

Relationships

Priorities	Key Strategies	By 2024 we will see
Develop and maintain community associations and partnerships that enhance the learning programs of students.	<p>The school will identify and facilitate, with Board support, one new partnership that will have a high level of student engagement.</p> <p>The School Board and P&C work in partnership to provide assistance in various school activities and initiatives planned for each year.</p>	<p>A mutually beneficial relationship between EFPS and a new organisation.</p> <p>Continuation of strong relationships with our current partners, John Curtin College of the Arts, Fremantle Ports and Warawee.</p> <p>At least two community events each year involving our parent, staff/student population.</p>
Encourage teacher parent relationships that foster engagement in the education of their children whilst developing independence and resilience.	<p>Parents encouraged to drop students at the school gate to develop independence, resilience and a seamless start to the day without distractions.</p> <p>Teachers utilise parent skills to assist learning in our classrooms.</p>	<p>All families will be invited to attend a scheduled meeting in term 1 with their child's teacher to discuss goals, strengths and areas requiring improvement.</p> <p>Teachers anecdotally record the amount and type of parent help they have in classrooms and programs.</p>
Have regular communication with all families via Connect and a relevant, informative website for community to access.	Regular updates and reviews of website information by administration.	85% satisfaction with school communication to the parent community as measured by the biennial school survey.
Investigate and develop stronger communication strategies and tools for the Board.	<p>Formalise P&C communication liaison role within the Board.</p> <p>Promote programs and initiatives to the School Community.</p> <p>Board to co-opt a communications expert from the school community to support better communication strategies.</p> <p>Enable positive, structured, two way communication between families and school leadership at select P&C meetings.</p>	<p>Formal role of P&C liaison written into Board terms of reference.</p> <p>Overview of school programs or initiatives in school communications regularly.</p> <p>Constructive, strengths based Q&A sessions at the P&C once a term minuted and recorded.</p>
Continue to build school understanding of the Board's role	<p>Make formal DoE training mandatory for the EFPS Board and part of the induction process.</p> <p>Continue strong links with P&C and community with liaison roles, school and community events, an open AGM, noticeboard presence and communication in the school newsletter.</p>	<p>Board training register showing the training each member has completed.</p> <p>A Board Operations Manual completed and used in chair handovers and induction as required.</p>

Leadership

Priorities	Key Strategies	By 2024 we will see
School Leadership team will provide strong, empowering leadership to drive and support school improvement.	<p>Maintain a team orientated environment in which staff collaboratively plan to deliver whole school effective curriculum and student learning.</p> <p>Support staff in leadership roles.</p> <p>Continue to invest in leadership PL for existing and aspiring leaders.</p>	<p>Phase of learning teams meeting at least twice per term.</p> <p>Every teacher to hold a position on a curriculum, priority area or pastoral care committee.</p> <p>Year level common DOTT throughout the school to facilitate whole school approaches.</p> <p>Performance Management embedded in school processes for all staff.</p>
Provide a diverse range of leadership opportunities to the students.	<p>Student council executive and Faction leaders formed through peer voting and integrated into the Civics and Citizenship curriculum.</p> <p>All year 6 students involved in the Leadership ministries</p>	<p>Student leadership groups meeting regularly with minutes recorded to assist in the student voice being represented.</p> <p>Members of the Student Council to attend at least one Board meeting per year and give updates on the Ministries.</p>

Resources

Priorities	Key Strategies	By 2024 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 ensure that school priority programs continue and are 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 and reported to the Board.
The school applies its resources, staff, time, expertise, funds, facilities and materials in a targeted manner to meet the learning and well-being needs of all students.	Finance committee meetings at least once per term.	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 with all meetings minuted.
Asset replacement schedules in place for large items.	Allocate financial resources to reserves annually.	A school 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.	Regular presentation at Board by teachers and support staff on projects/current initiatives and operational plans. Strategic financial priorities will continue to be presented in a way that is clear for all Board members in a timely manner. Parent Board members to meet once a semester and review the priorities for which they have direct responsibility and report to the Board.	A schedule for reporting against Business Plan priorities to be updated by the Principal after each portfolio presentation. Financial reports presented to the Board once per term. Continual increase in satisfaction ratings in Board self-assessment survey.



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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 cycle with our planning being based on the Framework of Effective Schools and Successful Students.



Business Plan 2021-2024

EAST FREMANTLE PRIMARY SCHOOL



Teaching

Priorities	Key Strategies	By 2024 we will see
Have strong and consistent whole school practices K-6 across all priority areas.	Teachers planning and working in the priority areas of Literacy, Numeracy, Science and Technologies adhering to the whole school plans encompassing the shared beliefs in best teaching and learning practices.	Whole school approaches to teaching English and Mathematics embedded in school practice. Early years programs meeting the high standard of the National Quality Assessment schedule in all elements of the eighteen standards across the seven quality areas.
Develop and improve the effectiveness of curriculum delivery to all students.	Implement and refine the Whole School Assessment schedule to provide data to drive whole school and year level planning and target setting. Continuously upskill staff with training to analyse, use and interpret school and individual student data as part of the formal assessment program.	A clear assessment schedule in place. Phase of learning (POL) groups working collaboratively to make fair and valid judgements of student performance from school and class testing. Year level learning plans in place with explicit and measurable targets.
Have a high level of student engagement in learning.	Utilise targeted and challenging learning tasks that consolidate and build on prior learning for all students. Seek out activities and competitions in all learning areas to motivate and engage students.	An increase in the number of students achieving bands related to the top 20% of students in NAPLAN assessments for Years 3 & 5. An increase in the participation of students in competitions and challenging tasks showcasing our students' talents and creativity.
Regularly review the effectiveness of whole school programs in Literacy and Numeracy.	Maintain whole school approaches in spelling and writing. Have an explicit teaching mathematics program used in every year level.	NAPLAN testing achievements to be at or above like schools in all areas of testing. Progressive Achievement Testing (PAT) to be above same year group and comparable with the year level above. Positive Student progression across key learning areas as displayed in longitudinal data.

Learning Environment

Priorities	Key Strategies	By 2024 we will see
Maintain a high level of attendance.	Inform and advertise to parents the importance of regular school attendance. Contact and support families with students who have attendance in the 'at risk' category.	90% of our students attending 90% of the time. Attendance plans and strategies in place for those students in the high risk of non-attendance category.
Maintain our focus on the high standard of attitude, behaviour and effort. Ensure that quality outdoor areas enrich, engage and provide attractive and safe areas for learning and socialising in our school grounds.	A Behaviour Management policy that reflects positive behaviour strategies across our school. A school chaplain in place to assist with our pastoral care programs. A values program within our school with values awards at each assembly. Teachers analyse and reflect on attitude, behaviour and effort data from semester one reports. Implement the grounds plan as agreed, in line with school priorities, recognising that adhoc improvements required for safety and other teaching and learning priorities, may be required from time to time. Regularly update the school community on the progress of the grounds plan and keep all stakeholders abreast of current and future works not highlighted in the grounds plan.	A current Behaviour Management Policy in place at EFPS. Adopting the Positive Behaviour Policy. Our school chaplain as part of our 'Students at Educational Risk' strategy to support students. Our P&C funding one Values Award per assembly for the presenting class. 95% of our students achieving usually/consistently in attitude, behaviour and effort data. Parent, staff and student satisfaction rating about 85% in the biennial school community survey.
Continue to provide a healthy and motivating school and workplace.	Offer a balanced range of PD opportunities, both system and personal, for all staff. Engage the staff and students in mental health activities to promote well-being.	Performance management plans reflect opportunities being taken up by staff in areas of interest and areas requiring upskilling. School Chaplain to provide opportunities annually to highlight mental health.

The Foundation & Structure of Our Business Plan

Our 2021-2024 plan draws upon what we have learned from our last three-year cycle as an Independent Public School (IPS).

The East Fremantle Primary School (EFPS) Strategic Plan 2021-2024 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 four 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.



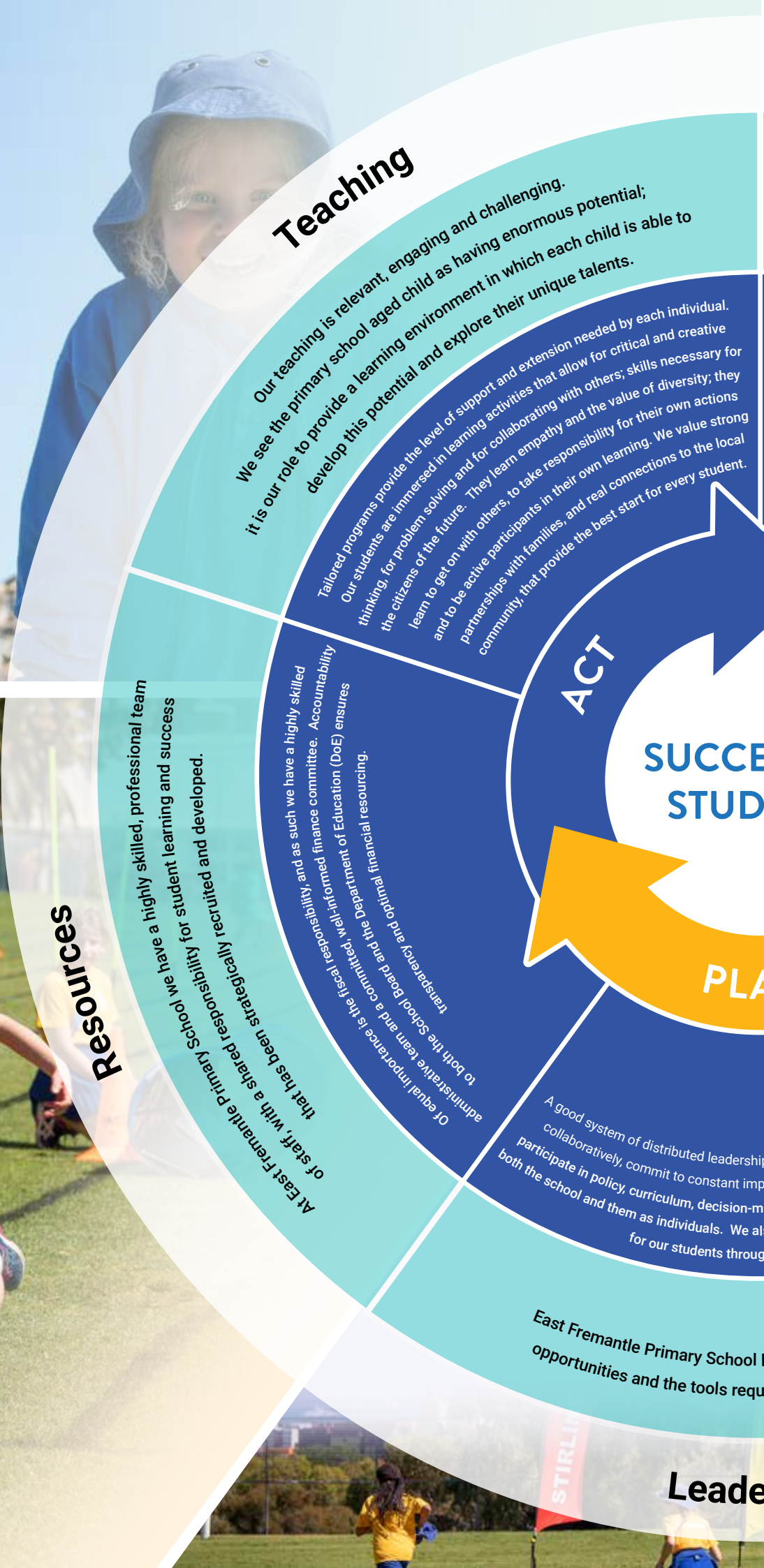
School Improvement

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.





Learning Environment

Our goal is to provide an environment that encourages all students to achieve success, reach their potential and develop essential skills in a creative, innovative and resourceful way.

We have a reputation for providing a nurturing environment that is safe, caring and inclusive providing the intellectual, social and physical conditions in which effective learning can occur.

Relationships

Our school is seen as the hub of our community and we are very proud of our ability to effectively build positive relationships within the school and wider community.

We provide space for community groups to operate and have strong partnerships within our community in our learning programs and are incredibly proud of our P&C, as much by its fundraising success as through the support of an effective School Board that has a thorough understanding of the governance, flexibilities, challenges and opportunities of being an IPS.

o encourages our teachers to operate improvement and have the opportunity to making a range of activities that benefit so have a number of leadership opportunities throughout the year groups.

believes in providing leadership required to staff and students alike.

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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. Year Level plans are developed collaboratively by the teaching staff.

The plan's structure comprises five key areas:

- 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:

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 2024 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 2024 we will see: Sustainability practices embedded throughout the school.

