



Business Plan 2017



A key to the future



OUR VISION



To develop the students' academic, social and physical skills so that they may develop a balanced attitude toward life and participate as a responsible member of society.



OUR PLAN

In 2017 Spearwood Primary School is an Independent Public School. This Business Plan sets the strategic direction for Spearwood Primary School from 2017 to 2019, the duration of our first Delivery and Performance Agreement and is aligned to the 'Strategic Plan for WA Public Schools 2016 - 2019: High Performance - High Care'.

OUR VALUES

The values taught in the school are in line with those outlined in the National Framework for 'Values Education in Australian School' Document. They are:

Care and Compassion - Care for self and others;

Doing Your Best - Seek to accomplish something worthy and admirable, try hard, pursue excellence;

Fair Go - Pursue and protect the common good where all people are treated fairly for a just society;

Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others;

Honesty and Trustworthiness - Be honest, sincere and seek the truth;

Integrity - Act in accordance with principle of moral and ethical conduct, ensure consistency between words and deeds;

Respect - Treat others with consideration and regard, respect another person's point of view;

Responsibility - Be accountable for one's own action, resolve differences in constructive, non violent and peaceful ways, contribute to society and to civic life, take care of the Environment; and

Understanding Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

Spearwood Primary School is focusing on four areas that will be the foundations for sustained student and school success.

1. High expectations of success for every student in the school
2. High quality teaching with a focus on best possible teaching practices.
3. Effective Leadership
4. Strong governance and support





Staff at Spearwood Primary School believe students are more likely to achieve their potential when the school is focused on improvement and aims for the following prerequisites:

- High Attendance,
- High Expectations,
- Content Focus on Literacy and Numeracy,
- Evidence based, explicit, common approaches to teaching,
- Students are in a safe and supportive learning environment,
- Excellent Relationships with staff, parents and students,
- The diversity of culture and values represented in the school and wider community are acknowledged and respected.

Spearwood Primary School is a school with over a hundred year history and a community who holds the school with great affection. We have many multi-generational enrolments. The long standing of the school in the community and great affection for Spearwood Primary School feeds into all areas of the school and overall support. The school has a strong positive presence in both the Cities of Cockburn and Fremantle having being involved with both Councils in varying community events over many years.

Spearwood Primary School is an inclusive Kindergarten to Year Six school . Throughout the years the school has had a diverse multicultural base changing from South European in the past to a wide diversity including: Philippines (19%) , New Zealand (4%), Nigeria , India, Sri Lanka, Burundi, Italy, South Africa, UK and Ireland, Tanzania, Indonesia, Malaysia and Botswana. There are many English as a second Language students at Spearwood. Many of the students have come from very difficult backgrounds. Dealing with culturally diverse and often difficult pasts combined with the problems associated functioning in the new community can be extensive for families. However, the support from and for the school results in Spearwood having outstanding outcomes with these students and their families demonstrating the high care that makes a difference to the lives of our students. The

immigrant and non-English speaking background families are very supportive of the school in many ways. They are aspirational for their children and know and believe that education is the key to their children's future success.

Spearwood has a 13% Aboriginal student population and has outstanding success with the attendance of these students being much higher than across the state. This group is also largely a stable and multigenerational enrolment group.

Spearwood Primary School has excellent attendance results for all students and excellent attendance is the first key step for all successful students.

Spearwood Primary has a very accomplished Student Services team that comprises of: Learning Support Coordinator, School Psychologist, Deputy, School Support Chaplain and the Principal. We have a complete wrap around approach to student welfare. Spearwood Primary School is a small level four school and as such student services and transitions are much easier and outstandingly effective.

At Spearwood we have students with disabilities both diagnosed and imputed and other disadvantaged students and families. A small group of Spearwood students are under the direct care of DCPFS (5%) with several other families that are under DCPFS watch. The team approach of staff, families and agencies working together benefits all students.

The School has had very stable and successful P & C Committees and School Councils for many years with experienced parent members and staff combining with newer members with great results in services and support for the school, students and families at Spearwood.

A very profitable P & C runs a canteen three days a week which is unusual in a school of this size. All P & C events are well attended with the usual small group of hard working parents and community members making ideas realities. Regular community events including Bingo raises over \$500 each month.

The leadership profile of the staff is a very diverse with leadership roles spread across an experienced staff. There are experienced and senior teachers who take leadership roles in Curriculum areas and Sustainability projects including: Waste Wise, the School Garden, Worm farm project and an award winning Water Wise project.





Spearwood has had a long and exemplary Water Wise programme with activities from the school's programmes over the years that are on the Water Wise website as an example to other schools.

Over the next three years Spearwood Primary School will build on the excellent work it has carried out in the past. Factors that constantly impact on student achievement have been noted including the large impact of second languages. The achievement of students and the success of the school will be impacted by other outside events and policies.

Spearwood Primary School has had declining numbers in recent years. The suburb is in transition with regeneration of the area and it is considered a fast growing area. The change in 457 Visa's will impact on future enrolments as many of our families in recent years have been workers arriving on these Visas. The continuation of the decline is a concern as reduced enrolment means reduced resources and limits the capacity of the school.

Increasing enrolment is a goal and the whole community is continually looking for ways to improve the school profile in positive ways to address this decline. This is part of the ongoing work of the School, P & C and School Board.

Focus One: High expectations of success for every student in the school

Key Objective	Core Strategies	Performance Indicators
<p>Regular Attendance is the first key to success for students.</p> <p>Staff at Spearwood Primary to work with parents and carers to ensure that students attend regularly.</p>	<p>High Attendance 100%, 99% and 98% is recognised and publicly rewarded.</p> <p>Attendance of below 90% is generally recognised as placing the student at risk of failure and/or underachievement.</p> <ul style="list-style-type: none"> All students with attendance below 90% are on Attendance Plans (APs). All Aboriginal students are on Attendance Plans to maintain or achieve above 90% attendance. Students on Attendance Plans are individual case managed by class teachers, Learning Support Coordinator (LSC) and Administration. <p>Attendance percentage letters sent to parents and carers of all students with below 90% attendance in terms one and three. Percentage attendance below 90% are noted on Semester Summative Reports.</p>	<p>Attendance Targets are met:</p> <ul style="list-style-type: none"> Maintain Non-Aboriginal, and Aboriginal student attendance to above that of 'Like Schools' and 'WA Schools'. Reduce the percentage of students At Risk in Severe and Moderate categories to a total of 8% or under. In 2016 the percentages were: Severe 1.1%, Moderate 9.7%
<p>Students will develop knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century through the implementation of the Western Australian Curriculum.</p> <p>The school focuses on: Literacy and Numeracy through setting of targets based on rigorous analysis of data.</p>	<p>Western Australian Curriculum implemented across all year levels in line with the guidelines of the Schools Curriculum and Standards Authority (SCASA).</p> <p>Maintain a strong focus on the explicit teaching of Literacy and Numeracy.</p> <p>Students At Education Risk (SAER) of achieving or underachieving : Individual Education Plans (IEPs), Group Education Plans (GEPs), Behaviour Management Plans (BMPs), Attendance Plans (APs). Schools Plus, English as Alternative Language (EAL), Aboriginal Students and Department of Child Protection and Family Services (DCPFS).</p> <p>Learning Support Coordinator and Administration to work with class teachers on case management of SAER.</p> <p>Early intervention with organised agencies to maximise student achievement.</p> <p>Strengthen Gifted and Talented Education through classroom programs including: problem solving, creative and independent thinking, critical thinking.</p>	<p>Regular review of student progress embedded in teaching and reporting practice across the school.</p> <p>School based National Assessment Program: Literacy and Numeracy - NAPLAN Literacy and Numeracy targets. (Business Plan Page 10)</p> <p>All SAER students have plans in place.</p> <p>Target setting for individual students and groups in IEPs and GEPs based on data.</p>

Focus One: Continued

Key Objective	Core Strategies	Performance Indicators
<p>Explicit focus on Science and Technology to increase interest and competence.</p> <p>Specialist Programs combine with increased classroom integration to increase student General Capacity: Information and Communication Technology (ICT) capacity.</p>	<p>Science Specialist teacher to enable implementation of year based Primary Connections program.</p> <p>Progressive Achievement Tests (PAT) testing Science compare annual results.</p> <p>Digital Specialist teacher appointed and program run to ensure students become confident and adaptive users of technology.</p> <p>Class teachers to develop professional capacity and increase integration of ICT. Administration to maintain and increase Access - more computers, iPads Cyber Safety – Continue awareness training on cyber safety run by Specialist teacher and supported in class.</p>	<p>Increase students results as measured by Science Progressive Achievement Tests (PAT) testing 2017 to 2018 and 2018 to 2019.</p> <p>Increase in student ICT capacity as measured by Support teacher using checklist to show progress over time from Pre-Primary to Year Six.</p>
<p>Implement Aboriginal Cultural Standards Framework expected practice and behaviour in school to achieve high standards for Aboriginal students at Spearwood Primary School.</p>	<p>Aboriginal Cultural Standard Framework Aboriginal Indigenous Education Officer - (AEIO) Utilise in productive role.</p> <p>Analyse results for Aboriginal students to set baseline for achievement and improve this compared to previous results and compared to Non-Aboriginal students.</p>	<p>Increase Aboriginal students NAPLAN, results 2016 to 2018 and 2017 to 2019.</p> <p>Staff self-audit to determine progress along the continuum from Cultural awareness to Cultural responsiveness.</p>
<p>Improve student behaviour and engagement and school community understanding of the Department of Education and school's Behaviour Management Policy and Procedures.</p>	<p>Behaviour Management Policy reviewed by researching best practice and updating Behaviour Management throughout the school for a consistent and positive approach and positive results for students including elements of Values Education. Clear explanation of processes of behaviour management put onto website.</p>	<p>Parent biannual survey shows increase in satisfaction of school behaviour management to above 4 in 2018. (2016 result 3.9)</p>
<p>Spearwood Primary School has High Care Culture based on strong individual case management.</p> <p>School Chaplain is appointed and Pastoral Care recognised as a key component for successful students .</p>	<p>Implement an evidence based whole school approach to social/emotional and bullying education.</p> <p>Learning Support Coordinator, School Psychologist, Chaplain and Administration to work with class teachers on Individual case management of students at social and emotional risk.</p> <p>Use the school chaplaincy program to build resilience and coping skills for identified groups and individual students. Including self identified students.</p>	<p>Student biannual survey shows increase in satisfaction to above 4.1 in 2018 following items:</p> <ul style="list-style-type: none"> • Teachers at my school treat students fairly (2016 result 3.5); • I feel safe at my school (2016 result 3.9); • I can talk to teachers about my concerns. (2016 result 3.6); • My school takes students' opinions seriously (2016 result 3.2).

Focus Two : High quality teaching with a focus on best possible teaching practices

Key Objective	Core Strategies	Performance Indicators
<p>Improving the effectiveness of the curriculum delivery is the way to lift student and school performance Develop and use explicit and common approaches to teaching and learning.</p> <p>Build the capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans.</p> <p>Australian Institute for Teaching and School Leadership (AITSL) Standards are used to discuss all areas of student learning and teaching for staff to reflect upon and develop their own capacity.</p> <p>Analytical, evaluative and self reflective practices as staff take personal and collective responsibility for the continuous improvement of their teaching and leadership to improve student learning.</p> <p>Build the capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans including student with disability.</p> <p>Teachers develop analytical and evaluative practices.</p> <p>Staff effectively interpret and respond to a wide range of student data to inform their practice.</p>	<p>Building collaborative pedagogical expertise through Professional Learning, School Development Days, Coaching and Performance Management.</p> <p>Staff :</p> <ul style="list-style-type: none"> • Develop and use Explicit pedagogy. • Develop a whole school common language for: <ul style="list-style-type: none"> * planning, teaching, learning and assessment, * classroom observations and professional collaboration. • Integrate ICT into teachingpractice. <p>Use AITSL Standards as basis for: peer review, coaching and performance management. Staff to be actively engaged in peer-assisted professional improvement process.</p> <p>Ensure all new staff participate in an induction process.</p> <p>Provide tangible support for school leaders to identify and act swiftly on underperforming (of students, staff, teaching, learning areas) as key part of ensuring high quality teaching and support.</p> <p>Use expert teachers to build the capacity of the whole staff. Collaboration among teachers through peer review and discussion.</p> <p>Whole School self assessment and review cycle that focuses on analysis of data for the whole school, year level, class, group and individual needs including: On-entry, Whole School data NAPLAN .</p> <p>Data used to develop plans and allocated support in the school including Education Assistant staff.</p>	<p>Staff able to demonstrate their active participation and professional advancement through their individual performance management planning and review.</p> <p>Recording and increasing staff capacity by attendance at targeted Professional Learning including but not limited to : Explicit Instruction: Connect, Bright Path.</p> <p>Induction plan for new staff in place and is triggered upon employment.</p> <p>Classroom observations is utilised to provide robust, professional feedback for teachers.</p> <p>On-line compulsory courses completed and monitored.</p> <p>Effective Individual plans in place.</p> <p>Student outcomes linked to planning and teaching for target individual and groups of students.</p> <p>Teachers use data and additional evidence to explain what they do and the impact it has on student learning.</p>



Focus Three: Strong and empowered leadership

Key Objective	Core Strategies	Performance Indicators
School Leaders in collaboration with staff develop a shared vision of high quality teaching that drives school level recruitment, professional development, collaboration among staff and performance management.	Development of Professional Development Learning Plan.School Board supporting and active in school leadership.Collaborative performance management.	Documentation of shared teaching and learning vision is utilised in Performance Management. Shared vision used by whole staff to strategic planning to develop 2020—2023 Spearwood Primary School Business Plan.
Develop comprehensive leadership strategy	Administration team work to identify, nurture, develop and support school leaders.	Increase the percentage of staff taking formal and informal leadership roles.
Provide opportunity for students to develop leadership skills through designated roles, public speaking, sporting events and organisation of school events.	Students selected by staff and peers for formal leadership roles in school: Head Girl, Head Boy, Prefects, Faction Captains and Vice Captains Student leaders run School ANZAC Assembly. Student leaders represent the school and take leadership and presentation roles at: City of Cockburn ANZAC Youth Parade and Hiroshima Day.	Evidence of student leadership including in newsletters and on the website.
Build strong links with Network and neighbouring schools with a particular focus on small schools. Develop to coalition beyond 2019.	Provide professional learning research evidence and literature across multiple environments to enable networked professionals to learn from each other and apply to their work.	Coalition of Small Schools to maximise professional learning, development and moderation opportunities is based on discussion with neighbouring small schools. Potentially included in 2020 Strategic planning.
School Leaders focus on staff well being and implement sustainable approaches that support physical, mental and social welfare of staff.	Administration, School Psychologist and Chaplain monitor staff wellbeing.	Maintain or improve staff bi-annual survey results in 2018 for the following items: <ul style="list-style-type: none"> • This school takes staff opinions seriously (2016 result 4.5); • I receive useful feedback about my work at this school (2016 result 4.3); • Staff are well supported at this school. (2016 result 4.3).

Focus Four: Strong governance and support

Key Objective	Core Strategies	Performance Indicators
School Board works with school through Delivery and Performance Agreement.	School Communities having greater autonomy over the decisions that affect students. Parents and Community members participate in Board training in 2017. Induction in place for new members 2018 – 2019. Open meetings and increased information to all stakeholders.	High Functioning School Board has met all compliance requirements. School Board contributes to and ratifies School Strategic and Operational Planning. School self-assessment cycle in place.
The School works with the Parents and Citizens Association (P & C) to support students including the running of: Canteen, Uniform Shop, School Banking etc. P & C work with Food Bank to support students with Breakfast Club and weekly fruit deliveries.	Principal works with P & C. P & C pays a Canteen Manager and calls for volunteers for Canteen, Uniform Shop and School Banking to manage these each year. Breakfast Club is run with support of Principal application and morning parent volunteers	P & C maintains successful running of three days a week Canteen, uniform shop and School Banking. Breakfast club available to students two to three days a week during school term.
The diversity of culture and values represented in the school and wider community are acknowledged and respected.	Manager of Corporate Services creates space and begins communication for the School based Filipino community group. Opportunities to celebrate Cultural Diversity are created including through Harmony Day and Aboriginal Incursions. Assemblies and Special Event Assemblies are used to celebrate the school and student success - Invitations and notifications for merit awards are sent to parents and stakeholders. These include: ANZAC Service and Edu-Dance concert. Other Special events and programs are held and parents encouraged and invited to volunteer, participate or spectate including: Sports Carnivals, Thank you morning tea, Newsletters/ Term Planners, Formal and informal Reporting. Three Way Conferences, Semester Reports, Happy grams, Contact parents, phone calls and meeting.	Improve Parent biannual survey results to above 4.0 in 2018 for the following items: <ul style="list-style-type: none"> • The school looks for ways to improve (2016 result 3.9); • The school takes parent's opinions seriously. (2016 result 3.7). Three Way conference meeting held with support of School Board in term one each year. Parent involved in student centred meetings including for IEPs, GEPs, BMs, Attendance Plans etc.
Develop relevant and mutually beneficial partnerships serving the interests of the stakeholders and the school.	School to maintain positive relationships with partners including: City Of Cockburn and RSL. Businesses: Supermarkets/Coles/ Woolworths, Bunnings, Storage King Crunch and Sip, Aussie Crunch, Water Wise and Waste Wise.	A redesigned website is created in 2017 and developed in following two years of this plan. Communications demonstrating positive and productive relationships throughout the community.





STUDENT ACADEMIC PERFORMANCE TARGETS

Spearwood Primary School Board and staff have set the following Academic performance Targets in the key General Capabilities.

Literacy

These targets apply to the English Literacy Targets in:

- Reading;
- Writing;
- Spelling;
- Grammar.
- Increase student performance in Year Three to be equal to 'like schools' in all NAPLAN literacy areas.
- Increase student performance in Year Five to be equal to 'like schools' in NAPLAN Literacy: Reading, Writing, Grammar and Punctuation.
- Increase the student performance in Year Five to be above 'like schools' in NAPLAN Literacy: Spelling.
- Maintain the higher progress achievement of growth between Year Three and Year Five in Literacy: Writing, Spelling and Grammar: when compared to Like Schools, WA Public Schools and Australian Schools.

Numeracy

- Increase student performance in Year Three and Year Five to reduce the gap in Numeracy NAPLAN results between School Mean and WA All Schools mean.
- Maintain the higher progress achievement of growth between Year Three and Year Five in Numeracy when compared to: Like Schools, WA Public Schools and
- Australian Schools.

Information and Communication Technology (ICT) Capability

- Increase performance in the stable cohort of Year Four and Year Six in the annual ICT checklist assessment data for Digital Technologies: Knowledge & Understanding and Process & Production Skills when compared to previous years at the same level and these groups' previous achievement.

STUDENTS NON-ACADEMIC PERFORMANCE IMPROVEMENT TARGETS

Attendance

- To maintain Non-Aboriginal, and Aboriginal student attendance to above that of 'Like Schools' and 'WA Schools'.
- To reduce the percentage of students At Risk in Severe and Moderate categories to a total of 8% or under. In 2016 the percentages were: Severe 1.1%, Moderate 9.7%

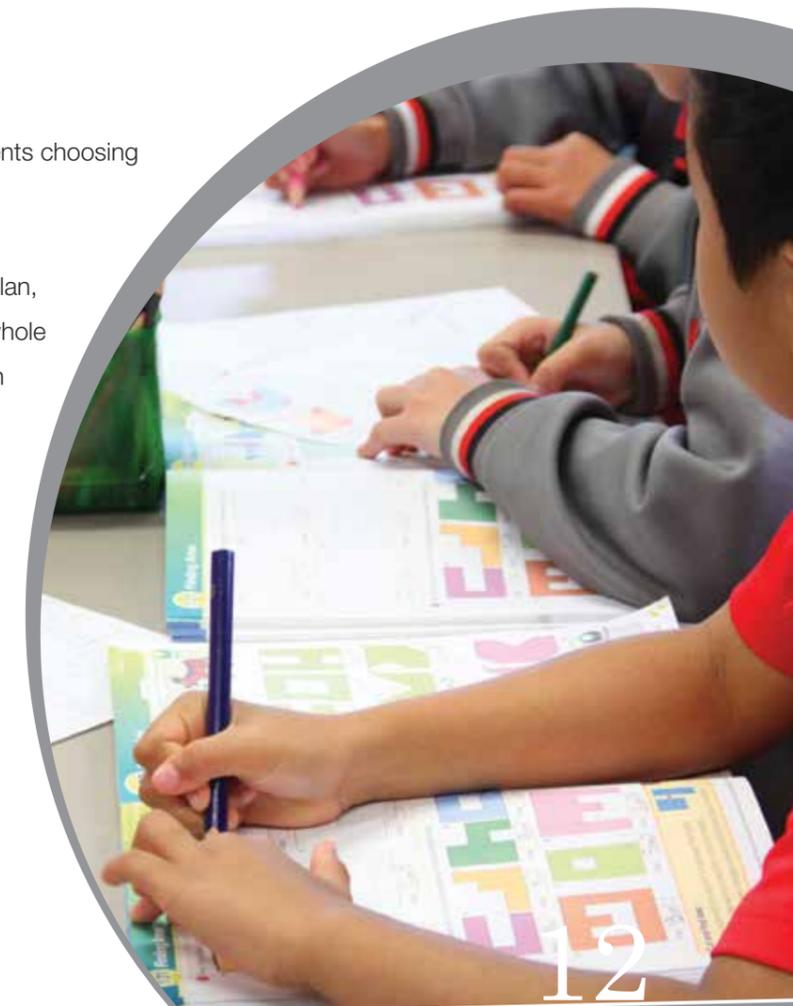
Behaviour

- To improve the Parent, Staff and Student Survey Average rating to above 4 for item 'Student Behaviour is well managed at this school'.

Retention

- To maintain or improve the percentage of students choosing Government High Schools.

While these targets are the focus of this Business Plan, Spearwood Primary School works to develop the whole child through the teaching of the Western Australian Curriculum and all the activities of the school community.



SPEARWOOD PRIMARY SCHOOL BOARD REPORT PLAN

Each meeting of the Spearwood Primary School Board attends to: Minutes and Business Arising;
Financial Review – Budget, Finance Committee Minutes, Contributions and Charges Rates; and
Principal's Report. This table indicates the reports to be tabled and key business for the School Board meetings held twice a term. Extra-Ordinary meetings will be called as required.

Meeting	Report	Key Business
2017 Semester One	<ul style="list-style-type: none"> • 2017 Budget Approval; • School Structure 2017; • 2016 School Annual Report; • 2017 – 2019 Business Plan Approval; • School Funding Portal presentation; • Board Training Modules. 	<ul style="list-style-type: none"> • Board membership and composition review; • Advertising and Sponsorship ; • Review School Dress Code.; • Three – way conferences.
Term Three	<ul style="list-style-type: none"> • 2017 Semester One Attendance; • 2017 Student Survey. 	<ul style="list-style-type: none"> • Review School policy and practice on Religious education.
Term Four	<ul style="list-style-type: none"> • 2017 NAPLAN results; • Draft 2018 Budget; • Evidence of School, Student and other progress in line with School Business Plan; • Planning for School 2017 Annual Report. 	<ul style="list-style-type: none"> • School Development Days Planned and Published; • Contributions and Charges Schedule including Personal items list 2018.
2018 Term One	<ul style="list-style-type: none"> • 2018 Budget Approval; • School Structure 2018; • 2017 School Annual Report; • 2017 – 2019 Business Plan Review; • 2017 Attendance Data; • School Funding Portal presentation. 	<ul style="list-style-type: none"> • Board membership and composition review; • New member Induction; • Advertising and Sponsorship; • Three – way conferences.
Term Two	<ul style="list-style-type: none"> • Review Board Functioning including: Code of Conduct and Terms of Reference. 	<ul style="list-style-type: none"> • Review School Dress Code.
Term Three	<ul style="list-style-type: none"> • 2018 Semester One Attendance; • School Community Survey: Parents, Staff and Students. 	<ul style="list-style-type: none"> • Review School policy and practice on Religious education.
Term Four	<ul style="list-style-type: none"> • 2018 NAPLAN results; • Draft 2019 Budget; • Evidence of School, Student and other progress in line with School Business Plan; • Planning for School 2018 Annual Report. 	<ul style="list-style-type: none"> • School Development Days Planned and Published; • Contributions and Charges Schedule including Personal items list 2019.
2019 Term One	<ul style="list-style-type: none"> • 2019 Budget Approval; • School Structure 2019; • 2018 School Annual Report; • 2017 – 2019 Business Plan Review; • 2018 Attendance Data; • School Funding Portal presentation 	<ul style="list-style-type: none"> • Board membership and composition review; • New member Induction.; • Advertising and Sponsorship; • Three – way conferences.
Term Two	<ul style="list-style-type: none"> • Board Review. 	<ul style="list-style-type: none"> • Review School Dress Code.
Term Three	<ul style="list-style-type: none"> • 2019 Semester One Attendance.; • Evidence of School, Student and other progress in line with School Business Plan 	<ul style="list-style-type: none"> • Review School policy and practice on Religious education.
Term Four	<ul style="list-style-type: none"> • 2019 NAPLAN results; • Draft 2020 Budget; • Planning for School 2019 Annual Report; • Drafting and Planning for 2020 – 2023 School Business Plan; • Independent Public School Review. 	<ul style="list-style-type: none"> • School Development Days Planned and Published; • Contributions and Charges Schedule including Personal items list 2020.



OUR VISION “

To develop the students' academic, social and physical skills so that they may develop a balanced attitude toward life and participate as a responsible member of society. ”





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An Independent Public School

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A key to
the future