



MINDARIE PRIMARY SCHOOL
SCHOOL PLAN
2015—2017



Welcome to MINDARIE PRIMARY SCHOOL: Committed to Excellence and Care

Today's School for Tomorrow's Society

Our Purpose

To develop active citizens who are prepared for the future; academically, socially and personally.

Our Values

At Mindarie Primary School we value:

- 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

Our Beliefs

Students at Mindarie PS learn best when:

- they are in a safe environment
- they are supported, valued and engage in positive relationships
- they know what is expected of them
- they are challenged

What this looks like:

Beliefs:

Observable behaviours:

Students at Mindarie PS learn best when:

- | | |
|---|--|
| <ul style="list-style-type: none">• they are in a safe environment | Mutual respect of opinions, ideas, values, beliefs and property
Classroom agreements are adhered to
Teachers insist on no put downs
Students are encouraged to have a go
Students are encouraged to be risk takers
Teachers engage students in opportunities to work collaboratively
Students have opportunities to access safe zones
Teachers model appropriate tone of voice, body language and behaviours
Classroom rules are clear and observable
Teachers engage in Restorative Justice practices |
| <ul style="list-style-type: none">• they are supported, valued and engage in positive relationships | Students are welcomed into class
Students names are learned and used
Teachers possess a sense of humour
Teachers expose students to their personal side through sharing of appropriate personal experiences
Students and teachers take pride in their classroom and work space
Students have a voice
Success is celebrated in a variety of ways
Students have opportunities to learn from peers and to support peers
Interpersonal skills are taught and modeled |
| <ul style="list-style-type: none">• they know what is expected of them | Lesson outcomes are communicated to students
WALT/WILF in all classrooms
Teachers use rubrics to define learning outcomes
Teachers use Focus Walls. Word Walls etc
Work samples are referenced and moderated
Teachers engage in I Do, We Do, You Do strategies
Teachers perform Think Alouds to model for students
Students engage in self-assessment practices
Students engage in peer assessment practices
Students are given explicit, timely and appropriate feedback
Class norms are visible
Staff use common language across classes
Students are encouraged to seek clarification from teachers
High expectations are upheld and modeled |
| <ul style="list-style-type: none">• they are challenged | Students are consistently engaged in meaningful activities
Teachers use a variety of teaching strategies
Teachers use a variety of resources
WALT and WILF is evident in all classes
Teachers provide timely and educative feedback
Students are aware of what outcomes constitute higher achievement
Teachers differentiate the curriculum to cater for all levels of remediation and extension
Students are encouraged to set realistic learning goals
Teachers encourage peer support, modeling and problem solving
Teachers make learning relevant to student interest |

Planning considerations 2015—2017

Recommendations from the Independent Review conducted in April 2014

- The school examines the allocation of ICT devices in the lower primary classes to support learning programs that address the digital literacy requirements of the Australian Curriculum.
- The school reviews the class buddy system to determine its worth as a broader, school wide policy.

Planning linked to school focus areas

- Science
- Sustainability
- Resilience
- Numeracy—whole school focus
- Literacy—whole school focus

Planning linked to state and government education initiatives

- National Quality Standards in Early Childhood Education
- Western Australian Curriculum—Phase Two
- Australian Professional Standards for Teaching
- Australian Professional Standards for School Leaders

Focus 2015—Direction for Schools linked to the Strategic Plan for Government Schools

Success for all students

- Increase emphasis on STEM (science, technology, engineering and mathematics).
- Teach, assess and report on year level specific phase one Australian Curriculum content.
- Expand the use of technology to enhance student learning.

Improved student attendance, engagement and behaviour

- Promote the safe use of social media.
- Focus on positive engagement of students.

High quality teaching and leadership

- Teacher peer review and classroom observations.
- Whole school approaches using the Australian Professional Standards.
- Sound workforce planning for future needs.
- Coordinated professional learning and leadership development.

School Annual Operational Plans (reviewed each year) and classroom teachers plans links directly to Mindarie School Plan 2015—2017.

Inclusive, Safe Learning Environment

Curriculum Differentiation

- Staff are committed to providing ongoing support for identified students with specific learning needs.
- SEN work with individual teachers across all years to train staff in the use of SEN software accessed through Integris for differentiated planning for students with special needs.
- An education program is designed and delivered which caters for their individual developmental levels.
- Technology is used as a tool to support students with educational and engagement issues.
- Case conferences are held with teachers and stake holders to identify the various learning requirements and styles of students and ensure that learning programs are provided which utilise the strengths of individual students.
- Strategies such as co-operative learning are implemented to foster participation in a safe, supportive environment.

Pastoral Care

- Positive Behaviour Support—Positive Schools and Classroom Engagement whole school approach implemented and embedded with a school wide team in place to support and lead the initiative. Training provided in 2015/2016 to the team. Whole school input in place. Student voice included.
- Case conferencing focussed on students social and emotional needs in place utilizing the School Psychologist and SAER Associate Principal.
- Continuation of the Chaplain program.
- Introduction (2015) of the Peer Mediators playground support program.
- NQS—Quality Area 2—Each Child's Health is Promoted and Each Child is Protected—is monitored and reported on by all teaching staff in years Kindergarten to Year Two.
- NQS—Quality Area 5—Relationships with Children; respectful and equitable relationships are developed and maintained with each child and each child is supported to build and maintain sensitive and responsive relationships with other children and adults- is monitored and reported on by all teaching staff in years Kindergarten to Year Two.
- NQS—Quality Area 6—Collaborative partnerships with families and communities -is monitored and reported on by all teaching staff in years Kindergarten to Year Two.

Managing Student Behaviour

- Positive Behaviour Support—Positive Schools and Classroom Engagement whole school approach implemented and embedded with a school wide team in place to support and lead the initiative. Training provided in 2015/2016 to the team. Whole school input in place. Student voice included.
- Development of clear behavioural expectations via the PBS strategy linked to a teaching matrix to be used in training students in relation to the behaviours expected.
- Endorsed Mindarie Primary School behaviour management policy is utilized across the whole of the school. Focus is on restorative justice when dealing with behaviour issues.
- Data is collected on student behaviour; positive and negative via Integris Behaviour Management module.
- Positive behaviour is acknowledged in classrooms and the playground through a variety of strategies; merit certificates, class awards, Principal's acknowledgement, faction points etc. These are reviewed and refined annually.

Attendance

- Positive Behaviour Support—Positive Schools and Classroom Engagement whole school approach implemented and embedded with a school wide team in place to support and lead the initiative. Training provided in 2015/2016 to the team. Whole school input in place. Student voice included.
- Strategies to address irregular attendance due to vacations are implemented from 2015 onwards.
- Students who have an attendance rate of less than 93% will have their attendance commented on on their summative report by their classroom teacher and a member of the administration team.
- Parents/caregivers of students with an attendance rate of below 85% will be required to engage in a case conference to explore ways in which the school can work with the family to increase the attendance levels of the students.

Physical Environment

- The environment is inclusive, promotes competence, independent exploration and learning through whole body experiences, the outdoor spaces are designed to engage children in quality experiences in built and natural environments in a manner that develops in the students resilience, imagination, cooperation and risk taking.
- NQS—Quality Area 3—Physical Environment -is monitored and reported on by all teaching staff in years Kindergarten to Year Two.
- Appropriate training in relation to social issues and safety requirements is provided in an educative manner and incorporates aspects such as cyber safety, social media, allergies, anaphylaxis, sun safety, bicycle education, basic first aid, sex education, drug education, water safety as per the Department of Education endorsed programs and providers.

EDUCATIONAL PARTNERSHIPS Monitored utilizing NQS QA 6 Collaborative partnerships with families and communities and the annual school satisfaction survey.

Broad Strategies	Milestones
Continue to develop parent and community expertise	Class parents/caregivers are part of the school culture, whereby parents work collaboratively with teachers in helping in any area required.
Support new families entering the school	The School Board and P&C members are from varied professions, interest groups and backgrounds; each brings with them to the Board and P&C differing views. The ultimate aim being to make our school a successful working partnership with all its members.
Develop and embed a branding and marketing strategy for Mindarie Primary School	The Enrolment Officer always has an open door for families seeking information. A welcome morning tea for new families to the school is held each term. A phone call to new families is made one month after enrolment.
Enable greater school autonomy, flexibility and innovation	Develop and maintain school website, App and Face Book page. Promote school through community groups and newspaper.
Develop partnerships in setting future direction	Encourage staff development through RUMA and Coastal Cluster networks. Share teacher' expertise and advice within school and across RUMA/Coastal Cluster network to continue to improve teacher practice in numeracy, literacy, science, history and the Arts.
	Use surveys, parent forums, School Board and P & C to identify and inform future directions for the school and community. Establish alliance and agreements with agencies; police department, health department, Rotary, ECU and local tertiary and education institutions. Develop the capacity of the School Board and P & C through active participation, training and support.

SUCCESS FOR ALL STUDENTS

2015-2017: Raising standards in literacy, numeracy and science.

- Increase emphasis on STEM (science, technology, engineering and mathematics).
- Teach, assess and report on year level specific phase one Australian Curriculum content.
- Expand the use of technology to enhance student learning.

NUMERACY:

Mindarie Primary School has adopted a whole-school approach to the teaching of Numeracy. There is a strong focus on the development of explicit targets and an emphasis on evidence-based, meaningful and contemporary strategies that have been developed in response to system-level and school-based data. There is an emphasis throughout the school on the implementation of First Steps teaching emphases, featuring a problem-solving approach and mental computations.

Achievement Targets

The numeracy achievement of Year 3 & 5 students will be at or better than like schools.

Whole school strategies

- Maintain appointment of a .2 Getting It Right in Numeracy (GIRN) specialist to support teachers.
- Maintain Mathematics Committee to assist Numeracy Specialist.
- Whole-school Operational Plan with detailed expectations for explicit teaching and the monitoring of student achievement.
- Plan, implement, assess and report using the Australian Curriculum inline with SCSA requirements.
- Use formative and summative evidence-based data to monitor student progress, implement teaching and learning strategies and evaluate targets to improve student achievement.
- Implement targeted teaching programs for children sitting below and at the National Mean.
- SAER Coordinator to assist teachers with the development of strategies to address identified needs of students with learning difficulties.
- Collaborative year level planning, Common Assessment Tasks and Numeracy block timetabling.
- Utilize iMaths as the carrier program across the school linked to best practice and First Steps Maths.
- Track student progress utilizing the iMaths trackers at each year level; Pre-Primary to Year Six.
- Link teachers' implementation of the whole-school Numeracy Plan to the Performance Management process.

LITERACY:

Mindarie Primary School has adopted a whole-school approach to the teaching of Literacy. There is a strong focus on the development of explicit targets and an emphasis on evidence-based, meaningful and contemporary strategies that have been developed in response to system-level and school-based data. There is an emphasis throughout the school on the implementation of First Steps teaching emphases, including the teaching of guided reading, assessing through running records and literacy cycle.

Achievement Targets

Reading

Improve the percentage of Year 3 & 5 students at or above the national minimum standard in reading to the same as or better than like schools.

Increase the percentage of Year 3 & 5 students achieving Reading scores in the higher proficiency bands to equivalent or higher than like schools.

Writing

Increase the percentage of Year 3 & 5 students achieving writing scores in the top 20% of Australian Schools.

Grammar and Punctuation

Increase the percentage of Year 3 & 5 students above the Australian Schools mean.

Spelling

Increase the percentage of Year 3 & 5 students above the Australian Schools mean.

Whole school strategies

- Literacy committee responsible for the development of a whole-school Literacy Operational Plan which focuses on Reading, Writing, Spelling and Punctuation and Grammar.
- Leadership and teacher support for staff provided by Specialist .2 Literacy teacher.
- Use formative and summative evidence-based data to monitor student progress, implement teaching and learning strategies and evaluate targets to improve student achievement.
- Identify students in the lower and middle NAPLAN proficiency bands who are judged by teachers to be capable to progressing to higher bands following the implementation of targeted intervention strategies; Reading Recovery.
- Plan, implement, assess and report using the Australian Curriculum inline with SCSA requirements.
- Link teachers' implementation of the whole-school Literacy Plan to the Performance Management process.
- SAER Coordinator to assist teachers with the development of strategies to address identified needs of students with learning difficulties.
- Emphasis across the school on the delivery of strategies with a meaning orientation to teaching Reading and Writing, e.g. Guided Reading, First Steps Reading strategies, Literacy Cycle.
- Emphasis across the school to develop, implement and moderate through Common Assessment Tasks and PM Benchmark Running Records, Literacy Pro in Reading and Brightpath in Writing.
- Administer Department's On-Entry Assessment in PP.

SCIENCE:

Achievement Targets

Increase the percentage of students in years 2 to 6 achieving above the PAT science standard in knowledge and understanding and investigating.

Whole school strategies

- Science Specialist teachers to provide 100 minutes per week instruction for all students in years 1 to 6.
- Science Committee to assist Science Specialists.
- Use an enquiry based and active involvement model for the delivery of quality science teaching.
- Utilize Primary Connections as the basis of the Pre-Primary to Year 6 programs, ensuring covering of Engineering and Technology.
- Create a science garden area, with a focus on sustainability of the program and sustainability as a priority.
- Whole-school Operational Plan with detailed expectations for explicit teaching and the monitoring of student achievement.
- Plan and implement the Australian Curriculum inline with SCSA requirements.
- Use formative and summative evidence-based data to monitor student progress.

TECHNOLOGY AND ENGINEERING:

Achievement Targets

100 % of teaching staff implementing technology with students at the Augmentation level of SAMR.

25% of teaching staff implementing technology with the students at the Redefinition level of SAMR.

Whole school strategies

- SAMR awareness raised in staff in 2015, implemented from 2015 onwards, embedded by end of 2017.
- Tablet access to all students in Kindergarten to year 6 by mid 2017.
- All students to have access to garden areas and food production opportunities.
- Links to Science and Mathematics highlighted in Operational Plans inclusive of resourcing and explicit teaching.
- Common design challenges for students created to inform staff of the interrelated aspects of Engineering and Technology.

EXCELLENCE IN TEACHING

Build staff capacity for excellence and innovation

- Ongoing Professional Learning in relation to School, SCSA, Department of Education and National Priority areas.
- Continue to develop and maintain distributed leadership and encourage Aspirant and Level 3 teachers.
- Facilitate collaborative practices within and across school and district networks.
- Collaborate with other schools to enhance education programs offered to students.
- Increased staff accountability through the Performance Management process, inclusive of peer observations.
- Adherence to and assessment of NQS QA 7 Leadership and service management is monitored and reported on by all teaching staff in Kindergarten to Year Two.
- Adherence to and assessment of NQS QA 1 Educational program and practise is monitored and reported on by all teaching staff in Kindergarten to Year Two.

Develop teacher expertise to implement data-informed planning

- Systematic analysis of data using SAIS, First Cut, EARS for whole school and classroom planning on an annual basis.
- Collaborative year level planning, moderating and assessing through the use of Common Assessment Tasks and programs such as iMaths and Brightpath.
- Measure student progress on accredited, research based programs such as PM Benchmarks, set specific targets for student progress yearly against these programs and ensure data is passed on to inform future teaches.

Plan for the implementation of Phase 2 and 3 of the Western Australian Curriculum

- 2015 Full implementation of English, Mathematics, Science and History.
- 2016 To become familiar with Phase 2 subjects of Health and Physical Education, Humanities and Social Sciences, Technologies and the Arts curriculum.
- 2017 Full implementation of Health and Physical Education and HaSS.
- Use online resources, exemplars for planning, teaching and assessment.
- Utilize 'Connect Communities' and TDS schools to support staff in the implementation of Phase 2 subjects.

Plan for and recruit to meet Workforce requirements

- Workforce Plan 2015—2017.