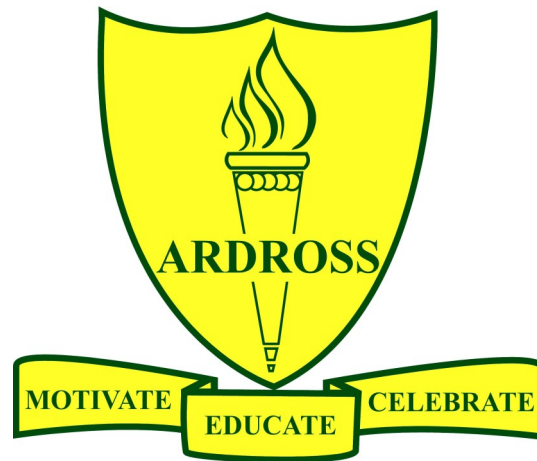


Ardross Primary School

An Independent Public School



Business Plan 2018-2020

Welcome to Ardross Primary School

Ardross Primary School is an Independent Public School where we take a holistic approach to student academic achievement, social and emotional wellbeing and resilience, and active citizenship. A culture of high expectations, underpinned by schoolwide instructional practices, makes Ardross Primary School a school of choice. We are proud of our positive recognition at international, national and state levels for students' excellence, developing critical and higher order thinking skills, and environmental education.

Our educational environment is enhanced through evidence-based practices, specialist programs and a range of extra-curricular opportunities, and promotes collaboration to support excellence and accountability.

Developed in partnership between the Ardross Primary School staff and our School Board, Ardross Primary School's **Business Plan 2018-2020** is the guiding document that will provide direction for all decisions, structures, profiles and resourcing in our school. It also provides the foci and strategic priorities for our school's on-going self-reflection processes.



Our Vision

"To provide an inclusive, collaborative and dynamic learning environment where students are enriched with the values and skills to become active citizens; sensitive to the importance of sustainability and to our changing world."

High Quality
Teaching &
Learning

Positive
Collaborations
& Partnership

Social &
Physical
Sustainability

Strong
Governance &
Leadership

MOTIVATE

-

EDUCATE

-

CELEBRATE

PILLAR 1 - HIGH QUALITY TEACHING & LEARNING

At Ardross Primary School, students are supported by passionate educators who provide engaging and effective learning programs which utilise evidence-based teaching strategies.

STRATEGIES

- Teachers will plan, teach and assess using the Western Australian Curriculum.
- Early Childhood and Junior Primary teachers will follow the principles, practices and learning outcomes set out in the Early Years Learning Framework and the National Quality Standards.
- Differentiation of curriculum, through group and/or one-on-one learning, to support the individual needs of students.
- All students with Disability Resource Funding to be case-managed.
- Implementation of an explicit, evidence-based learning framework across all classrooms.
- Integration of technologies across all learning areas and year levels, using STEM (Science, Technologies, Engineering, Mathematics) principles and initiatives.
- Continue our commitment to provide opportunities for students to participate in a range of extra-curricular activities.
- Staff to access high quality professional learning to enhance classroom practice and whole school pedagogy.
- Provide ongoing opportunities for teacher reflection and self-assessment against the Australian Institute for Teaching and School Leadership (AITSL) Teacher Standards.

WHAT WE WILL SEE

- Teaching staff report against Western Australian Curriculum Achievement Standards, and Early Years Learning Framework.
- Teaching staff to use school- and system-based assessment data to create targeted learning plans.
- Flexibility with the additional funding allocations and timetables to cater for students’ needs.
- Differentiation through the use of the Higher Order Thinking Skills (HOTS) strategies.
- Improved continuity of learning and student goal-setting through the progressive implementation of the iSTAR model across the school
- Staff to actively engage in professional learning linked to the student needs and school priorities.
- Collaborative planning, data analysis and moderation sessions to be specifically planned for as part of



Key Initiatives and Learning Programs		
iSTAR	Primary Connections	Robotics
Letters & Sounds	Friendly Schools	Future Problem-Solving
	River Rangers	



PILLAR 2 - POSITIVE COLLABORATION & PARTNERSHIPS

Our school recognises the value that quality partnerships contribute to a successful school. This includes effective relationships between staff, students, parents and the broader community.

STRATEGIES

- Develop staff meeting schedules and duties other than teaching (DOTT) timetables to maximise time available for formal collaborative planning and moderation sessions between phase of learning teams.
- Develop and implement a communication and engagement strategy in partnership with the School Board and Parents & Citizens’ Association (P&C).
- Continue to provide a range of opportunities for families to engage with the school community.
- Maintain active collaboration with the P&C to ensure support for school programs and initiatives.
- Establish a comprehensive stakeholder database to draw on community expertise to enhance the range and delivery of learning experiences.
- Continued cooperation with Applecross Senior High School to enhance student access to facilities, resources & expertise.
- Continued engagement of an external environmental sustainability consultant to engage students in environmental sciences and sustainability learning opportunities.



WHAT WE WILL SEE

- Staff meet regularly each term to collaborate on classroom learning programs, and on whole school initiatives.
- Development and implementation of a Communications policy and development of a parent information pamphlet.
- Identification of opportunities for collaboration across the Applecross Education Network.
- Established connections with key community stakeholders.
- Continued parental and community participation in school, and school community events including:

Welcome Evenings	Class Assemblies	Presentation Evening	Art Blast
Parent Volunteering	Class Parent Representatives	Community Fundraising	Fathering Project
P&C Community Events	Sports Carnivals	Sponsorship	

PILLAR 3 - SOCIAL & PHYSICAL SUSTAINABILITY

Our school advocates for sustainability through our connection to the environment and our local community, through the development of social and emotional resilience, and by nurturing a social conscience within all our students.

STRATEGIES

- ◆ Develop and fully implement of the new Ardross Primary School *Sustainability Policies and Procedures*.
- ◆ Sustainability Committee to develop and lead implementation of our school’s *Sustainability Action Plans* each year.
- ◆ Continue to provide a variety of hands-on learning experiences targeting environmental sustainability.
- ◆ Revise *Student Services Policies and Procedures* to ensure effective and targeted interventions and pastoral care.
- ◆ Level 3 Teachers to form a Health & Well-Being committee to ensure a positive and sustainable culture is embedded across the school community.
- ◆ School grounds and facilities to be maintained and upgraded to meet the current and future needs of our school, and the environment.
- ◆ Encourage families to undertake planned vacations during school holidays, rather than during the school term.



WHAT WE WILL SEE

- ◆ Sustainability committee to provide recommendations, and provide support in implementing, initiatives and educational programs across the school.
- ◆ Participation in the River Rangers programme to be explicitly planned for.
- ◆ Identification of local stressors, and implementation of targeted strategies to promote staff health and well-being, and to enhance the workplace environment.
- ◆ Chaplaincy programme to be specifically highlighted as part of operational planning.
- ◆ Establishment of a Grounds & Maintenance committee to identify priority areas as part of improvement and future planning.

PILLAR 4 - STRONG GOVERNANCE & LEADERSHIP

At Ardross Primary School we are committed to empower excellence in teaching and learning through proactive and consultative school leadership and governance practices.

STRATEGIES

- ◆ Executive Team to remain informed and up-to-date on school context and best practice to ensure all decisions drive high performance in teaching practice and student outcomes.
- ◆ Continue to enhance staff leadership opportunities and support aspirant leaders through the committee structures.
- ◆ Provide opportunities for staff work/experience/skill development to enhance succession planning, professional development and continuity.
- ◆ School Board to participate in regular review of school performance against the Delivery Performance Agreement (DPA) and Business Plan.
- ◆ Completion of biennial survey of students, parents and staff covering school practices and performance.
- ◆ Ongoing self-review of school practices by leadership committees, collaborative teams and through whole staff meetings.
- ◆ Annual Implementation Planning to provide clear links between budgeting and the Business Plan, with ongoing review by the Manager Corporate Services (MCS), Principal, and Finance Committee.
- ◆ Regular reporting of school finances (via Finance Committee) to the School Board.

WHAT WE WILL SEE

- ◆ Continuation of distributed leadership structures.
- ◆ Clearly articulated additional roles and responsibilities for the Executive Team, Level 3 teachers and Senior Teachers.
- ◆ School Board training and induction completed by all members.
- ◆ All School Board meetings to include discussions on strategic direction and school practices/ performance against the Delivery Performance Agreement and Business Plan.
- ◆ All School Board members to complete annual self-review.
- ◆ Biennial student, staff and parent satisfaction surveys to be conducted, and data used to inform future direction.
- ◆ Transparency of school budgeting processes, and direct correlation to the Business Plan.



Academic Targets

By the end of 2020...

Ardross PRIMARY SCHOOL Year 3 & Year 5 NAPLAN mean scores (for all areas) to be:

- At least 12% above the WA Mean.
- At least 10% above the Australian Mean.

Average growth between Years 3 & 5 (as measured by NAPLAN) to be:

- At or above the WA “Like Schools” mean growth.

Following final assessment of student achievement each year:

- At least 65% of students (Pre-Primary to Year 6) to have demonstrated achievement beyond the WA Curriculum Achievement Standards for their year level in English, Mathematics and Science.

Non-Academic Targets

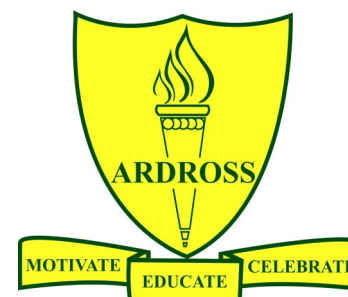
Attendance

- Maintain a whole school attendance rate (including indigenous students) above 95%.
- Percentage of students at indicated risk to be below 10%
- Percentage of students in the moderate and severe risk categories (combined) to be below 2%.

National School Opinion Survey

Survey results to indicate (through mean results of 4.0 or better) that our school community agree with the following statements:

- This school works with me to support my child’s learning
- This school has a strong relationship with the local community.
- There is clear and open communication between the school and the community.
- This school is well-led.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.



Ardross Primary School

An Independent Public School

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