



A key to  
the future

# BUSINESS PLAN 2023-2025





## Vision

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

## Our Plan

Spearwood Primary School is an Independent Public School. This Business Plan sets the strategic direction for Spearwood Primary School from 2023 – 2025. The Business Plan is aligned with the six key objectives of the Department of Education 2020 - 2024: Safe, healthy and resilient learners; Strong partnerships and collaboration; Good governance; Effective leadership; High quality teaching, and Contemporary curriculum and assessment. This plan is part of a continuing cycle of school development for improved student outcomes, including that undertaken in Spearwood's first two business plans as an Independent School.

## Our Values

Spearwood Primary School is introducing and incorporating the "The Six Kinds of Best" student values program into the school. Concepts taught through this program are aligned to the values of the National Frameworks' Values in Australian Schools that were included in the last two Business Plans.

These are simpler and more student focused.

The program's framework encourages and supports students to develop the values incorporated in the following six key domains.

1. Being kind to themselves (respect yourselves).
2. Being kind to others (respect others).
3. Being kind to the environment (value the environment).
4. Being the learning kind (seek knowledge).
5. Being the achieving kind (achieve your potential).
6. Being the community kind (contribute positively to society).



# Spearwood Primary School is focusing on six areas that will be the foundation for sustained student and school success.

1. High Expectations for **Student Achievement**.
2. **High Quality Teaching** utilising explicit instruction and other evidence-based pedagogy, curriculum, and resources.
3. Effective **Leadership** and Governance.
4. Strong **Relationships**, partnerships with staff, students, parents, families and the wider community.
5. Safe, Supportive, **Learning Environment** catering for diversity of cultures represented within the school.
6. Robust protocols direct **Resources** to enhance student outcomes.

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 the City of Cockburn, having been involved with the Council in annual and varying community events.

Spearwood Primary School is an inclusive Kindergarten to Year Six school. Throughout the years the school has always had a diverse multicultural base. There are many culturally and linguistically diverse students at Spearwood Primary School. Dealing with culturally diverse and often difficult pasts, combined with the problems associated with functioning in the new community can be extensive for families. The support from and for the school, results in Spearwood having outstanding outcomes for these students and their families, demonstrating the high care that makes a difference to the lives of our students. The culturally and linguistically diverse 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 Primary School has a highly successful Cultural Committee who work to raise awareness of Aboriginal histories, culture, and language. This group developed a Reconciliation Action Plan in 2022 which will be ongoing for the length of this Business Plan. The school community is committed to being a culturally responsive school and our grounds and buildings reflect the successes of this goal.





Spearwood Primary School has a very accomplished Student Services team that comprises of:

School Psychologist, Deputy Principal, Learning Support Coordinator, 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.



The School has an outstanding and successful P & C Committee and School Board. This small group of parents work for the benefit of Spearwood students. All P & C events are well attended with the usual small group of hard-working parents and community members making ideas, realities.

The leadership profile of the staff is very diverse with leadership roles spread across an experienced staff. There are experienced staff and senior teachers who take leadership roles including: English Committee, Mathematics Committee, Sustainability Project, Cultural Committee, Wellbeing and Grounds Committee.



Spearwood Primary School has had slight increases in enrolments in the last couple of years, after declining numbers for some time. The suburb is in transition with regeneration occurring. It is considered a fast-growing area. Increased enrolment is a goal and the whole community is continually looking for ways to improve the school profile in positive ways. This is part of the ongoing work of the School, P & C and the School Board.

Over the next three years Spearwood Primary School will continue to build on the excellent work it has carried out in previous Business Plans.



# 1. High Expectations for Student Achievement.

Key Objective	Core Strategies	Performance Indicators
<p>Regular Attendance is the first key to success for students.</p> <p>Staff at Spearwood Primary School 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"> <li>All students with attendance below 90% are on Attendance Plans (APs).</li> <li>All Aboriginal students are on Attendance Plans to maintain or achieve above 90% attendance.</li> <li>Students on Attendance Plans are individually case managed by class teachers, Learning Support Coordinator (LSC) and Administration.</li> </ul> <p>Attendance percentage letters are 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> <p>Plans are in place for students at risk.</p>
<p>Students will develop knowledge, skills, behaviours and dispositions that will assist them to live and work successfully in the 21st century through the implementation of the Western Australian Curriculum.</p> <p>Spearwood Primary School sets and works towards high standards.</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. Including programs which have already shown success in student improvement: Cracking the Code, Heggerty, Soundwaves (Spelling), Mathletics and Talk4Writing.</p> <p>Students at Education Risk (SAER) are students who are at risk of not achieving benchmark standards or underachieving including: Schools Plus, English as Additional Language (EAL), Aboriginal Students and Department of Child Protection and Family Services (DCPFS) are on one or more of the following plans: Individual Education Plans (IEPs), Group Education Plans (GEPs), Behaviour Management Plans (BMPs), Attendance Plans (APs).</p> <p>Learning Support Coordinator/Deputy 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 practices across the school.</p> <p>School based National Assessment Program: Literacy and Numeracy - NAPLAN Literacy and Numeracy results compared to Business Plan targets.</p> <p>All SAER students have plans in place. Including Target setting for individual students and groups in IEPs and GEPs based on data. Students identified through analysis of school data collection including: Fontas and Pinnell reading tests, Progressive Achievement testing (PAT) Reading, PAT Mathematics, have plans in place.</p> <p>On-Entry data used to target students in the early years for early intervention.</p> <p>Data Collection Plan is embedded in school planning and student results are regularly reviewed at staff meetings and on School.</p>

# 1. High Expectations for Student Achievement. (Continued)

Key Objective	Core Strategies	Performance Indicators
<p>The school has an explicit focus on Science, Technology, Engineering and Mathematics (STEM) to increase interest and competence.</p> <p>There is School wide pedagogy and planning of Science and Humanities and Social Sciences (HASS).</p> <p>Specialist Programs combine with increased classroom integration to increase student General Capacity: Information and Communication Technology (ICT) capacity.</p>	<p>Class teachers' implementation of Inquisitive in Science and HASS.</p> <p>Progressive Achievement Tests (PAT) testing Science compare annual results.</p> <p>Class teachers to develop professional capacity and increase integration of Information and Communication Technologies (ICT).</p> <p>Administration to maintain access to dual platforms of computers in computer lab and iPads.</p> <p>Cyber Safety – Continue awareness training on cyber safety run by class teachers.</p>	<p>Increase students results as measured by Science Progressive Achievement Tests.</p> <p>Increase in student ICT capacity as measured by class teacher using checklist to show progress over time from Pre-Primary to Year Six.</p> <p>Department Annual Computer survey to check maintenance of high student to computer ratio and mixed platform.</p>
<p>The staff utilise the Aboriginal Cultural Standards Framework to model expected practice and behaviour in school to achieve high standards for Aboriginal and non-Aboriginal students. Our School continually works on progress and maintenance of items in Reconciliation Action Plan (RAP) developed over time and published in 2022.</p>	<p>Aboriginal Islander Education Officer - (AIEO) as chair of the Cultural Committee utilise Aboriginal Cultural Standards Framework to maintain and improve the school's progress towards Cultural responsiveness.</p> <p>Analyse results for Aboriginal students to set baseline for achievement. Set targets for improvement.</p>	<p>To determine progress along the continuum from Cultural awareness to Cultural responsiveness within the Framework:</p> <ul style="list-style-type: none"> <li>• Board and Staff do audit of Spearwood Primary School;</li> <li>• Staff to do self-audits.</li> </ul> <p>Cultural Committee determines progress in RAP and items underway, completed or ongoing are recorded in minutes of meetings.</p>



## 2. High Quality Teaching utilising explicit instruction and other evidence-based pedagogy, curriculum, and resources.

Key Objective	Core Strategies	Performance Indicators
<p>Teachers use explicit instruction and common approaches to teaching and learning of the skills and content of the Western Australian curriculum.</p> <p>Staff utilise effective curriculum delivery to lift student and school performance.</p>	<p>Use of explicit pedagogy.</p> <p>Whole school common language for: planning, teaching, learning and assessment, classroom observations and professional collaboration.</p> <p>Shared pedagogy understanding reinforced on School Development Days and induction for new staff.</p> <p>School uses professional learning to build on staff capacity.</p>	<p>Staff able to demonstrate their active participation and professional advancement through their individual performance management planning and review.</p> <p>Spearwood Explicit Instruction Model on website.</p> <p>Visible classroom models and displays.</p> <p>Recording staff attendance at targeted Professional Learning including but not limited to: Data Analysis: On-entry, Bright Path and NAPLAN.</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>Through Performance Management (PM) and Professional Learning (PL) the school builds on the high-level capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans including students with disability.</p> <p>Analytical, evaluative, and self reflective practices. Staff take personal and collective responsibility for the continuous improvement of their teaching and leadership to improve student learning through data analysis and Performance Management.</p> <p>Ensure all new staff participate in an induction process.</p>	<p>Utilise collaborative pedagogical expertise through Professional Learning (PL), School Development Days, Coaching and Performance Management (PM).</p> <p>Performance Management linked to Australian Institute for Teaching and School Leadership (AITSL) standards.</p> <p>Use AITSL Standards as basis for: peer review, coaching and performance management.</p> <p>Staff to be actively engaged in peer-assisted professional improvement process.</p> <p>Induction plan for new staff in place and is triggered upon employment.</p>	<p>All staff Performance Managed. Teachers' self-reflection, discussion and PM plan based on AITSL standards.</p> <p>Classroom observations of self-filmed explicit instruction is utilised to provide robust, professional feedback for teachers as part of Teacher Performance Management.</p> <p>Mandated courses completed and monitored.</p>

## 2. High Quality Teaching utilising explicit instruction and other evidence-based pedagogy, curriculum, and resources. (Cont)

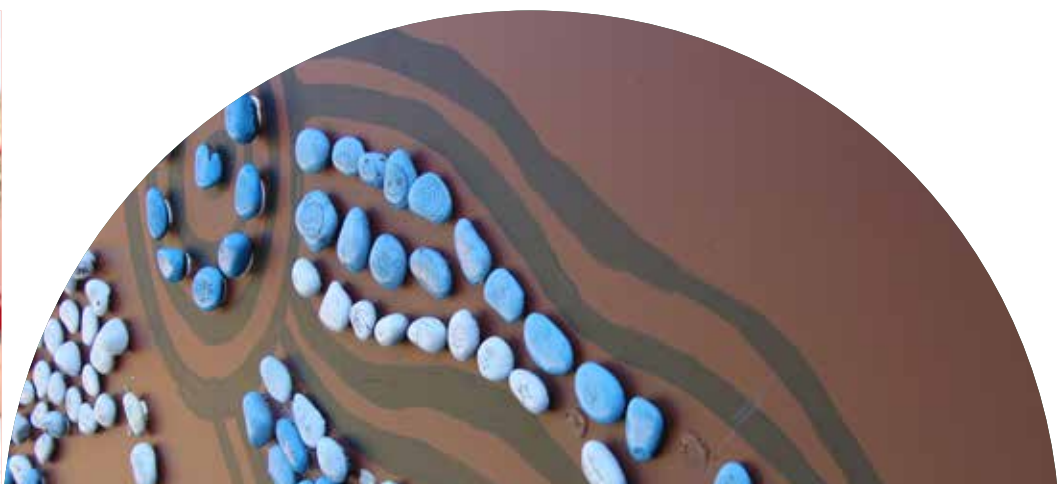
Key Objective	Core Strategies	Performance Indicators
	<p>Senior teachers and Deputy/coordinator provide tangible support for teachers to identify and plan for students requiring curriculum differentiation.</p> <p>Use expert teachers to build the capacity of the whole staff. Collaboration among teachers through peer review and discussion.</p>	<p>Effective student plans in place: Individual Education Plans, Attendance plans, Group Education Plans, Health Plans, EALD Plans, Disability plans.</p>
<p>Teachers refine analytical and evaluative practices.</p> <p>Staff effectively interpret and respond to a wide range of student data to inform their practice.</p> <p>Teachers work with colleagues on the moderation of assessments in small school subgroup of Network.</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, PAT: Reading, Mathematics and Science and Bright Path: Writing and Mathematics.</p> <p>Data used to develop school class and student plans and allocate support in the school including Education Assistant staff.</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> <p>Teachers moderate student work samples with staff of other small schools including: Phoenix, Newton, Fremantle and Southwell.</p>
<p>Teachers give quality feedback to students.</p> <p>Teachers report regularly to parents on achievement and progress.</p> <p>Parents of students at risk are well informed of learning differentiation.</p>	<p>Through Explicit Teaching of success criteria to students they know “What I am Looking For” (WILF).</p> <p>Teachers write semester summative reports for students. Meetings are held for students at risk and on Individual Education Plans (IEPS). Teachers make phone contacts or organise meetings as required so parents are well informed before receiving any written reports.</p> <p>Classroom teachers meet with parents to discuss Attendance Plans, Individual Education Plans and Behaviour Plans.</p>	<p>Students are aware of lesson intention in individual and series of lessons. They know what they need to do and can articulate this.</p> <p>Parents receive semester summative reports with student achievement and success twice a year.</p> <p>Parent meetings and contact recorded appropriately on plans and Integris.</p>





### 3. Effective Leadership and Governance.

Key Objective	Core Strategies	Performance Indicators
School Leaders work in collaboration with staff to develop a shared vision of high-quality teaching that drives school level recruitment, professional development, collaboration among staff and performance management.	School Board supportive and active in school leadership.  Teachers do collaborative performance management with other teachers and assist Education Assistants allocated to their classrooms.	Documentation of shared teaching and learning vision is utilised in Performance Management.  Shared vision used by whole staff to implement Spearwood Primary School Business Plan 2023 — 2025.
The school develops leadership potential and interest in staff.	Administration team work to identify, nurture, develop and support school leaders.	Staff interested in Senior Teacher status attain this. Individual staff have clear long term goals in Performance Management agreements.
The school provides opportunities 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: School Captains, Prefects, Faction Captains and Vice Captains Student leaders run the School ANZAC Assembly and News Assemblies.  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 included in newsletters and on the schools' website.
The staff continue to Strengthen links with Network and neighbouring schools with a particular focus on small schools.	Staff representatives in multiple Network groups: Principal, Deputy, Manager of Corporate Services (MCS) and Curriculum.  Utilisation of the opportunities provided by the Network for School and Staff development.	Staff record attendance and share resources and information at staff meetings.  Invitations to and from Neighbouring schools to increase individual and small group staff professional learning.
School leaders drive continual improvement agenda driven by self-reflection and School Review 2020 & 2023	Staff to continually work to make school improvements and take advantage of learning opportunities. Discussion and implementation of improvement from school review on School Development Days and through staff meetings work is ongoing.	Reports to School Board to outline improvement in review items.



## 4. Strong Relationships, partnerships with staff, students, parents, families and the wider community.

Key Objective	Core Strategies	Performance Indicators
School Board works with school through Delivery and Performance Agreement.	<p>School Community through the Board and P &amp; C have great representation and impact over decisions that affect students.</p> <p>Induction Plan in place for School Board as detailed in Meetings' Plan. Any new Board Chair would be expected to attend training.</p> <p>Open meetings and increased information to all stakeholders.</p>	<p>High Functioning School Board has met all compliance requirements.</p> <p>School Board contributes to and ratifies School Strategic and Operational Planning.</p> <p>School self-assessment cycle in place.</p>
<p>The School works with the Parents and Citizens Association (P &amp; C) to support students including the running of the Canteen and Uniform Shop.</p> <p>School Chaplain to work with Foodbank to support students with Breakfast Club and weekly fruit deliveries.</p>	<p>Principal works with P &amp; C.</p> <p>P &amp; C manage with volunteers: Canteen, and Uniform Shop.</p> <p>Breakfast Club is run by Chaplain once a week. The P &amp; C with the school are working towards increased parent volunteers and open mornings.</p>	<p>P &amp; C maintains successful running of one day a week Canteen and uniform shop.</p> <p>Breakfast club available to students once a week during school term.</p> <p>Invitations go widely for events held each semester which are celebrated in Newsletter and Website.</p>
Community events are highlighted and valued.	<p>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.</p> <p>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.</p> <p>Contact with parents by phone, meetings, conferences as required.</p>	<p>Maintain high Parent biannual survey results to above 4.0 for the following items:</p> <ul style="list-style-type: none"> <li>The school looks for ways to improve (2022 result 4.9);</li> <li>The school takes parent's opinions seriously. (2022 result 4.4).</li> </ul> <p>Parents involved in student centred meetings including for: IEPs, GEPs, BMPs, Attendance Plans etc.</p>
Local Community partnerships are formed and valued.	<p>School to maintain excellent positive relationships with partners including: City of Cockburn, Returned Services League, Spearwood Progress Association, Local Businesses, Supermarkets, Coles, Spud Shed, Woolworths, Bunnings, Organisations and Programs: Crunch and Sip, Aussie Crunch, Water Wise and Waste sorted, Constable Care.</p> <p>Charities both receiving for families and giving as school: Food Bank, Manna, Water.Org, Red Cross etc.</p> <p>Language Development Centre – support and outreach programs plus professional learning opportunities.</p> <p>National Disability Insurance Scheme (NDIS).</p>	<p>Website Events and Newsletters are main communications demonstrating positive and productive relationships throughout the community.</p> <p>The schools' website is a major communication tool providing opportunities to share school events and news.</p> <p>School working with NDIS suppliers to enable access during school hours on site.</p>

## 5. Safe, Supportive, Learning Environment catering for diversity of cultures represented within the school.

Key Objective	Core Strategies	Performance Indicators
The physical environment adds value to the student learning experience.	<p>Grounds committee work to maintain and improve the physical environment including making the grounds part of the learning.</p> <p>Cultural committee has made learning areas around the school with six seasons.</p> <p>Aboriginal Language project will work towards increasing the permanent visibility of the Aboriginal Language all around the school.</p>	<p>Sustainability project around the school utilised for learning and promoted in newsletters and website.</p> <p>Aboriginal content and language around the school utilised for learning and promoted in newsletters and website.</p>
The diversity of culture and values represented in the school and wider community are acknowledged and respected.	<p>Opportunities to celebrate Cultural Diversity are created including through Harmony Day and National Aborigines and Islander Day Observance Committee (NAIDOC) Week.</p>	<p>Culturally important days and weeks including Harmony Day, Sorry Day, Reconciliation week, and NAIDOC week utilised for learning and promoted in newsletters and website.</p>
<p>There is a high standard of student behaviour and engagement is maintained throughout the school.</p> <p>There is Community understanding of the Department of Education and Spearwood's Behaviour Management Policy and Procedures.</p>	<p>Behaviour Management Policy Updates implemented Behaviour Management throughout the school for a consistent and positive approach.</p> <p>To develop and maintain a clear explanation of processes of behaviour management available on the schools' website.</p> <p>Students' social and emotional health is prioritised, and Chaplain works with self or staff identified students and families at risk.</p>	<p>Maintain rating above 4 in Parent biannual survey as this shows satisfaction of school behaviour management.</p> <p>Code of Conduct and Behaviour Management items on website.</p> <p>Staff and students use language from Highway Heroes and Six Kinds of Best.</p>
<p>Introduce a student-centred learning Values program – The Six Kinds of Best.</p> <p>Staff continue the resilience wellbeing program Highway Heroes.</p>	<p>Focus on positive results for students including elements of Six Kinds of Best: Values Education.</p> <p>Social and Emotional program - Highway Heroes implemented throughout the school.</p> <p>New staff inducted with on-line learning.</p>	<p>Highway Heroes and Six Kinds of Best posters displayed in classrooms.</p> <p>Language embedded in Merit Certificates and other rewards programs throughout school.</p>
School Leaders focus on staff wellbeing working with interested staff to implement sustainable approaches that support physical, mental, and social welfare of staff.	<p>Administration, School Psychologist and Chaplain monitor staff wellbeing.</p> <p>Wellbeing committee established in last plan meets and discusses wellbeing of students, staff and community.</p> <p>Continue the supportive and positive relationships through such events as: Secret Friends Week and Kris Kringle at Christmas.</p> <p>Shared Celebrations of birthdays and special events.</p>	<p>Maintain or improve staff bi-annual survey results for the following items:</p> <ul style="list-style-type: none"> <li>• This school takes staff opinions seriously (2022 result 4.4);</li> <li>• I receive useful feedback about my work at this school (2022 result 4.4);</li> <li>• Staff are well supported at this school. (2022 result 4.3).</li> </ul>

## 5. Safe, Supportive, Learning Environment catering for diversity of cultures represented within the school. (Cont)

Key Objective	Core Strategies	Performance Indicators
The Early Years Learning Framework (EYLF) and National Quality Standard are embedded for Early Childhood.	<p>Kindergarten program is based on EYLF with a school Based report for semester one and the system report for semester two.</p> <p>Standards for NQS are in place and reviewed annually.</p> <p>Early Childhood staff, teachers and Education Assistants, are aware of National Quality Standards and this informs:</p> <ol style="list-style-type: none"> <li>1. Education program and practice.</li> <li>2. Children's health and safety.</li> <li>3. Physical environment.</li> <li>4. Staffing arrangements.</li> <li>5. Relationships with children.</li> <li>6. Collaborative partnerships with families and communities.</li> <li>7. Governance and leadership.</li> </ol>	<p>Student reports each semester are supplied for parents.</p> <p>NQS audit is carried out annually.</p>

## 6. Robust protocols direct Resources to enhance student outcomes.

Key Objective	Core Strategies	Performance Indicators
Financial management complies with the expectations of the Funding Agreement for schools.	<ol style="list-style-type: none"> <li>1. Finance Committee formed each year, chaired by Principal. The Finance Policy is followed and updated as required by Department of Education or Finance changes on instructions to schools.</li> <li>2. Finance Committee meets each month of during terms to review Budget, Cost Centres and any applications for funding.</li> </ol>	<p>Finance Committee on Roles and Responsibility document for school year.</p> <p>Finance Committee meeting minutes are shared with School Board.</p> <p>School Board notes annual budget at first meeting.</p>
Budget and resource management practices support school planning.	<p>Budget is created each year to utilise available resources to support programs in the School Business Plan: WA Curriculum, PAT testing, Science Laboratory, ICT capability, The Six Kinds of Best, Highway Heroes etc.</p> <p>Parents and Citizens committee is approached to fund whole school activities to support school, students and parents.</p>	<p>Finance Committee and School Board monitors School budget and Business plan including allocated resources as indicated by meeting minutes.</p> <p>P &amp; C acknowledgment of donations in notes for example swimming, interschool and excursion bus donations. P &amp; C acknowledged on website and in newsletters.</p>
Targeted Students are supported in classrooms.	<p>Our AIEO supports families of Aboriginal students.</p> <p>Kindergarten students do two days a week in first semester and three days a week in second semester to optimise learning as they develop during the year.</p> <p>Education Assistants are allocated to Early Childhood classes and to classes where students with disabilities require support.</p>	<p>All Aboriginal students are on Attendance Plans and absences are followed up by AIEO with class teacher or administration.</p> <p>Kindergarten is staffed and supported for increasing days in semester two.</p> <p>Students with disabilities have Individual Education Plans and work with Education Assistants in class or small group withdrawal.</p>

## 6. Robust protocols direct Resources to enhance student outcomes. (Cont)

Key Objective	Core Strategies	Performance Indicators
Workforce planning is carried out to highlight best use of limited resources of small school.	Workforce plan completed by Principal each business plan cycle, is presented to staff and School Board.	Sharing and discussion of workforce planning in the minutes of staff meeting and board meetings.





## Students' Academic Performance Improvement Targets

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

### Literacy

Literacy Progress and Achievement Goals for this business plan are:

- Achieve NAPLAN results that are above 'like schools' in the Literacy areas of Writing, Reading and Spelling.
- Achieve NAPLAN results that are equivalent to or above 'like schools' in the Literacy area of Grammar.



### Numeracy

Numeracy Progress and Achievement Goals for this business plan are:

- Achieve Numeracy NAPLAN results that are above or equivalent to 'like schools'.

## Students Non-academic Performance Improvement Targets

### Attendance

- Non-Aboriginal and Aboriginal student attendance to - at or above that of 'Like Schools'.
- Reduce the percentage of students at Risk in Severe categories. (4.4% in 2022).
- Reduce the percentage of students at Risk in Integrated category to 10%.



### Behaviour

- To maintain the Parent, and Staff National School Opinion Survey Average rating to above 4 for the item "Student Behaviour is well managed at this school".
- Raise the Student Survey average rating for "Student behaviour is well managed at my school" (3.4 in 2023).

### Retention

- To promote Government schools with the aim to maintain or improve the percentage of students choosing Government High Schools.

While the Academic and Non-Academic targets are the focus of this Business Plan, Spearwood Primary School works in all our interactions to develop a balanced child and a responsible citizen.

Highway Heroes and The Six Kinds of Best Programs work in making resilient students with strong values.



# Spearwood Primary School Board – Meetings’ Plan

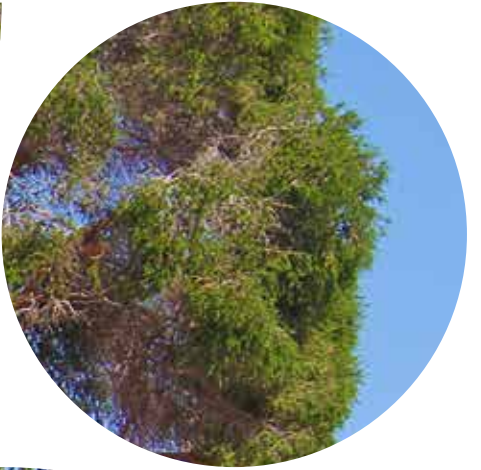
Each meeting of the Spearwood Primary School Board attends to: Minutes and Business Arising; Financial Review – Budget, Finance Committee Minutes, Contributions and Charges Rates; Sub Committee Reports and Principal’s Report. This table indicates the reports to be tabled and key business for the School Board meetings held usually twice a term (6-8 meetings per year).  
Extra-Ordinary meetings will be called as required.

Meeting	Report	Key Business
2023 Term One	<ul style="list-style-type: none"> <li>School Structure</li> <li>2023 – 2025 Business Plan Review</li> <li>Budget Planning - Draft</li> <li>2022 Attendance Data</li> <li>2022 School Annual Report</li> <li>School Review Term Two 2023 Planning</li> </ul>	<ul style="list-style-type: none"> <li>Board membership and composition review</li> <li>New member Induction – Supply files with relevant materials: Clearance information, Terms of Reference, Code of Conduct, Business Plan and Five Independent Public School Modules</li> <li>Review Terms of Reference and Code of Conduct</li> <li>Advertising and Sponsorship</li> </ul>
2023 Term Two	<ul style="list-style-type: none"> <li>School Funding Portal presentation</li> <li>School Review Planning and Review</li> </ul>	<ul style="list-style-type: none"> <li>New member Induction – Modules 1 – 5,</li> <li>Plus other resources from Connect group “On Board for Education: Independent Public School Board Governance Training” Library</li> <li>Review School Dress Code</li> </ul>
2023 Term Three	<ul style="list-style-type: none"> <li>Semester One Attendance Data</li> <li>Evidence of School, Student and other progress in School Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review School policy and practice on Religious education.</li> </ul>
2023 Term Four	<ul style="list-style-type: none"> <li>NAPLAN data</li> <li>Draft 2024 Budget</li> <li>Planning for School 2023 Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>School Development Days planned and published</li> <li>Contributions and Charges Schedule including Personal Items List 2024</li> </ul>
2024 Term One	<ul style="list-style-type: none"> <li>Budget Planning - Draft</li> <li>School Structure</li> <li>2023 – 2025 Business Plan Review</li> <li>2023 Attendance Data</li> <li>2023 School Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Board membership and composition review</li> <li>New member Induction – Supply files with relevant materials: Clearance information, Terms of Reference, Code of Conduct, Business Plan and Five Independent Public School Modules.</li> <li>Review Terms of Reference and Code of Conduct</li> <li>Advertising and Sponsorship</li> </ul>
2024 Term Two	<ul style="list-style-type: none"> <li>School Funding Portal presentation</li> <li>School Review Planning and Review</li> </ul>	<ul style="list-style-type: none"> <li>New member Induction – Modules 1 – 5,</li> <li>Plus other resources from Connect group “On Board for Education: Independent Public School Board Governance Training” Library</li> <li>Review School Dress Code</li> </ul>

Meeting	Report	Key Business
2024 Term Three	<ul style="list-style-type: none"> <li>Semester One Attendance Data</li> <li>Evidence of School, Student and other progress in School Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review School policy and practice on Religious education</li> </ul>
2024 Term Four	<ul style="list-style-type: none"> <li>NAPLAN data</li> <li>Draft 2025 Budget</li> <li>Planning for School 2024 Annual Report</li> <li>School Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>School Development Days planned and published</li> <li>Contributions and Charges Schedule including Personal Items List 2025</li> </ul>
2025 Term One	<ul style="list-style-type: none"> <li>Budget Planning - Draft</li> <li>School Structure</li> <li>2023 – 2025 Business Plan Review</li> <li>2024 Attendance Data</li> <li>2024 School Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Board membership and composition review</li> <li>New member Induction – Supply files with relevant materials: Clearance information, Terms of Reference, Code of Conduct, Business Plan and Five Independent Public School Modules</li> <li>Review Terms of Reference and Code of Conduct</li> <li>Advertising and Sponsorship</li> </ul>
2025 Term Two	<ul style="list-style-type: none"> <li>School Funding Portal presentation</li> <li>School Review and Planning for new Business plan 2026 – 2028 and School Review 2026</li> </ul>	<ul style="list-style-type: none"> <li>New member Induction – Modules 1 – 5,</li> <li>Plus other resources from Connect group “On Board for Education: Independent Public School Board Governance Training” Library</li> <li>Review School Dress Code</li> </ul>
2025 Term Three	<ul style="list-style-type: none"> <li>Semester One Attendance Data</li> <li>Evidence of School, Student and other progress in School Business Plan</li> <li>School Survey Data.</li> </ul>	<ul style="list-style-type: none"> <li>Review School policy and practice on Religious Education</li> </ul>
2025 Term Four	<ul style="list-style-type: none"> <li>NAPLAN data</li> <li>Draft 2026 Budget</li> <li>Planning for School 2025 Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>School Development Days planned and published</li> <li>Contributions and Charges Schedule including Personal Items List 2026</li> </ul>









A key to  
the future

## Spearwood Primary School An Independent Public School



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