learning
- Kagan Cooperative Learning
- Initial Lit
- Centre for Excellence Explicit Teaching of Literacy

## Pillar 2 - Encourage student engagement and a sense of belonging.

### Strategies

- Create a range of student voice surveys to measure student engagement .
- Implement student voice surveys in 1st and 4th term to collect data.
- Analyse and reflect upon data from student voice surveys. Classes to identify a focus area for improvement.
- Teachers to provide opportunities for student choice in learning programs.
- Teachers to investigate learning spaces and environments that optimise individual learning.
- Plan for collaborative activities across the school.
- Provide opportunities for student leadership across the school.
- Provide extra-curricular activities and events to improve school connectedness.
- Teachers to explore opportunities to give students voice on topics of interest, by having input in areas such as curriculum delivery, choice of topic, format of presentation etc.

### Key Performance Indicators

- Increase in level of student engagement reflected in student voice surveys.
- Identifying opportunities for change, as indicated by survey results, in teachers planning documents.

## Pillar 3 - Immerse students in learning for the 21st Century through the utilisation of digital technologies across each stage of the learning cycle.

### Strategies

- Digital tools will be used in the planning, teaching and assessment of all curriculum areas.
- Continue to reduce the student to digital tool ratio.
- Full implementation of the Connolly PS Digital Technologies Scope and Sequence and ICT continuum.
- Continued up-skilling of staff in the integration of digital technologies into the broader curriculum.
- Maintain school and student subscriptions to online learning tools.
- In partnership with the P&C, maintain the Interactive Whiteboard Replacement Schedule.
- Use of Seesaw as a digital workflow platform from Kindergarten to Year 6 .

### Key Performance Indicators

- Each block has access to a bank of wireless devices.
- Students use digital tools as part of their learning, including creating information products and to Pillar 3 committee to continue to hold collaborative planning meetings as an internal tool for the up-skilling of staff.
- Continued subscription to iMaths, Reading Eggs and World Book.
- Ongoing upgrade of interactive whiteboards across the school.

## Pillar 4: Provide a positive learning environment which ensures safety, engagement, appropriate behaviour, and mental health & well-being.

### Strategies

- Full implementation of our school's Student Services, and Health & Wellbeing Policies and Procedures.
- Teachers implement planned and purposeful classroom routines and structures to address student needs.
- Teachers will establish and maintain open communication between all stakeholders.
- Student Services Leadership Team to provide a case-managed approach to support identified students. support
- All students with Disability Resource Funding (DRF) to be case managed.
- Further improve the effective implementation of Education Assistants.
- Access support from the School Psychologist and additional outside agencies as required.
- Maintain the school-based Chaplaincy Programme.
- Use of the Levels of Behaviour (K - Yr 6) and the SWISH programme (all specialists lessons) to support positive behaviour choices across the school.
- Implementation of updated Health curriculum map incorporating protective behaviours.
- Maintain Pillar 4 committee to ensure a positive culture is embedded across the school community.
- Promote community participation and engagement through P&C, volunteer programmes and community events.
- Continued improvement of the school grounds and facilities to enhance the learning environment.
- Implementation of targeted strategies to promote staff health & well-being and to enhance workplace environment

### Key Performance Indicators

- Regular case conference meetings held between the school, parent/caregiver, and any additional support agencies to discuss and plan targeted support for students at risk (including students accessing DSF).
- Continued flexibility with the additional funding allocations and timetables to cater for students' needs.
- Ongoing monitoring of student attendance, with a case management of students with attendance below 80%.
- Continued recognition of positive behaviours, both in the classroom and the playground.
- Chaplaincy programmes to be specifically highlighted as part of operational planning.
- Parent participation and attendance at events such as Welcome Night, Open Night and Book Awards.
- Grounds & Maintenance committee to identify priority areas as part of improvement planning.





## Pillar 5: A continued commitment to proactive and consultative school leadership and governance practices.

### Strategies

- Leadership Team to remain informed and up-to-date on school context and best practice high performance in teaching practice and student outcomes.
- Continue to foster and enhance staff leadership opportunities across the school.
- Continue to support and develop aspirant leaders within the school staff.
- School Board to participate in regular review of school performance against the Delivery Performance Agreement (DPA) and Business Plan.
- Raise the profile of the School Board within the school community.
- School Board to undertake annual self-review.
- Collaboration between the school staff, School Board, and the P&C to increase the school's profile in the wider community.
- Completion of survey of students, parents and staff covering school practices and performance as per Self Assessment Schedule.
- Ongoing self-review of school practices by leadership committees, collaborative teams and through whole staff meetings.
- Establish a Leading School Improvement committee to drive school improvement plan.

#### **IPS Review 2017 "Area of Strength"**

**The commitment of the board members to supporting the school improvement agenda.**

### Key Performance Indicators

- Continuation of the committee structure.
- Clearly articulated additional roles and responsibilities for the Leadership Team, Level 3 teachers and Senior Teachers.
- School Board training and induction completed by all members.
- All School Board Meetings to include discussions on strategic direction and school practices/performance against the DPA and Business Plan.
- All School Board members complete annual self-review.
- School Board to participate in ceremonial and community events.
- Regular published communications from the School Board, including within the Annual Report.
- Development of school improvement plan for the next 3-5 years.

#### **IPS Review 2017 "Area of Strength"**

**The astute management of the staffing formula and timetable, ensuring the continuity of specialist programs and curriculum initiatives.**

### Our Partners in Learning



# Academic Targets

## By the end of 2020...

Connolly PS Year 3 & 5 NAPLAN mean scores (for all areas) to be:

- At least 3% above the WA Mean.
- At or above the Australian Mean.

Average growth between Years 3 & 5 (as measured by NAPLAN) to be:

- At or above the WA "Like Schools" mean growth.

Upon completion of Module 2 On-Entry Testing in Year 1 the:

- Average growth in Literacy (as measured in On-Entry Progression Points) for students who have completed Kindy & Pre-Primary at Connolly PS to be 0.6 or better.

Upon completion of Module 3 On-Entry Testing in Year 2 the:

- Average growth in Numeracy (as measured in On-Entry Progression Points) for students who have completed Pre-Primary & Year 1 at Connolly PS to be 1.2 or better.
- These targets needs to be revised to reflect Initial Lit

Following final assessment of student achievement each year:

- 35% of students to have demonstrated achievement beyond the WA Curriculum Achievement Standards for their Year Level in English, Mathematics and Science.

**IPS Review 2017  
"Area of Strength"**

**Commitment to ongoing collection and analysis of student performance information to inform teachers' planning of optimum learning emphases to improve student learning.**

# Non - Academic Targets

## Student Attendance

Maintain a whole school attendance rate above 94%.

Percentage of students in the indicated risk category to be below 12%.

Percentage of students in the moderate and severe categories (combined) to be below 3%.

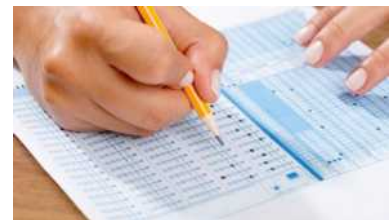
100% of Indigenous students to achieve an attendance rate of 90% or higher.

Reduce the percentage of students with 20 or more days of late arrivals to 5% or below.



## Additional

Increase the percentage of students in Years 5 & 6 applying for placements in gifted & talented and/or selective programmes for secondary schooling.



## Survey Targets

Survey results to indicate (through mean results of 4.0 or better) that...

### Parents agree with the following statements:

- This school has a strong relationship with the local community.
- This school is well led.
- This school works with me to support my child's learning.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.

### Staff agree with the following statements:

- Teachers at our school strive to motivate students to learn.
- Our school seeks ways to improve teaching and learning.
- Our school has effective leadership structures in place.
- Our school seeks to build a safer, more caring learning environment.

### Students agree with the following statements:

- My teachers motivate me to learn.
- My school give me the opportunities to do interesting things.
- I feel safe at my school.
- I like being at this school.

### The School Board agree with the following statements:

- The induction process adequately prepares new members for the role.
- The Board monitors achievement against the Business Plan.
- All members are encouraged to participate in meetings.
- My contribution to the work of the Board is valued.