



WEST NORTHAM PRIMARY SCHOOL

SCHOOL PLAN 2019 - 2021



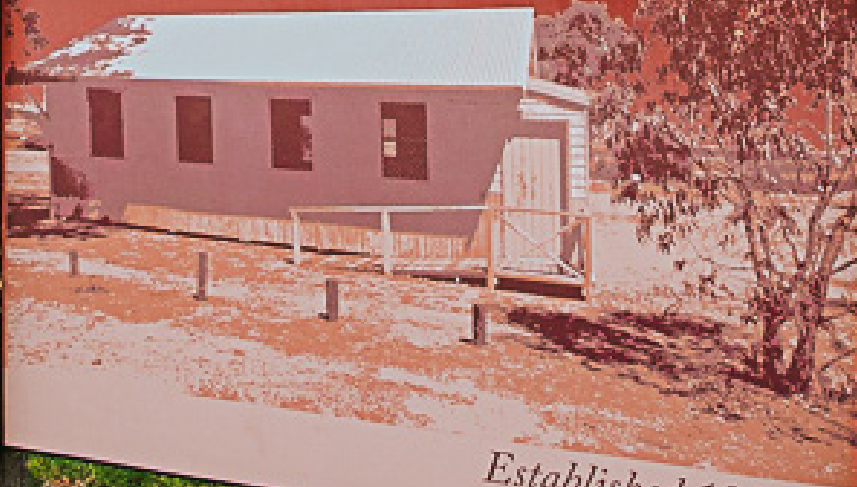
**DREAM IT
BE IT
CLIMB HIGH**

Established 1906



WEST NORTHAM PRIMARY SCHOOL

Dream it, Be it, Climb High



Established 1906



STRIVE
AND
SERVE

OUR PURPOSE

At West Northam Primary School our students aspire to be their best. We equip our students with the skills and ability to persevere and achieve success. We foster a sense of belonging and teach our students to care and contribute.

OUR BELIEFS ABOUT LEARNING

- We believe that all students have the right to a safe, supportive learning environment with staff who are professional, confident leaders.
- We believe that students learn best when they are involved in relevant and engaging learning.
- We believe education should inspire positive experiences and create opportunities that enhance students' lives.
- We believe student learning should include opportunities to make mistakes, experiment and practise to develop deeper knowledge and confidence.
- We believe that students learn best by having explicit, challenging, achievable, individual and shared goals, with student input and appropriate feedback.
- We believe that all students require quality teaching to provide the support needed to reach specific individual goals.
- We believe that learning should be differentiated to cater for different learning styles with specialised learning for students with learning difficulties.
- We value the whole child by making connections to their world, acknowledging their unique strengths, their home and partnering with their families to ensure their needs are met.



TEACHING AND LEARNING

FOCUS AREAS (Performance Descriptors)	TARGETS (Indicators)	STRATEGIES (What are we doing?)
High expectations for teachers and students.	<ul style="list-style-type: none"> • Expert teaching and learning in all subjects. • Achievable goals for students. 	<ul style="list-style-type: none"> • Targeted professional learning for staff to build expertise. • Detailed knowledge of students to guide personal goal setting. • Use of data to identify needs and set targets.
Build staff capacity.	<ul style="list-style-type: none"> • Use of reflective practices and feedback. 	<ul style="list-style-type: none"> • Peer and line manager lesson observations and feedback. • Australian Institute for Teaching and School Leadership (AITSL) self-assessment tool. • Student surveys.
Explicit Direct Instruction (EDI)	<ul style="list-style-type: none"> • Implementation of EDI in all classes across all subjects. 	<ul style="list-style-type: none"> • Shared expertise through peer observations and coaching. • Professional learning in EDI.
Digital technology to transform learning.	<ul style="list-style-type: none"> • Expert teaching of digital technologies. • Safe use of digital technology. 	<ul style="list-style-type: none"> • Sequential schedule for digital technology skill acquisition. • Professional learning in the teaching of digital technologies. • Professional learning in e-safety through the Office of eSafety Commissioner and the Department of Education's online professional learning course, Students Online Policy. • Monitoring of student use and software. • Explicit teaching of e-safety: <ul style="list-style-type: none"> - Protective Behaviours - SDERA – Challenges and Choices - Office of eSafety Commissioner courses.



STAFF AND STUDENT WELLBEING

FOCUS AREAS

(Performance Descriptors)

TARGETS

(Indicators)

STRATEGIES

(What are we doing?)

Support individual students' needs.

- Provision of pastoral care.

- Chaplaincy program.
- Implementation of the Build Up Zone (BUZ) social and emotional wellbeing program from Pre-Primary to Year 6.

- Early identification and intervention of Students at Educational Risk (SAER)

- Professional learning in teaching students with special educational needs.
- Documented Plans for SAER.
- Assisting parents/carers to access support agencies.

Safe and well-organised learning environments.

- Planned routines and calm classrooms.

- Routines clearly displayed in every classroom.
- Explicit teaching of behaviour expectations.
- West Northam Primary School Behaviour Matrix and posters displayed in every classroom.
- Implementation of 1-2-3 Magic and Emotional Coaching program in every classroom.

Build a culture of support.

- Improved staff wellbeing.

- Professional learning in Mindfulness with the school nurse.
- Time allocated to address staff wellbeing.

- Improved communication procedures.

- Communication to staff via email.
- Regular performance management to evaluate and support staff.



COMMUNITY ENGAGEMENT

FOCUS AREAS

(Performance Descriptors)

Foster communication between the school and the local school community.

TARGETS

(Indicators)

- Open and welcoming classrooms.
- Regular communication with families.
- Connecting with local support agencies

STRATEGIES

(What are we doing?)

- Welcome parents, staff and mentors into classrooms.
- Welcome every student into the classroom each day.
- Class information letter sent out to parents/carers including days and times the teacher is available to meet with parents/carers.
- Regular positive feedback to parents/carers.
- Use of school Facebook, website and Message U to keep the school community informed.
- Newsletter sent out to parents/carers three times per term.
- Term Planner with the term's events sent out to parents/carers each term.
- Parent Centre available for community meetings and events.
- Partnering with local support agencies to assist students and their families.
- Assisting families to engage with local support agencies.
- Liaising with local support agencies in supporting students and their families.



ABORIGINAL CULTURAL STANDARDS FRAMEWORK

FOCUS AREAS

(Performance Descriptors)

Relationships

Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.

Leadership

School leaders develop a clear vision for the teaching and learning of Aboriginal students.

TARGETS

(Indicators)

- Staff provide Aboriginal students with opportunities to take leadership roles at school.
- School leaders seek feedback from Aboriginal students, their parents and families on education delivery to inform decision making.
- School leaders provide opportunities for local Aboriginal community representation on the school council/board.

- School leaders ensure school values are underpinned by high expectations for Aboriginal students.
- School leaders involve parents and families, and local Aboriginal community members in the development of the school vision and ethos.
- School leaders ensure Aboriginal education outcomes are defined in the school plan and reported in the annual school report.
- School leaders establish a culture of continuous improvement and academic optimism for Aboriginal students.

STRATEGIES

(What are we doing?)

- Aboriginal community members and parents are invited to take part in school cultural activities, e.g. NAIDOC
- Aboriginal parents are encouraged to join school committees, e.g. School Council.
- Aboriginal parents are invited to provide formal and informal feedback to the school, such as completing the school survey or informal meetings over the course of the school day.
- Aboriginal staff liaise with parents and the community to strengthen ties between the school and local community and increase parent engagement with the school.
- School leaders seek advice from Aboriginal staff to improve Aboriginal student learning outcomes.
- Aboriginal or Islander Education Officer (AIEO) implements Noongar language learning from Years 1 to 6 to support the local language.
- Targets in numeracy, literacy and attendance will guide our teaching and decision making to improve achievement for Aboriginal students.
- Families are invited to work in educational partnership with the school through the P&C and the School Council.



ABORIGINAL CULTURAL STANDARDS FRAMEWORK

FOCUS AREAS

(Performance Descriptors)

Teaching

Teachers assess, provide feedback and report on the progress of Aboriginal students.

Learning Environment

Staff support Aboriginal students to feel a sense of belonging and connection to the school.

Resources

School leaders allocate staff to support the learning needs of individual Aboriginal students.

TARGETS

(Indicators)

- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
- Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
- Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
- Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

- Aboriginal students demonstrate pride in, and ownership of, the school.
- Staff have positive interactions with Aboriginal students.
- Staff welcome parents and families of Aboriginal students at the school.
- All students and staff are aware of, and demonstrate respect for, the cultural and linguistic diversity of the school community.
- Staff promote positive wellbeing for Aboriginal students.

- School leaders, in planning the staffing profile, give specific consideration to the learning needs of Aboriginal students.
- School leaders consider the expertise and experiences required for staff to work with Aboriginal students.

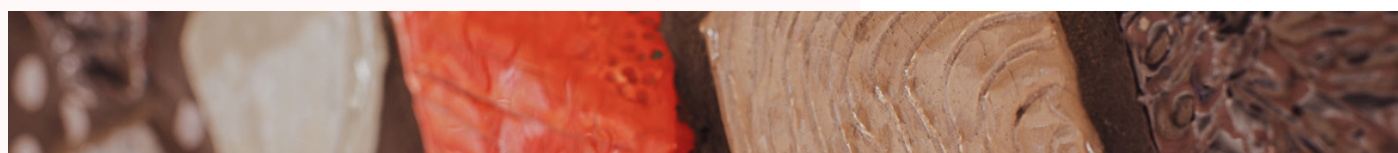
STRATEGIES

(What are we doing?)

- AIEO plans with teachers to deliver Noongar language to students from Years 1 to 6.
- AIEO assesses and reports in Noongar language from Years 3 to 6.
- AIEO meets weekly with teachers to review and plan for individual or small groups of students.
- Teacher actively engages AIEO in classroom activities.
- Teachers seek advice and value input from Aboriginal staff in regard to Aboriginal culture and language when planning lessons.
- Individual Education Plans used to track progress of identified Aboriginal students.
- Aboriginal staff assist school leaders and teachers with parent interviews for Aboriginal students.
- Aboriginal staff help to facilitate communication between Aboriginal students and/or their parents/carers and teachers.

- Welcome to Country is performed at all school assemblies.
- Culturally significant days are acknowledged and celebrated, such as, NAIDOC, Harmony Day, Sorry Day and Reconciliation Week.
- Aboriginal staff assist classroom teachers with the integration of Aboriginal Perspectives Across the Curriculum (APAC), providing advice on program content related to Aboriginal culture.
- Aboriginal Flag is flown and Aboriginal art is prominent within the school environment.
- Aboriginal staff liaise with outside agencies to further the educational welfare of Aboriginal students.

- Increased number of local Aboriginal staff are employed to meet cultural needs of Aboriginal students.
- Professional learning is provided for Aboriginal staff to improve outcomes for Aboriginal students.
- AIEO Noongar language expertise is utilised across all year levels.



STRATEGIC IMPROVEMENT TARGETS

FOCUS AREAS

(Performance Descriptors)

TARGETS

(Indicators)

STRATEGIES

(What are we doing?)

LITERACY

- By 2021, 80% of students from Pre-Primary to Year 2 will show an improvement of at least two PM Benchmark levels per semester.
- By 2021, 80% of students from Year 3 to Year 6 will show an improvement of at least one PM Benchmark level per semester.
- By 2021, 80% of the stable cohort (two years or more at West Northam) will reach PM Benchmark level 20 by the end of Year 3 and level 30 by the end of Year 5.
- By 2021, at least 40% of the Aboriginal stable cohort (two years or more at West Northam) will be at or above expected level in PM Benchmarks.
- By 2021, 80% of students from Pre-Primary to Year 6 will show an improvement of at least 10 points on the Brightpath recount (Pre-Primary to Year 2) or narrative (Year 3 to Year 6) scale per term.
- By 2021, 80% of the stable cohort of Year 3 students will score 270 or above on the Brightpath Narrative Scale.

- Professional learning in teaching strategies for all aspects of the literacy block.
- Consistent planning, teaching and assessment of the literacy block across the school.
- Explicit teaching of reading and writing processes and strategies.
- Use of Reading Eggs online reading program to provide engaging practice of skills.
- Use of the North-East Metropolitan Language Development Centre (NEMLDC) writing tools.
- Shared and guided reading in all classes.
- Implementation of Words Their Way spelling program from Years 3 to 6.



STRATEGIC IMPROVEMENT TARGETS

FOCUS AREAS

(Performance Descriptors)

TARGETS

(Indicators)

STRATEGIES

(What are we doing?)

NUMERACY

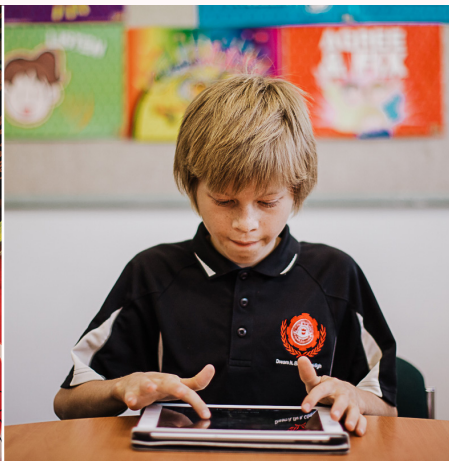
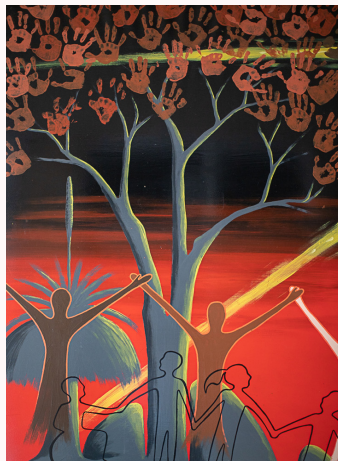
- By 2021, at least 30% of our stable cohort (two years or more at West Northam) will achieve an A or B grade in Mathematics, Number and Algebra.
- By 2021, at least 60% of our Aboriginal stable cohort (two years or more at West Northam) will achieve a C grade or above in Mathematics, Number and Algebra.
- By 2021, less than 30% of our stable cohort (two years or more at West Northam) will achieve a D or E grade in Mathematics, Number and Algebra.

- Use of Origo – Stepping Stones in all classes.
- Mathletics and Mathseeds online mathematics programs to provide engaging practice of skills.
- Professional learning in teaching strategies for all aspects of the numeracy block.
- Consistent planning, teaching and assessment of the numeracy block across the school.

ATTENDANCE

- By 2021, the attendance of the stable cohort of Aboriginal students (two years or more at West Northam) will be above 85%.
- By 2021, the attendance of the stable cohort of all students (two years or more at West Northam) will be above 90%.
- By 2021, the attendance rate for Aboriginal students with a high transiency (less than two years at West Northam) will be above 79%.
- By 2021, the attendance rate for all students with a high transiency (less than two years at West Northam) will be above 85%.

- Implementation of a *Check and Connect* style program to engage at-risk students and their families involving:
 - Individualised learning goals to engage students quickly when arriving and/or returning to West Northam Primary School.
 - Regular 'check-ins' or communication with the students and their family
 - Home visits to support attendance.



WEST NORTHAM PRIMARY SCHOOL

Habgood Street, Northam WA. 6401

<http://www.westnortham.wa.edu.au/>

Email: westnortham.ps@education.wa.edu.au

Telephone: (08) 9621 1731

