WATTLE GROVE
PRIMARY SCHOOL

Business Plan 2015-2017
About Wattle Grove
Welcome to WATTLE GROVE PRIMARY SCHOOL… providing quality education since 1915.

Wattle Grove Primary School has been educating girls and boys for more than 100 years. It has grown from a small country-like school, first established in a hall in 1915, to become a significant and modern, state of the art primary school for more than six hundred wonderful children.

As an Independent Public School since 2012, the Wattle Grove School Board works with the Principal to set and monitor the key directions of the school and to make a positive contribution to the continued development of the school. The Board includes representatives from the parent and staff bodies, the Parents & Citizens Association (P&C) and the community. A proactive P&C continues to support the school with numerous fundraising campaigns each year to assist in the provision of resources and equipment for the school. This partnership with the community provides a strong support base upon which the school has thrived for over 100 years.

Whilst new facilities provide for many opportunities, it is the school’s learning and teaching culture of ‘Excellence’ and its strong sense of community that drives the school’s vision.

The foundation of the school culture is the “Wattle Grove Way”. A culture of high standards has been established over time with a commitment to encouraging personal best and providing quality education for children in a safe and supportive learning environment. The school has an established reputation as a school of choice and, in 2014, was awarded the W.A. Primary School of the Year in the Western Australian Education Awards for its strong delivery of quality learning, teaching and student performance.

As an Independent Public School, our challenge is to continue to target key areas to further develop our students as successful, motivated learners who strive to achieve standards of personal best in a wonderful learning environment. We are confident that our focus on the development of each individual child and their learning can be achieved with the support of a strong partnership between the school and the school community. Together, as a community, we are building the learning foundations and futures of our children, just as our predecessors have done for more than 100 years.

OUR VISION/PURPOSE
At Wattle Grove Primary School, we strive to provide quality education for children in a safe and caring learning environment encouraging the achievement of personal best.

OUR VALUES
Learning, Excellence, Equity, Care

Learning:
We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

Excellence:
We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity:
We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create learning environments that are free of discrimination, abuse and exploitation.

Care:
We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.
KEY OBJECTIVES

At Wattle Grove Primary School we strive to:

- establish ambitious targets and set high expectations, academic and non-academic, for our students.
- engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations.
- deliver high quality learning and teaching programs with pedagogical practices aligned to the Curriculum Framework’s learning, teaching and assessment principles.
- expand the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
- establish a learning environment that is safe, caring and inclusive.
- target resources through school improvement planning, to maximise student achievement.
- build strong internal and external relationships including positive interactions between the school and its immediate and wider community.

Strong self assessment processes are a fundamental part of Wattle Grove Primary School’s planning and improvement cycle with a well coordinated, consistent and collaborative approach being maintained. All teachers participate in the collection, analysis and ongoing review of school data and contribute to planning for improvement processes – both academic and non-academic. Targets for attainment are set for each year level in key focus areas. A key part of that data analysis is the use of the National Assessment Program for Literacy and Numeracy (NAPLAN) which provides information on student performance in Year 3 and Year 5 in reading, writing, spelling, grammar and punctuation and mathematics.

Learning and teaching reflective reviews and curriculum reviews are also conducted with staff as part of self assessment processes. Community, Staff and Student Surveys are conducted on a cyclical basis to provide feedback to the school. All staff contribute to the School Self Assessment and Effectiveness procedures established within the school.

OUR BELIEFS ABOUT LEARNING

We believe children learn best when:

- The student has learning experiences that are purposeful and meaningful.
- The student feels safe, valued, encouraged and supported in a caring environment.
- The student is motivated and challenged.
- The student clearly understands the expected learning outcome.
- The student understands the assessment process.
- The student engages fully in meaningful real world tasks.
- The student is encouraged and supported in appropriate risk taking.
- The student is able to demonstrate and apply relevant social skills.
- The student is able to reflect and set realistic goals for personal achievement.

OUR SELF ASSESSMENT

All teachers ... contribute to planning for improvement processes – both academic and non academic.
LITERACY

Since 2012, the Index of Community Socio-Educational Advantage (ICSEA) for the school has risen from 1012 to 1060 in 2015. This has had a significant impact on comparative data results for Literacy and Numeracy over this period of time.

In 2014, individual test scores in NAPLAN indicated that the school had more Year 3, Year 5, and Year 7 students performing in the top 20% than like schools in all domains except Year 3 grammar and punctuation. On a comparative performance basis, Year 3 in 2014 was as expected in all domains, although there has been a downward trend since 2012.

Similarly, Year 5 was as expected in all domains and Year 7 being above expectation in all domains and trending upwards since 2012, except for grammar and punctuation, which was very close to being in this category.

NUMERACY

Longitudinally, the Year 3, 5 and 7 average numeracy score is consistently above like schools, although Year 3 and 5 scores have dipped since 2012 with a significant increase in the school’s Index of Community Socio-Educational Advantage (ICSEA) since 2013. Year 7 scores have been trending upwards since a dip in 2012 with 2014 scores being well above like schools.

Individual test scores for Mathematics in 2014 indicated the school had more Year 3 students performing in the top 20% than like schools, more Year 5 students performing in the top 20% than like schools (consistent since 2012) and more Year 7 students performing in the top 20% and fewer in the bottom 20% than like schools in Mathematics (consistent since 2012).

From 2012–2014, Years 3-5 and Years 5–7 students have made higher progress/higher achievement than like schools in all literacy domains, however, Years 3-5 have made lower progress/higher achievement than like schools in all literacy domains.

SCIENCE

In 2014, teachers continued to implement Primary Connections and the 5E Model of Inquiry within their science program. Sustainability also received considerable focus in 2014. A Sustainability Committee was established to oversee the development of teaching strategies to raise student understanding and knowledge in this area. In previous years, based on Western Australian Monitoring Standards in Education (WAMSE) in Science, the school’s level of performance was above expectations for Years 5 and 7, however, in 2014, this assessment tool was cancelled by the Department of Education and, therefore, no comparative data was able to be collected.

Year 5 and 7 reading scores have been above like schools, with Year 3 just below like schools for the past two years. Year 7 scores have been well above like schools since 2012. Years 3, 5 and 7 performed above like schools in writing, however there has been a downward trend in Year 5 since 2012.

In spelling, Year 3 and Year 5 were at like-school levels in 2014, with Year 7 above, whilst the grammar and punctuation results show Years 3, 5 and 7 being above like schools since 2010.

Teacher judgements were consistent with other data in all domains and relative NAPLAN achievement was equal to performance in Year 3, and above expectations in Years 5 and 7 when compared to like schools.

From 2012–2014, Years 5–7 have made higher progress/higher achievement than like schools in all literacy domains, however, Years 3-5 have made lower progress/higher achievement than like schools in all literacy domains.
1. Excellence in Learning

Wattle Grove will provide quality education by inspiring our students to strive for personal best with a passion for learning that goes beyond the school boundaries.

1.1 LITERACY
ACHIEVEMENT TARGETS
NAPLAN
1. Continue to achieve scores equivalent to or higher than statistically similar schools in all year level NAPLAN literacy assessments from 2015-2017.
2. All students in Year 3 to achieve Band 2 or above in NAPLAN reading.
3. Improve the achievement of the stable cohort in NAPLAN writing, by value adding two bands from Year 3 to Year 5.
4. Increase the percentage of Year 3 and Year 5 students achieving writing scores in the higher proficiency bands to equivalent or higher than statistically similar schools.
5. All Year 3 and Year 5 students to achieve above the National Minimum Standard in Grammar and Punctuation NAPLAN testing.
6. Improve the achievement of the stable cohort in all areas of Literacy by value adding two bands from Year 3 to Year 5 with a minimum achievement of Band 4.
7. Continue to achieve a higher percentage of students in the top 20% than like schools in all areas of literacy.
8. Continue to align teacher judgements in English on student summative reports to reflect data more accurately than like schools in all areas of literacy.
9. All stable cohort Pre-Primary students to achieve 0.5 or greater at On Entry level in Numeracy, to achieve 0.5 or greater at On Entry level in Numeracy.

MAJOR STRATEGIES

- Utilise information about whole school, sub group and individual student performance in Numeracy to set improvement targets, monitor progress, provide ongoing feedback and inform whole school planning, learning, teaching and leadership strategies.
- Continue to implement the Australian Curriculum, First Steps Numeracy Strategies and DoE and SCSA resources.
- Maintain whole school numeracy strategies as articulated in the Numeracy Operational Plan and Whole School Numeracy Plan.
- Implement problem solving based instructional program in mathematics across Years 1-6.
- Implement the Bar Method as a problem solving strategy in Years 2 to 6.
- Full implementation of a daily integrated numeracy block across K-6 for 60-90 minutes incorporating:
  - Warm up Session around basic facts, using drills, chants, flash cards, etc.
  - Explicit Instruction using the Gradual Release Model of “I do, We do, You do”
  - Team rotation activities to consolidate concepts and skills.
  - Applying conceptual skills and understandings to problem solving scenarios, a minimum of twice weekly.
- Continue to implement Gifted and Talented programs across the school.
- English support documents to be reviewed to ensure continuity of application.
- Maintain whole school numeracy strategies as articulated in the Numeracy Operational Plan and Whole School Numeracy Plan.
- Implement the National Quality Standards for Early Childhood.
- Continue to implement the use of the Australian Curriculum.

1.2 NUMERACY
ACHIEVEMENT TARGETS
NAPLAN
1. Continue to achieve scores equivalent to or higher than statistically similar schools in all year levels in Numeracy assessment from 2015-2017.
2. Arrest the decline of Year 3 and Year 5 Numeracy results and reverse the trend by 2017.
3. Improve the achievement of stable cohort in NAPLAN Numeracy by value adding 2 bands from Year 3 to Year 5 with a minimum achievement of Band 4, to achieve a higher percentage of students in the top 20% than like schools in Numeracy.
4. All Year 3 and 5 students to achieve above the National Minimum standard in Numeracy.
5. All stable cohort Pre-Primary students to achieve 0.5 or greater at On Entry testing in all Numeracy aspects in Term 1.

MAJOR STRATEGIES

- Utilise information about whole school, sub group and individual student performance in Numeracy to set improvement targets, monitor progress, provide ongoing feedback and inform whole school planning, learning, teaching and leadership strategies.
- Continue to implement the Australian Curriculum, First Steps Numeracy Strategies and DoE and SCSA resources.
- Maintain whole school numeracy strategies as articulated in the Numeracy Operational Plan and Whole School Numeracy Plan.
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- English support documents to be reviewed to ensure continuity of application.
- Maintain whole school numeracy strategies as articulated in the Numeracy Operational Plan and Whole School Numeracy Plan.
- Implement the National Quality Standards for Early Childhood.
- Continue to implement the use of the Australian Curriculum.

1.3 MUSIC
ACHIEVEMENT TARGETS
Year 1-6
1. Continue to achieve scores equivalent to or higher than statistically similar schools in all year levels in Music assessment from 2015-2017.
2. Increase the engagement of students across Years 1-6 in music learning.
3. Increase the number of students who participate in music classes.
4. Increase the number of students who participate in music performances.

MAJOR STRATEGIES

- Continue to implement the Australian Curriculum, First Steps Numeracy Strategies and DoE and SCSA resources.
- Maintain whole school numeracy strategies as articulated in the Numeracy Operational Plan and Whole School Numeracy Plan.
- Implement problem solving based instructional program in mathematics across Years 1-6.
- Implement the Bar Method as a problem solving strategy in Years 2 to 6.
- Full implementation of a daily integrated numeracy block across K-6 for 60-90 minutes incorporating:
  - Warm up Session around basic facts, using drills, chants, flash cards, etc.
  - Explicit Instruction using the Gradual Release Model of “I do, We do, You do”
  - Team rotation activities to consolidate concepts and skills.
  - Applying conceptual skills and understandings to problem solving scenarios, a minimum of twice weekly.
- Continue to implement Gifted and Talented programs across the school.
- English support documents to be reviewed to ensure continuity of application.
- Maintain whole school numeracy strategies as articulated in the Numeracy Operational Plan and Whole School Numeracy Plan.
- Implement the National Quality Standards for Early Childhood.
- Continue to implement the use of the Australian Curriculum.
1.3 SCIENCE ACHIEVEMENT TARGETS
1. All students (K-6) to achieve a minimum grade of ‘C’ in Science.
2. Increase the percentage of students achieving an ‘A’ grade to 20% for all year levels (K-6)
3. Improve the knowledge and understanding of sustainability in students

MAJOR STRATEGIES
- Continue to use the Australian Curriculum and DoE resources to plan, teach and evaluate student achievement in Science.
- Implement K-6 Science inquiry skills continuum based on the Australian Curriculum Science Standards.
- Utilise the K-6 Science Learning and Teaching Resources (DoE and SCSA) to explicitly teach science skills and knowledge.
- Continue to develop and implement strategies to reduce power consumption and waste i.e. paper recycling, ‘Power Rangers’, no-waste lunch days, worm farms.
- Integrate science conceptual understandings across Literacy and Numeracy instruction.
- Maintain whole school science strategies as articulated in the Science Operational Plan.
- Continue to implement Primary Connections across the school.
- Strengthen the explicit teaching (K-6) of science processes using the 5E model of inquiry.
- Utilise common assessment tasks in accordance with the whole school Science Operational Plan (K-6)
- Participate in a range of science challenges and external competitions.

1.4 CROSS CURRICULAE ACHIEVEMENT TARGETS/MILESTONES
1. All students in Years 1-6 to achieve a minimum grade of ‘C’ in History.
2. 20% of all students in Years 1-6 to achieve a grade of ‘A’ in History.
3. All students to set and review personal learning goals to increase responsibility for their own learning and achievement

MAJOR STRATEGIES
- Continue to use the Australian Curriculum and DoE resources to plan, teach and evaluate student achievement in History.
- Utilise the K-6 History Learning and Teaching Resources (DoE and SCSA) to explicitly teach science skills and knowledge.
- Promote a culture of personal excellence by developing opportunities to highlight and celebrate students’ achievements through awards and announcements in newsletters and at assemblies.
- Promote and monitor participation and success of students in academic, sporting, arts and cultural activities at local, state and national levels through newsletters and assemblies.
- Continue to provide opportunities for students to develop leadership skills and qualities eg. Collaborative Learning Team Roles, Student Councillors, Student Representatives, Sports Leaders.
- Continue to provide information to parents on how they can support their child with their learning through Parent Information Meetings, Brochures, Newsletter Articles etc.
- Continue to implement the gifted and talented programme across the school.

2. Excellence in Teaching

Wattle Grove provides an environment which supports and provides staff with a comprehensive range of opportunities to further develop professional knowledge and teaching excellence.

2.1 LITERACY/NUMERACY MILESTONES
1. All teachers continue to demonstrate increased knowledge and understanding of the Australian Curriculum in English and Mathematics.
2. All teachers consistently use whole school literacy/numeracy strategies as articulated in the Operational School Plan.
3. All teachers consistently use the whole school Literacy/ Numeracy Standards to monitor student progress and achievement.
4. Teacher judgements are consistent and align with NAPLAN results.
5. All teachers to implement Vocabulary Connectives Openers Punctuation (VCOP) program in Literacy.
6. Literacy and Numeracy data is analysed and documented annually by all teachers to inform teaching practice and programs.
7. All teachers to implement increased focus on phonemic awareness, phonics, fluency, vocabulary and comprehension.

MAJOR STRATEGIES
- Extensive professional learning programme to be implemented for teachers on the Australian Curriculum
- All teachers will contribute to the writing of the Operational Strategic Plans in key learning areas.
- All teachers will develop Year Level Classroom Plans to directly link to the School Strategic Plans.
2.2 CROSS CURRICULA

MILESTONES

1. All teachers consistently use Collaborative Learning Teams as a shared student leadership model within their class/teaching practice in accordance with the whole school Scope and Sequence.
2. All teachers to participate in peer classroom observations.
3. All teachers demonstrate increased knowledge and understanding of the Australian Curriculum in History, Geography, Science, Technologies and General Capabilities.
4. All teachers utilise Information and Communication Technologies (ICT) consistently in their daily teaching practice.
5. National Quality Standards are fully implemented in Kindergarten to Year 2 classes.
6. Learning Area data is analysed and documented annually by all teachers to inform teaching practice and programs.

MAJOR STRATEGIES

- Teachers embed the school’s Beliefs About Learning in classroom practice.
- Whole school approach to class organisation and teaching students leadership and teamwork skills through Collaborative Learning Teams/Collaborative Learning Teams/Class Meetings.
- Continue to provide a range of professional learning opportunities for staff in line with school focus areas through in school, network and external providers.
- Learning Area Committees to review data analysis and develop strategies for improvement.
- Audit knowledge and expertise of staff to develop a professional learning model for coaching and the development of further leadership opportunities.
- Professional learning on the implementation of National Quality Standards K-2.
- Highlight and celebrate staff achievements through awards, newsletters, assemblies and feedback in Performance Management.
- Teachers utilise the Australian Institute for Teaching and School Leadership (AITSL) Standards to reflect, set goals and ensure accountability for improvement.
- Provide opportunities for teachers to visit classrooms for peer observation to target areas for improvement.

3. Safe and Supportive Environment

At Wattle Grove Primary School, we pride ourselves on providing a safe and caring learning environment for students and staff, underpinned by a values rich learning culture that supports quality learning and positive behaviours.

3.1 MILESTONES

1. School Values are demonstrated by all and embedded in the School Community.
2. Resilience Program is established for identified students to develop emotional regulation skills.
3. School community, staff and student survey data reflects 90% of all responses are satisfied with the school.
4. All Year 5 and 6 students actively participate in the Darling Range Learning Community Citizenship Award.
5. Increase regular attendance to 95% or more.
6. Reduce moderate attendance from 3% to 2%.
7. Increase the awareness of the safe use of social media by students.

MAJOR STRATEGIES

- Continue implementing the Values Action Plan across the school.
- School Values are promoted across the school at Assemblies, in School Newsletters, at meetings etc.
- Explicit teaching of Values within the class learning programme.
- A whole school focus on the school’s motto “Give to Receive”.
- Parent, student and staff surveys are conducted and analysed annually on a cyclical basis.
- Feedback from parents, students and staff is sought throughout the year.
- All Year 5 and 6 students develop Citizenship Portfolios to demonstrate their development of participation, excellence and leadership in the school and community.
- Continue implementation of Acknowledgement Slips for staff, students and parents to acknowledge successes and contributions made to improve the school.
- Continue to implement the School Board Awards for Outstanding Staff and School Volunteers.
- Maintain the School Chaplaincy programme.
- Resilience strategies (Bounce Back) explicitly taught to identified students.
- Implement whole school Attendance Plan and strategies.
- Explicitly teach students safe use of social media.
- Provide parents with information in relation to the safe use of social media.
Our School Song

Wattle Grove is our school, we’re like a family,
Where kids from many countries, are happy as can be
We work and play together and help each other too,
We’re glad you could come here today
It’s lovely seeing you.

Love and kindness live here, we try to do our best,
The things that we all try to do,
Are written on our crest.
Giving and receiving and helping every day,
Our creed is what we live by, in thought and work and play.

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