



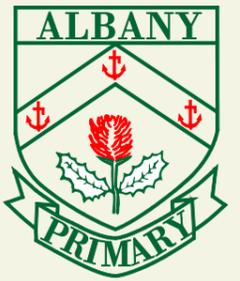
# Albany Primary School

## School Vision

Our school is a learning community that highly values life-long learning and facilitates excellence in student achievement. Our practices focus on enabling students to demonstrate our motto "Strive To Achieve".

## Purpose Statement

As a high quality primary school we provide all students with a safe, supportive environment which promotes the foundations for effective lifelong learning. With support of best practice, technology and research Albany Primary School staff, parents and community will assist each student to develop the core skills, knowledge, understandings, personal attributes and values necessary to become successful, responsible and independent adults who contribute successfully to the social and economic wellbeing of the community.



### Success For All Students

In our school environment, underpinned by high expectations, students demonstrate that they are working towards achieving their full potential.

1. National Quality Standards (NQS) self-audit will indicate positive progress in all areas.
2. 90% of elements for Quality Area 1, Quality Area 3 and Quality Area 6 will be achieved across K to 2.
3. APS students NAPLAN mean test score to be above 'like schools' across Literacy and Numeracy.
4. 55% of Year 5 students to be band 6 or above in NAPLAN writing.
5. 50% of Year 3 students to be band 5 or above for NAPLAN writing.
6. By 2020 Year 3 spelling will have a minimum of 25% of students in top 20% of Australian students (from student distribution first cut group percentage box)
7. By 2020 Year 5 spelling will have a minimum of 25% of students in top 20% of Australian students (from student distribution first cut group percentage box)
8. PAT ACER Science assessment results will be used to inform Science teaching and learning.
9. All students in Year 3 (2018), 4 (2019) and 5 (2020) will be actively engaged in an Indonesian language program.

### Safe and Inclusive School Environment

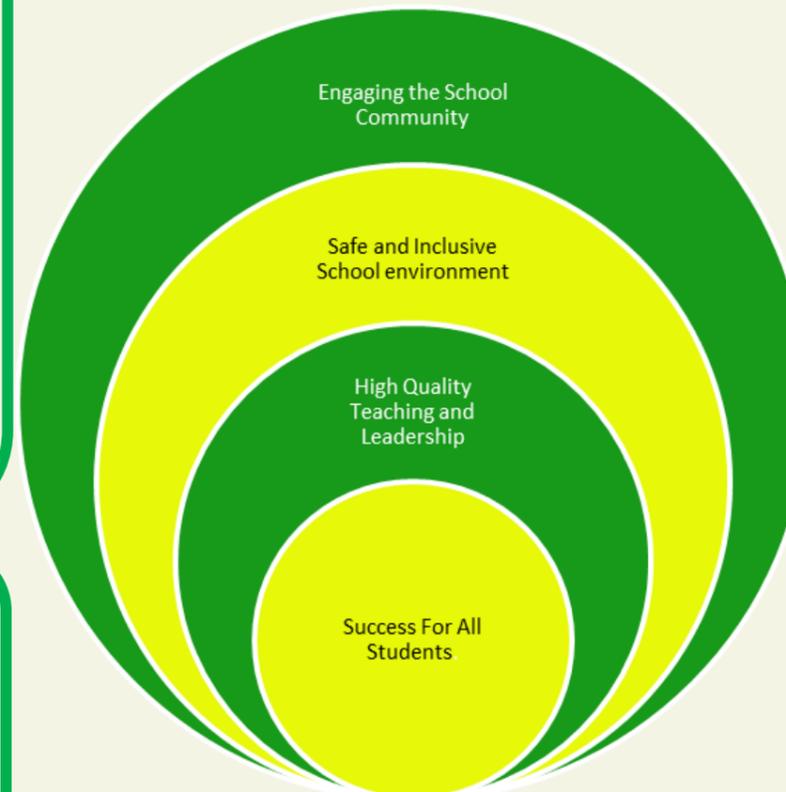
Guided by our School Expectations students are supported to develop holistically in a motivating, challenging and caring school environment.

1. Visibly implement the Positive Behaviour Support (PBS) Process across the school with fidelity.
2. Implement Good Standing Guidelines.
3. Whole school attendance to be 90% or above.
4. Develop and integrate staff wellbeing into the National Opinion Survey to create baseline data.
5. 95% of students and staff feel secure and valued as per survey data.
6. All staff are trained in, and teach, the Protective Behaviours program.

## Business Plan

### Priorities

2018 -2020



### Positive Behaviour Support

### RISE

**Show Respect, Include Others, Be Safe, Personal Excellence.**

### Strive to Achieve

## School Planning

To achieve the targets and strategies outline in this plan, the school collaboratively develops annual plans that include the following:

**A Workforce Plan** that plans for personnel retention, recruitment of specified skillsets, training and succession planning – reviewed annually

**Performance Development Plans** that link individual teacher development plans to whole school priorities – developed annually, reviewed bi-annually and monitored by Administration.

**A Financial Plan** that reflects school priorities, outlines resource allocation and guides the school financially throughout the year – reviewed annually and monitored by the Finance Committee and School Council

**Year Level Plans** that link the Operational Plan to classroom practice – developed annually, reviewed bi-annually and monitored by School's Administration and Professional Learning Community (PLC) Leaders

**An Operational Plan** that links the Business Plan to more detailed strategies and resource allocation on an annual basis –reviewed annually by the School's Administration and Professional Learning Community (PLC) Leaders and refined based on the Education Department Strategic Plan and Focus documents

### High Quality Teaching and Leadership

Through a common professional language staff plan, assess and report collaboratively to implement evidence based Whole School Strategies.

1. Teaching staff work collaboratively in Professional Learning Communities (PLC).
2. Identify, recruit and support staff to engage in a distributed leadership role.
3. Student data tracking sheets completed with baseline data.
4. Embed whole-school strategies into all programming and teaching.
5. Phase 2 & 3 WA Curriculum area implemented and reported on accurately.
6. All staff use performance development data and observations to improve classroom practice.
7. Demonstrate cultural inclusivity through embedding the Aboriginal Cultural Standards Framework (ACSF).

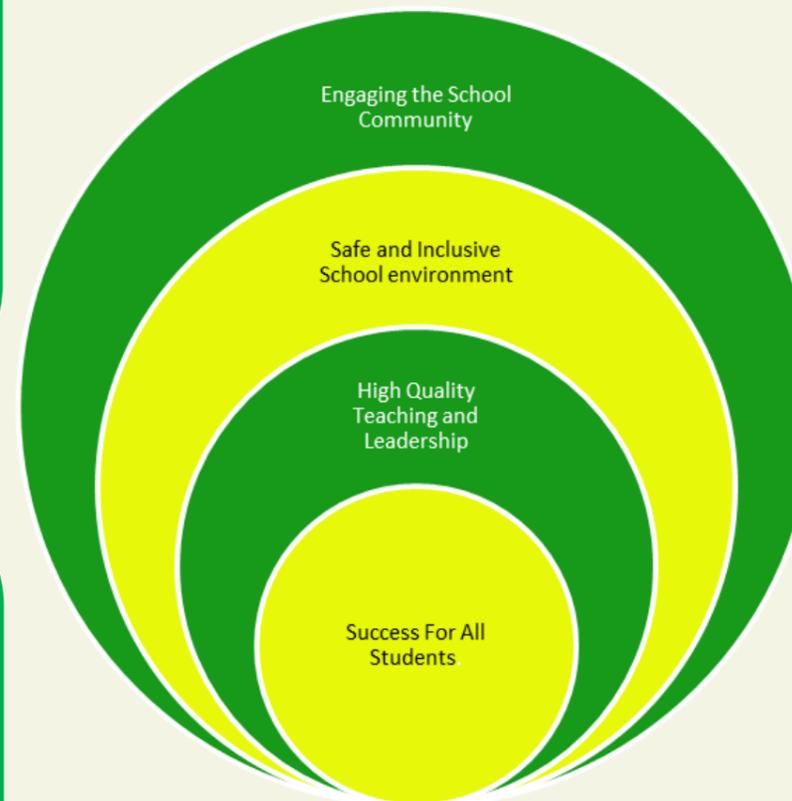
### Engaging the School Community

With open and effective communication we foster positive, two-way relationships with all stakeholders.

1. Revitalise and maintain a positive working relationship with families and caregivers.
2. Maintain a positive working relationship with intra-agency support organisations.
3. Maintain a positive working relationship with inter-agency departments.
4. Develop and maintain a positive working relationship with commercial businesses.
5. Improve school governance by raising the profile of the School Council.

# Albany Primary School

## Business Plan Strategies 2018 -2020



### Success For All Students

In our school environment, underpinned by high expectations, students demonstrate that they are working towards achieving their full potential.

- ◇ Collaboratively collect and collate evidence of meeting NQS Quality Area 1 – Educational Program and Practice.
- ◇ National Quality Standards coordinator appointed to lead staff through new standards.
- ◇ Explicit teaching of Literacy to be evident in all classrooms supported by whole school processes and common assessment tasks.
- ◇ Assessment and analysis of School Based, NAPLAN and On Entry assessment data, is used to inform teacher and school foci.
- ◇ Differentiation to be used as a teacher and classroom strategy to meet the needs of all students.
- ◇ Monitor and review Individual Education Plans (IEP) by Learning Support Coordinator each term.
- ◇ Continue to use Mental Maths basic facts to assess and monitor student progress.
- ◇ Develop and implement a whole school approach to teaching and assessing Numeracy.
- ◇ Explicitly deliver the Primary Connections Science Curriculum.
- ◇ 'Steins' extension programs to further develop Science understandings.
- ◇ Allocation of LOTE (Indonesian) hours to be increased over the three year period.

### Safe and Inclusive School Environment

Guided by our School Expectations, students are supported to develop holistically in a motivating, challenging and caring school environment.

- ◇ Phased and structured implementation of PBS including implementation of minors, majors and good standing guidelines.
- ◇ Engage students, staff and community in the construction of expectations and behaviour matrix using a variety of methods.
- ◇ Individual plans written to support students and families with attendance in the 'at risk' category.
- ◇ Monitor attendance and follow up as required by communicating with families, including for students in the moderate attendance category.
- ◇ Appoint a wellbeing and social committee to monitor and support staff
- ◇ Include staff in Positive Behaviour Support (PBS) rewards.
- ◇ Behaviour data to be monitored each term to identify target areas and year groups
- ◇ Protective Behaviours, Cyber Safety and Positive Behaviour Support Training for all staff to improve the health, safety and wellbeing of all students and staff.
- ◇ Protective Behaviour program taught explicitly in Health by classroom teacher
- ◇ Student Services Team collaborate and support staff, students and families with all referrals by following the Student Services Request for Assistance process.
- ◇ Student bullying survey to be conducted each semester.
- ◇ Provide staff with training to meet the educational and management requirements of special needs students.

### School Self-Assessment

Albany Primary School believes that effective and rigorous self-assessment and review enables the school to make accurate judgements about student wellbeing and their performance across all Curriculum areas. These plans are monitored through a plan, act and review cycle according to annual [self-assessment schedule](#).

### High Quality Teaching and Leadership

Through a common professional language staff plan, assess and report collaboratively to implement evidence based Whole School Strategies.

- ◇ PLC Leadership team established by early 2018 and provided with Professional Learning to upskill.
- ◇ Duties Other Than Teaching (DOTT) time is provided to those in a PLC leadership position to organise, research and plan Professional Learning Community (PLC).
- ◇ Provide support to those in leadership positions by meeting on a regular basis and keeping them well informed of school programs and practices.
- ◇ Investigate and trial a whole-school maths program through PLC Leaders.
- ◇ Utilise school-based common assessment tasks and system data to inform and guide teaching and learning programs.
- ◇ Moderation to occur across years and Albany Network Schools.
- ◇ Through PLC's, staff meetings and committees staff will implement the whole school strategies and initiatives; Letters and Sounds, ISTAR, Talk for Writing, Words Their Way and Guided Reading.
- ◇ Technology infrastructure and resources updated to provide reliable provision and meet the requirements of the Digital Technology curriculum.
- ◇ Information Communication Technology (ICT) committee to develop and implement procurement schedule.
- ◇ All staff are supported through a performance development cycle per year in accordance with Australian Institute for Teaching and School Leadership (AITSL) Standards and Job Definition Format (JDF).
- ◇ Targeted Professional Learning for staff based on whole-school processes, school priorities, evidence based and best practice research.
- ◇ Graduate and provisionally registered staff transition to proficient registration.
- ◇ Staff audit of where we place Albany PS on the Aboriginal Cultural Standards Framework (ACSF).
- ◇ APS Aboriginal community members to place APS against Relationship and Learning Environment in the ACSF.
- ◇ Opportunities for Indigenous students to demonstrate leadership.
- ◇ Develop a school improvement plan in line with the audit data of ACSF.
- ◇ Link with the Follow the Dream program at ASHS and Clontarf at NASHS to ensure positive transition.

### Engaging the School Community

With open and effective communication we foster a positive, two-way relationship with all stakeholders.

- ◇ Staff will initiate and encourage communication with families and caregivers through a variety of formal and informal modes.
- ◇ Staff will refer, engage and liaise with intra-agency organisations as required e.g. School of Special Education Needs—Disability, Behaviour and Engagement and Disability Services, Chaplain, Psychologist and additional therapists.
- ◇ Staff will seek support of, and collaborate with, relevant inter-governmental departments eg Child Protection and Family Support and Amity Health.
- ◇ Staff will seek support of, and collaborate with, local commercial business in order to develop sustainable partnerships.
- ◇ School Council to have an input into the National School Opinion Survey.
- ◇ School Council to co opt field experts to assist, when required.
- ◇ Annual Open School Council Meeting advertised to all community members.