ILLAWARRA
Primary School
AN INDEPENDENT PUBLIC SCHOOL

BUSINESS PLAN 2021 -2023

CARING FOR PEOPLE

BUSINESS PLAN

This plan has been collaboratively developed with students, staff, parents and the School Board. The strategic directions in the plan are designed to support our students to be successful learners and have pride in themselves and their community. The plan forms part of a suite of documents including operational plans, the Workforce Plan and the Delivery and Performance Agreement.

Our targets within this plan indicate the level of progress towards achieving our six priority domains:

- STUDENT ACHIEVEMENT AND PROGRESS
- TEACHING QUALITY
- LEARNING ENVIRONMENT
- LEADERSHIP
- USE OF RESOURCES
- RELATIONSHIPS AND PARTNERSHIPS

OUR VISION

To provide an engaging, safe and supportive learning environment, in which students will be able to fulfil their potential in all areas – academic, social, physical, creative, and achieve a sense of purpose and self-worth in a changing society.

OUR VALUES

Self-acceptance and respect of self

Respect and concern for others and their rights

Social and civic responsibility

Environmental responsibility

OUR BELIEFS

We are committed to providing all students with a quality education and to raise student performance

Students are treated as individuals with unique personalities and differing learning styles

Students are supported both academically and socially

Teachers set high expectations and acknowledge each student's best efforts

Students and parents receive relevant, consistent, quality information on student progress and are consulted about codes of behaviour and dress

INSTRUCTIONAL PRACTICES

An explicit teaching model underpins all instructional lessons to ensure concepts are clearly modelled, practised and applied across all learning areas. Opportunities for plough backs are embedded demonstrating ongoing understanding and purpose.

MAXIMISE ACHIEVEMENT AND PROGRESS

Improvement agenda	**Differentiated teaching and learning**	**Methods of teaching**

FOCUS

STRATEGIES

Improvement agenda

- Learning Area and Phase Action Plans with explicit improvement targets and strategies appropriate to each phase of learning.
- Year level and Phases of Learning collaborative planning, programming and assessment processes are in place to collectively enhance the achievement of common outcomes.
- Accountability and academic rigour are evident through whole school assessment schedule, collaborative planning meetings, professional learning, peer observation processes, performance development and moderation processes.
- Professional development to build staff capacity in analysing and interpreting data is provided.
- Literacy and Numeracy leaders build capacity in staff to effectively teach Literacy and Numeracy.

Differentiated teaching and learning

- Ongoing analysis of data to identify achievement, progress, strengths and weaknesses to personalise teaching and learning programs, e.g. catering for high and low achieving students.
- Teachers use a repertoire of teaching strategies to cater for the diverse learning needs of students, e.g. ability based groups, streaming, open ended tasks.
- A team approach and clear process are in place for early identification and support of Students at Educational Risk.
- Contextual implementation of the Aboriginal Cultural Standards Framework.
- Formulate and implement whole school vision for reconciliation.

Methods of teaching

- Leadership team drives a strong improvement agenda grounded in evidence from research.
- Embed and consolidate whole school approaches to teaching Literacy and Numeracy.
- Incorporate lesson design structure into all lessons.
- Focus on explicit teaching and instruction in all classrooms and in all learning areas.
- Classroom planning linked to Business Plan and Operational Plans and is measured via self-reflection through performance development meetings.
- Continuation and expansion of peer observation and feedback processes aligned to a pedagogical framework as a preferred method for staff development.
- AIEO facilitates and advices upon effective and appropriate 8 Aboriginal Ways of Learning across classrooms.
- Showcasing cultural artifacts including Aboriginal and other cultures in order to engage students.

EVIDENCE

- Performance Management of all staff.
- School and system assessment data analysis, including NAPLAN Years 2,3,4,5, On-Entry, PAT, DATA Hub and ABE.
- Business Plan Targets.
- Alignment between grade allocation data and NAPLAN.
- Collaborative Phase meetings – K/PP, 1/2, 3/4, 5/6 with an explicit Literacy and Numeracy scope and sequence documents.
- Phase leaders meet with and plan each term with administration.
- NQS planning and targets.

- First Cut Data shows growth of 2 bands or more between Year 3 to 5.
- MacqLit and MiniLit data.
- PAT, On-Entry, DATA Hub, IPS Literacy Screener.
- School based moderation.
- Moderation.
- Reflect upon and meet targets outlined in the Aboriginal Framework.
- Draw upon AIEO perspectives.

- Calculate improvement data.
- Teachers self reflect and set goals based on the AITSL Standards and discuss as part of Performance Management.
- Phases of Learning set pedagogical improvement targets based on school priorities.

TEACHING QUALITY

FOCUS

Build staff capacity to meet the diverse and changing needs of our students	Build a culture of high standards and high expectations	ICT embedded across the school	Pedagogical practices

STRATEGIES

▪ Build capacity of the Administration team to drive the school Improvement agenda by enhancing their knowledge of contemporary research and best practice. ▪ Staff engages in professional learning around best practice teaching, learning and assessment strategies. ▪ Continuation and expansion of peer observation and feedback processes against a pedagogical framework as a method for staff development. ▪ Performance development of teachers conducted on a biannual basis. ▪ Professional Development opportunities which highlight evidence based programs and best practice in teaching are provided. ▪ Learning Area and Phase of Learning leaders share their expertise with staff to build knowledge and capacity in priority curriculum areas.	▪ Accountability and academic rigour are evident through a whole school assessment schedule, collaborative meetings, professional learning and moderation process. ▪ There is a strong focus on high quality learning experiences which show differentiation and cater for the learning needs of all students. ▪ Teachers have high expectations of all students and set high standards in the quality of work expected.	▪ IPS Scope and Sequence of Digital Technologies, articulating desired skills and support for each phase of school, is successfully implemented. ▪ A reliable, stable mix of personal, fixed and portable devices are utilised by students and staff. Focus on Chromebooks 5-6. IPads 1-4. ▪ There is a continued focus on Design and Technology alongside Digital Technologies. ▪ Coding and robotics opportunities are explored and made available to students, with appropriate support and staff development from ICT and STEM Coordinator. ▪ Provide professional learning around the Digital Technologies Curriculum, and opportunities for collaborative planning to build staff expertise.	▪ All teachers and leaders are committed to identifying, understanding and implementing effective pedagogical practices and a high priority is given to evidence-based teaching strategies. These include instructional strategies, Gradual Release of Responsibilities Model and whole school approaches to lesson design structure. ▪ Best practice in Early Childhood Education forms the foundation of the Early Years program, including a balanced approach between play based and more explicit teaching. ▪ Develop ECE Plan. ▪ Timetable ECE meetings to focus on NQS, OnEntry analysis, data analysis. ▪ Timetable Phase of Learning meetings to focus upon pedagogical practices. ▪ Whole school approaches to teaching Literacy and Numeracy are embedded in classroom programs and are linked to the Business and Operational Plans. ▪ Teachers use data effectively to inform planning and differentiation.

EVIDENCE

▪ Performance Development process mapped against the AITSL Standards. ▪ Calandar set priorities for staff meeting agendas. ▪ Year level and Phase level collaborative meetings with an explicit agenda. ▪ Peer observations based on school priorities. ▪ Administration Team meeting agendas.	▪ Phase meeting agendas. ▪ Performance Development meetings. ▪ Moderation at year level to support assessment and reporting.	▪ National School Survey Data – parents, students and teachers. ▪ Chromebooks and iPads. ▪ Use of STEM digital resources. ▪ Interactive whiteboards in all teaching areas.	▪ Formulate and meet NQS requirements in Early Childhood. ▪ Performance Development meetings. ▪ Phase of Learning team collaboration. ▪ Link between Business and Operational Plans evident in classroom planning.

LEARNING ENVIRONMENT

FOCUS

Student health and wellbeing	Promote high expectations and challenges	Cultivate environmental sustainability

STRATEGIES

Student health and wellbeing
- Dedicated and integrated approach to support student health and well being.
- Embed evidence-based mental health programs, including Bounce Back and Buzz programs.
- Structured, responsive and adaptable support by skilled professionals is provided to enhance the development of the whole child.
- Continued focus on the standards of respect and excellence with a whole school approach to behaviour support, social skills development, intervention and bullying prevention.
- Continue to support student leadership programs, including leadership conference.
- Clubs are provided at lunch times to support students to social and emotional needs.

Promote high expectations and challenges
- The school promotes and maintains an environment reflective of high expectations for all.
- Teachers ensure that all students are engaged in challenging, meaningful learning experiences.
- Identify areas within the school which might be modified to achieve better outcomes for students and staff.
- Vigilance in health and safety is maintained across the site.
- Principal meet on monthly basis with Occupational Health and Safety Officer to peruse monthly checks.

Cultivate environmental sustainability
- Sustainability practices and processes are implemented and evident throughout the school.
- A whole school approach is committed to reducing our negative impact on the environment. Batteries, worm farm, muching.
- All classes are actively involved in sustainability initiatives around the school and in school garden ie potting seedlings in readiness for Mothers Day, Fathers Day, Christmas.
- Create a school garden and Yarning Circle Meeting place with inviting seating and treed areas, fruit trees for children to sit, contemplate and play.

EVIDENCE

Student health and wellbeing
- National School Survey Data – parents, students and teachers.
- Report ABE and attendance data.
- AEDC data.
- SAER Policy.
- School Chaplain and School Psychologist.
- Positive Education Policy.
- Girls Club, Boys Club, Dinosur Club, Bike Club, Ancient Egyptian TAGS, Treasure Hunters Club, Lego Clubs, Comic Club

Promote high expectations and challenges
- National School Survey Data – parents, students and teachers.
- Nature playgrounds.
- Medical Plans updated, displayed and staff made aware.

Cultivate environmental sustainability
- Recycling stations – batteries, waste, worm farm, composting, plastic bottles and cans.
- Grounds Committee meet and plan.
- Create School orchard and garden – fruit trees and potted plants. Seating and play areas within garden and orchard.
- Grants.

LEADERSHIP

FOCUS			
A culture of high standards and continuous professional improvement	**Leadership opportunities are created and distributed**	**Professional responsibility and conduct**	**Staff wellbeing**

STRATEGIES

A culture of high standards and continuous professional improvement
- Teachers are provided with open, honest and targeted feedback directly aligned to AITSL Standards for Teachers, school priorities and teacher impact.
- School administration keeps abreast of research on effective teaching practices and imparts this knowledge to staff to build capacity.
- School administration create regular planned opportunities for teachers to work collaboratively in order to meet school priorities and build capacity in one another.
- Teachers and school leaders place a very high priority on the ongoing professional learning of all staff and on a school-wide, self-reflective culture which is focused on improving classroom teaching and student outcomes.

Leadership opportunities are created and distributed
- Executive Team completes professional learning to further their understanding of how to lead school improvements.
- The Principal and other school leaders provide professional learning opportunities that support career/leadership development within the school and cluster.
- Teacher expertise is shared through collaborative meetings, mentoring and coaching to encourage ongoing staff development.
- Literacy and Numeracy leaders work shoulder to shoulder with teachers to build professional knowledge and understandings.
- Aspirant leaders are provided with leadership opportunities and support to meet the requirements of Senior Teachers.

Professional responsibility and conduct
- There is a high priority placed on developing and maintaining a professional culture characterised by mutual respect, a high level of trust, professional autonomy and personal accountability.
- The Leadership Team embeds a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.
- The school Leadership Team provides opportunities to share expertise at a school and cluster level.
- Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practice.
- Administration establishes and communicates clear expectations that assessment data drives classroom planning, and is focused on improving student outcomes.

Staff wellbeing
- A high priority is placed on staff wellbeing by providing and promoting a range of opportunities to proactively promote positive health and wellbeing, including mindfulness sessions and the Sanctuary Room.
- A Workload Advisory Committee provides feedback to school administration on staff mental health and wellbeing.
- Staff innovation is nurtured and supported.
- Individual staff members are encouraged, and provided with opportunities to access additional support services as required.
- Provide more staff parking bays.

EVIDENCE

A culture of high standards and continuous professional improvement
- Administration weekly agenda.
- Weekly staff Communication meetings. Admin, staff and school leader input.
- Calandar yearly professional learning.
- Phase meeting agenda and minutes.
- Peer observations/coaching.

Leadership opportunities are created and distributed
- Administration weekly agenda
- Aspirant leadership Structures.
- Literacy and Numeracy Operational Plans.

Professional responsibility and conduct
- Performance Development Process and AITSL Self Reflections.
- National School Survey Data – parents, students and teachers.
- Meeting expectations - Norms.
- National Quality Standard Framework.

Staff wellbeing
- National School Survey Data – parents, students and teachers.

FOCUS

Targeted Use of Resources	Physical Environment	Compliance

STRATEGIES

Targeted Use of Resources
- The school gives priority to initiatives aimed at improving outcomes for students and staff with clear links to Operational and Business Plans.
- There are school wide programs and approaches for students requiring additional or specialist support.
- Planning for the effective use of resources is based on the analysis of student performance data, Australian and State Government initiatives, systemic directions and contemporary research.
- The P&C group work in partnership with the Principal and School Board to ensure funds are used to provide resources and facilities that meet the school priorities.

Physical Environment
- Dedicated outdoor learning spaces that develop and foster creativity, playfulness, critical thinking and ingenuity to enhance STEM learning.
- Investment in school facilities, fittings and grounds to create an environment that is welcoming and adaptable to the changing needs of the students.

Compliance
- The Principal will ensure that annual finance and governance compliance measures are met.
- The school and School Board are committed to meeting the accountabilities within our Delivery and Performance Agreement and Annual Funding Agreement.
- A strong and effective School Board is maintained to support the school and school priorities.

EVIDENCE

Targeted Use of Resources
- School budget.
- Literacy and Numeracy Learning Area leadership.
- MiniLit and MacqLit.
- Workforce plan.
- Asset replacement plan.

Physical Environment
- National School Survey Data – parents, students and teachers.
- NQS Audit.
- Health & Wellbeing planning.
- Nature Play Space.
- Loose parts play across the school.
- Girls Club, Boys Club, Bike Club, Ancient Egyptian Club, Treasure Hunters Club and Lego Clubs, Comic Club.
- STEM outdoor focus – Grounds, loose Parts, Nature Play.

Compliance
- School Board and P&C minutes.
- The School Board endorses and reviews the DPA and funding agreement.

RELATIONSHIPS AND PARTNERSHIPS

FOCUS

| **Maintain and strengthen positive school community relationships** | **Boost and value the mutually beneficial partnerships with wider community** | **Enhance our positive public school image above and beyond the local community** |

STRATEGIES

- Parents are viewed and treated as partners in the promotion of students' learning and wellbeing.
- A highly functional School Board is comprised of engaged, visible and committed members.
- The school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing.
- P&C work in partnership with the school to ensure funds raised are used to provide resources and facilities that meet the school's priority needs.
- Use a range of contemporary media to communicate relevant class, school and community events.
- Event based opportunities that engage and celebrate our students and school are endorsed.

- Strong relationships are established and maintained with cluster schools and schools in other regions, in areas of expertise.
- Build on current partnership initiatives.
- Actively encourage involvement with the local and wider community in school events and programs.
- Increase opportunities for use of the school site and facilities by community groups and offering extended services to children and families.
- Maintain and nurture existing partnerships with Ballajurra Community College to support a seamless transition from Primary School to Secondary School.
- Provision of information sessions to engage parents and community on topics relevant to school, youth and community needs.

- Celebrate school successes through articles published in local paper, website, P & C Facebook page and school newsletter to acknowledge and celebrate school programs and successes.
- Informal opportunities for parents and community engagement through social events, community evenings and P&C initiatives.
- Build community and citizenship for students through engagement with local, national and global initiatives.
- Use a range of contemporary media to promote relevant class, school and community events.

EVIDENCE

- School Board Minutes
- National School Survey Data – parents, students and teachers.
- School events:
  - Faction Carnival, Assemblies
  - Open Night
  - Christmas Concert
  - Clubs
  - P & C/School initiaives – Quiz Night, raffles, Mother' and Fathers' day stall etc, represented at school events alongside Principal.
  - Meet and Greet term 1 Sausage Sizzle
  - Graduation
  - Parent Information Sessions.

- Phase Strategic Plan
- Promotional and public relation events including:
  - Thank You morning Tea
  - Year 6 Graduation
  - ANZAC Ceremony
  - Faction Carnival
  - Assemblies
  - Open Night, Christmas Concert
  - Graduation
  - Clubs:
  - P & C/School initiaives – Quiz Night, T1 Meet and Greet Sausage Sizzle, Parent Information Sessions.

- Promotional and public relation events including:
  - Thank You Morning Tea
  - Open Night
  - Book Week
  - Harmony Day
  - One Big Voice
  - Choir Performances
  - Assemblies
  - Year 6 Graduation
  - ANZAC Ceremony
  - Remembrance Day

STUDENT ACADEMIC TARGETS

ON-ENTRY

- At the beginning of Pre-Primary our results will be at or above national average in Literacy and Numeracy

YEAR 3

- Equal or Greater than the Australian Mean in all areas of NAPLAN results

YEAR 5

- Equal or greater than the Australian Mean in all areas of NAPLAN results

NON-ACADEMIC TARGETS

ATTENDANCE

- Aim for attendance of 94% or above
- Formulate an attendance process that tracks and supports student attendance

ATTITUDE / BEHAVIOUR / EFFORTS

- Data relating to student behaviour reflects positive and proactive strategies
- Increase percentage of students achieving 'Consistently' across all eight reporting descriptors
- Build students capacity to high participation and performance in physical activity

STAFF TARGETS

- Staff satisfaction and wellbeing data reflects a healthy work life balance
- Staff engage in increased common teaching and learning practices
- See an increase in staff undertaking leadership roles

PARENT AND COMMUNITY TARGETS

- Maintain positive parent satisfaction data in relation to the school's capacity to effectively meet the academic, emotional and physical needs of their children
- Implement initiatives to strengthen inclusive education that reflects the ethnic diversity of students in our school

GLOSSARY OF TERMS

Aboriginal Cultural Standards Framework: The framework sets expected standards for all staff when working with Aboriginal students, their parents and families and communities.

ACARA Australian Curriculum, Assessment and Reporting Authority

BMiS Behaviour Management in Schools (School Positive Behaviour Policy)

DoE Department of Education

EALD English as an Additional Language/Dialect

ESL English as a Second Language

IBP Individual Behaviour Plan
IEP Individual Education Plan
IT Information Technology

ICT Information and Communications Technology MIS Management Information System

NAPLAN National Assessment Program – Literacy and Numeracy
National School Survey: surveys to glean information on perceptions of how the school is going.

NQS: National Quality Standards – Sets a national benchmark for early childhood education across 7 areas.

One Big Voice – Massed Choir event of any interested state schools.

P & C – Parents and Citizens.

School Board – Board to assist the school, comprised of parents, community members and school staff.

MiniLit and MacqLit – Literacy intervention programs.

Open Night – Showcasing of student work to parents.

Learning Area – 8 subject areas; English, Mathematics, Science, HASS (Humanities and Social Sciences including history, geography, civics and citizenship and Economics and Business), The Arts, Languages, Health and Physical Education, Technologies.

Phases of Learning – Year levels working together that meet and work collaboratively at a set time, afterschool, usually every two weeks for an hour: Phases:
- Kindergarten and Pre Primary
- Years 1 and 2
- Years 3 and 4
- Years 5 and 6

Moderation is the process of teachers sharing, working through and agreeing their understandings of expected curriculum levels of student achievement and progress. It supports teachers to compare their own judgments to either confirm or adjust them.

STEM – is and approach to learning and development that integrates the areas of Science, Technology, Engineering and Mathematics. Through STEM, students develop key skills including: problem solving.