ARDROSS PRIMARY
AN INDEPENDENT PUBLIC SCHOOL

BUSINESS PLAN
2012 – 2015
This Business Plan is a collaboratively planned document which involved meetings with the School Board, Parent and Citizens Association, school staff and the school community. The Business Plan incorporates key success indicators as mentioned in the Plan for Government Schools. These are; Teaching and Learning Environment, Leadership, Relationships and Resources. The Plan also reflects the Department of Education’s Classroom First Policy.

**SCHOOL BACKGROUND**

Our motto is “Motivate - Educate - Celebrate”. We strive to support and develop enthusiastic students and instil in them a love of learning to help them reach their potential, both socially and academically, and to embrace and adapt to a changing world.

Ardross Primary School was established in 1961, celebrating its 50th Anniversary in 2011. The school offers an educational program for approximately 450 children aged between 4 and 12, from Kindergarten to Year 7. Our students are well known in the community as inclusive, eager and conscientious. They are well cared for, very well behaved and are regularly attired in school uniform. Ardross is recognised for its strong, dedicated and professional staff. The majority are very experienced, with most having taught for 15 or more years. A variety of high quality student centred teaching-learning approaches operate within the school, with high expectations set for achievement and conduct.

The school employs teachers in a specialist capacity in Visual Arts, LOTE (Japanese), Physical Education and Music. Students have access to a school choir, strings orchestra and instrumental Music programs. Student academic performance data indicates a very high level of achievement across all learning areas. Students perform well above the State and Australian averages in the National Literacy and Numeracy Assessments as well as State Monitoring Standards testing in Science and Society and Environment. Teacher judgments and moderation activities indicate approximately 70%-80% of students achieve A and B levels.

Ardross has focused on Higher Order Thinking Skills, E-Learning and Environmental Sustainability as vehicles for improving students’ skills. In recent years Ardross has celebrated receiving recognition at world, national and state levels for excellence in the development of students' thinking skills, positive attitudes and practical steps towards sustainability. In 2008, Ardross was highly commended in the Water Corporation Awards for “Management of Water Resources” and won the Fremantle-Peel Education District’s Award for “Excellence and Innovation” for water conservation. Ardross students also came first in both the State and National levels of the prestigious Future Problem Solving competition qualifying a team to compete at the World competition in 2009 at the “Future Problem Solving – International Conference” in Michigan, USA, we placed 3rd the highest result achieved by an Australian Public Primary School. This was an outstanding result against 50 world class teams.

In the WA Education Awards 2009, Ardross was the winner of the “Science School of the Year” category, again an amazing achievement.

The list of achievements and recognitions has continued to grow and reinforce the qualities of Ardross. We have won the state Sustainable Cities, Keep Australia Beautiful Council’s Award for “Waste and Litter Reduction” as well as being the 2010 Waterwise School of the Year. In 2011 we were recognised for our contribution to Environmental Education by being the only public primary school to receive funding for the Swan River Trust River Rangers program, enhancing our environmental programs, allowing students to participate in authentic learning tasks and in 2012 we were state finalist in the WA Youth Awards – Activate Category for Environmental Leadership. These outstanding achievements reflect the excellence in skills, knowledge and attitudes across the school from Kindergarten to Year 7. This success is due to deliberate and thorough planning, teachers’ willingness to embrace best-practice pedagogy and technology, the input of parents and community members and the students’ enthusiasm and positive actions.

Ardross embraces all aspects of inclusivity. Our School Chaplain assists staff with pastoral care for students to ensure they are keen and enthusiastic to attend school resulting in an overall attendance rate of 95%. Additional resources are committed to students identified as being at educational risk in literacy and numeracy and we cater for a number of students with disabilities. Teachers are supported in providing appropriate programs for students with special needs through the appointment of a Learning Support Coordinator who models and coaches staff across the school.

The school is fortunate to have a highly multicultural community. In recent audits, 47 cultural groups are represented by our students of whom 40% speak a language other than English at home. These students are supported by an ESL teacher and Education Assistants, who work to support children in their acquisition of English skills.

The school has a well defined code of conduct and behaviour management plan that all staff follow. A whole school bullying intervention project - Friendly Schools Friendly Families works effectively across the school and is fully supported by our parent group. This results in minimal student misbehaviour or issues requiring school / parent contact or intervention.

Students are fortunate to have access to quality playing areas including grassed lawns, a large oval, a covered assembly area and two basketball/netball courts. Our wonderfully innovative central adventure playground and Early Childhood playgrounds which promote interactive play were made possible by the fundraising conducted by the Parents and Citizens Association.
Ardross Primary School also has an extremely supportive parent group with keen parental aspirations which ensure healthy involvement of the very active P&C Association. Parent involvement is high in all facets of schooling, with the parents and community members providing excellent support for the school, including academic and social development as well as fundraising for a range of equipment and resources including the air conditioning, curriculum resources, building facilities, outdoor playground facilities and environmental initiatives.

A School Board is elected annually, comprising six Parents, four Teachers and the Principal. This group provides a forum for parental or staff input into the major areas of community involvement in school policy and direction. The school commands a healthy respect in educational circles, in the local community and has a reputation for being welcoming and supportive of all students' needs.

**STAFF PROFILE**

Ardross Primary School has a teaching staff that readily adapts to change and is committed to improving the outcomes of students. With 31 teachers currently employed, the teaching staff includes a Performing Arts (Music) Specialist – 0.6 FTE, a Visual Arts Specialist - 0.6 FTE, a Physical Education Specialist - 0.6 FTE; a Languages Other Than English (Japanese) teacher – 0.48 FTE, an E-Learning Specialist – 0.4 FTE, a Learning Support Coordinator – 0.6 FTE and Specialist Science teacher 0.2 FTE. Harmonious and valued relationships exist between the school and the community. Parent participation in their children's education is actively encouraged and supported, with parents helping in the class rooms and with extra-curricula activities. Community participation has been an integral component in all aspects of the school. The school also has 21 non teaching staff, who perform valuable roles across the school and enhance the teamwork evident at Ardross Primary School.

**TEACHER LEADERSHIP**

Ardross Primary School operates with a deliberate and structured, distributed leadership model. With 10 Senior Teachers and two Level Three Teachers to support Administration, staff are provided with leadership opportunities through a range of roles across the school. Extra responsibilities and professional learning opportunities are provided, enhancing leadership capacity through the school to ensure whole school teaching and learning pedagogy and an aligned culture. The interaction between the Principal, Deputy Principals, Curriculum Leaders and the Teachers is crucial to the success of the school. It is very clear to the school community what Ardross Primary School and its staff value and aspire to achieve.

**WHOLE SCHOOL APPROACH**

The staff at Ardross Primary School are accountable for implementing whole school approaches in Literacy, Numeracy, Science and the Australian Curriculum. All staff members are involved, implementing meaningful plans with achievement targets. All whole school approaches commence in Kindergarten with full commitment from kindergarten to Year 7. Whole school approaches are the backbone of the curriculum delivery with First Steps Literacy and Numeracy resources forming the basis of the teaching and learning program.

**INNOVATION**

Ardross Primary School is committed to contemporary excellence and continues to seek new ways to enhance the educational program. We strive to provide increased opportunities for students to learn and for staff to improve their professional knowledge and skills. Our environmental initiatives and close links with Applecross Senior High School provide evidence of this.

**INDUSTRY AND PROFESSIONAL PARTNERSHIPS**

A number of partnerships have been developed with industry and professional groups. The school is a partnership school with Edith Cowan University and has actively worked in developing undergraduate students. We also work with the Swan River Trust through the River Rangers Project, The Friends of Wireless Hill, Kojonup and Bruce Rock Land Conservation Districts Committees, farmers in York and the Institute of Agriculture at UWA. We have also developed a number of business partnerships through our Sponsorship Committee and Newsletter program.

**MULTICULTURAL INTERESTS**

Ardross Primary School recognises the traditional owners of the land that the school is situated on, the Noongar people. An Aboriginal Education Plan is integrated across the school through our environmental program. We also respect and celebrate the cultures of all students and staff who attend the school. In 2012 the school has 29 ESL students accessing the program directly, with 110 students identified with a Language Background Other Than English. This translates to approximately 25% of the school population, the majority of whom come from an Asian background.
SUSTAINABILITY

Ardross Primary School has developed sound, environmentally sustainable practices through the teaching and learning program, working towards becoming a Carbon Neutral School and reducing our Ecological Footprint through the Australian Sustainable Schools Initiative. An 8kw solar power generator was installed in Term One, 2009 producing approximately 20% of our power needs. In 2009/2010 we reduced our total water use by 76% with the introduction of dual flush toilets, tap timers and waterless urinals. Our planting and nursery program grows approximately 4000 plants per year, used across the wheatbelt, local council and to develop the school gardens. We are continually seeking opportunities to embed sustainable practices throughout our school community with Waterwise, Wastewise and Energywise programs operating across the school.

FACILITIES

Ardross Primary School is situated south of the CBD, approximately 8 kilometres from the Perth GPO. Although an older school, facilities built by the Building the Education Revolution building program and work by the dedicated P&C ensure our students are provided with contemporary facilities as far as is practicable. Ardross has been a leader in the implementation of learning technologies for well over two decades, with over 80 desktop computers, 40 laptop computers, wireless access and smart boards provided in each classroom. With 13 classrooms, three early childhood classrooms, a contemporary library resource centre, art room, music room, environmental room and undercover area we are well able to meet the challenges of education in the 21st Century.

STUDENT ENROLMENTS

Ardross Primary school has seen a steady increase in enrolments since 2006. The 2012 school year enrolments are 453 students, comprising of 42 kindergarten students, 54 Pre Primary students and 357 Year 1-7 students. The predicted enrolments for the period 2013 – 2014 remain consistent around the 450 mark, however in 2015 when Year 7 students move to secondary school, enrolments will decrease to around 400 students from kindergarten to Year 6.

SCHOOL VISION

At Ardross Primary School we strive to support and develop enthusiastic students and instil in them a love of learning to help them reach their potential, both socially and academically, and embrace and adapt to a changing world.

We aim to accomplish this through:-

• supporting a dedicated and capable staff;
• maintaining a welcoming and supportive school community;
• developing a collaborative environment for all;
• providing a diverse, inclusive and innovative curriculum; and
• developing and maintaining contemporary resources and facilities.

CORE SHARED VALUES FROM THE CURRICULUM FRAMEWORK

• A pursuit of knowledge and a commitment to achievement of potential.
• Self acceptance and respect of self.
• Respect and concern for others and their rights.
• Social and civic responsibility.
• Environmental responsibility.
TEACHING AND LEARNING BELIEFS AND UNDERSTANDINGS

The following guiding principles have been established to assist our school in future planning and decision-making. As a team we reflect on our practices and ensure that our actions are consistently aligned to what has been stated.

We believe that:

- All children can learn and succeed.
- Children learn and develop at individual levels.
- Learning experiences should connect with students’ existing knowledge, skills and values.
- Learning experiences should respect and accommodate differences between learners.
- The school and classroom setting should be safe and conducive to effective teaching and learning.
- Ongoing Professional Learning of staff is needed to engage in proven and new educational strategies.
- The early identification and planning for students at educational risk along the academic continuum is essential.
- A supportive and interested community, who value education can work together to maintain a positive and communicative learning school environment.

LEADERSHIP

The school leadership team plays an important role in creating the conditions for effective learning and teaching. At Ardross we recognise that Leaders who focus on teacher pedagogy and classroom practice are likely to have the greatest impact on student achievement. Learning Area Coordinators are encouraged to operate collaboratively and share their skills and understandings expanding quality teaching in the school. Learning Area Coordinators assist teachers to ensure a close alignment between classroom planning and the school’s Strategic and Operational Plan. Curriculum Leaders, supported by learning area committees are a key feature of the school’s operations. The school's Literacy and Numeracy Leaders have been trained as First Steps facilitators and in addition to delivering professional learning to new staff, facilitate collaborative planning meetings, demonstrate lessons and coach and mentor within classrooms. The Student Services Team, consisting of the Principal, Learning Support Coordinator, School Psychologist and Chaplain provide leadership in catering for students with disabilities or learning difficulties and students who are at risk of not achieving their potential. Leadership for the ESL program is provided by the ESL teacher.

INSTRUCTIONAL PRACTICE

The Learning and Teaching Principles (Curriculum Framework, 1998) guide whole school planning and classroom practice. Teachers and students engage in explicit teaching that is purposeful, relevant, authentic and clearly defined. Learning experiences at the school are motivating with their purpose clear to the student. Teachers focus on engagement and involve students in doing, imitating, planning, creating and making and then reflecting on the process. Students are provided with opportunities to observe and practise the actual processes, products, skills and values which are expected of them. Learning experiences encourage students to learn independently and collaboratively. Collaborative learning strategies are considered best practice.

A connection between existing knowledge, skills and values is evident with learning extending and challenging current ways of thinking and acting. Teachers respect and accommodate differences between learners acknowledging that students develop at different rates, have different learning styles and bring different backgrounds to the classroom. Supportive environments in which children take risks and make errors are created.

The Outcomes and Standards Framework provides developmental sequence for the Learning Area Outcomes in the Curriculum Framework; both documents are used to plan effective teaching and learning programs. Syllabus materials, Department of Education online Literacy and Numeracy resources and school based Literacy and Numeracy Overviews support staff to meet student learning needs. The First Steps Mathematics and Reading, Writing and Speaking and Listening materials are used in Kindergarten to Year 7 classrooms. The Primary Connections series of curriculum resources, linking the teaching of Science to the teaching of Literacy is used in all classrooms.

The emphasis in Kindergarten to Year 3 classrooms is on the development of Literacy; Numeracy; social, emotional and physical well-being; and developing and nurturing positive attitudes to learning. In Year 4 to 7 classrooms there is an emphasis on English and Mathematics and increasing engagement with the other learning areas, with a particular focus on the physical and social sciences. 50% of face-to-face teaching time is devoted to the teaching of Literacy and Numeracy.

We believe that our students need experiences in a variety of activities across all learning areas to develop higher order thinking skills. Information and Communication Technologies are used across the curriculum to enhance learning outcomes. Students at the school are assisted to develop the knowledge, skills and capacity to select and use ICT to inquire, develop new understandings, create and communicate with others in order to participate effectively in society.
RELATIONSHIPS

We recognise and value that quality relationships are the key to a successful school community. We work hard to create a community of learners through staff collaboration and through the building of positive relationships with students and parents. We view parents as partners in education. Parent/teacher class meetings at the beginning of the school year provide information about the school’s programs. Parents are regularly invited into classrooms to support the delivery of teaching and learning. The school and P&C also support a Parent Liaison program, where new families are welcomed to the school and social activities are organised by each class contact. Other opportunities for parents and carers include interviews being conducted on a needs basis, providing families with a contemporary newsletter each fortnight, fortnightly classroom assemblies and information communicated through the school website.

GOVERNANCE

The school is accountable for its achievements and reports its performance to the community in the Annual School Report, to the School Board at regular meetings and in newsletters. A high level of accountability ensures transparency of our work and assists parents to have confidence in the standards being achieved.

SCHOOL ORGANISATION

The school recognises the benefits of collaboration and allocates resources to assist collaborative planning, moderation, reflection and review. The timetable has been created to allow common Duties Other Than Teaching time for teachers of similar year levels where possible. Staff Meeting time and time on School Development Days is regularly designated for school improvement planning purposes including the analysis of data collected as part of the school’s self-assessment practices. All staff participate in making judgements related to school performance and take part in developing appropriate actions to improve student achievement.

STANDARDS AND TARGETS

The school has clear expectations about student achievement. The schools expected standards are based on contextual information, socio-economic index (SEI) and longitudinal teacher judgement and system testing data. All staff have quality conversations in relation to expected standards in each outcome. System level and school based data is utilised by classroom teachers to assist in their planning for improved student outcomes.

Valuable information is gained through staff analysis of classroom teacher report data. Teacher judgements are considered privileged information when analysing student achievement. Comparisons are made with expected school standards, Like-schools and State norms. Expected school standards are referenced to the percentage of students allocated Grades A to E and the percentage of students achieving B or better. At Ardross our expectations are that between 70%-80% of students receive a B standard or better.

NAPLAN testing is used to verify teacher judgements, identify cohort trends and characteristics and provide an overview of school performance in comparison to Like-schools, the State and National averages. We believe that all students should progress at an acceptable rate and achieve above the national minimum standard. Following investigation that NAPLAN data is accurate, focussed intervention and additional support is provided for identified students. When data indicates school and sub group performance below expectations, improvement targets are set. Strategies to address improvement targets are developed collaboratively by school staff and are detailed in the school’s Operational Plan. Monitoring processes are established to review the effectiveness of strategies.

ASSESSMENT

Assessment practices have a powerful impact on teaching and learning. Staff believe that the primary purpose of assessment is to enhance learning. The Principles of Assessment are applied by all teachers to ensure the making of appropriate judgements in relation to student progress. The school is committed to the ASSESS, PLAN and ACT paradigm. System endorsed tools such as the Literacy and Numeracy Nets, ESL/ESD progress maps and the K/PP Profile assist teachers to make appropriate judgements about student achievement and to plan appropriate teaching programs. Moderation practices have been developed to ensure consistency of judgements in relation to student achievement. Kindergarten to Year 7 teachers are encouraged to moderate on a regular basis in phase of learning teams. Teachers have also commenced using the system provided reporting exemplars along with SAIS data to assist in their judgements.

OUR SELF ASSESSMENT

Results indicate that students are achieving well above the State and Australian averages in all learning areas tested, and at or above Like Schools data, with excellent results achieved in Literacy, Numeracy and Science. In 2011 Ardross received 5 Green Flags in the NAPLAN testing program indicating student performance was above that expected against Like Schools. Offers for Academic Programs or scholarships for 2012 were provided to students from Year 7, with 8 students accepted into specialist academic programs identified through the highly competitive gifted and talented testing program. We also have 16%,(36 Students) of Year 5—7 students identified through Regional PEAC testing (achieving in the top 2 % of state) having the opportunity to access extension programs throughout the year.

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SPECIFIC ACADEMIC STUDENT PERFORMANCE SNAPSHOT

NAPLAN ENGLISH

Ardross students have consistently performed at or above Like Schools over time in NAPLAN testing for Years 3, 5 and 7. In all areas, Writing, Reading, Spelling, Grammar and Punctuation, Ardross Primary Mean was higher than both the All Australian Schools and All WA Schools Mean attaining three green flags and the remainder as expected in 2011.

NAPLAN MATHEMATICS

Ardross students have consistently performed at or above Like Schools over time in NAPLAN testing for Years 3, 5 and 7 in numeracy. Ardross Primary Mean was higher than both the All Australian Schools and All WA Schools Mean attaining two green flags in 2011.
WESTERN AUSTRALIAN MONITORING STANDARDS IN EDUCATION (WAMSE) SCIENCE

The WAMSE test results show that 43% of Year 5 students were in the top 20% which was similar to Like Schools, while 2% were in the bottom 20% which was better than Like Schools. The WAMSE test results also show that 39% of Year 7 students were in the top 20% which was similar to Like Schools, while 5% were in the bottom 20% which also compared favourably with Like Schools.

WESTERN AUSTRALIAN MONITORING STANDARDS IN EDUCATION (WAMSE) SOCIETY AND ENVIRONMENT

Students in Years 5 and 7 sit the State wide WAMSE assessment in August every year. In 2011 30% of students in Year 5 were in the top 20% of students which is slightly lower than Like Schools, while 34% of Year 7 students were in the top 20% which is similar to Like Schools. Only 5% Of Year 5 students were in the bottom 20%, and 5% of Year 7 students.

ATTENDANCE

The student attendance rate is high with attendance consistently above the state average over time. In 2011 our attendance rate was 94.9% compared with the state average of 92.7%. Most attendance issues are related to students being absent for extended overseas holidays, visiting family members.

Attendance - Overall - Primary

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<th>Non-Aboriginal</th>
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SCHOOL ACHIEVEMENT TARGETS

OUR TARGETS FOR 2012—2015
Our targets will be reflective of National Testing (NAPLAN) and State Testing (WAMSE) and will be reviewed annually.

- **Target 1** - To maintain high standards of student achievement, **performing at or above Like Schools, with a focus on literacy, numeracy and science development**. Student academic performance will be assessed using the Department First Cut Data, SAIS information and WAMSE results. (More Ardross students will achieve in the upper bands in Years 3,5 and 7 than Like Schools with an aspirational target of 80% of students achieving above the 50th percentile.)

- **Target 2** - To plan and deliver authentic learning experiences using the Australian Curriculum that are outcomes focused and responsive to student needs.

- **Target 3** - To provide a safe, caring and inclusive school community.

- **Target 4** - To create classroom environments in which students effectively learn based on “The Thinking Classroom” strategy, based on Bloom’s Taxonomy, developed by Herbert, Frangenheim and Alford.

(The School Plan outlines the monitoring information systems used to collect data on the school targets and is reported in the Annual Report)

STRATEGIES TO ADDRESS TARGETS

STUDENTS AT EDUCATIONAL RISK
Ardross implements policies to address the needs of individuals and groups of students at educational risk. We use a range of valid and reliable information to identify individuals and groups of students at educational risk, to develop intervention strategies. Including;

- Implementation and review of SAER Policy to track students’ performances in Standardised tests.

- Implementation and review of TAGS policy outlining staff responsibilities in catering for gifted and talented students.

- Planned and strategic Professional learning for staff on the development of Individual and Group Education Plans. Review process for development of Individual Education Plans to ensure better targeting.

- Application of monitoring and assessment tools to gather effective student data in relation to students at educational risk.

- Access to professional advice through the Learning Support Coordinator (Student Services Agreement, provision of School Psychologist).

- Targeted early intervention through the implementation by the Early Childhood staff, On Entry Testing process and the Early Childhood Profile.

- In the staffing profile a Learning Support Coordinator (0.6FTE) to focus on whole school needs and support staff at the classroom level.

RETENTION AND PARTICIPATION
Ardross effectively provides positive learning experiences for all students including those that experience difficulties with learning, using a variety of strategies including;

- Monitoring attendance to identify any students at risk by Deputy Principal - attendance.

- Using Behaviour Records as a key indicator of engaged students.

- Supporting staff to develop programs to meet student needs with time allocated to support those children that are identified on the Risk Register.

- Implementing, monitoring and reviewing of SAER processes.

- Regularly reviewing the use of support allocation, to ensure the best possible outcomes for students.

- In the staffing profile a Media Liaison / School Promotion position created as part of Senior Teacher duties.
GIFTED AND TALENTED

Gifted and talented students have access to an appropriate range of educational extension opportunities across the curriculum in school and regional programs including:

- Participating in the South Metropolitan Region Gifted and Talented (PEAC) program.
- Identifying Gifted and Talented Students through Regional PEAC testing and teacher survey information. Students who are identified as gifted and talented and not achieving to their potential to be considered within the SAER framework.
- Providing staff with planned and strategic Professional Learning to cater for gifted and talented students.
- Developing innovative teaching and learning programs leading to enhanced student outcomes. Teachers to provide experiences through a differentiated curriculum within class to extend students.
- Providing a specialist Art, Music, Physical Education and LOTE program.
- Participating in extension activities such as international communication between schools, Future Problem Solving Competition, Westpac Maths, Maths Olympiad, Robotics etc.

BEHAVIOUR MANAGEMENT

Ardross has a Behaviour Management Policy, structure and practices that provide a supportive environment to improve educational outcomes for students. Teachers are supported with classroom management skills and the management of students with disruptive behaviours including:

- The consistent implementation of the Behaviour Management policy (revised 2011).
- Implementation and monitoring of the Whole School “Friendly Schools” program.
- Implementing and monitoring of the Whole School Bullying policy.
- Linking individual behaviour management plans to students identified as students at risk, and involving parents and the Learning Support Team in their development.
- Informing parents of the School Behaviour Management Policy, Bullying Policy and Friendly Schools strategy in the Parent Information Booklet, school newsletters and via the website.

EDUCATION SUPPORT

Ardross provides for students with disabilities according to current Departmental policy and guidelines in the context of the School Education Act including:

- In the staffing profile appointing a Learning Support Coordinator to support teachers with program implementation for students with special needs.
- Applying for support and resources for students with special needs through the Schools Plus process for Teacher Education Assistant time or Teacher preparation time.
- Regularly reviewing the Schools Plus process with the School Learning Team.
- Utilization of Education Assistants to support the teacher with the educational program of students with special needs.
- Accessing support from specialists (e.g. Centre for Inclusive Schooling) on how to best cater for the needs of identified students with special needs.
- Allocating Education Assistant on Playground Duty each recess and lunch time to assist with supervision of children with special needs.
LEARNING STYLES AND GENDER

Ardross develops policies and practices that address gender issues for both boys and girls including:

- Utilizing student performance data that identifies any difference in performance of boys and girls.
- Developing a database for SAER with subgroups of boys and girls where appropriate.
- Implementing strategies to support boys in education.
- Reviewing and monitoring all strategies used to address poor student progress.

HEALTH AND WELL BEING

As a Health Promoting School, Ardross has a range of high quality, effective strategies which enhance physical health, a sense of well being and prevent social or emotional difficulties in the school community. The needs of students with health issues are recognised and supported including:

- Implementing Health and Well programs as a whole school focus.
- The formation of a Health Promoting School Committee to undertake key Whole School initiatives ie Crunch and Sip, Drug Expos etc.
- Employing a School Chaplain through YouthCare to enhance Pastoral Care and work with the Student Services Team.
- Implementing the “traffic light system” in the canteen to support the development of a healthy canteen menu.
- Employing a Physical Education Specialist to ensure the minimum standard of two hours of physical activity per week is met, and to encourage students to develop a healthy, active lifestyle.
- Physical activity modelled by staff.
- Timetabling Whole School morning fitness.
- Participating in school and interschool carnivals including swimming, athletics, cross country, football, netball, modcross and soccer.
- Regularly updating student health records, action plans and asthma records ensuring appropriate medical plans and processes are in place in case of emergency.

CULTURAL DIVERSITY

Ardross provides a safe learning environment where learning outcomes are continually improved for students of culturally and linguistically diverse backgrounds including:

- Effectively using the ESL teacher and Education Assistants to support ESL students in the achievement of outcomes and to work with teachers to collaboratively plan for their students and provide professional learning opportunities.
- Updating the school census each semester to include students qualifying for ESL support.
- Using school data to monitor the cohort of students from ESL/LBOTE.
- Implementing an Aboriginal program developed in the Society & Environment Learning Area and facilitated across the school by Deputy Principal.
- Employing a LOTE specialist teacher to program from years 2 – 7. Focus on Japanese culture.
- Celebrating the cultural diversity of the school through recognition of cultural days and Harmony Day.
- Enrolling fee paying international students where appropriate and available access to the curriculum.
- Participating in the Japanese Exchange Program and hosting students – Gold Tours Education.
- Involvement in the Asian Hub project with AXSHS, Booragoon and Winthrop based on an extension PEAC model.
EARLY CHILDHOOD

Ardross Primary School effectively implements the Department’s policy for Early Childhood Education and provides opportunities for the best possible learning outcomes of our students, including:

- Implementing Universal Access for Kindergarten students – 15 hours of teacher contact per week.
- Providing compulsory Pre Primary and local intake enrolment commencing 2013.
- Extensive review of teacher pedagogy in relation to Literacy & Numeracy and intentional teaching in Early Childhood.
- Developing strategies to effectively communicate with parents, in particular enrolment processes.
- Informing parents of the program structure and differences between early childhood and other phases of learning.
- Timetabling common release time for K – 2 staff to allow for collaboration.
- Learning Support Coordinator to focus on literacy development in the years K-3.
- Staff implementing “On Entry Assessment” in PP and the Early Childhood student profile screening tool to track student progress and identify students requiring early intervention.
PLAN ENDORSEMENT

The Ardross Business Plan should be read in conjunction with the Annual Report and School Plan. These documents can be found on the Department of Education's website, on the Ardross website or obtained in hard copy by request through the front office.

Principal – Andrew Holmes
Signature of Principal – ______________________
Date

School Board Chair - Mark Downey
Signature of Board Chair – ______________________
Date