LEEMING
PRIMARY SCHOOL

- Respect
- Integrity
- Excellence

BUSINESS PLAN
2017–2019

OUR VALUES

Leeming Primary School community has highlighted these values as important. They are the bedrock of all decision making and planning for the future.

- **Respect**
- **Integrity**
- **Excellence**

OUR VISION

Leeming Primary School Community has high expectations for the future. The community wants to see bravery, flexibility and willingness to embrace the best new innovations. The community wants to use a continuous improvement cycle to capture every opportunity for improvement.

In the future every aspect of the school should be better than it is now. This vision will move Leeming Primary School from a great school, to an outstanding school.

OUR PLAN

Our plan provides the future directions that will guide the development of Leeming Primary School from 2017 to 2019.

It describes the key strategies and measures that will be implemented to ensure we continue to foster a dynamic learning community that is characterised by:

- Prioritising student achievement
- Being vibrant and welcoming
- Having high expectations of all school community members
- Providing open and respectful communication
- Being culturally diverse and inclusive
- Delivering a range of learning options, guided by the WA Curriculum

We encourage you to read and become familiar with this plan, and support our endeavours to provide a quality educational experience for all students under our collective care.

Glossary of Terms/Acronyms

STEM	Science, Technology, Engineering, Maths (Sometimes STEAM – including Arts)	MAPPEN	A comprehensive guided learning program that covers many aspects of HASS
iStar	A whole school teaching and learning framework. Inspire, Share, Try, Apply, Review	NAPLAN	National Literacy and Numeracy testing of Year Three and Five students
WALT	A framework for use during iStar. We Are Learning To...	OARS	Online Assessment and Reporting ACER testing package that is used for Reading and Numeracy with all classes annually
WILF	A framework for use during iStar. What I'm Looking For...	ECE	Early Childhood Education (usually Pre Primary and Kindergarten)
HASS	Humanities and Social Science curriculum area	On Entry Data	State-wide testing, undertaken by teachers, on the Literacy and Mathematics standards of Pre Primary students
DREAM	Deeply Reflective Engagement and Mastery – Department initiative to improve teaching of Digital Technologies	Dianna Rigg CARS and STARS, CAMS and STAMS, Words, Grammar, Fun	Externally sourced curriculum programmes
TDS	Teacher Development School. Specific schools with expertise in different learning areas	Stable Cohort	The same students tested at Leeming Primary School over different years

OUR SCHOOL COMMUNITY

"There is a good balance between academic and non-academic goals and how our students fit into the community."

Leeming Primary School is a fantastic place for students to begin their pathway in education. Graduating students are well prepared for high school and to become active community members.

Leeming Primary School became an Independent Public School for 2017, through a competitive process that the community embraced. This is the first Business Plan that sets our thinking and directions for the next three years. It is the first time that the school community has had a genuine opportunity to be involved, every step of the way. As a result this plan has been developed through consultative processes and reflects the wider community's understanding of where the school needs to develop. The school community believe that there is much that is right about Leeming Primary School. There is a good balance between academic and non-academic goals and how our students fit into the community.

The Targets for this plan are clear. The school has a range of data collection tools to measure academic success and one of these is NAPLAN. The focus for this Business Plan is to consistently improve student performance in NAPLAN, particularly at Year Five through a range of school wide, evidence based improvement strategies.

Key Focus Areas and Operational Strategies in Line with the Department of Education's Strategic Plan

Target 1 and 3 — Sucess for all students

Target 2 — High Quality Teaching

Effective Leadership

Strong Governance and Support

Target 4/5

Overarching

Focus 1
Improvement of student performance

High expectations of success for every student in every school. We will expect a visible, student by student high performance – high care culture based on strong individual case management. (Dept. of Education Strategic Plan 2016-19)

Focus 2
Development of Community Engagement

Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the wider school community and the education systems and sectors. They develop and maintain positive partnerships with students, families and carers and all those associated with the wider school community. They create an ethos of respect taking account of the spiritual, moral, social and physical health and wellbeing of students. They promote sound lifelong learning from preschool through to adult life. They recognise the multicultural nature of Australia's people. They foster understanding and reconciliation with Indigenous cultures. They recognise and use the rich and diverse linguistic and cultural resources in the school community. They recognise and support the needs of students, families and carers from communities facing complex challenges. (Australian Professional Standards for Principals).

Focus 3
Science, Technology, Engineering and Maths (STEM)

Our technological age and the problems that will be faced now and into the future will require a society that has knowledge of STEM subjects and importantly, can apply the problem-solving and collaboration which accompanies the application of this understanding. There is a significant national interest in having a STEM-ready society and it is acknowledged that Australia's global competitiveness and prosperity hinges on investment in STEM education and research.

The power of a STEM-focused curriculum lies in the ability to authentically integrate the four disciplines to solve real world problems (Preston, 2014). Furthermore, deep learning is achieved when students are able to transfer knowledge across contexts and areas of study (Hattie, 2009), and this is a significant feature of a STEM-focused curriculum.

Focus: Improvement of Student Performance

Self- Assessment

Analysis of NAPLAN data 2016, demonstrated an average of 44.5% of students making at least 'High' progress from Pre Primary On Entry data to Year 3 NAPLAN Data (Stable Cohort).

Reading 50%
Numeracy 39%

No data available prior to this year

Target 1 – Success for All Students

Analysis of NAPLAN data **2019**, will demonstrate an increase to 60% of students making at least 'High' progress from Pre Primary On Entry data to Year 3 NAPLAN data (Stable Cohort).

Milestones

Analysis of NAPLAN data 2018, will demonstrate an increase to 55% of students making at least 'High' progress from Pre Primary On Entry data to Year 3 NAPLAN Data (Stable Cohort).

Analysis of NAPLAN data **2017**, will demonstrate an increase to 50% of students making at least 'High' progress from Pre Primary On Entry data to Year 3 NAPLAN data (Stable Cohort).

Students will:

Be exposed to an increasing number of iStar lessons to promote best practice learning.

Be actively aware of the iStar model through WALT and WILF.

Actively participate in Words, Grammar, Fun (Kindergarten and Pre Primary).

Teachers will:

Actively participate in iStar Professional Development.

Meet iStar milestones as set in Whole of Staff Agreements.

Implement commercial support product (CAMS and STAMS) Maths programme in Junior Primary.

Develop individual annual targets for students based upon OARS Numeracy data (linked to Performance Management).

Implement Words, Grammar, Fun programme in Pre Primary and Kindergarten.

Leadership Team will:

Complete Administration walkthroughs and provide feedback on iStar.

Set Whole of Staff Agreements including iStar.

Promote iStar model amongst the community.

Provide staff with access to data and assistance to design targets.

Review and provide Professional Development to staff on Dianna Rigg programme and Whole School Literacy Plan.

Assist ECE team with time to implement Words, Grammar, Fun.

Focus: Improvement of Student Performance

Self- Assessment

Analysis of NAPLAN data **2016**, demonstrated
Numeracy = 10 %
Reading = 10% **Average** = 12%
Writing = 15%
of students making at least 'High' progress from Year 3 NAPLAN data to Year 5 NAPLAN data. (Stable Cohort)

Analysis of NAPLAN data **2015**, demonstrated
Numeracy = 21%
Reading = 21% **Average** = 24%
Writing = 29%
of students making at least 'High' progress from Year 3 NAPLAN data to Year 5 NAPLAN data. (Stable Cohort).

Target 2 – High Quality Teaching

Analysis of NAPLAN data **2019**, will demonstrate an increase to 40% of students making at least 'High' progress from Year 3 NAPLAN data to Year 5 NAPLAN data. (Stable Cohort).

Milestones

Analysis of NAPLAN data 2018, will demonstrate an increase to 35% of students making at least 'High' progress from Year 3 NAPLAN data to Year 5 NAPLAN data. (Stable Cohort).

Analysis of NAPLAN data 2017, will demonstrate an increase to 30% of students making at least 'High' progress from Year 3 NAPLAN data to Year 5 NAPLAN data. (Stable Cohort).

Students will:

Be actively involved in how they can perform at a higher level (possible student target setting to be investigated).

Teachers will:

Meet iStar milestones as set in Whole of Staff Agreements.

Fine tune NAPLAN preparation to maximise student scores by developing better understanding of Writing marking key.

Use data walls developed to engage with data and assist with target setting.

Visit other high performing schools and report on areas for improvement.

Leadership Team will:

Develop data walls based upon OARS testing and On Entry data.

Assist staff with understanding of data.

Organise school visits for staff to look at other high performing schools.

Focus: Improvement of Student Performance

Self- Assessment

Analysis of Year 5 NAPLAN data 2011 – 2016 indicates an average one area out of five areas of positive comparison to "Like Schools"

Numeracy
Reading
Spelling
Grammar and Punctuation
Writing

Target 3 - Success for All Students

Analysis of NAPLAN data **2019**, will demonstrate Year 5 NAPLAN achievement, across **four** out of five areas, in positive comparison to "Like schools" (0-2.0) standard deviations.

Milestones

Analysis of NAPLAN data **2018**, will demonstrate Year 5 NAPLAN achievement, across **three** out of five areas, in positive comparison to "Like schools" (0-2.0) standard deviations.

Analysis of NAPLAN data **2017**, will demonstrate Year 5 NAPLAN achievement, across **two** out of five areas, in positive comparison to "Like schools" (0-2.0) standard deviations.

Students will:

Be actively involved in how they can perform at a higher level (possible student target setting to be investigated).

Teachers will:

Meet iStar milestones as set in Whole of Staff Agreements.

Be allocated oversight of each aspect of the Learning Area. Member is responsible for analysing the data, tracking progress and informing wider staff regarding aspect.

Leadership Team will:

Provide leadership to Learning Area committees.

Focus: Community Engagement

Self- Assessment

The 2016 survey average from 14 questions was 4.12 out of 5.

Target 4 – Effective Leadership

Maintain the community's high positive regard of the running of the school, in the biennial parent satisfaction survey.
2020 = average above 4.0.

Milestones

2018 = average above 4.0

Students will:

Communicate appropriately with each other and school (Connect).

Teachers will:

Communicate effectively and efficiently with parents (Connect).

Encourage transparency of processes and decision making.

Have open lines of communication at all levels.

Have strategies to allow community feedback.

Leadership Team will:

Ensure School Board works effectively and 'in sync' with community.

Ensure School Board is trained under new IPS framework.

Focus: STEM

Self- Assessment

Coding has been taught to approximately 30% of students.

Some STEM outcomes have been met through MAPPEN and Science.

Target 5 – Effective Leadership

By 2**019**:
Implementation of a documented systematic approach to teaching STEM throughout the school. 90% of students having been taught coding.

Milestones

By end of **2018**:
Expert staff will have provided training to all other staff.

Staff will investigate the best way to measure student performance in STEM.

School will have begun work on a whole school STEM plan.

By end of **2017**:
Two staff will be trained as DREAM experts.

Admin and staff will have participated in STEM TDS training.

Students will:

Be exposed to coding PP- 6.

Apply coding into robotics.

Actively participate in STEM lessons.

Teachers will:

Experiment with and develop a bank of STEM lessons.

Commit to collaborative development of skills through commitment to the DREAM (Deeply Reflective Engagement and Mastery) project and Maker Spaces.

Commit to developing a school STEM plan and resourcing.

Leadership Team will:

Work with other schools in Network as a STEM TDS sister school.

Maintain a specialist Science teacher.

Train two staff in DREAM Project. This involves the integration of Digital Technologies into their practice.

Provide resourcing for STEM in budget.

Signed: Principal

Date: 1 June 2017

Signed: School Board Chair

Date: 1 June 2017

LEEMING
PRIMARY SCHOOL