

Our Purpose

The East Fremantle Primary School (EFPS) forms an important part of the bedrock for our community; its buildings, location, people and their relationships make it a special place of excellence, learning and achievement.

We deliver the West Australian Curriculum and encourage learning but our purpose is much more than this. We strive to provide a positive, enriching and engaging school experience for each student with a range of resources, programs and support.

Together with our school community, we nurture and develop each child's individuality, encouraging them to achieve their personal best in all areas of academic learning and in life skills.

Our Vision

Our school motto—Go Forward— reflects our vision of a school that provides our students with the opportunity to be confident and adaptive citizens at school and in the wider community, fulfilling their potential and doing their best.

Success at East Fremantle is measured in the growth of each child as a whole and our students make us proud in what they achieve and the way in which they do it.

Our Values

Our school values provide a foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and the wider community.

The ethos of our school is embedded in our values of Caring, Respect, Fairness, Understanding and Empathy.

Our Strategy

The strategic direction of our school is premised on a framework of our purpose, our vision, our values and the delivery of programs within our key focus areas.

Delivering on our purpose and vision requires a process of planning, implementation and review. The need for continual improvement drives us through our three-year cycle with our planning being based on the Framework of Effective Schools and Successful Students.



Business Plan 2018-2020

EAST FREMANTLE PRIMARY SCHOOL

The Foundation & Structure of Our Business Plan

Our 2018-2020 plan draws upon what we have learned from our inaugural three-year cycle as an Independent Public School (IPS), the findings of our 2018 review and the ambitions of a school community that is committed to providing the best for every student.

The East Fremantle Primary School (EFPS) Strategic Plan 2018-2020 has been developed in collaboration with our staff, the school community and the school board. This plan details the school's strategic direction for the next three years with a strong focus on high achievement and high care, communicating what we are striving for (priorities), how we will get there (strategies) and how we know we are succeeding (what we will see).

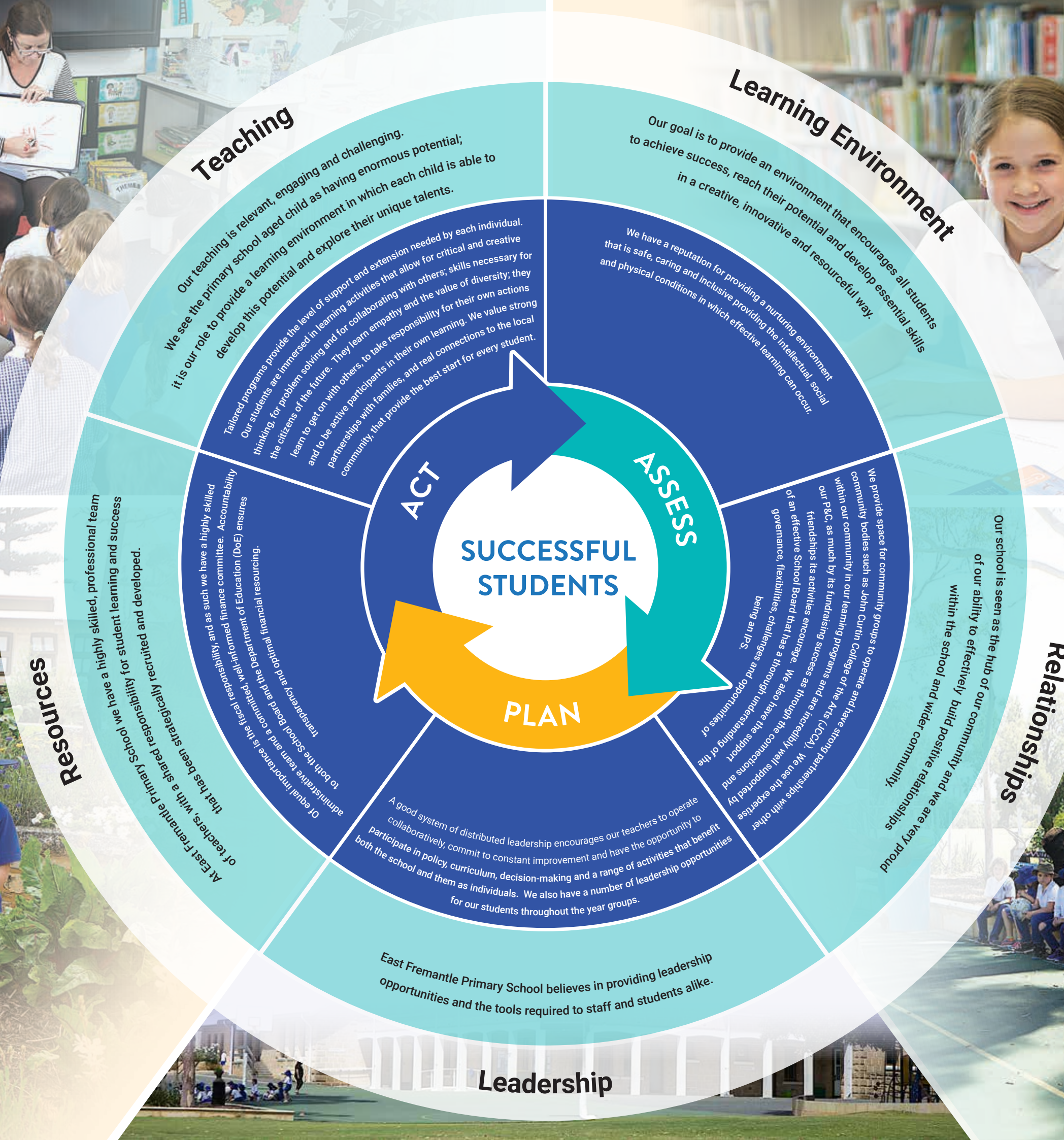
Our learning is relevant, engaging, challenging and personalised.

School Improvement

Critical analysis of how we are doing is fundamental to an effective school improvement cycle. Our school self-assessment process is achieved through a number of mechanisms: the school and board self-assess on an annual basis, student assessment data, Phase of Learning (PoL) feedback, classroom observation and peer monitoring, statistical analysis of our ability to meet DoE mandatory requirements, internal and external surveys involving students and the broader school community and a constant engagement of staff in using a comprehensive range of evidence (other than pure academic data) to make judgements about the standards of student achievement and the effectiveness of school processes, programs and operations.

As an independent school, we undergo a three-yearly review in line with our business plan to assess the health of the school across key areas and monitor our success.

We aim to foster excellence in student learning and we celebrate all talents and achievements.



Implementation

Our Operational Plans detail how the Business Plan's priorities are implemented in a particular school year. It holds the specific targets for each priority and is the link between the high level strategic direction and what happens in the classroom. Classroom plans are developed collaboratively by the teaching staff.

The plan's structure comprises five key areas which reflect the Department of Education's *School Improvement and Accountability Framework*:

- Quality Learning Environment ("Learning")
- Quality Teaching
- Effective Leadership
- Building Relationships & Partnerships
- Resourcing Priorities

We have also planned for key areas that we think of as integrated priorities – learning that extends across the framework and is woven into the fabric of our school life. For this strategic cycle, these integrated priorities are:

Digital Technologies & Sustainability



Integrated Priorities

Integrated priorities provide students with learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Our two major integrated priorities for this business cycle are:

Technologies

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges. Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Technologies motivate young people and engages them in a range of learning experiences that are transferable to family, home and the future.

By 2020 we will see: Students designing, creating and evaluating with digital systems based on the EFPS scope and sequence model.

Sustainability

At East Fremantle Primary School we believe that making small changes can make significant improvements for the well-being of our world. We are already recycling, conserving water, using solar power and having waste free lunch days but we know we can do better. With the support of our families, we want to develop the environmental knowledge and understanding of our students, increase our practical efforts in managing waste and demonstrate our intent in the way we live on this earth.

By 2020 we will see: Sustainability practices embedded throughout the school and a key component of the EFPS curriculum.



Teaching

Priorities	Key Strategies	By 2020 we will see
Strengthen continuity and consistency of teaching methodologies and practice across the whole school .	<p>Implement whole school approaches to the teaching of the following areas encompassing shared beliefs in best teaching and learning practices:</p> <ul style="list-style-type: none"> Literacy and Numeracy Digital Technologies STEM Sustainability <p>Resource the Early Learning Years section of the school to ensure alignment with whole school approaches.</p>	<p>Formalised and documented Whole of School approaches (same programs at appropriate levels being delivered to all years) to teaching English and Mathematics embedded in school practice.</p> <p>A specialist co-ordinator role for Digital Technologies, Sustainability and STEM to be resourced from existing staff.</p> <p>Early years programs meeting the high standard of the National Quality Assessments Schedule in all elements of the eighteen standards across the seven quality areas.</p>
Continue to develop and improve the effectiveness of curriculum delivery to all students.	<p>Implement formal Whole School Assessment Plan in order to provide data to drive Year Group planning.</p> <p>Provide staff with training to use, analyse and interpret school and individual student data as part of the formal assessment program.</p>	<p>A clear assessment schedule in place outlining expectations and support for making fair and valid judgements of students with all staff using the assessment program.</p> <p>Year level learning plans in place with explicit improvement targets and strategies appropriate to each phase of learning.</p>
Increase the engagement level of students.	<p>Utilise targeted and challenging learning tasks that consolidate and build on prior learning for all students.</p> <p>Increase participation in non-curriculum activities (e.g. maths competitions, external art exhibitions).</p> <p>Benchmark student engagement with student survey.</p>	<p>An increase in the number of students achieving bands related to the top 20% of students in NAPLAN assessments.</p> <p>An increase in the participation rate of students in 'National Challenge Tasks' in Numeracy, Literacy and Science.</p> <p>Continuously improve engagement level from benchmark as measured by student survey.</p>
Improve performance in historically weaker areas of spelling & writing.	Maintain the 7 Steps to Writing & Soundwaves spelling program with regular (annual) assessment and review of efficacy.	NAPLAN achievement to be consistently at or above 'like' schools in all areas of testing.

Learning Environment

Priorities	Key Strategies	By 2020 we will see
Maintain our high level of attendance.	Continue to inform and advertise to parents about the importance of regular school attendance and only taking holidays at school holiday time.	<p>90% of our students attending 90% of the time.</p> <p>Attendance plans in place for those students in the high risk of non attendance category.</p>
Maintain our focus on the high standard of attitude, behaviour and effort.	<p>Ensure all conduct policies are documented, regularly reviewed and easily accessed by community (e.g. on website).</p> <p>Continue to employ a school chaplain and continue our Rainbows and Protective Behaviour programs.</p> <p>Maintain the engagement of parent body in life of school through program delivery, social activities (P&C) and information evenings.</p> <p>Sustain the emphasis on EFPS values system – awards at each assembly.</p> <p>Link data analysis to engagement and enrichment programs (see Teaching Area) on premise that poor behaviour can be the result of a disengaged child.</p>	<p>95% of students achieving 'usually /consistently' in Attitude, Behaviour & Effort ('ABE') data.</p> <p>A school chaplain on the staff of EFPS and programs in place for students requiring extra pastoral care.</p> <p>Parent, student and staff satisfaction rating above 80% in the Biennial survey of the school community.</p>
Formalise the development of the grounds to ensure quality outdoor areas that enrich and engage and provide learning opportunities.	<p>Engage community in project through use of skill sets in parent body including consultation, design and landscaping skills.</p> <p>Through the above strategy, refine the current grounds plan.</p>	<p>A community driven comprehensive Grounds Plan being implemented in stages with the buy-in of all stakeholders (staff, parent body, students, DoE).</p> <p>Parent, student and staff satisfaction rating above 80% in feedback on grounds.</p>
Continue to provide a healthy and motivating school and workplace.	<p>Offer a balanced range of PD opportunities, both system and personnel, for all staff.</p> <p>Provide opportunities for teachers to focus on their passions by thinking outside of the classroom.</p> <p>The Act, Belong, Commit program is introduced into our school.</p>	<p>A satisfaction rating of 80% or higher by staff on our Biennial Opinion Survey.</p> <p>An integrated teaching model with teachers taking responsibility for key areas across whole of school.</p>

Relationships

Priorities	Key Strategies	By 2020 we will see
Develop community associations and partnerships that enhance the learning programs of the students.	Organisations within the Fremantle community. Maintain database of current and potential partnerships so as to optimise. The School, Board and P&C work in partnership to provide assistance in the various school activities and initiatives planned for each year.	Community partnerships established in our school to enhance our learning programs. At least two community events each year involving our parent/staff/student population.
Formalise a parent supported learning suite of programs.	Document current parent supported learning programs. Identify needs for parent support within classroom and program delivery through consultation with staff. Identify further parent skill sets that can contribute to learning programs.	Parents and family members supporting learning programs in our classrooms through their expertise and knowledge. A skills register of parent expertise that teachers can access and request help where required to enhance learning programs and experiences.
Investigate and develop stronger communication strategies and tools.	Finalise website development. Formalise communication liaison roles within board and P&C.	85% satisfaction with communication to the parent community as measured by the Biennial school survey. Documented liaison roles within board and P&C.
Widen the Board's membership to attain broader community input.	Engage new community member on basis of support for integrated priorities. Co-opt board members to support projects within the integrated priorities.	A community member engaged on the Board with a specific, well-defined purpose. The tenure of this membership will be 12 months and reviewed at the end of each year.
Continue to increase understanding of Board's role by its members and the school community.	Make formal DoE training mandatory for the EFPS Board and from 2019, part of the induction process. Continue strong links with P&C and community with liaison roles, presence at P&C, school and community events, an open AGM and annual off-site open business plan review meeting combined with social occasion, communications (All Aboard in newsletter/noticeboards/website).	All 2018 Board members fully trained as per the DoE training programs. A Board Operations Manual completed and used in chair handovers and induction as required.

Leadership

Priorities	Key Strategies	By 2020 we will see
Ensure school leadership team provides strong, empowering leadership in order to drive and support school improvement.	Maintain a team orientated environment in which staff collaboratively plan to deliver effective curriculum and student learning. Identify and support the development of staff into Curriculum Leadership Roles. Continue to invest in leadership PD for existing as well as aspiring leaders.	Phase of Learning Teams meeting at least twice per term each with a Leader from within the teaching staff. Every teacher to hold a position on a curriculum, priority area or pastoral care committee. Year level common DOTT (Duties other than teaching) time throughout the school to facilitate whole school approaches.
Continue to provide a diverse range of leadership opportunities to the staff and student group.	Form Student Council Executive through peer voting. To be integrated within the Civics and Citizenship curriculum. Develop new Student Council format (all Year 6 students involved) comprising four groups each with its own Leadership Portfolio. Teachers self-assess annually DoE format. Link into development of specialist program co-ordinators as leadership opportunities for staff (See Teaching Area).	Student leadership groups meeting regularly and keeping minutes of meetings to assist in the student voice being represented. Members of Year 6 leadership groups to attend at least one Board meeting per year and present items to Board. Performance Management processes embedded in School Culture for all staff. All Year 6's to have the opportunity during the school year to present Merit Certificates at assembly.

Resources

Priorities	Key Strategies	By 2020 we will see
Strategically plan, recruit, develop and manage staff to ensure we have the capacity to successfully implement our school plans.	Annual workforce planning for succession planning to contribute to School Priority Areas being continued and further developed. Workforce Plan is communicated annually to the Board.	A fully staffed school with specialist teachers and support staff aligned to our school priorities. Yearly workforce plans kept on file electronically (for future reference and ease of communication) and reported to board.
Maintain current levels of volunteer support from community in program delivery.	Communication and promotion to parents by all teachers to encourage parents to volunteer their time and expertise. Increase parent awareness of all programs currently delivered by staff and those supported by volunteers.	At least the same level of volunteer support as benchmarked in the register (see relationships area). A parent body that understands what is provided by the school and how they fit into that as evidence through opinion survey and informal feedback channels.
Continue to manage our financial management systems transparently and effectively.	Regular finance committee meetings- at least once per term. Recruit administration staff with appropriate capacity to fulfil MCS and School Officer roles. Report effectively to the Board as per our Department Policies and obtain their annual endorsement of the Schedule of Fees and Charges and School Budget.	A fully operational finance committee of school staff overseeing our budget allocations in a timely and appropriate manner led by our Manager of Corporate Services and Principal. Achieve 'excellent' in the DoE financial audit. A financial report at each Board meeting as per the Department recommendations. Achieving 'above satisfaction' in board self-assessment survey (financial understanding/health section).
The ongoing renewal of resources and assets in line with our annual operational plans.	Ensure financial resources available in reserves.	A budget with a focus on Priority areas and reserves in place to replace and repair school equipment.
Increase board's effectiveness in assisting with planning and provision.	Develop business cycle financial plan that links to business plan and outlines key projects/initiatives requiring funding. Maintain board portfolio structure and develop a reporting schedule so that status of school priorities are regularly monitored and communicated to board. Regular presentation at board by teachers (PoL teams, heads of learning etc.) on projects/current initiatives/general overview and operational plans board members encouraged to attend staff meetings and/or meet with staff on an informal basis.	Three-year financial plan template developed and in use detailing expenditure for major projects. Templates and schedule for reporting against business plan priorities developed and in use by portfolio members. Operational plans presented to board annually (having already been reviewed and finalised). Continual increase in satisfaction rating in board self-assessment survey.

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