West Morley Primary School
An Independent Public School

Business Plan

2015—2017
**West Morley Primary School**

**An Independent Public School**

**Our Mission:** To ensure all students have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential.

**Our Vision:** Through effective teaching and learning practices and a focus on social and emotional well-being we will provide each student with the opportunity to be successful.

**Overview**

West Morley Primary School will commence as an Independent Public school in 2015. This is an exciting time for the school community. Our school motto is “We Stand Together” and that is the kind of spirit and attitude that we intend to carry us through this period of transition.

We are a transparent and open school with strong support from our community. This 3 year plan will set the direction for the next phase of West Morley Primary School.

Central to all school decisions will be informed research centred on enhancing student learning outcomes. The School Board will inform the Department of Education through the Director General of such successful practices through the annual reporting processes.

The West Morley Primary School Business Plan for the period of 2015-2017 outlines our school commitment to the community and the Government through the auspices of the Director General.

We strive to enable all our students to achieve the highest standards of learning possible so they are equipped to deal effectively with the opportunities and challenges that they will encounter in our rapidly changing world.

**Shared Community Value - Community Agreements**

Members of the West Morley Primary School Community agree to:

- Adopt a proactive approach to communication and building a sense of community.
- Interact courteously and appropriately.
- Be open to new learning and value positive contributions.
- Approach problems calmly with the aim of finding a positive solution.
- Maintain confidentiality.
- Demonstrate positive support and advocacy for West Morley Primary School.
- Demonstrate mutual respect of the role of the teacher and parent in meeting the needs of each individual child.
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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.

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<tr>
<th>Whole School Objectives</th>
<th>Strategic Approach</th>
<th>Monitoring Achievement</th>
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<tbody>
<tr>
<td>Academic</td>
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<td>On-entry Pre-primary assessment to be at or above like schools in all learning areas.</td>
<td>Set annual NAPLAN percentage achievement targets in numeracy, reading, writing, spelling and grammar and punctuation. Development and implementation of whole school strategies detailed in Literacy and Numeracy plans which incorporate: - a focus on age-appropriate instruction for students on phonemic awareness, phonics, fluency, vocabulary and comprehension. - the delivery of Australian Curriculum content. Develop intervention and support programs for students at risk, particularly those with English as a second language, disabilities and social &amp; emotional needs.</td>
<td>NAPLAN. On-entry assessment – Pre-primary. School based standardised assessment matrix. All teachers demonstrate implementation of whole school plans and report progress at Performance Management meetings. Whole school data to indicate level of students at risk and relevant support provided (IEP/Psych ...).</td>
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<td>Year 3 &amp; 5 NAPLAN performance to be at or above like schools in all learning areas.</td>
<td>Use You Can Do It program to explicitly teach the 5 core value areas of social and emotional capabilities: Confidence, Persistence, Organisation, Getting Along and Resilience. Restorative questioning techniques used by all staff as part of the behaviour management strategy. Utilise services of School Chaplain, School Psych &amp; outside agencies to support staff and students.</td>
<td>Raise the percentage of students who achieve consistently or often in the work habit areas. Students demonstrate improved interpersonal skills. Track negative behaviour interventions via SIS data and positive behaviour by certificates issued. Student surveys. Referral rate to school psych, school chaplain and outside support agencies.</td>
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<td>Whole school standardised assessments to indicate ‘value adding’ for ALL students.</td>
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<td>Non-Academic</td>
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<td>Students develop the knowledge and skill set necessary to deal with a variety of social and emotional challenges.</td>
<td>Establish distributed leadership structures and opportunities for staff. Classroom observations focussed on implementation of professional development strategies. Utilise partnership with NEMLDC Speech and Language Outreach program to focus on language acquisition. Use of National Standards for Teachers to guide staff performance and development. Utilise Morley School Networks to share staff knowledge and expertise.</td>
<td>Establish staff profile tracker to indicate: - leadership roles. - professional development - attendance at MSN meetings - collaborative meetings. - committee work. - classroom observations. Performance management regularly reviewed in line with National Standards for Teaching. Staff surveys</td>
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Staff Excellence

- Enhance professional skills and knowledge of all staff to maintain a high standard of educational delivery in line with evidence based best practice.

- Establish distributed leadership structures and opportunities for staff.

- Classroom observations focussed on implementation of professional development strategies.

- Utilise partnership with NEMLDC Speech and Language Outreach program to focus on language acquisition.

- Use of National Standards for Teachers to guide staff performance and development.

- Utilise Morley School Networks to share staff knowledge and expertise.

- Establish staff profile tracker to indicate:
  - leadership roles.
  - professional development
  - attendance at MSN meetings
  - collaborative meetings.
  - committee work.
  - classroom observations.

- Performance management regularly reviewed in line with National Standards for Teaching.

- Staff surveys
## 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

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<td>To foster and broaden community partnerships, interactions and participation that is based on positive relationships and open engagement.</td>
<td>Continue partnership with NEMLDC Speech and Language Outreach programme. School Board to actively source community expertise and align to specific portfolios. Maintain and develop further links within the Morley School Network. All staff to foster positive relationships within and across the school community by:  * 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.  * Formal interviews between teachers and parents once a semester with option of translator present. Establish direct partnership with local university and promote culture of shared knowledge. Maintain growth of school by developing and implementing marketing plan and actively promoting the school. Encourage cultural appreciation through curriculum delivery of History/Geography and focus on events such as Harmony Week. Source events and services outside of school hours to build the community such as:  * Onsite out of school hours care.  * Student banking.  * Sporting programs (tennis, football, soccer, athletics). Work in partnerships with local community in establishing and maintaining bushland environmental project.</td>
<td>Annual community surveys – parents and students.  Professional Development overview linking to NEMLDC and MSN.  Participation rates at school events and community projects.  Student attendance data.  Level of services and programs offered to local community.  Services utilised from local university and intake of trainee teachers.  Structure and composition of School Board to reflect cross-section of community.</td>
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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.

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<td>Care and appreciation of our natural surroundings is demonstrated through greater engagement and promotion of a sustainable environment.</td>
<td>Establishment and implementation of whole school sustainability plan encompassing recycling focus.</td>
<td>Student participation rate within sustainability program.</td>
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<td>A comprehensive range of high quality and current resources are made readily available within the school community.</td>
<td>Establish and develop bushland project aimed at providing an environmentally friendly and accessible play and learning area.</td>
<td>Cyclic resource stocktake in key learning areas.</td>
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<td>The school provides a safe and supportive environment for all community stakeholders.</td>
<td>Learning Area resources purchased to ensure whole school planning targets are being met.</td>
<td>Self-audit of NQS.</td>
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<td>Library resource centre promoted as a rich literacy/ICT learning environment for students, parents and staff.</td>
<td>ICT census.</td>
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<td>Teachers to provide a literacy and numeracy rich classroom environment.</td>
<td>Annual surveys</td>
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<td>National Quality Standards (NQS) for Early Childhood Education (ECE) implemented to ensure compliance.</td>
<td>BMIS data.</td>
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<td>Information and communications and technology (ICT) plan to ensure adequate school based technologies and expertise to provide technology rich environment.</td>
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<td>Behaviour Management plan clearly articulates restorative justice practices as well as clear guidelines on bullying.</td>
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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 2012 – 2015
- School Accountability
- School Improvement
- The Australian Curriculum
- The Early Years Learning Framework
- The Early Years of Schooling
- National Quality Standards
- Classroom First
- Effective Teachers
- The Curriculum Framework

Underpinning the plan are the following beliefs:

**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