

# Aveley Primary School

*An Independent Public School*

*Success for all our children built on ...*

*... TRUST, RESPECT, OPPORTUNITY*



*Year 6 Camp - 2020*

## **Business Plan**

**2021- 2024**



*We acknowledge that all students can achieve and progress; we work in partnership with families, students, community members and all staff to strive for continual improvement as we provide opportunities to develop the whole child. (Progressing APS Team, 2021)*



## Our Vision

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### ***Success for all students built on Trust, Respect, Opportunity***

#### ***TRUST***

*At Aveley Primary School, trust is established and maintained through strong relationships, quality teaching and learning, with regular communication.*

#### ***RESPECT***

*Members of our school community demonstrate respect to one another, our school environment and the process of education through supportive and equitable actions.*

#### ***OPPORTUNITY***

*At Aveley Primary School, we provide our students with the opportunity to make progress toward becoming lifelong learners.*



Year 6 Camp - 2020



# Our Business Plan

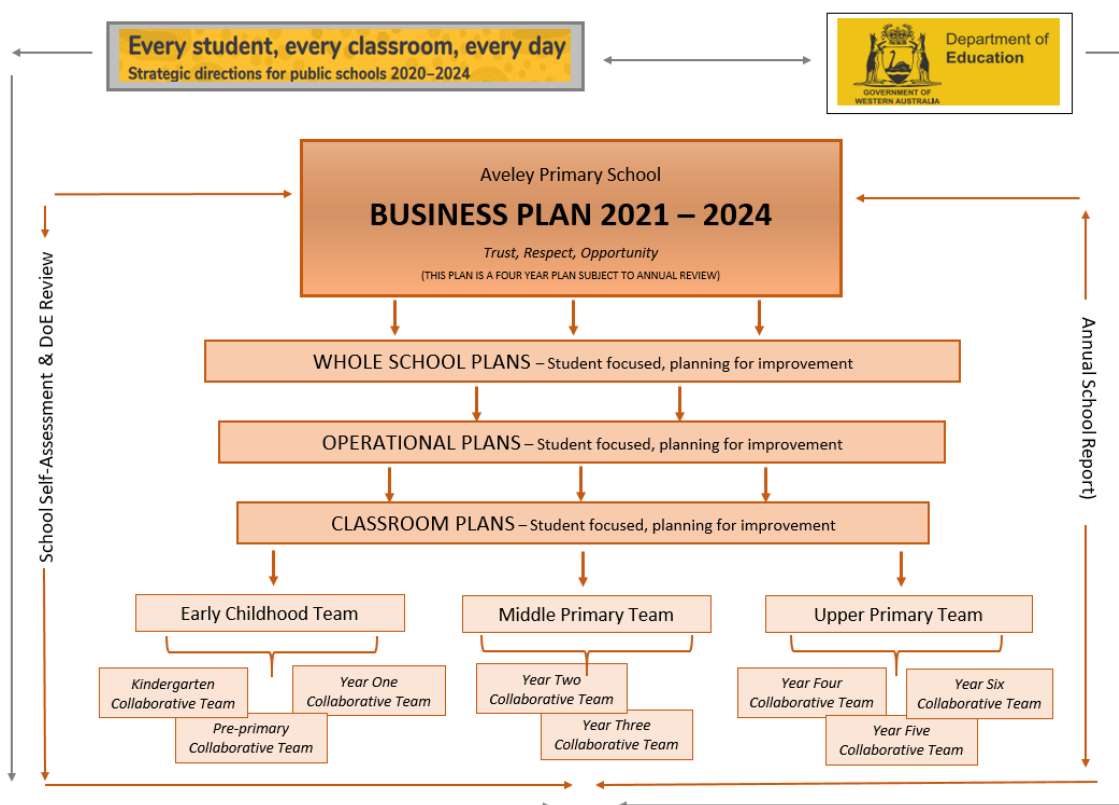
In line with our *Statement of Expectations 2021- 2024\**, Aveley Primary School's Business Plan 2021 – 2024, is created in collaboration with Aveley Primary School staff and community (through our School Board).

Our Business Plan outlines long-term strategic planning put in place to achieve the school's student achievement and improvement targets. The Plan (a four year plan subject to annual review) is the overarching document which guides our school's planning and resourcing (budget).

Our school regularly undergoes a Department of Education *Public School Review* where members of our school community provide evidence based progress against the current Business Plan.

We look forward to working closely with our school community to work toward the planned outcomes outlined in this Business Plan.

\* *The **Statement of Expectation**, an agreement between the Department of Education and Aveley Primary School, makes clear and public the expectations and responsibilities of schools and the Department (of Education) in student achievement and progress.*



**Michelle Murray**  
PRINCIPAL

(Our school aspires to) ... unlock and fulfil the learning potential of every student in our school.  
*(Department of Education – Every student, every classroom, every day. Strategic directions for public school 2020 – 2024)*

## The Aveley Primary School Story



Aveley PS (APS), an Independent Primary School, is located approximately 26 km north east of the Perth 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 modern facilities for 180 students on 1 February 2012. As of February 2021, with student numbers beginning to level out after years of significant growth, our school accommodates approximately 700 students. Aveley Primary School caters for a diverse student population with a relatively stable student transiency rate.

Aveley Primary School has a committed and diverse team of teachers and support staff to ensure we provide every opportunity for all of our students to achieve their potential. Our school's vision of success for all students built on **Trust, Respect, Opportunity**, guides us to provide a challenging, innovative and supportive environment for all. We have excellent modern facilities and well maintained grounds. We are supported by our dedicated School Board and P&C Association.

Aveley Primary School ensures we have clear and purposeful links with the strategic direction of the Department of Education, and our whole school pedagogy and planning is guided by evidenced based programs and strategies.

Our priorities include;

- a focus on assisting students to live and work successfully in a connected world. We aim to provide every opportunity for students to be confident, involved learners and effective communicators where Information Communication Technology (ICT) is integrated into every day practice for all members of the school community.
- a strong and future oriented focus on Sustainability, supporting a clear message that actions to improve sustainability are both individual and collective endeavours.
- the use of evidence based best practices (pedagogy) to support every student's learning more effectively including a focus on seeing learning through the eyes of students, and encouraging and supporting students to be more actively involved in their own learning i.e. *visible learning*.

The future will demand of our students the ability and willingness to be lifelong learners. Our aim is to work closely with individual families and as a whole school community to prepare our students for a productive and successful future.

We are proud of the respectful, inclusive and happy learning environment we have provided and we look forward to continuing to build on this further with our next Business Plan.



## At Aveley Primary School, we believe

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### SUCCESSFUL STUDENTS...

- Aim to achieve their potential.
- Respect self & others – aim for their personal best, self-discipline, are 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 work standards and behaviour.
- Treat students with respect and expect the same in return.
- Personalise students' learning by effective monitoring and feedback to progress and challenge their next steps.
- Follow whole school approaches.

### 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 impactful 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 full potential.
- Support teachers learning & sharing of best practice.
- Provide opportunities for parents to become partners in their children's education.

*My teachers care about me and motivate me to learn and my school gives me opportunities to do interesting things and provide me with useful feedback about my school work.  
(Student: Community Survey)*





## Improvement Drivers

1. Teaching quality
2. Learning environment
3. Use of resources

4. Leadership
5. Relationships and partnerships
6. Student achievement and progress.

### Driver 1: Teaching Quality

<u>What we will do</u>	<u>What you will see</u>
<p><b>Ensure (whole school and classroom) planning aligns with current DoE strategic planning and the Western Australian Curriculum whilst observing whole school approaches</b></p>	<ul style="list-style-type: none"> <li>• An agreed whole school approach to how students learn and what effective teaching practice involves, inclusive of the APS Pedagogical Framework.</li> <li>• Encouragement and support for staff to engage in evidence-based professional learning and to build on their knowledge and processes, followed by opportunities to observe and implement effective practice.</li> <li>• Teachers receiving regular, informative feedback and opportunities for reflection via peer observation.</li> <li>• Staff know and implement whole school plans and priorities, actively working towards ensuring progress for every student.</li> </ul>
<p><b>Strengthen professional collaboration amongst all staff</b></p>	<ul style="list-style-type: none"> <li>• Staff collaborating to plan for, act on and assess student learning.</li> <li>• Staff attending and contributing to the effective development and implementation of whole school priorities at whole of staff, collaborative year level, learning area and committee meetings.</li> </ul>
<p><b>Embed the (Western) Australian Curriculum General Capabilities and Cross Curriculum Priorities into whole school plans.</b></p>	<ul style="list-style-type: none"> <li>• ICT and Sustainability plans being included in whole school plans and integrated across all learning areas.</li> <li>• The effective implementation of the BYOD program across the curriculum in Year Three – Six.</li> </ul>
<p><b>Articulate high expectations and standards of teacher performance based on AITSL Standards for Teachers</b></p>	<ul style="list-style-type: none"> <li>• Teachers actively using AITSL standards and evidence to reflect, evaluate and improve their practice, to meet the learning needs of all students</li> <li>• Performance management goals are reflective of improved teacher effectiveness</li> </ul>
<p><b>Develop analytical &amp; evaluative practices to diagnose the impact of teaching and plan for interventions</b></p>	<ul style="list-style-type: none"> <li>• Data collection used to inform planning for teachers and monitor progress and achievement for students.</li> <li>• Disciplined dialogue from the data collected guided by the questions                      What are we seeing here?                      Why are we seeing this?                      What, if anything, do we need to do about it?</li> </ul>

*Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society, and contributing to every aspect of their wellbeing.*

*Alice Springs (Mparntwe) - Education Declaration. (December 2019)*

## Driver 2: Learning Environment

<u>What we will do</u>	<u>What you will see</u>
<b>Provide a safe, orderly, caring and inclusive learning environment.</b>	<ul style="list-style-type: none"><li>• Behaviour expectations, that are clearly understood, modelled and explicitly taught by all school staff.</li><li>• Staff and students articulating and following classroom and playground behaviour expectations and processes.</li><li>• Staff being supported for consistency in the management of student behaviour.</li></ul>
<b>Address attendance and punctuality through explicit whole school strategies.</b>	<ul style="list-style-type: none"><li>• All staff following whole school approaches to the recording and follow up of student attendance, including lateness.</li><li>• Targeted communication with families to support regular attendance.</li></ul>
<b>Address student engagement &amp; wellbeing as well as social &amp; emotional needs.</b>	<ul style="list-style-type: none"><li>• A responsive and flexible approach being provided to support the successful engagement of all students, maximising all available learning time.</li><li>• Staff consistently using the common language from school wide programs.</li></ul>
<b>Identify students at educational risk and provide evidence based intervention/support strategies which are routinely monitored for improvement.</b>	<ul style="list-style-type: none"><li>• Personalised learning plans and associated teaching adjustments for students working either below or above year level expectations.</li><li>• Early assessment and support using a Response to Intervention model, delivered one to one or in small groups, using evidence-based interventions.</li></ul>
<b>Deliver student centred integrated planning, with a focus on the new work capabilities.</b>	<ul style="list-style-type: none"><li>• Teachers working collaboratively with students to identify student interests to guide integrated planning at a cohort level.</li><li>• Clear learning intentions and success criteria are articulated to students.</li></ul>





## Driver 3: Use of Resources

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<u>What we will do</u>	<u>What you will see</u>
Ensure a clear link between school budgeting & the raising of student progress and achievement..	<ul style="list-style-type: none"> <li>Annual Operation Plans informing financial planning and budget allocations.</li> </ul>
Use evidence based decisions to ensure funding of specific school programs & interventions are utilised.	<ul style="list-style-type: none"> <li>Comprehensive data analysis informing targeted plans to raise student progress and achievement.</li> <li>Evidence to support the funding of whole school programs &amp; interventions.</li> </ul>
Keep the School Board informed of the school's financial management processes & their impact on strategic planning & student progress and achievement.	<ul style="list-style-type: none"> <li>Regular board meetings, where minutes are shared on the school website.</li> </ul>



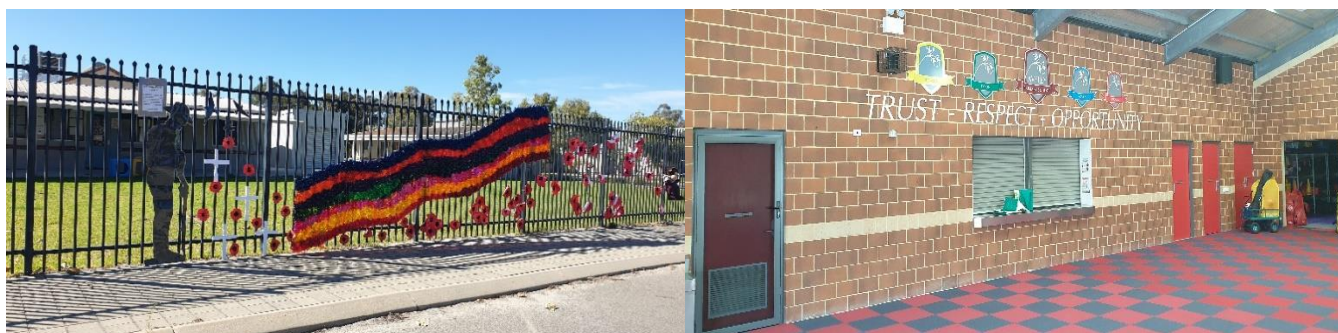
## Driver 4: Leadership

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<u>What we will do</u>	<u>What you will see</u>
Build the leadership capability of staff.	<ul style="list-style-type: none"> <li>Staff capability developed through instructional leadership and growth coaching.</li> <li>Opportunities for distributed leadership.</li> <li>All staff participating in an annual performance management cycle, including the provision of effective feedback.</li> </ul>
Ensure school leadership creates enabling conditions to maximise outcomes for students.	<ul style="list-style-type: none"> <li>Leaders driving a common pedagogical approach as a means to achieve consistency in curriculum content delivery.</li> </ul>
Ensure school leadership drive focuses on high expectations of individual student progress and achievement.	<ul style="list-style-type: none"> <li>Evidence of a shared understanding that all students can make progress.</li> </ul>
Ensure a school wide focus on improvement.	<ul style="list-style-type: none"> <li>A solutions-focused commitment from all staff to reflect and drive personal and school wide improvement.</li> <li>Targeted and published action, focusing on all aspects of school operations.</li> </ul>



## Driver 5: Relationships & Partnerships



### What we will do

### What you will see

Continue to move towards cultural responsiveness as guided by the DOE ACSF.

- Aboriginal and Torres Strait Islander perspectives incorporated into whole school planning.
- Cultural celebrations being embraced by our school community, including Harmony Day & NAIDOC Week.
- An uptake of opportunities provided by community organisations to promote cultural responsiveness. eg: Deadly Sistaz and PALS Grant.

A close working relationship with ESC & ASC to strengthen transition for outgoing APS students.

- Partnerships maintained with secondary schools through the facilitation of academic outreach programs.
- Student achievement data shared to assist with student transition.
- Opportunity for secondary student work placements.

Embed a high care culture for staff throughout the school.

- All new staff being provided with a thorough induction process.
- Opportunities for staff to access appropriate services to promote health and wellbeing as indicated in the *Staff Wellbeing Strategic Plan*.

Build respectful and trusting relationships in every classroom.

- All relationships demonstrate reciprocal trust and respect.
- Exchanges between all members of the school community being constructive and purposeful.
- All staff incorporating the use of Restorative Practice to maintain relational trust.

Continue to strengthen the relationship between school staff & parents to create shared understandings of student progress.

- Opportunities (workshops) to educate parents.
- Timely communication with parents in regard to student progress.
- Opportunities for parents/caregivers to share important information about students with school staff.

Communicate professionally & regularly to inform our parents & school community.

- Regular use of online communication modes in line with the *Marketing and Communication Guidelines*.
- Communication, using a format accessible to all families.

## Driver 6: Student Achievement & Progress

<u>What we will do</u>	<u>What you will see</u>
Engage in regular moderation process/opportunities to inform consistent assessment and reporting.	<ul style="list-style-type: none"> <li>All teachers participating in moderation across all learning areas, to align student achievement and progress with grade allocations.</li> </ul>
Include improvement targets in school strategic, operational & classroom plans	<ul style="list-style-type: none"> <li>In line the whole school data collection schedule, teachers recording, monitoring and planning for student improvement to meet improvement targets.</li> </ul>
Establish a student assessment database for the school to assist in longitudinal, individual & cohort tracking.	<ul style="list-style-type: none"> <li>Teachers use the school assessment database for individual and cohort tracking to inform planning for students.</li> </ul>
Give timely and effective feedback to students.	<ul style="list-style-type: none"> <li>Students receiving specific and timely feedback to articulate “where they’re at”, “how they’re going” and “where to next”.</li> <li>Revisit Principles of Assessment.</li> <li>Staff support students to build self-efficacy.</li> </ul>

*At our school I feel the teachers are all here for the right reasons, they are here for the children. Good teachers, nice classrooms, offers a variety of other learning areas not just academic. (Parent: Community Survey)*



Harmony Day Celebrations



### 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).
- 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.
- The national School Opinion Survey results are positive for Students, parents and Staff (mean scores of at least four out of five for each).

*Refer to Whole School Operational Plans for explicit targets.*



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## School Self-Assessment

### *The Sky, The Land & The Water*

*This beautiful reconciliation mural, completed by Year Five students in collaboration with Aboriginal Artist, Jade Dolman, represents our local endangered sky, land and water animals. In the sky we see the Karak (Red-tailed Black Cockatoo), on the land we see the Woylie and in the water we see the Yakiny (Western Swamp Tortoise) all living together in peace.*

*(Artist: Jade Dolman – November, 2018)*



*I am pleased to advise that ACARA has identified Aveley Primary School as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN. On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. (David de Carvalho, Chief Executive Officer – acara) Australian Curriculum Reporting and Assessment Authority*

### **SCHOOL SELF-ASSESSMENT**

Our school will use the Department's *Electronic School Assessment Tool* to self-assess annually against the following six domains.

1. Teaching quality
2. Learning environment
3. Use of resources
4. Leadership
5. Relationships and partnerships
6. Student achievement and progress.

Our school regularly participates in a *Public School Review*. This process involves (external) validation of our school in relation to the domains stated above. This *Review* provides feedback to principals, their staff and the school community to help improve school performance.

## Glossary

ACARA	Australian Curriculum Reporting and Assessment Authority
ACSF	Aboriginal Cultural Standards Framework
AITSL	Australian Institute for Teaching and School Leadership
APS	Aveley Primary School
ASC	Aveley Secondary College
BYOD	Bring Your Own Device
CMS	Classroom Management Strategies
DoE	Department of Education
EALD	English as an Additional Language/Dialect
ESC	Ellenbrook Secondary College
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information & Communication Technology
IPS	Independent Public School
NAIDOC	National Aborigines and Islanders Day Observance Committee
PALS	Partnership, Acceptance, Learning, Sharing
NAPLAN	National Assessment Program, Literacy & Numeracy

*The Education Goals for Young Australians (Alice Springs (Mparntwe) - Education Declaration.  
(December 2019)*

*Goal 1: The Australian education system promotes excellence and equity  
Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community*

