

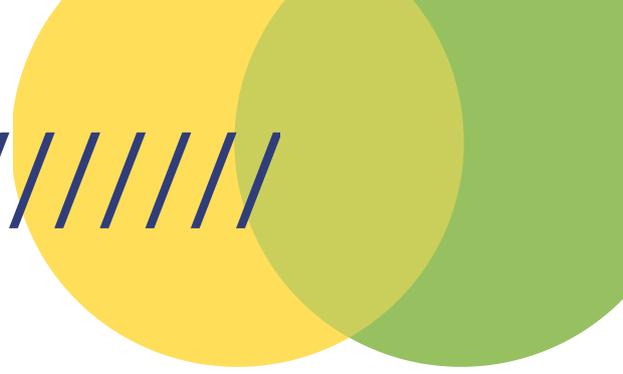
# SETTLERS PRIMARY SCHOOL



*Independent Public School*

## BUSINESS PLAN 2019-2021





## Our Mission Statement

To provide all students with a safe and caring environment that encourages honesty, and respect of self, fellow students and community while working co-operatively to enable each student to reach their potential.

## School Vision

At Settlers Primary we have:



### **Shared responsibilities**

- In leadership
- Build and utilise teaching and leadership expertise
- Enhance our culture of shared ownership in all areas of decision making
- Foster and support collaborative practices



### **High expectations**

- Ensure a high level of expectation of student achievement
- Structure teaching for student success
- Monitor teacher efficacy and enhance professional capacity
- Ensure an orderly environment
- Engender pride



### **A focus on what matters most**

- Adhere to Independent Public Schools Delivery and Performance Agreement
- Focus on Literacy and Numeracy
- Focus on Pastoral care
- Use evidence based data to drive improvement
- Ensure initiatives support the overall direction of the school





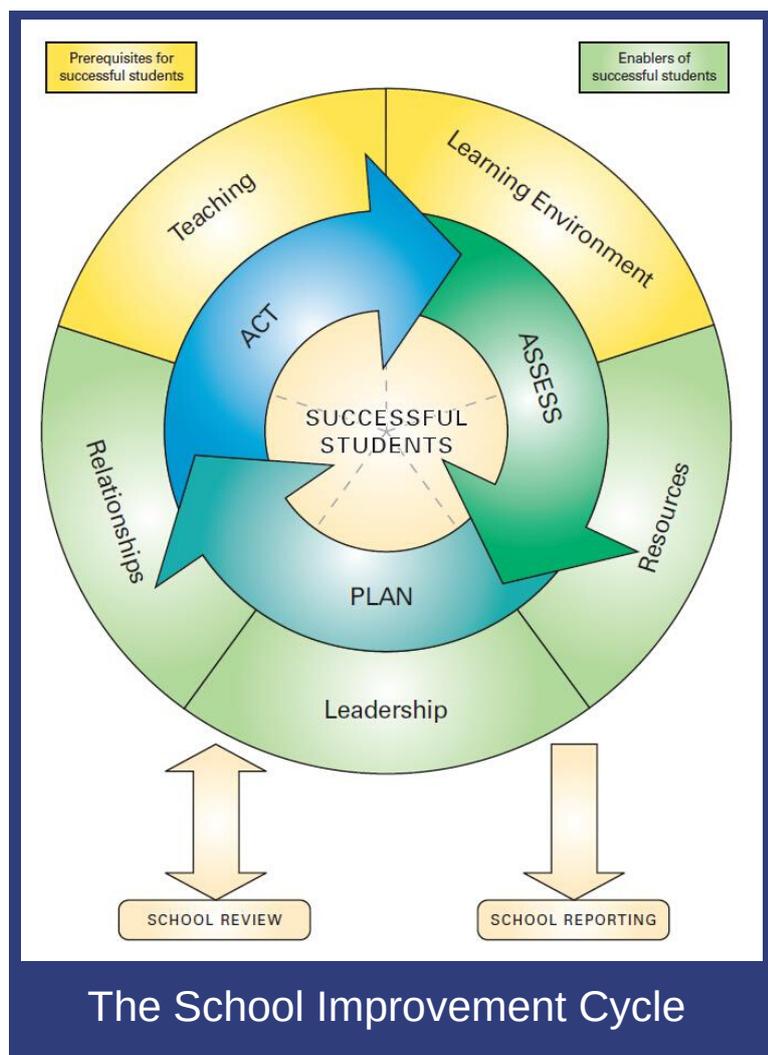
## School self assessment and review

The school improvement cycle (pictured), is a continuous process that is central to effective school improvement and accountability. Settlers Primary School follows this process to assess our performance, plan for improvement and then act on our plans.

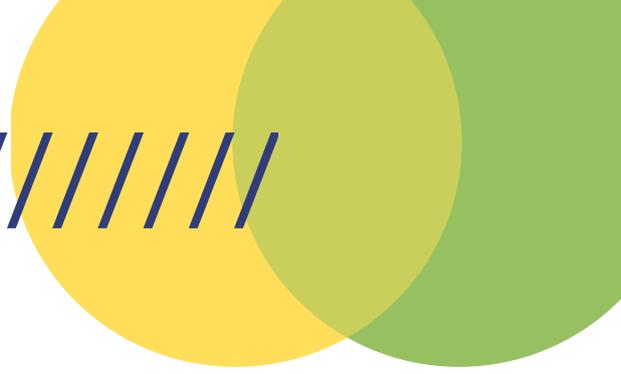
Settlers Primary School's Business Plan aligns with the National School Improvement Tool's nine interrelated domains:

1. An explicit improvement agenda;
2. Analysis and discussion of data;
3. A culture that promotes learning;
4. Targeted use of school resources;
5. An expert teaching team;
6. Systematic curriculum delivery;
7. Differentiated teaching and learning;
8. Effective pedagogical practices; and
9. School-community partnerships.

These domains combine and overlap to provide a comprehensive framework for school improvement.



Settlers Primary School reports to its school community on a yearly basis through the Annual Report. In addition to continual review and reflection at a school level, an external review team will visit the school at the end of the Business Plan cycle to evaluate evidence relating to the extent to which school practices reflect and embody each of the domains.



## 1 An explicit improvement agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families within the Business Plan.

### We will:

- ▶▶ Ensure the governing body, school principal and other school leaders are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school;
- ▶▶ Set explicit targets for improvement in student achievement levels and communicate these to parents, staff and the wider school community;
- ▶▶ Ensure progress towards targets is monitored and initiatives and programs are evaluated for their effectiveness in producing improvements in student learning and performance.

## 2 Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data.

### We will:

- ▶▶ Systematically collect a range of student outcome data to monitor school-wide achievement and progress across academic, well-being and social-emotional domains. This information will be communicated to parents and the wider community whilst also informing school-level decisions, interventions and initiatives;
- ▶▶ Provide professional development opportunities to build staff skills in analysing and interpreting data.



## 3 A culture that promotes learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive which promotes intellectual rigour.

### We will:

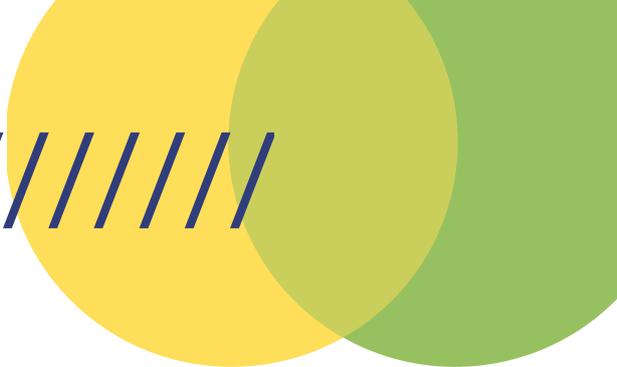
-  Continue to embed the expectation that every student will learn and achieve to their best ability;
-  Continue to support positive interactions with all stakeholders working together in mutually inclusive ways, developing a strong sense of trust, belonging and pride;
-  Continue to embed a shared commitment to quality teaching and develop open classrooms where dialogue and collegial observations between teachers is part of the commitment to improvement of teaching and student outcomes.

## 4 Targeted use of school resources

The school allocates its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes are in place to enable the school to respond appropriately to the needs of individual learners.

### We will:

-  Ensure the school has processes to identify and respond to student needs through the allocation of staff and resources;
-  Implement school-wide programs and approaches for students requiring additional or specialist support;
-  Effectively manage the school budget to align with local and system priorities;
-  Ensure the school's technological capability meets system initiative standards.



## 5 An expert teaching team

Settlers Primary has built a school-wide, professional team of highly capable teachers. Procedures are in place to encourage, shared responsibility for student learning and success, and to develop a culture of continuous professional improvement.

We will:

-  Continue attracting, retaining and developing the best possible teachers;
-  Expect all staff to be committed to the continuous improvement of their own teaching; and
-  Actively support staff to achieve their career aspirations.

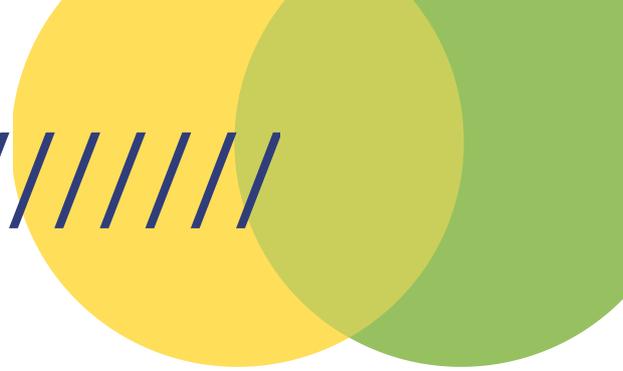


## 6 Systematic curriculum delivery

The school Operational Plans ensure curriculum delivery is consistent and teaching and learning expectations are clear. Evidence-based teaching practices are embedded, and assessment and reporting procedures are aligned to the West Australian Curriculum and School Curriculum and Standards Authority.

We will:

-  Ensure the school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school;
-  Ensure staff are familiar with and work within the school's shared curriculum expectations; and
-  Ensure professional development is provided to build staff skills in curriculum planning and development.



## 7 Differentiated teaching and learning

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students. Teachers will monitor closely the progress of individuals, identify learning difficulties and cater for these learning needs.

We will:

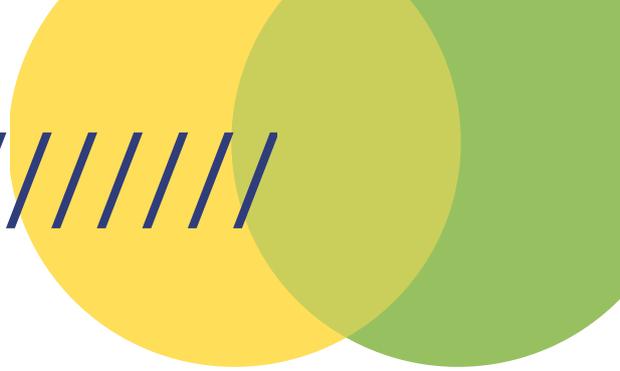
- ▶▶ Ensure that all students are appropriately engaged, challenged and extended and we will encourage students to monitor their own learning and set goals;
- ▶▶ Through the use of formative and summative assessment ensure that teachers are aware where students are in their learning, including current knowledge, skills misunderstandings and difficulties; and
- ▶▶ Ensure we communicate with parents about student progress, inform them about what support parents can provide to enhance learning and be sure early, tailored and sustained interventions are in place for students identified as requiring additional support for academic, social, emotional or behavioural reasons, including attendance.

## 8 Effective pedagogical practices

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of evidence-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

We will:

- ▶▶ Ensure current pedagogical research informs teaching practices and that the teaching strategies promoted by school leaders are evidence based;
- ▶▶ Establish and communicate clear expectations to all staff in regards to effective teaching strategies, ensuring high expectations and aspirational targets are set for improving classroom performance; and
- ▶▶ Provide teachers with detailed feedback from leaders and/or peers based on classroom practices and where appropriate model effective teaching strategies.



9

## School-community partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local members of parliament and businesses and community organisations. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.

### School Networks

We will:

-  Develop relationships the Karnup Schools' Network and promote partnerships to support and improve student outcomes;
-  Continue processes for transitions across schools; and
-  Continue relationships with Universities, TAFE and local high schools to develop the expertise needed in schools to improve student outcomes.

### Parent Engagement

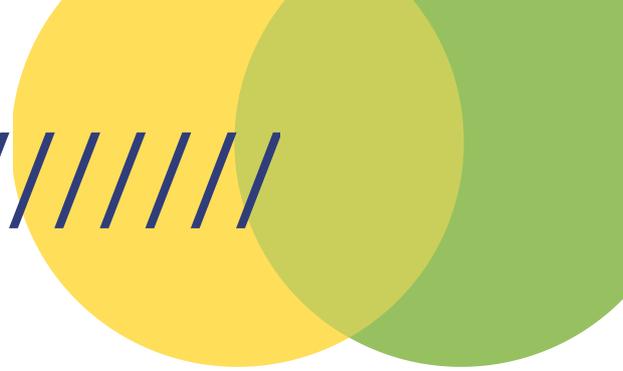
We will:

-  Continue set processes for first intake students;
-  Support parents by ensuring processes are in place for ongoing and effective communication; and
-  Ensure that regular and explicit feedback is communicated to parents.

### Community Partnerships

We will:

-  Identify and develop relationships with appropriate local businesses and community organisations to support and improve student outcomes;
-  Set goals, develop plans and identify support which makes best use of their expertise;
-  Ensure that financial resources are committed to support the success of the programmes; and
-  Monitor and evaluate the success of community partnerships.



# Measures of Success

## Academic

- ▶▶ **NAPLAN Like Schools Comparison of Student Performance:** Settlers students perform "At or Above" Like Schools in all NAPLAN areas in Years 3 and 5
- ▶▶ **NAPLAN Like Schools Comparison of Student Progress and Achievement:** Settlers students' progress from Year 3 to Year 5 at "Lower Progress-Higher Achievement" and or "Higher Progress-Higher Achievement".

## Non-Academic

- ▶▶ **Attendance:** Student attendance is equal to or above the state attendance average each year.
- ▶▶ **Behaviour:** 90% of students will achieve 'consistently' or 'often' in the Attitude, Behaviour and Effort rating on the Semester 1 Reports.
- Behaviour:** Less than 3% of Settlers Primary student population requires a consequent of suspensions for negative behaviours.
- ▶▶ **School Surveys of Students, Staff and Parents:** Each survey average response is 3.5 or above for satisfaction.





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