



2018 - 2020 BUSINESS PLAN



Helena Valley
PRIMARY SCHOOL

An Independent Public School

Helena Valley Primary School is a small metropolitan school, situated in the foothills of the Darling Range. The school gained Independent Public School status in 2015.

Students are recognised for their positive attitude towards learning and respect for their peers. They are offered educational opportunities to cater for their individual learning needs.

Staff are committed and experienced educators, who work in partnership with each other and their peers as part of the Hills Education Community, in order to enhance their classroom practice.

Staff work closely with dedicated parents through the P&C and School Board. The school consistently receives positive feedback from families reflecting the community spirit present at Helena Valley Primary School.

Our vision

Helena Valley Primary School community inspires students to strive for excellence by being responsible and positive citizens.

Our mission statement

Staff are collaborative professionals who employ evidence-based and reflective practices for the growth of all students.

Students embrace and value all educational opportunities to become life-long learners who contribute to society in a positive way.

Community members are valued partners who understand that a positive community and school relationship is integral to student learning.

Our core values

Strive for **Excellence** to achieve your personal best.

Be **Responsible** learners by demonstrating positive choices towards learning.

Demonstrate active **Citizenship** interacting positively with others.



The Business Plan outlines a succinct overview of the strategic intent the school has towards quality education, in the academic and non-academic domains. The plan references the Department of Education's strategic direction and forms part of a suite of documents outlining the school's vision. The Business Plan is a working document for staff and the community of Helena Valley Primary School.

Our improvement targets are based on the Department of Education's Improvement and Accountability Framework. Targets are both realistic and aspirational, constructed to ensure student progress and achievement.

Our improvement targets

Teaching

By the end of 2020 the stable cohort data will indicate that:

- 80% of our students will show growth of 0.5 progression/developmental points from Pre Primary to Year 1, in the On-entry data.
- 80% of our students will show growth of 0.5 progression/developmental points from Year 1 to Year 2, in the On-entry data.
- A maintained positive trend from our Year 3 to Year 5 students in NAPLAN data for all our students.
- Performance will be at or above like schools for NAPLAN in Reading, Writing and Number for our Year 3 and 5 students.

Leadership

By the end of 2018:

- All staff will have participated in an annual performance management cycle based on the Australian Institute for Teaching and School Leadership Professional Standards (AITSL) for Teachers and/or Principals or an appropriate framework.

By the end of 2020:

- Achieve the rating of 'Meeting' for National Quality Standard 7 – Leadership and Governance.

Learning environment

By the end of 2020 the stable cohort data will indicate:

- An improvement in the performance of our students who are identified in the bottom 20% of system (NAPLAN and On-entry) and school data compared to like schools.
- A maintained and/or improved level of performance, in our identified students in the top 10% of system (NAPLAN and On-entry) and school data compared to like schools.
- A maintained current trend of increased attendance to be equivalent or above like schools.
- An increased percentage of our students in Years 3 to 6 achieving 'Consistently' in the Attitude, Behaviour and Effort in the Student Achievement Information System data (SAIS).
- An increased percentage of our students from Pre-Primary to Year 2 achieving 'Consistently' in the Personal and Social Learning Behaviours in the SAIS data.

Relationships

By the end of 2020:

- Maintain and/or improve our rating on identified questions in the Parent National School Opinion Survey.
- Increase the number of our families completing the Parent National School Opinion Survey to 50% or more.

Our key improvement strategies are outlined below, focusing on school-wide practices and building partnerships in the community to enhance student learning.

Key improvement strategies

Key improvement strategies will be implemented through:

- > Staff utilising data to inform identification of students in 'Waves' in English, Mathematics, Attendance and Health and Well Being.
- > Staff catering for identified wave 2 and 3 students through the use of the school's intervention policy.
- > Robust learning programs in the four priority areas of English, Mathematics, Digital Technologies and Positive Behaviour School (PBS).
- > School-wide plans being reflected on and adjusted annually to ensure school practices and pedagogy remain current and highly effective.
- > Staff using a school-wide explicit teaching model - iSTAR.
- > Utilising frameworks such as Early Years Learning Framework, Western Australian Curriculum and Kindergarten Guidelines as a basis for all classroom planning.
- > Phase of learning collaboration (facilitated by the Curriculum Team Leader) with a focus on intervention, moderation and classroom 'Plan, Teach, Reflect and Adjust' cycle.
- > An annual peer and administration observation and feedback schedule with a focus on school-wide programs and AITSL standards.
- > Involvement in system initiatives where available, such as NAPLAN online, to prepare students for success in the future.
- > Providing professional learning in key areas of Digital Technologies, English (Talk for Writing, Letters and Sounds/Words Their Way) and Mathematics (Dr Paul Swan and iSTAR).
- > School-wide and interschool moderation in priority areas of English and Mathematics.
- > Teaching the Western Australian Curriculum Phase 3 areas and Reporting to Parents in Digital Technologies, Health and Physical Education, The Arts and Languages.
- > Utilising a schedule for classroom observations (peer and administration) focusing on school-wide programs and AITSL standards, with a priority given to classroom practice.
- > Transparent Leadership structures and opportunities being offered for roles such as Team Leaders and Curriculum Team Leaders in line with school-wide structures.
- > Reviewing induction processes for all new staff.
- > All staff participating in an annual Performance Management process, based on an appropriate reflective tool, with a view to improve personal performance and classroom practice.
- > A streamlined intervention approach towards identified wave 2 and 3 students based on our wave intervention program.
- > An established 'Plan, Teach, Reflect and Adjust' analysis of system and school data, as an identification-screening tool for wave students.
- > A consistent and transparent engagement with parents and outside agencies as demonstrated through intervention documentation.
- > Establishing a student service review meeting once a term with teaching staff, School Psychologist, Chaplain, School Nurse, Administration and outside agencies to streamline services.
- > Continuing to strengthen transition planning from year to year for identified students.
- > Using PBS assemblies to provide common messages to staff and students in implementing PBS as a school-wide practice.
- > Professional development in 'Trauma Informed Practice' and catering for sub-groups within the classroom.
- > Reviewing of 'minors sheet' and Integris data to identify behaviours and sub-groups to be focused on through PBS.
- > The development of a Public Relations (PR) subcommittee to create a school-wide strategy on PR and communication, using the skills of School Board, P&C and staff.
- > School staff and School Board members seeking feedback from parents on school-wide priorities for improvement through informal and formal sources.
- > The School Board Chair communicating school performance to the parents.
- > Annually reviewing the effectiveness of partnerships with the School Board e.g. Lifestyle Village, Playgroup and Hills Education Community Schools (moderation/walkthroughs).
- > Staff continuing to work together through collaboration processes to develop school-wide practice.

Staff and the School Board undertake a School Self-Assessment process utilising the Disciplined Dialogue process and a range of system and school-wide data.

Three key questions are asked when reviewing the data:

1. What is the data telling us?
2. Why is the data telling us this?
3. What, if anything, should we do about the data?

The review of data using this process is the foundation of our school's improvement cycle.

Self-assessment and monitoring tools

Targets and key improvement strategies will be monitored through:

System Data Collections: AEDC, On-entry, NAPLAN, SAIS

School-wide Data: Brightpath, Words Their Way, Letters and Sounds, Phonological Awareness Screening, Mathletics, Talk for Writing Hot/Cold Tasks, Literacy Pro, Wave profiles, Wave 2 and 3 Register and Moderation Tasks

Standards: AITSL Standards: Teacher and Principal, National School Improvement Tool, Principal Improvement tool

Surveys and Feedback Tools: Performance Management Processes, Peer and Administration Observations

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Surveys and Feedback Tools: 360 Degree Feedback, National Quality School Data, National Opinion Surveys, Performance Management Processes, Peer and Administration Observations

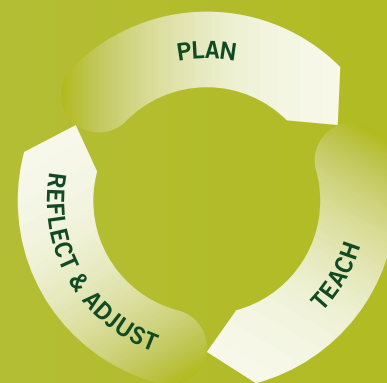
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Standards: AITSL Standards: Teacher and Principal, National School Improvement Tool, Principal Improvement Tool

Surveys and Feedback Tools: Performance Management Processes, Peer and Administration Observations and CMS Set Data (PBS)

Surveys and Feedback Tools: National Opinion Surveys, School Created Feedback Opportunities and Surveys



Teaching

Leadership

Learning environment

Relationships

This publication is available in
alternative formats, on request
from a person with disability.

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