



West Morley Primary School

An Independent Public School

Business Plan

2015—2017

(Revised April 2017)





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Overview

At West Morley Primary School ***We Stand Together***.

This is at the heart of all we do as a community believing that together, as students, families and staff, we can foster an innovative and supportive learning environment where children can develop and thrive.

Our **Vision** is that ***our students become resilient, life-long learners, who actively participate in and contribute to their community, and who continue to practise the school's core values through life.***

We work towards our **Mission** as ***we promote high standards and expectations through a nurturing school community that shares the responsibility for living its core values. We create a safe stimulating environment that uses effective teaching and learning practices for our children to develop and thrive to reach their full potential as students and citizens.***

The rich diversity of West Morley's school community provides opportunity to practice our core values of ***Respect and Concern for Others and Their Rights*** and ***Social and Civic Responsibility*** through compassion, care, respect and cooperation, which fosters our supportive and welcoming culture. This culture also encourages an appreciation of individual uniqueness and for students to develop ***self acceptance and respect of self.***

Our value of ***a pursuit of knowledge and a commitment to achievement of potential*** is reflected in our experienced and qualified staff who are focussed on high performance and high care of all students, providing learning opportunities that inspire.

West Morley Primary School (WMPS) is proud of its status as an Independent Public School. This provides greater autonomy to meet our school community needs, consolidate our successes and foster further growth and improvement.

Our belief is in putting our students first and as a community we work together to ensure we develop the holistic needs of every child within our care, encompassing a framework of internal and external support services around them.

We aim to meet the needs of our community through the hosting of an onsite community Playgroup and a Before and After School Care program.

West Morley Primary School community stands together in demonstrating care for the environment through our whole school sustainability focus and our enriching River Rangers Cadets program. Our grounds are reflective of this focus on our value of ***Environmental Responsibility***, surrounded by natural bushland mixed with adventurous nature play facilities and well maintained open spaces.

The West Morley School Community has stood proudly together over the past 50 years and will continue to prosper in the future, ensuring we uphold our visions and values within a welcoming, calm and caring environment.

Shared Community Values

West Morley Primary School Community agrees to integrate the following core shared values, adopted from the Curriculum Framework, across the entire school community. These values are supported by the school wide development of 5 key characteristics within the You Can Do It program.

Shared Core Values

- ◆ A Pursuit of Knowledge and a Commitment to Achievement of Potential.
- ◆ Self Acceptance and Respect of Self.
- ◆ Respect and Concern for Others and Their Rights.
- ◆ Social and Civic Responsibility.
- ◆ Environmental Responsibility.





Priority: 1 Teaching & Learning

Whole School Philosophy : West Morley strives to establish a consistent, whole school culture where ALL staff enhance their professional knowledge and expertise to provide ALL students with the opportunity to develop holistically through participation in academic and non-academic programmes.

| Student Achievement | | |
|--|---|---|
| Whole School Targets | Strategic Approach | Monitoring Achievement |
| <p>Academic</p> <ul style="list-style-type: none"> ⇒ On-entry Pre-primary assessment to be at or above state-wide averages in all learning areas. ⇒ Year 3 & 5 NAPLAN performance to be at or above like schools. ⇒ 80% of students in Pre-primary—Year 6 to achieve satisfactory level or above within Semester 2 Formal Reports. ⇒ 80% of students in Kindy —Year 6 to achieve “working at target” level or above in Semester 2 Whole School Assessments. | <p>Set annual NAPLAN percentage achievement targets in numeracy, reading, writing, spelling and grammar and punctuation.</p> <p>Development and implementation of whole school strategies detailed in Literacy and Numeracy plans which incorporate:</p> <ul style="list-style-type: none"> - a focus on age-appropriate instruction for students on phonemic awareness, phonics, fluency, vocabulary and comprehension. - the delivery of Western Australian Curriculum content. <p>Develop intervention and support programs for students at risk, particularly those with English as a second language, disabilities and social & emotional needs.</p> | <p>NAPLAN.</p> <p>On-entry assessment – Pre-primary & Year 1.</p> <p>School based assessment matrix.</p> <p>All teachers demonstrate implementation of whole school plans and report progress at Performance Management meetings.</p> <p>Whole school data to indicate level of students at risk and relevant support provided (IEP/Psych ...).</p> |
| <p>Non-Academic</p> <p>Students develop the knowledge and skill set necessary to deal with a variety of social and emotional challenges evidenced by:</p> <ul style="list-style-type: none"> ⇒ 85% of student survey responses either “agree” or “strongly agree”. ⇒ 90% of students rated “consistently” or “often” in the work habit component of Semester 2 Formal Reports. | <p>Continue to use and review in 2017 <i>You Can Do It</i> program to explicitly teach the 5 core value areas of social and emotional capabilities: Confidence, Persistence, Organisation, Getting Along and Resilience.</p> <p>Positive Behaviour Policy to clearly articulate restorative justice practices as well as clear guidelines on bullying.</p> <p>Utilise services of School Chaplain, School Psych & outside agencies to support staff and students.</p> | <p>Percentage of students who achieve consistently or often in the work habit areas.</p> <p>Student surveys.</p> |
| Staff Excellence | | |
| <p>Enhance professional skills and knowledge of all staff to maintain a high standard of educational delivery in line with evidence based best practice evidenced by:</p> <ul style="list-style-type: none"> ⇒ 100% of staff to be involved in self-development activity. ⇒ 100% performance managed utilising National Standards for Teaching and JDF’s for non-teaching staff. ⇒ 85% of staff survey responses either “agree” or “strongly agree”. | <p>Establish and maintain distributed leadership structures and opportunities for staff to take on leadership roles.</p> <p>Utilise partnership with NEMLDC Speech and Language Outreach program to focus on language acquisition.</p> <p>Use of job specific frameworks to guide staff performance review incorporating observations and coaching strategies.</p> <p>Utilise Morley School Networks to share and build staff knowledge and expertise.</p> | <p>Establish staff workforce planning tools incorporating:</p> <ul style="list-style-type: none"> - professional development. - MSN meeting attendance. <p>Evidence of performance management documentation maintained for all school staff.</p> <p>Staff surveys</p> |



Priority 2: Community & Partnerships

Whole School Philosophy : West Morley believes all stakeholders share responsibility for the holistic development of all students within our community.

Community & Partnerships

| Whole School Targets | Strategic Approach | Monitoring Achievement |
|--|--|---|
| <p>To foster and broaden community partnerships, interactions and participation that is based on positive relationships and open engagement evidenced by:</p> <ul style="list-style-type: none"> ⇒ 85% of Parent, Student and Staff survey responses to indicate "Strongly agree" or "Agree" . ⇒ Teaching staff conduct one formal parent meeting per semester for each student in their care. ⇒ 15% of student population to have parent representation at school events and community projects. ⇒ Student attendance targets: <ol style="list-style-type: none"> 1.The percentage of students in the regular category to be at or above 75%. 2.The percentage of students in the severe risk category will remain at 2% or less. 3.Unauthorised student absences to maintain at or below 15%. ⇒ A minimum of one community workshop or program for parents offered per semester . ⇒ A minimum of one student based after school program per term. ⇒ Partnership established with at least one educationally based university. ⇒ School Board to have minimum of two community based members with relevant expertise. ⇒ Annual self-audit against Aboriginal Cultural Standards Framework (ACSF) to indicate minimum rating of "Cultural Understanding (Developing)" across all 5 standards. | <p>School Board to actively source community expertise and align to specific needs.</p> <p>Strengthen student surveys for feedback to teachers on their performance and classroom climate.</p> <p>Maintain and develop further community partnerships with internal and external networks and agencies.</p> <p>All staff to foster positive relationships within and across the school community by:</p> <ul style="list-style-type: none"> * Maintain school website with language translation tool. * Parent Induction sessions. * Parent Information sessions in each classroom. * Parent workshops. * Attendance follow-up and engagement with families as per attendance policy and targets utilising Department's new attendance tool kit. * Trial after-school parent meeting rotations with availability of online booking. <p>Establish direct partnership with local university and promote culture of shared knowledge.</p> <p>Maintain growth of school by developing and implementing marketing plan and actively promoting the school.</p> <p>Encourage cultural appreciation through curriculum delivery of History/Geography and focus on events such as Harmony Week.</p> <p>Source events and services outside of school hours to build the community such as:</p> <ul style="list-style-type: none"> Onsite out of school hours care. Student banking. Sporting programs (tennis, football, soccer, athletics). <p>Work in partnerships with local community in establishing and maintaining bushland environmental project.</p> <p>EAL/D Coordinator to develop whole school planning to develop integration of ACSF within whole school practices.</p> | <p>Annual community surveys – parents and students.</p> <p>Staff to record percentage of parents either attending or requested to attend formal meetings per semester.</p> <p>Participation rates at school events and community projects.</p> <p>Student attendance data.</p> <p>Level of services and programs offered to local community.</p> <p>Services utilised from local university and intake of trainee teachers.</p> <p>Structure and composition of School Board to reflect cross-section of community.</p> <p>Annual audit against ACSF.</p> |



Priority 3: Environment

Whole School Philosophy : West Morley believes that high quality natural and man-made environments that form our immediate and broader community are integral to support meaningful experiences for all stakeholders.

| Environment | | |
|---|---|---|
| Whole School Targets | Strategic Approach | Monitoring Achievement |
| <p>Care and appreciation of our natural surroundings is demonstrated through greater engagement and promotion of a sustainable environment evidenced by:</p> <ul style="list-style-type: none"> ⇒ 100% student participation in the sustainability program as outlined in term class feedback reports. ⇒ 100% achievement of school based recycling targets. <p>A comprehensive range of high quality and current resources are made readily available within the school community evidenced by:</p> <ul style="list-style-type: none"> ⇒ Annual self-audit of National Quality Standards to indicate 100% of elements either in “Amber” or “Green” status. ⇒ 1:6 ratio of student to ICT devices available for student use. ⇒ 96% of One Line Budget to be expended by end of the current school year. ⇒ School cash reserves not to exceed 10% of the One Line Budget income for the current school year. | <p>Establishment and implementation of whole school sustainability plan encompassing recycling focus.</p> <p>Establish and develop bushland project aimed at providing an environmentally friendly and accessible play and learning area.</p> <p>Learning Area resources purchased to ensure whole school planning targets are being met.</p> <p>Library resource centre promoted as a rich literacy/ICT learning environment for students, parents and staff.</p> <p>Teachers to provide a literacy and numeracy rich classroom environment.</p> <p>National Quality Standards (NQS) for Early Childhood Education (ECE) implemented annually to ensure compliance.</p> <p>External moderation conducted every third year to ensure NQS compliance.</p> <p>Information and communications and technology (ICT) plan to ensure adequate school based technologies and expertise to provide technology rich environment.</p> | <p>Student participation rate within sustainability program via class feedback forms.</p> <p>Register of recycling targets progression.</p> <p>One Line Budget.</p> <p>Audit of NQS.</p> <p>ICT census.</p> |



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The West Morley Primary School Business Plan has been prepared and developed based on the following:

- ◆ *The Strategic Plan for WA Public Schools 2016 – 2019*
- ◆ *Focus 2017.*
- ◆ *School Accountability*
- ◆ *School Improvement*
- ◆ *The Western Australian Curriculum*
- ◆ *The Early Years Learning Framework*
- ◆ *The Early Years of Schooling*
- ◆ *National Quality Standards*
- ◆ *Classroom First*
- ◆ *Effective Teachers*
- ◆ *The Curriculum Framework*



Teaching and Learning Beliefs

Opportunity to learn
Connection and challenge
Action and reflection
Motivation and purpose
Inclusivity and Difference
Independence and Collaboration

Assessment Beliefs

Assessment is an integral part of Teaching and Learning
Assessment is educative
Assessment is fair
Assessments are designed to meet specific needs
Assessment leads to informative reporting

West Morley Primary School's Business Plan 2015 – 2017 was formally endorsed by the School Board in April, 2015. The School Principal and School Board Chair would like to acknowledge the staff and parents for their contribution in creating a clearly articulated plan to ensure West Morley Primary School students are provided with optimum learning opportunities.

Matthew Hammond
School Board Chair

Peter Harty
School Principal