

EAST FREMANTLE PRIMARY SCHOOL

An Independent Public School



BUSINESS PLAN 2015—2018



Department of
Education

Our school

The East Fremantle Primary School with its heritage buildings, spacious grounds with amazing views across the City of Fremantle, is located in the heart of the East Fremantle community. Both in terms of our location and the importance we place on being a part of our surroundings, our school is the hub of our community.

Our school motto—*Go Forward*— encourages students to achieve their personal best in all areas of learning, both academically and in life skills. Our 400 students make us proud in what they achieve and the way in which they do it. This is due to their family support and involvement in the school. We encourage families to be involved on a daily basis with our exceptional staff to provide exciting and memorable learning activities.

We take pride in attracting and retaining dedicated, experienced, caring and innovative staff who continually provide high quality, stimulating and challenging learning opportunities for all students.

In 2015 we entered an exciting new chapter as an Independent Public School. With increased autonomy and the opportunity to shape our future, we are excited to go forward and reach even higher and more rewarding standards of education.



Our purpose

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

We are proud of our all round educational achievement, as evidenced by consistently excellent National Assessment Program – Literacy and Numeracy (NAPLAN) results.

We also take pride in not leaving any student behind and have developed a range of resources, programs and supports to ensure every child reaches their potential.

Parents and teachers work closely together ensuring that the whole school community encourages students to participate, achieve their best, be considerate and supportive of others and value learning.

We strive to create a positive, happy and rewarding school experience.



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 approach

In collaboration with our school board and staff, we review our business plan every three years. This assists us in clearly setting out our objectives, strategies and targets for each of the following priority areas:

- **Excellence in teaching**
- **Excellence in learning**
- **A safe and caring school**
- **Community partnerships**

We believe that these priority areas are critical to the success of our students and our school. Integral to this process is what we offer in each of the priority areas, how we monitor our performance, and understand and learn from our performance in order to continuously improve.

Excellence in teaching

Our teachers use explicit teaching and a differentiated approach to extend, enrich and accelerate student learning. Our teachers are chosen specifically through merit selection processes to match our ethos and objectives to help produce successful students.

We continue to support and build staff expertise for teaching excellence and maintain training, professional development and support for all staff.



Excellence in learning

Extending our high performing students

We focus on extending all students. Half of our year 3 and year 5 students are in the top 20% of students in the state in NAPLAN reading, grammar and punctuation and achieve better than like schools in doing so. We have also been recognised as a high performing school in 'Gateway to Secondary' testing and Primary Extension and Challenge assessments.

Not letting students fall behind

We take pride in ensuring that the learning needs of all students are carefully considered and appropriate curriculum adjustments are made.

We provide suitably challenging and engaging programs for the most capable students through to those who may require additional assistance.

Creative skills

We provide specialist programs in visual arts and music to years 1–6, additional programs in visual and performing arts such as choir and dance lessons. The Instrumental Music Schools Services ('IMSS') provide a range of music learning opportunities.



Life-long learning

All our students are given opportunities that promote skills for life. These range from classroom based activities such as group projects and practical problem-solving tasks to leadership roles in the student council. Class assemblies encourage each of our students to speak in public and present to their peers and their families; externally run on-site activities afford students the opportunities to engage in ways that are not typically presented in a school environment.

We have a reputation for providing a nurturing environment that encourages the emotional and physical wellbeing of all of our students and staff. We achieve this through a number of different programs, activities and strategies including:

- a *Chaplaincy program* that provides emotional support to students and their families three days per fortnight
- a *full time specialist physical education* teacher who provides targeted sports programs for students in years pre-primary to six
- a *Kitchen Garden program* that promotes a positive approach to life long healthy eating as well as providing opportunities for mastery and building relationships outside of an academic environment
- an *Aussie Optimism program* that focuses on building competence, resilience and skill building.

Our NAPLAN results

Our students consistently perform above NAPLAN averages for Australian schools. When reporting the NAPLAN data the Australian Government compares individual school performance against averages for all Australian schools as well as averages for schools that share similar socio-economic characteristics — like schools. Our results for the past three years show:

- for year 3, all students were at or above the national standard for writing, whereas for reading, numeracy and spelling the results were 99%, 96% and 97% respectively
- for year 5, for most subjects around 95% of students were at or above the national standard, with 92% achieving at or above the national standard in spelling

Comparisons to like schools

Comparisons to like schools is a useful tool for ongoing improvement in teaching areas which may require additional focus. Fluctuations in the data on an annual basis makes it difficult to draw definitive conclusions in any one year, however, over time both our school and our like schools have made improvements in NAPLAN test results.

Year 3

Our year 3 students achieve similar results to those of our like schools in reading, writing and grammar and punctuation. Areas of particular teaching focus include spelling and numeracy.

Year 5

Our year 5 students achieve similar results to those of our like schools in reading and writing. Areas of particular teaching focus include spelling, numeracy and grammar/punctuation.

We will continue to use NAPLAN data as a tool to guide improvements in teaching practice.

A safe and caring school

Our school has a reputation for providing a nurturing environment that encourages the emotional and physical wellbeing of all students and staff.

We achieve this through a number of different programs, activities and strategies including:

- a *chaplaincy program* that provides emotional support to students and their families three days per fortnight
- a *full time specialist physical education teacher* who provides targeted sports programs for students in years pre-primary to six
- a *Kitchen Garden program* that promotes a positive approach to life long healthy eating, as well as providing opportunities for building relationships outside of an academic environment
- an *Aussie Optimism program* that focuses on building competence, resilience and skill building



Community partnerships

Parents and teachers work closely together in the best interests of all of our students. We encourage parents are to come into the classrooms and have many parent volunteers who augment the school's day-to-day activities.

Our Parents and Citizens Association (P&C) has an excellent fundraising track record and makes significant financial contributions to the school. The role of the P&C is not limited to raising money and many of the fundraising events are viewed as a way of building community.

Students are also encouraged to become active citizens and to contribute positively to school life and importantly, to contribute to the broader community.

Our school is an integral part of our community and we actively encourage partnerships. We have ongoing relationships with John Curtin College of the Arts, the Fremantle Library, the Literature Centre in Fremantle as well as local authors, artists and businesses.



Our plan

Excellence in learning

Objectives

- Improve achievements in literacy, numeracy and attendance
- Provide a rewarding and challenging education for children of all abilities
- Develop all students creative abilities at a conceptual and skilled based level
- Foster life-long learning

Excellence in teaching

Objectives

- Ensure that every teacher has a high level of proficiency across all key areas of literacy, numeracy and Information and Communication Technology (ICT)
- Support and develop staff leadership skills
- Provide staff with the resources and support to maximise their capabilities to provide consistently high standards of teaching
- Develop and implement a comprehensive ICT strategy and school policy



Safe and caring school

Objectives

- Promote and support physical and emotional wellbeing
- Foster respectful relationships, belonging and inclusion
- Provide a built and natural environment that enhances student learning and wellbeing

Community partnerships

Objectives

- Ensure the school remains the hub of the local community
- Raise students' awareness of the local history and amenities
- Ensure the transparent consistent and effective communication within the school community and beyond

Excellence in teaching

Expert teachers use explicit teaching and a differentiated approach to extend, enrich and accelerate student learning. Our teachers are chosen specifically through merit selection processes to match our ethos and objectives to help produce successful students. We will continue to support and build staff expertise for teaching excellence and maintain training and support for staff.

Objectives	Strategies
1. Ensure every teacher has a high level of proficiency across all key areas of literacy, numeracy and ICT	1.1 Use recruitment processes appropriately to attract the best staff 1.2 Provide consistent and supportive management of performance 1.3 Support staff through the National Quality Standards Professional Learning 1.4 Ensure staff link classroom teaching programs to whole school priority areas 1.5 Conduct annual classroom observations of teaching activity with written feedback from line manager
2. Support and develop staff leadership skills	2.1 Provide all staff with quality professional development (PD) and sufficient resources to build skill and expertise 2.2 Ensure staff understand the school structure and career pathways available to them 2.3 Facilitate the learning team meetings and extend to broader networks within our district 2.4 Provide every teacher the opportunity to present to staff on a prescribed topic relating to a school priority 2.5 Continue collaborative planning and moderation model 2.6 Ensure collaborative team leaders are elected from learning area groups, meetings have an agenda and minutes are kept 2.7 Invite external professional learning presenters to address staff where appropriate
3. Provide staff with the resources and support to maximise their capabilities to provide consistently high standards of teaching	3.1 Develop long service leave (LSL) plans to reduce LSL loads and minimise impact on student learning 3.2 Maintain a pool of relief teachers/education assistants to minimise disruption 3.3 Ad-hoc staff/management meetings to ensure health and wellbeing of staff 3.4 Ensure ratio of education assistants to teachers is appropriate 3.5 Review workforce plan annually with the board
4. Develop and implement an ICT strategy and school policy	4.1 Review and refine ICT strategy and policy and achieve board endorsement 4.2 Consistently acquire, maintain and upgrade ICT infrastructure to support ICT implementation 4.3 All staff have access to appropriate ICT equipment for use in their daily teaching 4.4 Teacher professional development and sharing to integrate innovative ICT practices into teaching programs

Targets

- Meet School Curriculum & Standards Authority guidelines on implementation of Australian Curriculum
- 100% of staff to meet national teacher standards
- All teachers to meet the agreed shared teaching and learning beliefs as developed as a whole staff
- Every teacher presents to staff on a prescribed topic once per semester. For example, sharing professional learning attended, sharing strategies or programs used in classrooms
- Achieve education department requirements for reductions in long service leave balances
- 90% satisfaction rating from staff survey conducted at the same time as the community survey
- Board-endorsed ICT strategy and policy by end of 2016
- Minimum of 5 hours PD on ICT per year accrued by staff

Excellence in learning

An innovative, stimulating and rewarding education program in a supportive environment which enables students to do their best across the curriculum.

Objectives	Strategies
1. Improve standards of achievements in literacy, numeracy and an emphasis on attendance	<ul style="list-style-type: none">1.1 To improve NAPLAN results with a focus on numeracy, spelling and grammar and punctuation1.2 Early intervention and support – assess all students in pre-primary with on entry testing1.3 Develop individual and group learning plans and monitor their effectiveness to address the individual learning needs of students performing outside expected levels based on NAPLAN results and students receiving schools plus funding1.4 Collaboratively develop and implement whole school approaches to teaching literacy and numeracy that are based on the Australian Curriculum and the Early Years Framework1.5 Continue to implement NAPLAN-style testing in years 2, 4 & 6 to benchmark and prepare students1.6 Continue to stress the importance of not taking students out of school for holiday time during the term
2. Provide a rewarding and challenging education for children of all abilities	<ul style="list-style-type: none">2.1 Identify and register students across a spectrum from students at educational risk (SAER) to high-achieving students2.2 To extend our top students in writing and spelling2.3 Continue to provide targeted programs for SAER students (for example, Multilit)2.4 Provide resources and professional learning and sharing to assist teachers in catering for high achieving students in their classrooms2.5 Engage staff and community to develop ideas for extending students
3. Develop students' creative abilities at a conceptual and skill based level	<ul style="list-style-type: none">3.1 Maintain access to specialist teachers in visual arts and music in years 1-63.2 Continue to provide additional programs in visual and performing arts to appropriate year groups (including but not limited to choir, bi-annual musical, Edu-Dance, and Artex)3.3 Bi-annually produce a musical3.4 SIMS continues to provide a selective entry program of instrumental music in strings, woodwind and brass for years 3-6
4. Foster life-long learning	<ul style="list-style-type: none">4.1 Embed Higher Order Thinking skills and strategies in classrooms4.2 Promote individual and team excellence through values/honours/class awards system4.3 Maintain current number of life skill based programs (for example, councillors, faction captains, buddy activities)4.4 Maintain current levels of externally provided on-site activities (for example, chess, music, drama)4.5 Continue to develop leadership potential4.6 Encourage classroom teachers to accept positions of leadership within the school and network4.7 Engage kindergarten students in main school activity twice a year

Targets

- For our average NAPLAN results, we aim to achieve the same results as like schools, when averaged over the three years from 2016 to 2018, for each subject in years 3 and 5
- We aim to have an attendance rate of 95% (which compares to 94% currently)
- We aim to have 50% of our students achieving in the top 20% of students in the state for each subject in years 3 and 5
- We will endeavour to have all students achieve at or above the national standard for their year level, and will target 97% for all year 3 and year 5 students

Safe and caring school

The school community promotes individual wellbeing and resilience for all students and staff. We provide a secure and nurturing environment for all members of our school community. We subscribe to the philosophy that happy, calm kids learn best.

Objectives	Strategies
1. Promote and support physical and emotional wellbeing	1.1 Review and refine safe and caring school strategy 1.2 Provide programs that enhance physical and emotional wellbeing, such as Kitchen Garden, Aussie Optimism, health education, chaplaincy and a specialist physical education teacher, Challenges and Choices for years 1-3 1.3 Actively and effectively promote sporting activities and clubs that are available in the school and community 1.4 Promote chaplaincy program amongst school community 1.5 Ensure the process to access school psychologist is understood 1.6 Establish a register that identifies and monitors all students at behavioural and emotional risk 1.7 Monitor indicators of psychological health for trends in consultation with the SAER coordinator and school psychologist
2. Foster respectful relationships, belonging and inclusion	2.1 School staff expect and model respectful and responsive relationships within the school community 2.2 Belonging and inclusion for all school members is specifically addressed in school strategic planning, policies and practices 2.3 Ensure the school environment and communication reflects the diversity of the school community 2.4 Ensure the school leadership and staff create opportunities for students, staff, families and the wider community to be involved in school activities and planning 2.5 Develop communication tools that are targeted to the diverse needs of the community
3. Provide a built and natural environment that enhances student learning and wellbeing	3.1 Continually assess and attend to maintenance and improvement of school grounds and buildings 3.2 Develop a grounds improvement program 3.3 Regularly review learning facilities and equipment 3.4 Ensure staff have appropriate resources to develop and decorate learning spaces 3.5 Ensure all learning spaces consistently showcase student work in a visually stimulating and informative way 3.6 Survey community on levels of satisfaction with learning and working environment 3.7 Appoint and train a safety and health officer from the staff to monitor the classrooms and grounds for student and staff safety and wellbeing

Targets

- Board-endorsed safe and caring school strategy by end of 2016
- Positive feedback from parents, staff and students in the biennial Parent National School Opinion Survey
- Level of positive behavioural indicators in student school reports is maintained or improved as measured through our semester reporting
- Grounds improvement program developed by end of 2016

Community partnerships

As the hub of our local community, we engage, support and strengthen partnerships with others in our community. We encourage students to have a strong sense of belonging , social responsibility and connection to their environment and community.

Objectives	Strategies
1. Ensure the school remains the hub of the local community	<ul style="list-style-type: none">1.1 Consistently promote hire of school facilities and grounds to local groups and businesses1.2 Align these strategies with safe and caring school (for example, maintenance of grounds and buildings) so as to provide optimal environment for community use1.3 Actively promote use of school by community members for leisure activities1.4 Establish limited register of charities/local community groups picked from surveying students/families and build ongoing relationships with charities through fundraising support1.5 Benchmark use of school facilities by external groups1.6 Student councillors regularly fundraise for a human or environment endeavour
2. Raise students' awareness of the local history and amenities	<ul style="list-style-type: none">2.1 Use local amenities for education purposes (for example, Fremantle Pool, Fremantle Library)2.2 Promote local organisations/festivals/educational organisations within school community
3. Ensure transparent, consistent and effective communication within the school community and beyond	<ul style="list-style-type: none">3.1 Investigate and use (as appropriate) range of contemporary and effective mediums for communication3.2 Board, staff and P&C members to attend each other's meetings as appropriate3.3 Above bodies to hold information sessions/produce information as required for distribution to school community3.4 Engage talents/expertise of school community to increase branding/communication resources and knowledge3.5 Increase current levels of communication and understanding between key school bodies (for example, board, staff, and P&C)3.6 Ensure the influence of the local community continues to be reflected in the school governance and resourcing support3.7 Consolidate and extend the use of current branding across all communication formats3.8 Ensure all communication to parents is on current letterhead

Targets

- An increase in the use of school facilities by external groups
- Student councillors fundraise for a human or environmental endeavour once per term
- One excursion per year where appropriate for every class to local historical site relating to the humanities and social sciences curriculum
- Community section in newsletter kept current
- At least one parent interest and information sessions on topical school subjects per year



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