



# Falcon Primary School

# Business Plan

**2016-2018**

*Sailing to Success...*



# *Sailing to Success...*



## **Strategic Direction**

The Department of Education Strategic Plan defines the Department's goals and describes the strategic outcomes expected from the education system and from our school.

The Falcon Primary School Business Plan is a three year plan which defines the strategic direction and key areas of focus for our school.

## **Operational Plans**

The school's Operational Plans are one year plans that identify the areas of strategic focus for Falcon Primary School.

Each specialist teaching area is required to prepare an operational plan that targets improvement strategies.

These plans operationalize the Business Plan.

## **Annual Report**

The Annual School Report describes and provides the community with information about our performance.

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**Falcon Primary School** is a part of the Mandurah Schools Network and is located in the South Metropolitan Education Region of the Department of Education in Western Australia.

Established in 1990 the school celebrated 25 years of service to the Falcon community in November 2015.

The school has an excellent reputation in the local community as evidenced by the regular positive feedback we receive and the sustainability of high student enrolments.

**Falcon Primary School** is situated on the coastal strip of Mandurah on Avalon Bay. It has an Index of Community Socio-Educational Advantage (ICSEA) of 995 (fifth decile). Student enrolment has increased to almost 600 students from Kindergarten to Year 6 despite the shift by Year 7 students to secondary schools in 2015. The school's transiency rate is about 20%.

The school commenced as an Independent Public School in 2013 and last year underwent its first independent review coordinated by reviewers from the Department of Education Services.

The purpose of the independent review is to provide assurance to the school and its community of the quality education programs on offer.

*'the quality of the learning environment, characterised by a relentless focus on the well-being of students, underpinned by a solid culture of personal achievement, within an atmosphere of mutual respect and happiness.' -  
Commendation from reviewers (Department of Education Services, October 2015)*

The **2016 - 2018 Business Plan** is a long term strategic plan that outlines the direction of **Falcon Primary School** over the next three years. It is based on a model of sustained improvement and is aligned to the priorities of public school education.

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## *Vision Statement for Falcon Primary School*

Our vision is to inspire and support students to reach their potential, contribute positively to the community and connect with their world.

## *Our Purpose*

Staff works collectively with the community to facilitate student learning and promote values that enable students to live successfully in a changing society.

## *Shared Beliefs (on learning)*

- ⇒ Children learn in an environment that is inclusive, safe and where they feel valued and supported
- ⇒ Learning experiences should respect and accommodate differences between learners
- ⇒ Parents, teachers and students share common goals, interact positively and are mutually supportive
- ⇒ Learning should be meaningful, enjoyable, relevant and consistent with the background of the student
- ⇒ Parents and teachers work in partnership to develop students who are independent, self-reflective and responsible
- ⇒ Parents, teachers and students share and actively promote essential community values

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## *Students are encouraged to achieve their personal best*

- ♦ *Take pride in your own achievements and celebrate the achievement of others*
- ♦ *Take risks, accept challenges and learn from mistakes*
- ♦ *Be motivated to learn*
- ♦ *Be respectful, resilient, confident and independent learners*

## *Staff provide an orderly, safe and encouraging classroom*

- ♦ *Have high expectations of students*
- ♦ *Plan and implement meaningful learning experiences*
- ♦ *Provide ongoing feedback to students and parents*
- ♦ *Plan for improvement*
- ♦ *Build positive relationships between students and parents*
- ♦ *Provide clear boundaries for the behaviour of students*

## *Parents are supportive of teachers, involved in the classroom and contribute through the inclusion on various decision-making committees*

- ♦ *Form a close and supportive partnership with their child's class teacher*
- ♦ *Support the culture and beliefs of Falcon Primary School*
- ♦ *Maintain open and respectful communication with teachers and the school*
- ♦ *Respect the professional judgement of teachers*

# *Sailing to Success...*



*Successful students are the core of school improvement and everything we do is evaluated in relation to the impact on student learning.*

Our self-review processes include how we assess data and other evidence related to student achievement and school operations; how we plan improvement strategies using this information; and how we action these strategies as a whole school.

## Priority Focus Areas

- Priority Area 1: *Every Student is a Successful Student*
- Priority Area 2: *High Quality Effective Teaching*
- Priority Area 3: *Building Effective Partnerships*
- Priority Area 4: *A Safe and Inclusive Learning Environment*

# Sailing to Success...



## *Every Student is a Successful Student*

*Enable all students to reach their true potential, by differentiating the curriculum*

STRATEGIC DIRECTIONS	IMPROVEMENT STRATEGIES	IMPROVEMENT TARGETS
<p>Improve standards of student achievement in English and Mathematics</p> <p>Over 50% of the classroom timetable is devoted to literacy and numeracy</p>	<ul style="list-style-type: none"> <li>◆ Set high student expectations and model high standards across every classroom</li> <li>◆ Undertake regular review of aggregated and disaggregated student performance data in learning teams and committees</li> <li>◆ Monitor student attendance</li> <li>◆ Monitor reward strategies for all students</li> <li>◆ Provide preparation and revision opportunities for national testing in relevant years</li> <li>◆ Scope and sequence for English and Mathematics across K-6</li> <li>◆ Whole school committed to teaching and learning using Fleming's Explicit Instruction model</li> </ul>	<ul style="list-style-type: none"> <li>◆ By 2018 every student across the school to be actively engaged in a class program that is consistent with the key elements of the Fleming Explicit Teaching Model.</li> <li>◆ By 2018 the school will have investigated and provided quality evidence based literacy and numeracy resources for use in each classroom.</li> <li>◆ By 2018 collaborative teams will develop literacy and numeracy teaching blocks that contain common elements across the school</li> <li>◆ By 2018 shift the focus for supporting Students at Risk towards the early years (K-2)</li> </ul>
<p>Establish targets to improve the proportion of students with more than 90% attendance</p>	<ul style="list-style-type: none"> <li>◆ Maximise attendance by regularly recognising those with optimal attendance at classroom and school level</li> <li>◆ Classroom monitoring as part of teacher performance management</li> </ul>	<ul style="list-style-type: none"> <li>◆ The unauthorised level of absences will decrease from 39% to 30%</li> <li>◆ The unauthorised level of absences for Aboriginal students will decrease from 48 % to 38% (semester one)</li> </ul>
<p>Self-assess against the National Quality Standard in the early years</p>	<ul style="list-style-type: none"> <li>◆ Develop a NQS improvement plan from the analysis of data gathered from K-2 staff and parent feedback in previous year</li> </ul>	<ul style="list-style-type: none"> <li>◆ All K-2 staff involved in collaborative planning and assessment practices.</li> <li>◆ Increase educator-to-child ratios and qualifications across K-2.</li> </ul>
<p>Pursuit and celebration of personal success</p>	<ul style="list-style-type: none"> <li>◆ Celebrate individual success in academic and non academic achievements via assemblies, newsletter, announcements</li> <li>◆ Utilise the Academic Challenge Program to maximise opportunities available for extension/enrichment (eg Maths Olympiad)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students are encouraged to expand personal excellence in all facets of school life.</li> </ul>

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## High Quality Effective Teaching

*Provide support for teachers through professional learning, performance management and shared teaching and learning strategies*

STRATEGIC DIRECTIONS	IMPROVEMENT STRATEGIES	IMPROVEMENT TARGETS
Building staff capacity and expertise	<ul style="list-style-type: none"> <li>◆ Provide all staff access to high quality professional learning opportunities including the application of the elements of the Fleming Explicit Teaching model.</li> <li>◆ Appoint 'Lead Teachers' in areas of English and Mathematics for co coaching and leading change</li> <li>◆ Develop Scope and Sequence for all literacy and numeracy aspects by the end of 2018</li> <li>◆ Staff access performance data from range of sources to inform planning, allow self-reflection and measure ongoing progress of students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff will effectively incorporate identified engagement strategies into their daily teaching practices.</li> <li>◆ Staff will incorporate classroom observation into their ongoing self-improvement reflective practice and as the basis for providing useful professional feedback.</li> </ul>
Further develop the expertise in education assistants and Aboriginal and Islander education officers to support student learning more directly	<ul style="list-style-type: none"> <li>◆ Ensure all education assistants are suitably qualified as per NQS requirements</li> <li>◆ Provide ongoing job related professional learning for EA's and the AIEO</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use the school's NQS Improvement Plan to guide requirements.</li> </ul>
Prepare for full implementation of the Western Australian Curriculum and embed into planning, teaching and assessment	<ul style="list-style-type: none"> <li>◆ Staff to use the Australian Curriculum achievement standards to determine grade allocations on student reports</li> <li>◆ Share exemplary teaching practice through mentoring and coaching</li> </ul>	<ul style="list-style-type: none"> <li>◆ By 2018 all staff to use the Australian Curriculum achievement standards to moderate grade allocations on student reports in all available learning areas</li> </ul>
Align performance and development to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards	<ul style="list-style-type: none"> <li>◆ Provide opportunities for reflection and teacher self assessment against the AITSL standards (eg, performance management)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff use the AITSL professional standards as part of their performance management reflection and planning</li> </ul>
Prepare for the introduction of online testing by ensuring adequate student, teacher and technical capability	<ul style="list-style-type: none"> <li>◆ Access funds from the Primary Device Program to complete technology infrastructures across the school in preparation for NAPLAN online testing.</li> <li>◆ Implement PAT online testing</li> </ul>	<ul style="list-style-type: none"> <li>◆ All Year 3 and 5 students will use online technology to complete the NAPLAN national assessment</li> </ul>
Self reflection using the new Aboriginal Cultural Standards Framework (ACSF)	<ul style="list-style-type: none"> <li>◆ Lead discussion and reflection on the five cultural standards and engage in culturally responsive programs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher feedback on ACSF will determine the extent of responsiveness</li> </ul>



# Sailing to Success...



## Building Effective Partnerships

*Make student learning relevant, engaging and meaningful by maintaining partnerships with our local community*

STRATEGIC DIRECTIONS	IMPROVEMENT STRATEGIES	IMPROVEMENT TARGETS
Build on and extend our local and broader community partnerships to improve our learning program, facilities and reputation	<ul style="list-style-type: none"> <li>Continue to develop and update the school's website so it becomes a positive and vibrant window into our school.</li> <li>Use local and social media to maximise promotional opportunities that has a positive presence in the wider community eg Facebook, Skoolbag</li> <li>Continue to access Ed Connect, Communicare, parents and prominent community members to be actively involved in the school</li> <li>Liaise with the Peel Development Commission to ensure our local area is a vibrant and sustainable place to live</li> </ul>	<ul style="list-style-type: none"> <li>Expand the content available on the website eg online canteen orders;</li> <li>Increase the number of volunteers in classrooms and around the school.</li> </ul>
Strong Governance and Support	<ul style="list-style-type: none"> <li>Gradual increase in functionality of the School Board in school planning priorities, general policy directions, approvals</li> <li>Implement protective behaviours instruction across all phases of schooling as a key risk management strategy</li> </ul>	<ul style="list-style-type: none"> <li>Expand the functionality of the School Board as per legislation (Education Act)</li> <li>All staff complete the protective behaviours online professional learning</li> </ul>
Develop mutually beneficial partnerships with groups from the wider community, government and non government	<ul style="list-style-type: none"> <li>Seek out avenues and form partnerships with local groups that can provide support for the school (Choirfest)</li> <li>Continue to target charities and community organisations who help others in need</li> </ul>	

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## *A Safe and Inclusive Learning Environment*

*Provide vibrant and motivating spaces and opportunities for student learning and wellbeing.*

STRATEGIC DIRECTIONS	IMPROVEMENT STRATEGIES	IMPROVEMENT TARGETS
Create a contemporary and purposeful learning environment	<ul style="list-style-type: none"> <li>Buildings and facilities are maintained/improved to meet the current and future needs of our school</li> <li>Vigilance in health and safety across the school premises is maintained</li> <li>Ensure the efficient, effective use of school resources including physical, human and financial resources</li> </ul>	<ul style="list-style-type: none"> <li>Expand the upgrade of the assembly area to ensure security of the area</li> </ul>
Provide a safe, caring and inclusive, physical learning environment	<ul style="list-style-type: none"> <li>Promote a diverse social context to provide opportunities for increased personal and social growth</li> <li>Develop a school policy to address cyber-bullying and the safe use of social media (Facebook, Twitter, Instagram)</li> <li>Foster student behaviours that contribute to a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Apply health and wellbeing programs and practices designed to improve employee care</li> <li>Increase the number of OSH officers from two to four by 2018</li> </ul>

# Financial Planning

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Approximate \$

		2016 CONTINGENCIES	2016 SALARIES	2017 CONTINGENCIES	2017 SALARIES	2018 CONTINGENCIES	2018 SALARIES
Curriculum	English Mathematics Other Lead Teacher (E/M)	40 500	107 133 <u>42 853</u> 149 986	45 000	107 133 <u>42 853</u> 149 986	45 000	-
Student Services	Attendance Students at Risk School Psychologist (S) Pastoral Care Year Book	30 000	46 691	30 000	46 691	30 000	46 691
Staff Development	Professional Learning Mentor Programs Recruitment Employee Performance	30 000	45 000	20 000	40 000	20 000	40 000
Facilities	Utilities Management Faults (minor works) Grounds Improvement Buildings	95 000	5 429	100 000	5 429	110 000	-
Innovations	Assembly Area Upgrade 20 000 (P/C) Playground Primary Device	20 000 20 000 (P/C) 39 540		40 000 20 000 -		40 000 20 000 -	
Reserves	Building Fabric/Infrastructure Computer Equipment Computer Lease Furniture/Fittings Photocopier Replacement Plant & Equipment	25 000 19 300 6 000 5 000 45 000 15 000	Salary 30 000	10 000 15 000 - 5 000 5 000 5 000	Salary 30 000	10 000 15 000 - 5 000 10 000 5 000	

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## Self Assessment

LEARNING AREA	STUDENT IMPROVEMENT TARGET	GROUP	ASSESSMENT TOOLS	TIMELINE/PERSONNEL
English	To reduce the gap between the school mean for Year 3 Grammar to be equal to or above the WA mean in 2017 (2015 School mean 421 / State mean 424)	Year 3	NAPLAN	May— Mrs Tiffany Hennessey
	To reduce the gap between the school mean for Year 3 Writing to be equal to or above the WA mean in 2017 (2015 School mean 405 / State mean 408)			
	To increase the percentage of boys in Year 3 achieving above NMS in NAPLAN Grammar from 75% in 2015 to 80% for Year 5 by 2017.	Year 3 cohort	Moderation for checkpoint assessments	Termly— Mrs Gillian Shilling
	To increase the percentage of boys in Year 3 achieving above NMS in NAPLAN Writing from 91% in 2015 to 94% in Year 5 by 2017.			
Mathematics	The Year 5 Numeracy mean will increase from 3 below like schools in 2015 to at or above like schools in 2018.	Year 5	NAPLAN	May— Mr Adrian Perry
	The Basic Facts Test mean will improve from 67.4% as Year 4s in 2015 to 77% as Year 5s in 2016 and 87% as Year 6s in 2017.	Years 4-6	Basic Facts Test	September— Mrs Meridith Lake
	The Numeracy mean will increase from 14 below like schools as Year 3s in 2014 to less than 5 below the like schools mean as Year 5s in 2016.	Year 3 and 5	NAPLAN	May— Mr Adrian Perry

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## Self Assessment

LEARNING AREA	STUDENT IMPROVEMENT TARGET	GROUP	ASSESSMENT TOOLS	TIMELINE/PERSONNEL
Health and Physical Education	<p>To increase the percentage of students receiving a B grade on the Semester 2 reports from 25% in 2015 to 35% in 2017 to match like schools</p> <p>To increase the percentage of students who improve their fitness results (Term 2 to Term 3) from 85% in 2015 to 90% in 2018</p>	<p>Pre-Year 6</p> <p>Year 1-6</p>	<p>SAIS</p> <p>Beep Fitness Test</p>	<p>Semester 2—Paula Shanahan</p> <p>Term 2/3—Gavin Coles</p>
Science	To ensure the SAIS data available is used to compare teacher judgement across all years.	Pre-Year 6		
Humanities and Social Sciences	Increase the percentage of students reaching the achievement standard from 55% as Year 4's in semester one, 2015 to 70% as Year 6 in semester one, 2017	Yr 6	SAIS Data	Semester 1 Reports—Mr Adrian Perry
The Arts	<p><b>MUSIC</b> ► To increase the overall ability of Year 4 students' notation of reading skills from 10% in 2016 to 60% as a Year 6 group in 2018</p>	Year 4	Teacher data (checklist)	Termly— Mr Abbid Chaudhry
	<p><b>VISUAL ARTS</b> ► Increase the overall ability of Year 6 students, each year, to use textures/patterns in a wide range of their art works (drawing, painting and clay work) to an 80% achievement standard rate</p>	Year 6	Teacher data (checklist)	Annually—Mr Nigel Boyle

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## Self Assessment

LEARNING AREA	STUDENT IMPROVEMENT TARGET	GROUP	ASSESSMENT TOOLS	TIMELINE/PERSONNEL
Technologies	<p>To increase the number of desktop computers to establish a computer lab set up by 2018 in preparation for NAPLAN Online with priority use for Year 3/5 students in Semester 1 and priority use for Year 2/4 students in Semester 2.</p> <ul style="list-style-type: none"> <li>Block 3 from 14 to 16 computers</li> <li>Block 4 from 16 to 24 computers</li> </ul>	Year 3/5 Semester 1	Timetabled use of labs Asset register	Semester—1 / 2 Mrs Bernadette Wiese
	<p>To increase the number of notebooks in Block 3, 4 and 5 by 2018 to ensure maximum accessibility for students (Years 3-6) to reach a ratio of approximately 1:4 with the goal of providing a full class set of computing devices to each block.</p> <ul style="list-style-type: none"> <li>Block 3 - 16 notebooks (+16 desktops)</li> <li>Block 4 - 32 notebooks (+ 24 desktops)</li> <li>Block 5 - 16 notebooks (+ 16 desktops)</li> </ul>	Year 2/4 Semester 2		
Languages (Japanese)	<p>The % of students achieving at or above the achievement standard for Listening, Responding and Speaking will increase from 90% as Year 2s in 2015 to 93% as Year 5s in 2018.</p>	Year 5	SAIS data	Semester 1— Mrs Leslie Sinagra

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## Self Assessment

NON ACADEMIC FOCUS	STUDENT IMPROVEMENT TARGET	GROUP	ASSESSMENT TOOLS	TIMELINE/PERSONNEL
Attendance	Reduce the % of unauthorised absences in Pre-Year 6 from 39% in Semester 1, 2015 to 30% in Semester 1, 2018.	Pre-Year 6	School Attendance Reporting	Semester 1—Adrian Perry
	Reduce the % of moderate at risk students from 9 as Year 4s in Semester 1, 2015 to 7 as Year 5s in Semester 1, 2016.	Year 5	School Attendance Reporting	Semester 1—Adrian Perry
Behaviour	Reduce the number of Level 2 students from 19 in 2016 to 15 in 2018 using the school Behaviour Net.	K-6	Behaviour Net	Semester 1—Adrian Perry
	Reduce the number of entries for Year 3-6 in the duty files in Term 1 from 102 in 2015 to 90 in 2016.	Year 3-6	Duty File Records	Term 1—Adrian Perry

QA Outcome	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
SCHOOL PLANNING	Business Plan Operational Plans	SAER policy, files and data base	Annual Report for previous year	NAPLAN testing  IEP for 'at risk' students in place				NAPLAN results	SAER review meetings	School Re-view.	
Curriculum Delivery	Timetables  Quarantine time established for priorities	Implementation Plan for Australian Curriculum  Checkpoint Assessment start	NAPLAN data analysis groups			Reporting to Parents  SEMESTER ONE					Reporting to Parents  SEMESTER TWO
Learning Environment				National Student surveys			Review BMIS/ Incident data				
<b>Leadership</b>	Leadership Group roles  Learning Team structure	Decision Making Teams  Senior Teacher Lead Teachers									
Staff	Performance Management  Workforce Plan			National Survey for Staff				Recruitment	Performance Management Review		
Finance	Budget confirmed		Meetings once per term								
Partnerships	P&C and School Board  EdConnect Communicare	Class Representatives formed		National Survey for Parents				PARENT OPEN EVENING	Establish and confirm school priorities		
Department Strategic Plan	Align system initiatives into Business Plan		Annual Report on school website								



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Below is a summary of the school's expectations from classroom teachers that are included in the Business Plan (2016-2018).

They will form the basis for school self-assessment and engage staff in discussions on a regular basis in both individual and group forums (staff meetings, performance management).

Business Plan Area	Expectations from Classroom Teachers
Successful Students	<ul style="list-style-type: none"><li>• Monitor student attendance to improve the proportion of students with more than 90% attendance</li><li>• Set high student expectations and model high standards. This should be reflected through work standards</li><li>• Use explicit instruction as a strategy to improve literacy and numeracy standards</li><li>• Offer a differentiated curriculum that matches needs of individuals and groups</li></ul>
Effective Teachers	<ul style="list-style-type: none"><li>• Increase consistency of teaching practices among teachers through collaboration, agreed curriculum scope and sequence and classroom observation</li><li>• Develop further expertise of education assistants to support student learning more directly</li><li>• Develop caring classroom climates to focus on student wellbeing</li><li>• Prepare for the introduction of online testing by ensuring adequate student, teacher and technical capability</li></ul>
Effective Partnerships	<ul style="list-style-type: none"><li>• Use the school's website to connect the school to the community</li><li>• Access parents and prominent community members to be actively involved in your classroom</li><li>• Implement protective behaviours as a key risk management strategy in your classroom</li></ul>
Inclusive Learning Environment	<ul style="list-style-type: none"><li>• Efficient and effective use of school resources including physical (maximising use of space in class/blocks), human (maximising staff across K-6) and financial (access to cost centres K-6)</li><li>• Develop student leadership roles that show a respect and care toward others</li><li>• Consider models of service provision to further support students with autism</li></ul>
System Requirements	<ul style="list-style-type: none"><li>• Implement the National Quality Standard (NQS) and associated performance and monitoring;</li><li>• Offer professional learning for casual and temporary teachers to maintain contemporary skills</li><li>• Use national teacher standards for self-reflection, performance management and classroom observation</li><li>• Ensure compliance with the Delivery and Performance Agreement (DPA)</li><li>• Consult on practical ways to streamline the individual student disability allocation (NCCD)</li></ul>