



Business Plan 2019-21



Aspire to achieve together

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Our Context

Aspiri Primary School is a Western Australian Department of Education, Independent Public Primary School located in the southern suburban region of Piara Waters. The school initially catered for children entering Kindergarten and Pre-Primary in 2018 and then from 2019 onwards, all children from Kindergarten to Yr 6.

Our school is a modern, state-of-the-art facility including ICT infrastructure that ensures our students have the opportunity to use contemporary technology that will prepare them for the future. Our carefully selected staff work to achieve the very best a modern education can offer in this progressive age while reflecting the values and aspirations of our diverse community.

Our school is committed to positive relationships, and we are motivated to pursue excellence. We work collaboratively in a vibrant, creative team and our staff are empowered to make decisions best suited to the interests of our students. Achieving excellence in customer service and community inclusiveness is an important feature of our school.

Moral Purpose

“To educate the mind and the soul of every child and every adult in our school community together”

This is reflected in our motto....

Motto

“Aspire to Achieve Together”





Our Vision

Aspiri Primary School will be a school built around a positive culture where great behaviour is expected and rewarded, great relationships are forged and nurtured, and engaged and positive students are achieving their individual best all of the time. Our school holds students at the centre of our focus and we will strive to nurture their self-esteem and resilience. We will teach our students to be respectful of themselves, others and our environment; to value their learning and how to make a positive contribution to the society in which they live at school and beyond.

Our Values

Our school community has developed a set of values based upon the acronym H.E.A.R.T and these values align to our vision for our school.

Honesty

Effort

Attitude

Respect

Team work.

Aspire to achieve together

Our Priorities		
Successful Students	Excellence in Teaching and Learning	Engaged Parents and Community
<p>We will:</p> <ul style="list-style-type: none"> • set high expectations for learning to challenge and engage our students, and identify high standards for all of our students to achieve. • deliver a curriculum that provides our students with a solid foundation in core knowledge, understandings, skills and values while being responsive to individual needs. • have structures and processes to identify, support and monitor the needs and performance of each individual student. • value and promote inclusivity and multiculturalism. 	<p>We will:</p> <ul style="list-style-type: none"> • develop an agreed understanding of the attributes of a quality educator and have a relentless focus on achieving this goal in every classroom. • demonstrate a commitment to a performance and development culture that prioritises lifelong learning for all staff. 	<p>We will:</p> <ul style="list-style-type: none"> • actively encourage and support parents to be involved in their children's learning. • foster a genuine collaborative relationship with the school community. • celebrate and promote student, family and community achievements.

Our three year Business Plan is supported by annual Operational Plans for Learning areas and programs which set out how the Business Plan will be progressed across any given year. Operational Plans are internal to the school and are developed in close consultation with school staff. Typically, they will incorporate:

- the school Business Plan priorities and improvement targets being addressed.
- specific strategies that will be employed.
- who is responsible for implementing the strategies.
- a timeframe for implementation.
- resources.

Planning will occur at the classroom level and directly impact on student achievement.

We will aim to prioritise our strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and the expectations of students, parents, community, stakeholders and Department of Education.

Reporting

Aspiri Primary School has a responsibility to report to its community on its performance and achievements. While we use a range of formal and informal means to communicate with our community, the Annual School Report provides the key mechanism for Aspiri Primary School to report formally to its community, the Director General and the general public. The Annual Report draws upon evidence from the annual assessment of our school's progress against our strategic priorities, objectives and targets identified in the Business and Operational plans. The Annual Report also allows schools to communicate changes in direction that have occurred through the Self Review and planning processes.

In addition, classroom teachers will complete a comprehensive individual semester report for students. Students will be encouraged to be active participants in assessment and reporting processes.

Parents will be engaged at all stages of a child's education with staff and the school actively seeking out and communicating with families and caregivers via formal and informal dialogue and meetings.



Successful Students – In our school you will see:

Achievement Targets –



By the end of Pre Primary, Year 1 and Year 2, 90% of students will achieve above progression points (1, 1.5 and 2 respectively)



100% of students can articulate their learning goals and describe what they need to do to meet them.



Across the three years of this plan, on average 90% of students will demonstrate outcomes in NAPLAN, and whole school reporting data above 'Like School' means.



APS will maintain a whole school average attendance rate of 92%.

Teaching

- Teachers who hold high expectations for all students and prioritise teaching strategies that support students to achieve high standards
- Teachers who are committed to and action strategies for early intervention where appropriate
- Strategies to support students at educational risk (SAER) through evidence driven and targeted early intervention as part of classroom practice
- Strategies to support student oral language development that use the EAL/D oral language progress maps and oral language teaching strategies
- A diverse and inclusive learning environment that supports and values the culture, values and beliefs of all students
- Engagement with STEM priorities to support flexible and innovative learning
- A connected approach to the early years that shows a flexible balance between child initiated learning and adult-led learning across K and PP in line with the Director General's statement on the Early Years and EYLF/NQS
- Strategies to increase emotional, social and physical wellbeing that build resilience and independence

Learning

- Every student with a targeted and tailored curriculum designed to meet their needs within a whole school approach for Literacy and Numeracy, and Early Childhood Education
- Students understanding what they need to do to move forward

Community

- A whole school plan to encourage and support high rates of attendance for every child
- A range of opportunities and information that encourages active and informed parents/caregivers with knowledge about their child's educative experience



Excellence in Teaching and Learning – In our school you will see:

Achievement Targets –



100% of new staff participate in the relevant induction processes.



All teaching staff trained and participating in data identification, collection and analysis at 4-6 weekly intervals (DARTS).



All staff can identify their new learning and growth.



100% of staff will engage in Performance Management processes aligned to their professional requirements and school planning.



Outcomes from tri annual Staff Surveys will indicate a 90% satisfaction rate across all areas surveyed.

- A whole school definition and understanding of 'Excellence in Teaching and Learning' in the form of a pedagogical framework based on evidence, research and centrally mandated strategies

- Evidenced based instructional pedagogies including explicit teaching practices which will promote quality learning outcomes

- An Early Childhood Education Policy informed by the NQS, EYLF, Kindergarten Guidelines and WA Curriculum

- A shared understanding of early years pedagogies and their application across K-2 based on the Director Generals ECE statement, EYLF, NQF, relevant curriculums, student data and current evidence-based research

- A definition and common understanding that identifies the attributes and actions of high quality support staff

- A plan for and access to high quality professional learning that builds on the capacity of all staff (leadership, teaching and support staff) and is sequential, timely and focused

- Weekly Communities of Practice (COP) meetings with the purpose of reviewing data, reflecting on and evaluating the impact of teaching strategies, sharing and discussing research and participating in professional learning targeted to the needs of each teaching team

- Strategies to build a middle tier of teacher leaders by developing a process for selection, role statements, professional learning and mentoring/coaching, and action plans detailing how they will contribute to the school direction

- A quality Workforce Planning for school growth

- A quality Performance Management process that includes the collection of evidence relating to the demonstration of whole school approaches and AITSL standards, and the use of classroom observation (leadership team and peer to peer), student outcome data and the schools definition of Excellence in Teaching and Learning or High Quality Support Staff.



Engaged Parents and Community – In our school you will see:

Achievement Targets –



Tri annual parent surveys will indicate an overall satisfaction rate of 80% or better.



From 2019, 100% of School Board members will participate in School Board training.



100% of P & C Association Committee members will participate in WACSO training.



30% or more families will participate in parent / teacher and classroom events as evidenced by anecdotal teacher and/or school records.



95% of parents/caregivers are connected to their child's Seesaw account.



A minimum of 5 parent workshops offered run each year to support parent engagement in the educative process.



- Parents/caregivers who are informed about 'happenings' in the school through the newsletter, website, Facebook/social media, and email

- Parents/caregivers who are informed about the learning process and daily classroom activities by weekly posts on Seesaw

- Quality parent / community communication through assessment and reporting processes

- An established Parents and Community Association that is contributing to projects that engage the community, raise the profile of the school and raise funds for the students

- Opportunities for parent/community participation through PIP (Parents in Partnership), classroom volunteers, classroom helps etc

- A range of parent information sessions to raise awareness of how parents can support their child's education in the areas of readiness, literacy, numeracy and ICT

- Parent and community participation in whole school events, such as the book parade, ANZAC day, family fun day and Grandparents Day

- An effective school board that is informed and active in the governance of the school

- A school board that conducts a bi annual review with an overall rating that indicates positive performance

- Positive community relationships established by a friendly and helpful environment in the administration office that provides effective and timely communication and accurate records.