WATTLE GROVE
PRIMARY SCHOOL

Business Plan 2012-2014
Independent Public School
Our Vision and 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 we all have the capacity to learn.

Excellence:
We have high expectations of our students and staff. 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.
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 non-threatening 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
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 data analysis is the use of the National Assessment Program for Literacy and Numeracy (NAPLAN) which provides information on student performance in Years 3, 5 and 7 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 Review procedures established within the school.
Literacy
Since 2008, Year 3 performance has shown significant improvement in all aspects of literacy achieving results above the Australian Schools Mean and statistically similar schools. In 2011, whilst Year 3 performance continued to be strong, a decline was evident in Year 3 Reading and Spelling. Student performance in the high proficiency bands has been strong over the past two years with Year 3 students achieving a significantly higher percentage than like schools.

In 2011, considerable value adding was recorded by the Year 5 student cohort in all aspects of literacy since 2008 as Year 3 students. Year 5 students have consistently achieved above statistically similar schools in literacy since 2008. A decline in Year 5 reading, writing and punctuation/grammar in 2010 was arrested in 2011 with a significantly higher percentage of students achieving in the upper proficiency bands.

Science
In 2010, although the majority of Year 5 students performed below the State Mean and WAMSE Standard in Science, there was a significant improvement in 2011 with 76% achieving above the test standard.

In the 2009-2011 WAMSE Science data, Year 7 students have continuously performed above the State Mean. Significant progress has also been recorded by students since 2009 in Year 5 to 2011 as Year 7 students.

Numeracy
Following significant improvement in Year 3 Numeracy performance in 2010, there was a decline in 2011 performance with achievement slightly below the Australian Schools Mean, but still above the performance of statistically similar schools.

Performance in Year 5 Numeracy has been strong since 2009 with achievement above the Australian Schools Mean and like schools. Considerable value adding has occurred in numeracy achievement since 2009 as Year 3 students to 2011 as Year 5 students. A high percentage of students have continued to achieve in the higher proficiency bands over the past two years.

Year 7 student performance in numeracy continued to be strong in 2010 and 2011 with students achieving above the Australian Schools Mean and the performance of statistically similar schools. Student progress, from 2009, as Year 5 students to Year 7 in 2011, was also very strong in numeracy.
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.

LITERACY

Achievement Targets

**NAPLAN**

1. Continue to achieve scores equivalent to or higher than statistically similar schools in all year level literacy assessments from 2012-2014.
2. Achieve results above the Australian Schools Mean in the majority of aspects of Literacy at all year levels from 2012-2014.
3. Align teacher judgements in English on student summative reports to reflect data more accurately in 2012-2014.
4. Continue to increase the percentage of Year 3, 5 and 7 students achieving Writing scores in the higher proficiency bands to equivalent or higher than statistically similar schools.
5. Arrest the decline in Year 3 Literacy by 2012 and reverse the trend by 2013.

**NUMERACY**

Achievement Targets

**NAPLAN**

1. Continue to achieve scores equivalent to or higher than statistically similar schools in all year level numeracy assessments from 2012-2014.
2. Achieve results above the Australian Schools Mean in Numeracy at all year levels from 2012-2014.
3. Align teacher judgements on student summative reports to reflect data more accurately.
4. Arrest the decline in Year 3 Numeracy and reverse the trend by 2013.
5. Reduce the percentage of Year 3(2011) students achieving numeracy scores in the lower proficiency bands as Year 5 students in 2013.

**Major Strategies**

- Utilise information about whole school, sub-group and individual student performance in literacy to set improvement targets, monitor progress, provide ongoing feedback and inform whole school planning, learning, teaching and leadership strategies.
- Continue to implement the use of the Australian Curriculum, DoE and First Steps literacy strategies and resources.
- Utilise the Department’s K/Online Literacy and Numeracy Learning and Teaching Resources to support literacy skills and knowledge with a focus on the essential skills assessed in NAPLAN.
- Align by staff of school based Literacy Standards with the Australian Curriculum English Achievement Standards.
- Maintain whole school literacy strategies as articulated in the Literacy Operational Plan and whole school Literacy Plan.
- Continue to use the school based Literacy Standards as a monitoring tool.
- Full implementation K-7 of daily Integrated Literacy Block of 60-90 minutes incorporating explicit instruction in guided reading, phonics, comprehension, spelling, grammar, punctuation and writing.
- Strengthen the teaching of oral language skills K-7 as part of explicit literacy instruction.
- Continue the explicit teaching of literacy in the early years in line with Pre Primary On Entry Data analysis.
- Conduct Early Years Parent Forums to provide parents of 0-4 children with information on early literacy strategies that can be implemented at home.
- Implement case-management or individual education plans for students at risk of falling below national minimum standards and for those in the higher proficiency bands.
- Utilise effective in school and cross school moderation processes to ensure consistency of teacher judgements and appropriateness of teaching and learning programs in English.
- Continue to review instructional practices to improve children’s literacy development and learning.
- Continue to implement Talented and Gifted programme across the school.

SCIENCE

Achievement Targets

1. Increase the percentage of Year 5 students achieving above the Science State Mean and the Western Australian Monitoring Standards in Education (WAMSE) Standard to 80% in 2012 – 2014.
2. Increase the percentage of Year 5 and Year 7 students achieving in the top 20% in Science.

**Major Strategies**

- Continue to implement the use of the Australian Curriculum – Science and DoE strategies and resources.
- Develop Science skills continuum based on Australian Curriculum Science Standards.
- Utilise the Department’s KS/Science Learning and Teaching Resources to explicitly teach science skills and knowledge.
- Maintain whole school science strategies as articulated in the Science Operational Plan.
- Continue to embed whole school approach to Science using Primary Connections.
- Strengthen the explicit teaching (K-7) of science processes using the 5E Model of Inquiry.
- Participate in a range of science challenges and external competitions eg Solar Powered Boats.
- Implement and monitor the effectiveness of specific evidence-based strategies to improve science standards.

CROSS CURRICULA

Achievement Targets/Milestones

1. Increase the percentage of Year 5 students achieving above the Society and Environment State Mean and WAMSE Standard to 80% in 2012-2014.
2. All students to set and review personal learning goals to increase responsibility for their own learning and achievement.

**Major Strategies**

- 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 to further develop their knowledge of how they support their child with their learning through Parent Information Meetings, Brochures, Newsletter Articles etc.
- Continue to implement talented and gifted 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 demonstrate increased knowledge and understanding of the Australian Curriculum (end of 2013).
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. Literacy and Numeracy data is analysed and documented annually by all teachers to inform teaching practice and programs.

Major Strategies

- Extensive professional learning programme to be implemented for teachers on the Australian Curriculum both within the school and the Darling Range Learning Community Network.
- 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.
- All teachers will implement whole school approaches to the teaching of literacy and numeracy as articulated in the School Strategic Plans.
- Professional learning and in-class modelling by key teachers of whole school literacy/numeracy strategies to be provided to teachers to ensure a consistent and cohesive approach to teaching.
- In school moderation provided for within whole school timetable. Cross school moderation provided for on School Development Days at least once per year.
- Implementation of a whole school approach of the Gradual Release Model to teaching – “I do, We do, You do”.
- Implementation of a whole school approach to explicit teaching and instructional strategies (Kagan) that promote deep learning, engagement and enrichment to student learning.
- Teachers collaborate/moderate every three weeks to strengthen teacher consistency and knowledge.
- All teachers collaboratively analyse and review English and Mathematics learning area data throughout the year to develop strategies for improvement and to inform planning.
- Continue to differentiate the curriculum according to student needs and provide individual plans for students at risk in literacy and numeracy.
- Continue to implement pilot study of Primary Academic Classes and to develop action research in association with secondary schools and universities.

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. Yearly Action Plans to be developed for each Learning Area based upon data analysis and statements for improvement from previous year.
3. All teaching staff to participate in 1 day Kagan professional learning by the end of 2013.
4. Key teaching staff to participate in John Fleming Explicit Teaching Model professional learning by the end of 2012.

5. All teachers utilize Information and Communication Technologies (ICT) consistently in their daily teaching practice.
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/Class Meetings.
- Continue to monitor whole-school approaches to support teachers in developing key teaching strategies.
- 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.
- Implementation of a whole school approach to explicit teaching and the Gradual Release Model to teaching – “I do, We do, You do”.
- Development and Implementation of a whole school Scope and Sequence to explicit teaching and instructional strategies that promote deep learning, engagement and enrichment.
- Continue to differentiate the curriculum for students at educational risk including talented and gifted students within each class.
- Continue to implement talented and gifted program across the school.
- Continue to implement pilot study of Primary Academic Classes and to develop action research in association with secondary schools and universities.
- Provide support for staff to engage in the use of technologies through professional learning and cyber cafes after school.
- All teachers collaboratively analyse and review learning area data throughout the year to develop strategies for improvement and to inform planning.
- Highlight and celebrate staff achievements through acknowledgements, nominations for awards, newsletters, assemblies and feedback in Performance Management.
3. Safe, Supportive and Sustainable 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. We strive to develop in students a commitment to care for and nurture a sustainable physical and natural environment.

3.1 Milestones

1. School Values are demonstrated by all and embedded in the School Community.
2. Resilience Program is established for identified students.
3. Student, staff and community satisfaction in relation to the school and learning environment is high.
4. School community survey data reflects 80% agree that safety and care of students is being met.
5. All Year 6 and 7 students are actively participating in the Darling Range Learning Community Citizenship Award.
6. Staff/students work actively to reduce consumption of electricity, gas and water in school as indicated by lower utility costs.
7. A recycling/waste management programme is implemented to reduce the school’s waste.
8. A school vegetable garden is established with associated programmes eg worm farms.

Major Strategies

- A Values Action Plan 2012-2014 is developed by the Values Committee.
- School Values are promoted across the school at Assemblies, in School Newsletters, at meetings etc.
- Explicit teaching of Values within the class learning programme.
- Parent, staff and student surveys are conducted and analysed annually on a cyclical basis.
- All Year 6 and 7 students have developed Citizenship Portfolios to demonstrate their development of participation, excellence and cooperation 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.
- Maintain the School Chaplaincy programme.
- Resilience strategies (Bounce Back) explicitly taught to identified students.
- A Sustainability Committee to be established.
- Sustainability Action Plan linked to Science Strategic Plan to be developed by Sustainability Committee.
- Whole school approach established to minimise unnecessary consumption of electricity, water and gas.
- Whole school approach to the reduction of waste to landfill.
- Solar panels installed in school to provide for solar powered energy.
- Classes to establish and maintain School Vegetable Garden.
- Worm Farms established in conjunction with Vegetable garden and recycling programme.
- Water wise – each class committed to one water based activity each year.
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

Wattle Grove is our school, we’re like a family,
Where kids from many countries, are happy as can be
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