Mirrabooka Primary School Business Plan 2015-2017

An Independent Public School

Understanding the Business Plan

The Business Plan and Delivery & Performance Agreement identify the accountability expectations of the school together with the priorities and targets for 2015-2017. This agreement is subject to review based upon the school’s ongoing review of its performance and decisions to include additional flexibilities during the life of the agreement. As an Independent Public School, Mirrabooka Primary School develops a business plan and this is supported by Learning Area Strategic Plans, Workforce Management Plans and the One Line Budget. As Principal, I will enter into the Delivery and Performance Agreement with the Director General. The Business Plan and the Performance Agreement will be endorsed by the Mirrabooka Precinct Board.

In developing the Business Plan and Delivery & Performance Agreement 2015-2017 the following Department of Education and Government policy frameworks and strategic directions have informed development, targets and outcomes:

- Plan for Government Schools 2012-2015;
- Progressing Classroom First Strategy;
- Focus 2015 - Directions for Schools; and
- School Improvement and Accountability Framework.

Our Purpose

Mirrabooka Primary School’s purpose is to create an inclusive ethos that promotes the intellectual, social and physical development of all students. We want an educational environment that prepares students for the opportunities, responsibilities and experiences of their future life. Specifically, Mirrabooka Primary School is actively engaged in motivating and engaging students in a safe and stimulating learning environment using the principles of teaching, learning and assessment.

Our Mission

At Mirrabooka Primary School we strive to provide a world class education to meet the needs of individuals and the wider community through:

- Establishing ambitious targets and with high expectations, academic and non-academic, for our students.
- Establishing a learning environment that is safe, caring and inclusive.
- Delivering high quality learning and teaching programs with pedagogical practices aligned to the Australian Curriculum.
- Expanding the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
- Engaging all staff in a systematic, continuous and comprehensive self-reflection process related to student achievement and school operations.
- Targeting resources through school improvement planning to maximise student achievement.
- Building strong internal and external partnerships including positive interactions between the school and its community.
**Context**

Mirrabooka Primary School is an Independent Public School located in the suburb of Dianella 13 km north-east of the Perth CBD. The school forms part of the Mirrabooka Education Precinct as it is located adjacent to Mirrabooka Senior High School and Mirrabooka Senior High School Education Support Centre, offering students a seamless K-12 education precinct. The school attracts students from the suburbs of Mirrabooka, Balga, Dianella, Morley, Nollamara, Yokine and Westminster. Mirrabooka has approximately 270 students of which one third are enrolled in the on-site Intensive English Centre.

The school aims to provide opportunities for children to develop their intellectual, physical, social, cultural and emotional skills. We have exciting programs for students with the Australian Curriculum currently being implemented and have specialist programs in Physical Education, ICT, Music, Art, Languages and Science. We have a strong student services team to enhance our commitment to building and supporting a safe learning environment for all our students. Literacy and Numeracy are a key focus of the educational activities at the school and the school provides excellent educational opportunities for its students and their individual needs in respect to this. The use of technology is integrated into learning programs for all year groups and it is our intention over the next few years to be at the cutting edge of technology-assisted learning. There is a wealth of experience and curriculum leadership that is provided by a team of qualified and experienced staff in both the mainstream classes and the Intensive English Centre.

Mirrabooka Primary School has expansive, attractive facilities that enhance the learning experiences of all students. The nature play area provides a captivating area for junior children to play and engage with each other and with nature. Our purpose built specialist facilities ensure learning experiences are maximised and our school hall provides a quality venue where the community can take part in, and students can showcase their learning through a variety of events.

At Mirrabooka, we believe that every child has the right to the best possible education, and the educational process is best served when the school, the child, the teacher and the parent/carer work together in a positive way to support learning. The local community reflects the richness and diversity of families who have English as an Additional Language. A supportive Mirrabooka Precinct Board and Parents and Citizens' Association supports the running of the school. The P&C body works with the school to provide a wide range of educational resources for students and also to foster the sense of community which exists at the school. We have developed long running partnerships with volunteers and associated organisations that support and compliment the programs running in the school.
SCHOOL FOCUS AREAS 2015-2017

- Literacy Improvement
- Numeracy Improvement
- Early Childhood Education: Implementation of the National Quality Standard (NQS)
- Pastoral Care
- Community Partnerships: Parents, external agencies, Precinct partnerships

Mirrabooka Education Precinct

Mirrabooka Primary School, Mirrabooka Senior High School and Mirrabooka Senior High School Education Support are an integrated, holistic K-12 learning community. Three school sites, one learning environment. As a collaborative partnership we have developed a shared identity assisted by geographical proximity of being located together and a strong sense of being an inclusive community. As a precinct we have a common purpose and a joint vision for the improvement, attainment, achievement and progression of young people. The autonomy and flexibility provided by this initiative assists our schools to raise standards and student performance.

As an educational precinct located on the one site we have the ability to employ more flexible approaches to better address the needs of our local community. The precinct arrangement allows the schools to operate as a K-12 environment. This ensures a seamless transition through the phases of learning by providing continuity across the curriculum. The Mirrabooka Precinct has been prepared to commit both time and resources to collective initiatives and priorities to ensure effectiveness and sustainability. The three schools have developed common goals and protocols, making decisions in areas such as curriculum, student support, human resource management and financial reporting.

Mirrabooka Precinct Strategies include:

- Numeracy
- Literacy
- Student Services support
- Parent & Community Partnerships including interagency networks
- Workforce Management Planning across the Mirrabooka Education Precinct
LITERACY

Overall Target

- School Performance in Literacy to be at or above ‘Like School’ averages in the 2015 – 2017 NAPLAN Testing programs. In addition to overall achievement targets, the progress and achievement of the stable cohorts to be in the ‘Higher Progress/Higher Achievement’ quadrant in comparison to like schools.

Specific Targets

- Improved performance in expected overall achievement (Relative Assessment) for Year 3 and 5 students in Reading. The Reading achievement of Year 3 and 5 students will be maintained consistently at or above expected achievement for the 2015 – 2017 cohorts.
- Improved performance in expected overall achievement (Relative Assessment) for Year 5 students in Grammar and Punctuation. The Grammar and Punctuation achievement of Year 5 students will be maintained consistently at or above ‘like schools’ for the 2015 – 2017 cohorts.
- The Literacy progress of the stable cohort of Year 5 students in the 2015 – 2017 NAPLAN testing programs will be equal to or above like schools.
- Continue the ‘At or Above’ expected performance in overall achievement (Relative Assessment) for Year 3 and 5 NAPLAN Spelling and Writing for the 2015 – 2017 cohorts.
- 75% of students exiting the IEC will have achieved level three or better using EAL Progress Maps.
- Identified English as an Additional Language (EAL) students in both mainstream and IEC make progress against Progress Maps.

STRATEGIES

- Review and consolidation of a whole-school approach to Literacy. This approach includes: improvement targets for NAPLAN results; a focus on the teaching of core literacy skills; and a case-management approach for students at risk of falling below national minimum standards. Teachers utilise the Western Australian Curriculum and the Department’s K-6 Literacy Learning and Teaching Resources to support the explicit teaching of core literacy skills and to ensure consistency within and across phases of schooling.
- Consolidation of Whole School Literacy Plan with a focus on age-appropriate instruction for students on phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Curriculum leaders provide support and work ‘shoulder-to-shoulder’ with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each vulnerable student is effectively case-managed. These teachers share their expertise with colleagues during collaboration to enhance whole school approaches to Literacy outcomes.
- Implement a performance development and improvement framework with a range of peer observation and coaching strategies that provide the teacher with meaningful feedback and is viewed as an important component of the performance development and improvement cycle. Key leaders in the school follow up formal and informal discussions with written feedback about each staff member’s performance and role in the school with identified focus areas for future performance and development cycles.
- Full Implementation of the Australian Curriculum in English including Assessment and Reporting.
- The implementation of the National Quality Standards through 2015 and relevant audit process from 2016. This approach includes the development of an implementation schedule with appropriate professional learning for all staff.

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NUMERACY

Overall Target:

- School Performance in Numeracy to be at or above ‘Like School’ averages in the 2015 – 2017 NAPLAN Testing programs. In addition to overall achievement targets, the progress and achievement of the stable cohorts to be in the ‘Higher Progress/Higher Achievement’ quadrant in comparison to like schools.

Specific Targets:

- The Numeracy progress of the stable cohort of Year 5 students in the 2015 – 2017 NAPLAN testing program will be equal to or above like schools.
- Improved performance in expected overall achievement (relative Assessment) for Year 3 and 5 students in Numeracy. The Numeracy achievement of Year 3 and 5 students will be maintained consistently at or above expected achievement for the 2015 – 2017 cohorts.

STRATEGIES

- Review and consolidation of a whole-school approach to Numeracy with specific focus on the number and algebra strand. This approach includes: improvement targets for NAPLAN results; a focus on the teaching of core numeracy skills; and a case-management approach for students at risk of falling below national minimum standards. Teachers utilise the Australian Curriculum and the Department’s K-6 Numeracy Learning and Teaching Resources to support the explicit teaching of core numeracy skills and to ensure consistency within and across phases of schooling.
- Specialist teachers provide leadership and work ‘shoulder-to-shoulder’ with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk, and ensure that each vulnerable student is effectively case-managed. These teachers share their expertise with colleagues, including the use of First Steps in Numeracy resources, and build the capacity of the whole school to improve Numeracy outcomes.
- Implement a performance development and improvement framework with a range of peer observation and coaching strategies that provide the teacher with meaningful feedback and is viewed as an important component of the performance development and improvement cycle. Key leaders in the school follow up formal and informal discussions with written feedback about each staff member’s performance and role in the school with identified focus areas for future performance and development cycles.
- Full Implementation of the Australian Curriculum in Mathematics including Assessment and Reporting.
- Development of common planning documents to be utilised across the school in line with the scope and sequence of the Australian Curriculum and including resources such as the Department of Education’s ‘NAPLAN Planner’.
- Development of a professional learning program to support staff in implementation of the whole school Numeracy plan.
- Continue with an assessment and moderation schedule to ensure consistency in reporting of student outcomes and using an analysis of data to underpin classroom planning.
EARLY CHILDHOOD EDUCATION

Overall Target

- Provision of an Early Childhood education that provides the best possible learning and developmental outcomes for our students.

Milestones

- Implementation of the National Quality Standards.
- Intentional teaching is part of an effective and balanced teaching and learning program which incorporates guided play activities as well as child-directed play.
- Staff continue to participate in data analysis, professional development, network opportunities and research to inform planning.

STRATEGIES

- The implementation of the National Quality Standards through 2015 and relevant audit process from 2016. This approach includes the development of an implementation schedule with appropriate professional learning for all staff. Use of Early Years Learning Framework and National Quality Standards to support planning for Kindergarten to Year 2.
- Utilising the on-entry diagnostic tool in Pre-Primary and the Australian Early development Index to identify students for whom a specific case-management plan is required. Engage specialist teachers to provide leadership and work ‘shoulder-to-shoulder’ with classroom teachers to assist in diagnosing and addressing the needs of students who are at risk.
- Analysis of K-2 whole school assessment plan to directly inform classroom planning in line with the Australian Curriculum content.
- Consolidation of Whole School Literacy Plan with a focus on age-appropriate instruction for students on phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Develop a structured a professional learning program in response to the needs of staff within the school to facilitate the achievement of targets and milestones. This includes providing professional support and advice to all staff in building their leadership capacity, mentoring staff, use of programs from the Institute for Professional Learning and setting structures at school for creating distributed leadership models: peer observation team leaders, curriculum leaders, learning area and cost centre managers amongst some of the roles.
- Facilitate collaborative and flexible work structures within timetables and curriculum teams to enhance the opportunity for staff to engage in collaborative planning, peer observation, school review and a focus on catering for the diverse needs of students in the school.
- Maintain network links with other ECE teachers and school leaders (Network Schools and WAPPA).
PASTORAL CARE

Behavior Management Overall Target

- All students to be exposed to strategies to deal with bullying and cyber bullying (Year 3-6) and be involved in values education.
- Maintain level of ‘out of school’ suspensions to be below like schools.
- All staff to use SIS Behaviour Management module to log significant behaviour incidents.

Attendance Overall Target

- To maintain Mirrabooka Primary School’s rate at or above overall State average and individual year levels.
- To reduce the number of students in the ‘Severe At Risk’ category.

STRATEGIES

- A number of whole school attendance strategies are implemented to acknowledge consistent attendance and improved attendance. Focus School Strategy - “Attendance Raffle” at each class assembly. Other activities include – Breakfast Club initiative, Happy Kids initiatives, class incentives and individual incentive plans.
- A whole school Behaviour Management Plan implemented and reviewed annually. It involves whole school incentives, class incentives and individual incentive plans.
- Continued engagement of student services team encompassing the Deputy Principal, School Psychologist, Learning Support Coordinator, Aboriginal Indigenous Education Officer, English as an Additional Language teacher and Literacy Specialist to monitor attendance/behaviour and develop case management approaches to students at risk.
- Student Services Team within school to support classroom planning/programs.
- Continued development of values and pastoral care support for students and families through the overarching Happy Kids program. This includes breakfast club, learning club, homework club, expos and working intensively with targeted families at risk.
- Promotion of whole school activities that focus on social and civic responsibility and environmental responsibility (e.g. Music Program, PE Program, Stephanie Alexander Kitchen Garden Program, Mirrabooka Education Precinct Community Garden, Cultural Programs and Wastewise Programs).
- Continued strengthening of the working relationship between interagencies e.g.: Westminster Child Parent Centre, Strong Families, Therapy Focus, School Nurse Service, School Psychologist, Disability Services etc.
- Continue to promote, develop and review school policies and procedures (SAER procedures, Pastoral Care Programs, School Psychologist support, Chaplaincy Program).
COMMUNITY ENGAGEMENT

Overall Target

- We aim to maintain effective partnerships by promoting, supporting and communicating both within the school community and with extended service agencies. Strengthening School and Community Partnerships is critical to the success of student outcomes.

STRATEGIES

- Ongoing development of a Mirrabooka Precinct School Board that sees Mirrabooka Primary School, Mirrabooka Education Support Centre and Mirrabooka Senior High School commit to a partnership that will provide a sense of a fully inclusive K to 12 educational journey. The Precinct Board has selective representation from the State Parliament, Department of Health, Edith Cowan University, Western Australia Police, the extended community: Matilda Bay Rotary, the Metropolitan Migrant Resource Centre, as well as community and staff representatives from each of the three schools.

- Continued development of a seamless K-12 Educational Precinct. This includes programs to cater for students in a K-12 setting – Education Support, EAL programs and mainstream students. Strategies include sharing expertise and staff across the precinct, development of a whole precinct countering bullying program – Speak Up, A community garden project, staff with EAL expertise from the primary school supporting high school staff, joint school chaplaincy program, community liaison officer, therapists across the precinct and education assistants working across schools to enhance their skills.

- Develop and foster links to form strong relationships and partnerships with key stakeholders from both within the Department of Education and agencies outside of the department. These include but are not limited to: DCPFS, Department of Health, CAMHS, Therapy Focus, ECU, Curtin University, School Volunteer program, Matilda Bay Rotary club, ABCN, Smith Family, Westminster Child Parent Centre, and the WA Police Department.

- Facilitate a forum to establish a school community understanding of the School’s vision and the programs in place to ensure effective teaching, leading to successful student outcomes. This includes open nights, 3 way reporting to parents’ interviews, parent newsletters, website updates and a range of media in promoting school events, assemblies, parent workshops, and community events to acknowledge significant milestones.

- Develop processes to maximise parent involvement in the school and the opportunity to provide feedback on school operations to ensure the interests of students/community is of paramount concern. This includes the National School Opinion Surveys and 360 degree feedback in a two year cycle.

- Engage with the community to forge stronger partnerships for the Intensive English Centre and the mainstream school. The introduction of a family liaison support officer will be integral in developing opportunities for students and their families to engage in a broader range of educational experiences both within the school and the wider community.

- Ongoing development of strong links with the Westminster CPC to develop programs through them to support and educate both students and their families. These include triple PPP parent workshops, first aid workshops and a transition to Kindergarten program run as a joint initiative with the Westminster CPC. This supports programs for the early intervention of students and their readiness for school.

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