



LEEMAN PRIMARY SCHOOL

BUSINESS PLAN

2015-2017

Vision

To ensure Leeman Primary School meets the needs of students in the 21st century, Leeman Primary School will endeavour to provide a safe and welcoming learning environment that promotes academic excellence and caters for the varying needs, interests and abilities of all students so that students will become lifelong learners and responsible citizens of the future.

Endorsed by School Board Monday 31st August 2015



SCHOOL OVERVIEW



School Context

Leeman Primary School is an Independent Public School located on the Turquoise Coast 300 kilometres north of Perth and 150 kilometres south of Geraldton. It is part of the Turquoise Coastal Schools Alliance with Jurien Bay District High School and Cervantes Primary School.

Leeman Primary School is part of the Mid West Education Region and draws its population from Leeman and Green Head, small coastal towns that are 15 kilometres apart. The towns owe their origin to the lobster fishing industry with a number of families recently being employed by Iluka in the mining industry at Eneabba 38 kilometres to the east. The population is transient due to the nature of these industries with some long-term families moving on to locations where employment is more viable.

Guiding Principles

Learning

- We have a positive approach to learning and encourage it in others
- We advance student learning based on our belief that all students have the capacity to **learn, achieve and succeed.**

Excellence

- We have high expectations of our students and ourselves.
- We set standards of excellence in academic, social and sporting contexts and strive to achieve them. The standards and expectations challenge all of us to give our best to **learn, achieve and succeed.**

Equity

- We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.
- We strive to create workplace and learning environments that are free of discrimination, abuse or exploitation that will provide the best environment possible to **learn, achieve and succeed.**

Care

- We treat individuals with care.
- Our relationships are based on trust, mutual respect and the giving and acceptance of responsibility.
- We recognise the value of working in partnership with parents, caregivers and the wider community in providing a quality education for our students in their endeavours to **learn, achieve and succeed.**



WHOLE SCHOOL TARGETS AND STRATEGIES



1. ASSESSMENT & REPORTING

TARGETS

- Development of measurable targets for the 2015-2017 Business Plan, which reflect high standards of individual achievement and progress in student learning against recognised benchmarks and indicators.
- Operational planning for class and whole school practice, demonstrates a holistic approach for data-driven information, assessments and judgements to be collected and used for evidence-based decisions about student learning (*achievement, progress and engagement*), target-setting processes of whole school literacy and numeracy programs.
- Moderation of Australian Curriculum subjects and a common assessment literacy to be embedded at the whole school level and when collaborating with schools in the Turquoise Coastal Schools Alliance.

STRATEGIES

- Assessment and reporting data is to be collected, monitored and analysed from a range of sources according to the timeline of the school's annual Assessment and Reporting Plan (e.g. NAPLAN, On-Entry, school-based assessments, teacher judgements and moderation).
- Teachers will use assessment and reporting data to plan targeted teaching and learning programs.
- An Assessment and Reporting Schedule will inform the planning and reporting of teaching and learning programs.
- Teachers will implement the requirements of the school Assessment and Reporting Policy.



WHOLE SCHOOL TARGETS AND STRATEGIES



2. POSITIVE AND SUPPORTIVE RELATIONSHIPS

TARGETS

- Increased focus of the Board of its stability and governance by initiating succession planning with contingencies in place to cover unexpected transiency of Board members.
- Board to develop and instigate a strategic direction plan to promote its profile in the community.
- Increased awareness amongst the school community of the main objectives of our PATHS Program.
- Achievement of CHAT Program Silver Level targets.
- Parent Surveys to show more than 80% positive responses to all questions with a decrease in the percentage of negative responses about bullying.
- Raise the percentage of students achieving 'consistently' and 'often' for ABE 7 (*sets goals and works towards them with perseverance*) to 80%.
- Improve *regular attendance* to 70% or above and aim to improve *average attendance* to 90%.

STRATEGIES

- Increased focus of the P & C and the School Board on the promotion of a positive representation of the school and the building of positive partnerships between the school and the community.
- Exploration and implementation by the Board, Principal and staff of strategies to consolidate gains and enhance efforts to improve student attendance.
- Maintain student, staff and community satisfaction towards the learning & working environment as indicated through annual school community survey data.
- Seek contributions and involvement with members of the school community through P & C / School Board meetings, information sessions, classroom support, special events etc.
- Continue and improve sustainable links with Leeman community members and / or organisations (e.g. Men's Shed, Community Resource Centre, Police).
- Public recognition of staff, student & parent achievements (e.g. newsletters. Community News).
- Form a PATHS/CHAT team and develop an action plan for promotion and education about PATHS/CHAT objectives (including development of scope and sequence document).
- Reward 100% attendance, 90% regular attendance and note improvement in attendance at assemblies, in newsletter and through contact with parents/caregivers.
- Each class to access local community resources (including human) each year for their learning programs.
- Review our whole school Values program with collaboration from the school community.
- Develop and use set criteria for different ABE ratings to ensure a common understanding for reporting.



WHOLE SCHOOL TARGETS AND STRATEGIES



3. EXCELLENCE IN TEACHING AND LEARNING

TARGETS

- Engage teachers in regular performance review processes that are aligned with the *Australian Professional Standard for Teachers* to support regular self-reflection of their professional practice for continuous development and improvement.
- Evidence of classroom planning and teaching and learning alignment to operational and strategic plans measured using a self-reflection process in performance review and development.
- Peer observations will be embedded in reflective practice to assist teachers to engage in reflective practice and develop a culture of developing dialogue with instruction at the core.

STRATEGIES

- SCSA Western Australian Curriculum (including Kindergarten Curriculum) is implemented across K-6 and evident in teacher planning and student learning.
- A plan for whole school scope and sequence for ICT systems and processes will be developed, supported and implemented to promote effective IT integration across the curriculum.
- The *Australian Professional Standard for Teachers* will form a part of an ongoing, reflective Performance Review process for teacher development and improvement.
- Collaborative planning and moderation encompassing common language and understandings will strengthen through regular inter-school meetings of Turquoise Coastal Schools Alliance (TCSA) staff.
- Exposure of students to SCSA portfolio / work samples linked to year level grades, will promote realistic expectations and an ability of students to compare progress and set goals for improvement.
- Promote fidelity of implementation of whole school plans, processes, strategies and targeted programs.
- Ongoing evaluation and sharing of ideas for implementation and sustainability of programs and their effectiveness.



WHOLE SCHOOL TARGETS AND STRATEGIES



4. RAISING STANDARDS IN LITERACY AND NUMERACY

TARGETS

- Longitudinal NAPLAN data from Year 3 to Year 5 to show movement toward *higher progress and higher achievement* in Maths, Reading and Grammar & Punctuation and movement toward *higher progress* in Spelling and Writing, compared with Australian schools.
- For all Pre-Primary, Year 1 and Year 2 students to participate in On-entry Testing. Incremental change for all students to be determined and tracked, and targeted intervention programs to be developed to support students at risk.
- For all eligible Year 3 and 5 students to participate in NAPLAN Testing. Incremental change for all students to be determined and tracked, and targeted intervention programs to be developed to support students at risk.

STRATEGIES

- Student self-reflection and goal setting, to identify areas of strengths and focus in English and Maths against the year level grades of the Western Australian Curriculum, is evident in teacher planning and student learning.
- First Steps developmental strategies and processes for Reading & Writing and Maths are embedded in whole school operational planning across all subject areas.
- Exposure of students and parents/caregivers to SCSA work samples for A-E grades to promote realistic expectations and an ability to monitor or compare progress and set goals for improvement.
- Fidelity with implementation of whole school process and strategies and targeted programs to be embedded in whole school operational planning.
- Ongoing evaluation and sharing of ideas for implementation and sustainability of whole school programs to enhance effectiveness (e.g. Cars and Stars; Stepping Stones; Jolly Phonics; Jolly Grammar etc).
- Review and update whole school Literacy Plan by the end of 2015.