

Aveley Primary School

An Independent Public School

Success for all our children built on ...

... TRUST, RESPECT, OPPORTUNITY



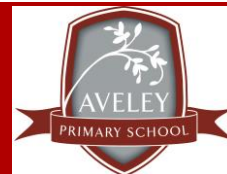
Business Plan 2018- 2020



Every child is to be provided with a high quality school education – whatever their ability, wherever they live, whatever their background. (Strategic Plan for WA Public Schools 2016 – 2019)

Success for all our children built on ...

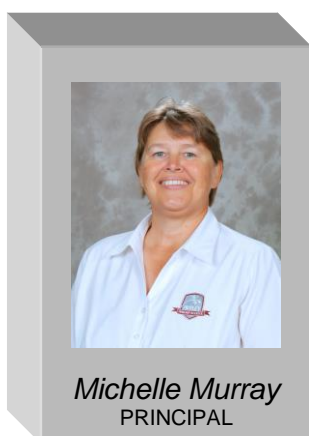
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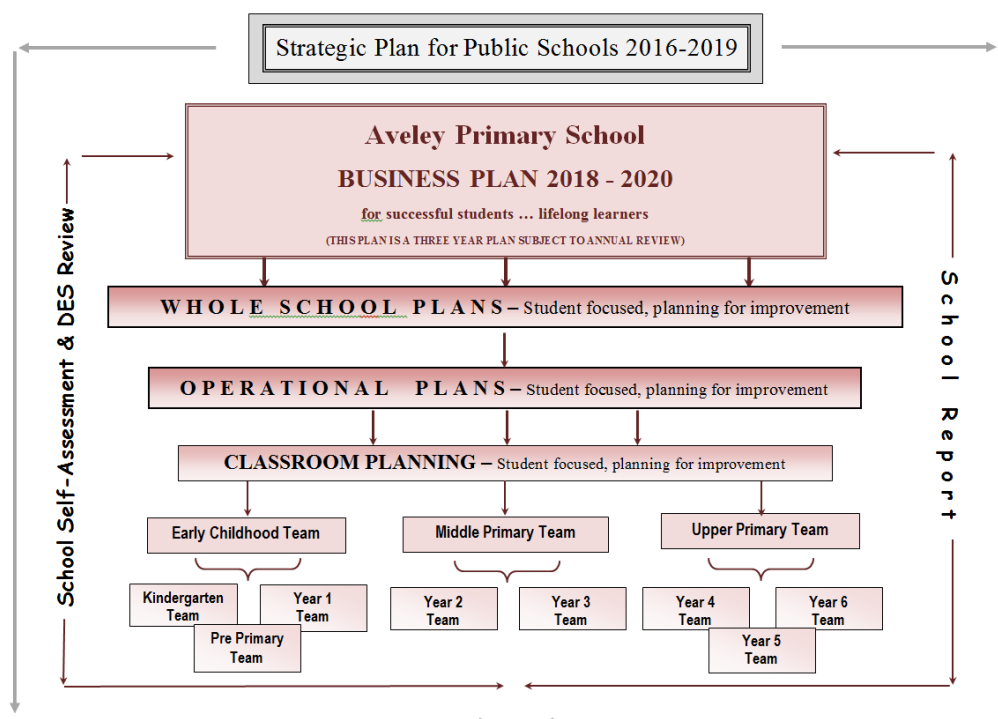
In line with our Delivery and Performance Agreement (DPA), Aveley Primary School's Business Plan 2018 – 2020, is created in collaboration with Aveley Primary School staff and School Board.

The Business Plan (a three year plan subject to annual review) is the overarching document which guides a range of additional school planning. These include whole school plans, operational plans, School Self-Assessment Plan, Workforce Plan and Financial Plans which are reviewed annually. Every three years our school undergoes a Department of Educational Services (DES) review against the current Business Plan.

The Business Plan outlines long-term strategic planning put in place to achieve the school's student achievement improvement targets. We look forward to working closely with our school community to work toward the planned outcomes.



Michelle Murray
PRINCIPAL



SCHOOL CONTEXT

Aveley PS (APS), an Independent Public School is located approximately 26 km north east of the CBD, in the Department of Education's North Metropolitan Educational Region. Our school is located east of Ellenbrook and south of The Vines.

APS commenced providing quality education in first class facilities for 180 students on 1 February 2012. As of February 2018, our school accommodated 740 students, with numbers continuing to grow. APS has successfully catered for the rapid growth of students, which is expected to peak in 2019-2020.

Our school caters for a diverse student population with a relatively stable student transiency rate.



Our school has a commitment to a strong and future oriented focus on Sustainability, supporting a clear message that actions to improve sustainability are both individual and collective endeavours. We are a valued member of the Clever Climate Schools' Initiative.

To assist students to live and work successfully in a connected world, Information and Communication Technologies (ICT) is a focus at APS. Providing every opportunity for students to be confident and involved learners and effective communicators, ICT is strategically resourced and complemented by a successful 'bring your own device' program. ICT is integrated into every day practice for all members of the school community.



APS has a diverse, collaborative and reflective staff whose professional approach includes having high expectations of all members of our school community. An evidenced based approach guides teaching practice.

Our school has a distributed leadership and collaborative approach. To support consistency with the implementation of whole school plans with a clear focus on improving the outcomes for all students, staff work in number of curriculum and non-curriculum teams.

APS offers a broad and diverse program, guided by the Western Australian Curriculum, complemented by a focus on student engagement. With high expectations for every student to achieve their best, we value an integrated approach in a supportive environment. Student engagement and the key areas of literacy and numeracy are a continued focus.

To contribute to building an awareness and understanding of our Asian neighbours, APS has an ongoing partnership with two sister schools in Bali. Members of our school community raise funds to support agreed priorities and are regular visitors to these schools when holidaying in Bali.



APS has modern and well-resourced facilities. Our permanent buildings include four main teaching blocks, administration block and library/staffroom. An additional thirteen transportable classrooms and a purpose built room to accommodate out of hours' school care (OHSC) and auxiliary student accommodation, currently complement the permanent buildings. A Dental Therapy Centre, which caters for children in the local area, is located on our school site.

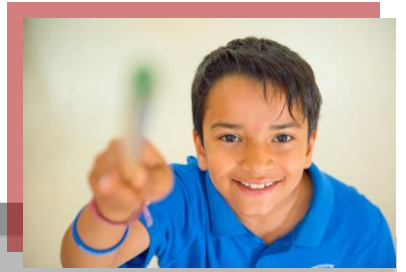
There is generous provision for outdoor physical activity with a range of playground structures, tennis and basketball courts and a large well maintained oval. These areas are designed to cater for the range of students attending our school.



APS school has a strong participative and consultative approach to school decision-making through the Aveley Primary School Board. The Board provides community perspectives on a range of issues through elected parent, staff and community representatives. APS is generously supported by an active and dedicated Parents and Citizens Association. The P & C supports our school through a number of initiatives.

Aveley Primary School, in its five years of operation, has established a positive culture that is student-focused and demonstrates a strong sense of community. The school exhibits the characteristics of a genuine 'learning organisation'. Staff collaborate to achieve the best outcomes for students and are engaging in professional learning to use evidence-based planning and practices. (DES Review – 2017)

At Aveley Primary School, we believe that:



SUCCESSFUL STUDENTS...

- Prosper academically - achieve academic potential.
- Respect self & others – aim for personal best, self-discipline, resilient, seek out information, solve problems, work in a team, think, show initiative and be technology competent.
- Have a strong sense of community, belonging and responsibility to others.

EFFECTIVE TEACHERS...

- Build positive relationships and inspire a love of learning.
- Are well prepared and reflective.
- Have high expectations of standards and behaviour.
- Treat students with respect and expect the same in return.
- Personalise students' learning by effective monitoring and feedback to progress and challenging their next step.

GOOD (EFFECTIVE) SCHOOLS...

- Have students at the front and centre of operation.
- Have a strong sense of pride and work as a cohesive team.
- Provide a welcoming & caring environment.
- Are well led and well run with inspiring educational vision.
- Have clear expectations of standards for all school community members.
- Have a vision which is supported by evidence-based practice & resourcing.
- Are open, accountable & have rigorous self-assessment, used to inform future planning.
- Set challenging targets to ensure students achieve their potential.
- Support teachers learning & sharing of best practice.
- Provide opportunities for parents to become partners in their children's education.

Core Values

Learning:

At APS we have a positive approach to learning and encourage it in others. We build on what we already know. This is both a shared and individual responsibility.

Excellence:

At APS we have high expectations, set standards of excellence and strive to achieve them. These challenge all of us to be the best we can be.

Equity:

At APS we recognise our differing individual and collective circumstances and needs. We are dedicated to ensuring the best outcomes for all members of our school community.

Care:

At APS we feel respected and capable. We treat each other with care and our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working with each other for a common good.

KEY FOCUS AREAS - Improved outcomes for students guides all decisions.

1. Success for all Students – high expectations lead to success for every student.

Our school provides quality learning opportunities where students are fully supported and engaged to reach their potential.

We will:

- **ensure school planning is data driven** ... as monitored through informal and formal discussions and anecdotal observations.
 - *refine and embed whole school plans and guidelines*
 - *involve staff in whole school planning through team agendas*
- **build and sustain strong partnerships with the community** ... as monitored through ongoing feedback and community satisfaction survey data.
 - *provide opportunities for parents to be partners in education*
 - *utilise external agencies to support staff and students*
- **plan and support students to adopt an increasing responsibility for their own success** ... as monitored through increased visibility of SMART goal setting throughout our school.
 - *build on and embed our school's focus on SMART goal setting*
 - *promote student self-assessment through explicit modelling and support*
- **further embed strategies and support around student engagement** ... as monitored through improved attendance, behaviour and community satisfaction survey data.
 - *raise the profile of Reporting to Parents Attitude Behaviour Effort (ABE)*
 - *embed attendance guidelines with a focus on process*
 - *maintain a range of extra curricula activities*
- **ensure students are confident and adaptive users of technology** ... as monitored through increased effective use of devices in the everyday teaching and learning program (based on the SAMR model).
 - *provide regular access to a range of technologies and build on our BYOD program*
 - *provision of ongoing support and resources to manage cyberbullying issues*
 - *provision of targeted PL to build staff capacity*
- **plan and manage a successful transition of students to secondary school** ... as monitored through targeted surveys.
 - *refine and embed a strategic plan for effective transition to secondary school*



2. High Quality Teaching – a renewed and relentless focus on the best possible teaching practices.

Our school is committed to an evidenced based approach, ongoing reflection and high expectations to build our capacity to be highly effective teachers.

We will:

- **provide a safe environment where students develop resilience, strong and healthy emotional intelligence and physical wellbeing** ... as monitored through community satisfaction and targeted survey data.
 - *support classroom management strategies through PL for Teachers & EAs*
 - *further strengthen and embed the APS Student Behaviour Guidelines and Behaviour Matrix*
- **raise the standards in all Learning Areas with an emphasis in Literacy and Numeracy** ... as monitored through informal and formal discussions and anecdotal observations.



- *continue to support a collaborative approach to embedding whole school plans*
- *support teachers to work together to build capacity and enhance classroom practice*
- *enhance capability to add value to student success for school support staff*
- **elevate the emphasis on and instruction and support in Science, Technology, Engineering and Mathematics (STEM)** ... as monitored through informal and formal discussions and anecdotal observations.
 - *complete and embed effective planning supported by agreed resourcing*
 - *investigate and trial an integrated planning approach*
- **strengthen and support strategies to meet the needs of Students at Educational Risk** ... as monitored through informal and formal discussions and anecdotal observations.
 - *embed processes to identify and support students at educational risk (EALD progress maps and SEN Reporting)*
 - *resource and refine data driven intervention programs (MiniLit, SRA)*
- **embed the Australian Curriculum General Capabilities and Cross Curriculum priorities** ... as monitored through informal and formal discussions and anecdotal observations.
 - *embed whole school ICT and Sustainability plans into whole school Learning Area plans*
 - *continue funding for technical support officer at 0.2*
- **refine and embed Performance Management expectations for all staff** ... as monitored through informal and formal discussions and anecdotal observations
 - *embed clear expectations and processes through our Performance Management Guidelines*
 - *ensure accountability of school expectations through Performance Management processes*

3. High Quality Leadership – *strong and empowering leadership.*

At Aveley Primary School, we are committed to ensuring opportunities for leadership are available for students and staff.

We will:

- **increase the opportunities for students in all year levels to demonstrate leadership and care in our school and the wider community** ... as monitored through students demonstrating increased leadership skills and involving themselves in whole school responsibilities.
 - *Develop and implement a student leadership framework for students across all year levels*
- **further develop highly collaborative practices to enhance teacher and administrator leadership quality** ... as monitored through informal and formal discussions and anecdotal observations.
 - *continue with provision of PL, staff leadership opportunities, including collaborative team structures*
 - *use the Principal Performance Improvement Tool to self-reflect and plan for improved performance in leadership*
- **articulate clear expectations around expected practice and professional behaviour by all staff** ... as monitored through increased understanding and actions of staff.
 - *refine and embed the APS Staff Information Book*
 - *ongoing monitoring of implementation of whole school processes and plans*
- **incorporate perspectives of the school community as active participants in school improvement planning** ... as monitored through anecdotal observations and community satisfaction survey data.
 - *utilise mandated community and targeted surveys*
 - *continue to build capacity of our School Board*



4. Strong Governance & Support – *a capable and responsive workforce.*

At Aveley Primary School, we are committed to ensuring strategic planning, ensuring the ethical management of school's resourcing, for the current and future needs of our school community.



We will:

- **build and sustain strong partnerships with parents and the wide community** ... as monitored through anecdotal observations and community satisfaction survey data.
 - *build capacity of the APS School Board*
 - *provision of parenting and family support, as required*
- **strengthen the alignment and implementation of the APS Business Plan with Operational and Classroom Plans** ... as monitored through informal and formal discussions and anecdotal observations.
 - *provide opportunities (including common dott) for teachers to collaborate (plan together and build capacity to enhance classroom pedagogy)*
 - *Provide opportunities for PL linked to strategic plans*
- **promote innovative staffing solutions to meet the diverse needs of our school** ... as monitored through an implemented Workforce Management Plan, informal and formal discussions and anecdotal observations.
 - *develop and implement a Workforce Plan*
 - *enhance the capability of school support staff to add value to classroom effectiveness*
- **strengthen information technology to support learning, collaboration and management** ... as monitored through ...
 - *introduce and consolidate WebSIS implementation in our school*
 - *consolidate use of online assessment practices, including NAPLAN Online and PAT Testing*
- **continue to build links with nearby schools to support all staff** ... as monitored through informal and formal discussions and anecdotal observations.
 - *ensure an active role in the Ellenbrook Leadership Network.*

TARGETS

- Maintain regular attendance of students at equal to or above WA Public Schools.
- Strategic Plan completed and implemented to progress our school's focus on students' Attitude, Behaviour & Effort (ABE).
- 95% of staff (teachers and education assistants) to complete Foundation CMS training.
- Improve the percentage of students at the minimum standard at the Pre Primary On Entry 'Entry Points'.
- NAPLAN Alignment to Grade Allocation comparisons to be within a 15% range.
- To equal or exceed the WA Schools averages in all areas of NAPLAN.
- To reduce the percentage of students below the *at minimum standard* in NAPLAN.
- An ongoing reduction in electricity usage.

Refer to Whole School Operational Plans for explicit targets.

*Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.
(Melbourne Declaration on Educational Goals for Young Australians: Dec 2008)*





*Every student can succeed. A good education opens doors of opportunity and the doors should be opened to ALL students. This is the role of the school community as a whole.
(Strategic Plan for WA Public Schools 2016 – 2019)*

Glossary of Terms

APS ...	Aveley Primary School
CMS ...	Classroom Management Skills
DPA ...	Delivery and Performance Plan
EALD ...	English as an Additional Language/Dialect
ICSEA ...	My School Index of Community Socio-Educational Advantage
ICT ...	Information & Communication Technologies
IPS ...	Independent Public School
NAPLAN ...	National Assessment Program, Literacy & Numeracy
OHSC ...	Out of Hours School Care
P & C ...	Parents & Citizens
PL ...	Professional Learning