Singleton
Primary School

Business Plan
2022 - 2024

Equity · Endeavour · Enterprise

Our Vision

We inspire our children in a motivating, dynamic learning community to prepare them for the future by engaging them today

Our Moral Purpose

Inspiring Lifelong Learners

Our Ethos

Our ethos of **'It takes a Village to raise a child'** is achieved by:

- Instilling a desire to learn and engage with a variety of opportunities

- Developing a social and environmental conscience associated with being a good citizen

- Guiding children to achieve their full potential in all domains – academic, social, physical, emotional, and creative

Our Values

Equity · Endeavour · Enterprise

At the heart of our school are our Positive Behaviour Expectations of Kindness, Honesty, Personal Excellence, Safety and Respect.

We believe children learn best when:

- They are provided with a safe, secure, and happy learning environment
- Individual differences are recognised, respected, and supported
- Their Educators are highly motivated, skilled, and enthusiastic
- Learning is valued by the school community
- They are provided with opportunities to communicate their needs
- Their learning environment has a rich range of resources to guide their learning

We are committed to:

- Knowing each student as an individual
- Engaging all students in dynamic and meaningful learning experiences
- Ensuring classrooms are safe, secure, and happy places
- Differentiating the curriculum to meet the needs of all students
- Open communication with parents and carers
- Working closely with parents and carers as partners in their child's learning journey

Student Achievement Targets

On Entry Assessment	High levels of student progress are evident in On-Entry to Year 3 and Year 3 to Year 5 NAPLAN
NAPLAN	Meet or exceed 'Like School' performance in NAPLAN 2022-2024 Increase the percentage of students who make moderate to very high progress from On Entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN Improve the percentage of students achieving both higher progress and higher achievement from Year 3 – 5
ACER	Students in Years 2, 4 & 6 will demonstrate high progress and achievement
National Quality Standard (NQS)	K-2 will meet the requirements of all areas within the NQS
Attendance	Equal or exceed the like school average for regular attendance Equal or exceed state average for regular attendance Equal or exceed the like school average for Aboriginal students Equal or exceed state average attendance for Aboriginal students
Attitude Behaviour Effort	Increase the percentage of students achieving in the "consistently" category
Student Voice	Student survey data reflects high overall ratings of satisfaction (ie.4 /5) NSOS (National School Opinion Survey) 2022
Staff	Staff survey data reflects high overall ratings of satisfaction (ie.4 / 5) NSOS
Parents and Community	Improve the quality of available feedback opportunities from parents, staff and students Parent survey data reflects high overall ratings of satisfaction (ie.4 /5): NSOS

Relationships and Partnerships

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Maintain and build upon our partnership with families, communities and agencies to support the educational engagement of every student	Enhance community partnerships that are strategically established to address student needs, volunteer programs and engagement with community groups	The school community feel welcomed and speak highly of the school – NSOS data An active and informed School Board and P&C support the work of the school An active and effective volunteer program supports student learning NSOS targets set and results monitored
Valued and Involved Community	Community engagement in learning that aligns to our key improvement drivers and strategies	Community partnerships are planned, communicated, reviewed, resourced and sustained Parent workshops that align to key improvement drivers and strategies Planned opportunities for parent engagement and voice – focus groups and consultations regularly planned and held
Maintain and further develop the Network professional learning community	Strengthen access to Network and Network schools to improve positive outcomes for staff and students	Community partnerships are planned, communicated, reviewed, resourced and sustained

Learning Environment

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Positive Behaviour Support (PBS)	Support PBS Framework to sustain our positive school community and environment Positive Behaviour Expectations visible throughout the school	The SPS PBS plan is embedded whole school Improvement in Behaviour Data NSOS data demonstrates improvement
Further support Health and Wellbeing, safety and positive relationships with students, staff and community	Develop a whole school Health and Wellbeing (H&W) program for students that supports our PBS Expectations Maintain our staff Health and Wellbeing team to promote and support positive wellbeing of staff Implement Be You program and embed whole school Implementation of Mindful practices across the school Further enhance the Chaplaincy programme	Progress along the continuum of the Social Emotional Learning (SEL) Framework National School Opinion Surveys (NSOS) – annual target attainment ACER Social and Emotional Wellbeing (SEW) survey data indicates progress and target attainment Targeted cohort specific SEL support programs implemented and monitored across the school Health and Wellbeing operational plan developed, implemented and monitored Research and develop a program Whole school approach tailored to SPS embedded across the school
Create learning environments that foster collaboration and innovation using a whole school framework	Establish inclusive, purposeful play-based learning environments beyond the classroom that cater for the developmental needs of all students and provide opportunities for students to take risks in their play Coordinated whole school approaches to outdoor learning, performance, and play	Strategic Plan for School Grounds / Playgrounds developed Student Voice surveys to gain input and feedback Outdoor play areas established that are designed to stimulate student imagination, collaboration, and enjoyment Annual allocation of funds to reserve accounts to improve outdoor playgrounds

Leadership

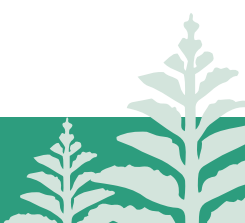| Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
A school-wide focus on school improvement	Regularly review and monitor school dimensions and be actively responsive to identified areas for improvement and celebrate areas of strength Plan, Teach and Assess cycle is used in PLC meetings to enhance student learning Students monitor their own learning and set goals for future learning and school improvement. Further strengthen data literacy	Whole School Self – Assessment plan. School Performance Monitoring Tool. School Board minutes reflect active engagement with the Business Plan and school improvement Action plans developed by student leaders Responses to staff, student and parent surveys – biennially Staff engagement in analysis of data to inform improvement targets. Performance Development
Develop a sustainable and empowering leadership model with a focus on high expectations and standards of teaching	Develop distributed leadership positions to support whole school approaches Develop an authentic professional learning community Implement Instructional Coaches Aspirant Leader Programme Further enhance the capacity of support staff	Distributed Leadership Model Workforce Plan Exit Surveys and NSOS data Annual Leaders' Surveys. Biannually for executive team leaders Performance Management Achievement of Senior Teacher, Level 3 status and promotional positions
Further develop Cultural Connectedness through a culturally responsive and inclusive learning environment	Engage with the Aboriginal Cultural Standards Framework and commit to move from Cultural Awareness to Cultural Responsiveness	Aboriginal Cultural Standards Framework self-assessment data indicates annual progress along the continuum to Cultural Responsiveness The visible incorporation of Aboriginal culture and perspectives is a natural part of our school life
Ensure authentic opportunities are provided for students to demonstrate leadership	Maintain and further develop opportunities for students to be involved in authentic leadership roles	Students have a voice in their school NSOS data

Resources

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Budget Management	Ensure alignment of budget areas to reflect student and staff need Ensure adequate funds are placed in reserve for long term and/or future plans	Develop and implement a Strategic Plan to address priority areas
Playgrounds that are inclusive and promote play-based learning	Improve upon and build new playgrounds for each cohort level Ensure funds are budgeted for in plans and reserves	Current playgrounds are well maintained New playgrounds are designed with input from students and built to ensure inclusivity Funding available through SCFM and P&C
Nurture the purposeful use of digital technology	Develop a plan to outline the implementation and support of digital technology school wide Research with the school community regarding a BYOD program	Digital technology updated, well-resourced and used purposefully in classrooms Information and Communication Technology replacement plan monitored and updated annually

Quality Teaching

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Excellence in teaching and learning	High Quality teaching is supported and promoted	The Western Australian Curriculum and Assessment Outline is embedded and reflected in planning, teaching, learning and assessment cycles, including the cross-curriculum priorities and general capabilities Evidence based whole school approaches in English and Mathematics are consolidated and embedded Performance Development processes continue to focus on areas that build teacher capacity A differentiated curriculum that is challenging and inclusive is evident in all classroom planning and practice, including provision of SEN plans for identified students at risk
	Develop Instructional Coaches to support and sustain best practice	Instructional Coaching culture is developed and embedded to support professional growth, collaboration, improved teacher effectiveness and quality instruction
Further develop the Professional Learning Communities, in which continuous improvement is assessed based on results and where there is a collective responsibility for high levels of learning for all	Teacher collaboration focused on student learning, achievement and progress Implement a coaching model to further enhance teaching practice Embed self-reflective practices, including peer observations	Performance Management - AITSL Standards for Teachers - AITSL Classroom Practice Continuum Evidence based practices are adopted across the school
High Fidelity Teaching	Develop a Professional Learning Plan that aligns to our strategic direction	Develop and implement a Professional Learning Plan that informs meetings, school development days and professional learning program access for staff
Provision of a rigorous and engaging early childhood program (years K-2)	Continue to develop the NQS framework to drive continuous improvement in the Early Years	All NQS areas are met A Quality Improvement Plan (QIP) is in place and is reviewed and updated annually following rigorous self-assessment Relationships with parents and caregivers to support student learning and progress are enhanced and strengthened

Student Achievement and Progress

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Know the needs of each and every student	Analyse data to inform learning programs to improve student achievement and progress Systematically collect and analyse student data to inform planning and teaching and monitor progress in reading, writing and numeracy Analyse student data from NAPLAN, OEA and ACER for year level cohorts and whole school	Consistent, regular and rigorous data analysis (school and system level) using the Disciplined Dialogue approach, to ensure valid judgements about the standard and progress of student achievement, is further embedded Target groups are identified and tracked through data analysis with a focus on student progress and achievement to monitor the effectiveness of teaching and learning programs Year on year progress and academic success for each child measured by assessment data collection Intervention strategies are monitored for evidence of impact on student progress Moderation within and across schools to ensure consistent and valid judgements takes place
Enrich student support in literacy and numeracy to target gaps or enrichment	Continue to develop and implement the Response to Intervention (RTI) model to target academically capable and students at educational risk	Class profiles supported by clearly articulated and documented plans for students in need of support to target gaps or enrichment Differentiated teaching in classrooms targets student engagement and success Provision and implementation of research-based instruction, interventions and strategies to meet student needs Use of a collaborative approach to develop, implement and monitor intervention
Build practices to ensure routine use of relevant data and analysis and diagnosis of the impact of teaching	Ongoing and embedded use of SEN Plans for differentiation and data to inform practice and ensure targeted, differentiated and instructionally focused teaching and learning	SEN planning and reporting is continued to be developed and embedded as a shared approach whole school SEN plans are consistently monitored in conjunction with parents/carers/intra-agencies/inter-agencies to ensure individualised case management
Planned student transition provides successful transition	Continue to develop our transition process for students with special needs when transitioning within SPS and to other schools	Transition plans are implemented and acted upon for all students with special needs each year

Singleton
Primary School