

erpentine Primary School

Business Plan 2021 - 2023

Our Business Plan

Our 2021-2023 Business Plan outlines the priority areas we will focus on over the coming three years. It has been informed by school performance data and student, staff and community feedback and complements the priorities identified in the Department's Strategic Directions for Public Schools 2020–2024 and its mantra of **Every student, Every classroom, Every day**. It forms part of a suite of planning documents including our Strategic Direction Document and Teaching & Learning Handbook. Through our enhanced strategic planning we will consolidate, refine and fully embed all initiatives and this Business Plan lays out the blueprint for us to build upon this success achieved through the Fogarty Foundation EDvance Program.

At Serpentine Primary School we are driven by our shared commitment to achieving excellence and ensuring that we place students first in all our decision-making. Staff understand that successful students are developed from high quality teaching and the provision of a safe, caring and inclusive learning environment. To this end we enable success by:

- Ensuring efficient allocation and use of resources
- Providing high quality and distributed leadership
- Building and maintaining positive and effective relationships and partnerships
- Ensuring research and student achievement data inform school decision making

Our community has entrusted us with the education of their most precious resource, their children. We understand the enormity of this trust and accept the responsibility. We want parents, families and community to support children's learning and value education as a powerful driver for future success and fulfilment. This Business Plan will help connect our school community with our teaching and learning program and school improvement journey.



Our Values

The school community promotes 4 values that have been identified as underpinning everything we do as a school and as individuals. Staff ensure students not only understand them but are provided with opportunities to display them. They are:

RESPECT

We are respectful when we value or regard the worth of people or things and treat them with consideration, care and concern

RESPONSIBILITY

We are responsible when we are accountable for our actions at school and in the community

PERSEVERANCE

We persevere by learning how to work through challenges to achieve our goals

ASPIRE

We aspire to be successful learners, confident individuals and active citizens

Moral Purpose

At Serpentine Primary School we endeavour to ensure ALL students achieve academic success, to enable better life outcomes.



Purpose Statement

3 Imperatives of Student Engagement

- Students are safe, have trust, respect and feel valued
- Students have work at their level
- Students have friends at school

4 Pillars of School-wide Pedagogy

Pillar 1 – Teacher directed learning

Pillar 2 – Explicit instruction

Pillar 3 – Moving student's knowledge from short-term to long-term memory

Pillar 4 – Positive teacher-student relationships

6 Givens for Every Learning Environment

- Strong Relationships
- High Expectations and Excellent Classroom Practice
- Excellent Presentation – Uniforms, Bookwork and Daily Correction
- Appealing Classroom Display
- Positive Classroom Tone
- Quality Feedback to Students

Our School

At Serpentine Primary School our curriculum reflects our commitment to implementing evidence based approaches and our desire to balance innovation and current research in a manner which reflects our strong rural flavour steeped in history. Our school boasts a passionate and dedicated staff all committed to achieving our moral purpose and whom share a common understanding of what constitutes best practice. We place a strong emphasis on the key curriculum areas and use explicit teaching in all areas of the curriculum. We offer opportunities for children to explore and reach their potential by ensuring access to a range of specialist programs (Physical Education, The Arts & Science/STEM) and extra-curricular (Choir, Clubs, Enterprise Projects, School Talent Show/Musical, TAGS and Student Leadership) to provide a balanced and well-rounded curriculum.

Our dedicated staff strive for high standards in teaching and learning and enthusiastically share exemplary teaching practices, ideas and resources and seek out professional learning that will maintain excellence and drive innovation. We form a collaborative, proactive team and bring a range of skills that benefit all students. We place high expectations on ourselves and then seek to exceed them. Furthermore, we are aware of the critical importance of knowing how learning occurs and the conditions required for optimal learning to take place.



Key Achievements

Over the past 3 years our school has had a number of key achievements, including:

- Gained Independent Public School status
- Successfully completed Fogarty EDvance School Improvement Program
- Improved in every measured criterion in NAPLAN and received a letter of commendation from the Minister for Education
- Introduced whole school pedagogical approach using an Explicit Instruction Model
- Utilised tested research from Australia and across the globe to inform school decision making and select education programs
- Improved school culture (evidence by improved Organisation Health Index survey results)
- Improved student behaviour as a result of Positive Behaviour Support (PBS).
- Established Be You team to provide guidance in student wellbeing, social/emotional learning and community engagement
- Assisted Byford Schools Cluster and South-East Corridor Network to improve outcomes for all schools and system performance

Teaching & Learning

Our approach to teaching and learning is based on an Explicit Direction Instruction model and from a teaching perspective the main strategies include the following:

- Intensive teaching of synthetic phonics
- A gradual release program structure
- Daily warm-up or consolidation sessions
- The use of evidence based whole school programs
- Prescriptive and coordinated fine-grained curriculums in literary and numeracy
- Use of engagement norms and TAPPLE

Students at Education Risk

Our belief that 'all students can be high achievers' is reflected in our approach to managing students at risk and those with learning difficulties which includes the following:

- High quality education programs which are differentiated to meet individual learning needs
- Employing a Learning Support Coordinator (LSC) to oversee a case management approach for students requiring additional support and those not meeting academic targets
- Provision of appropriate intervention strategies (e.g. Multi-Lit) for children requiring remediation



School Culture

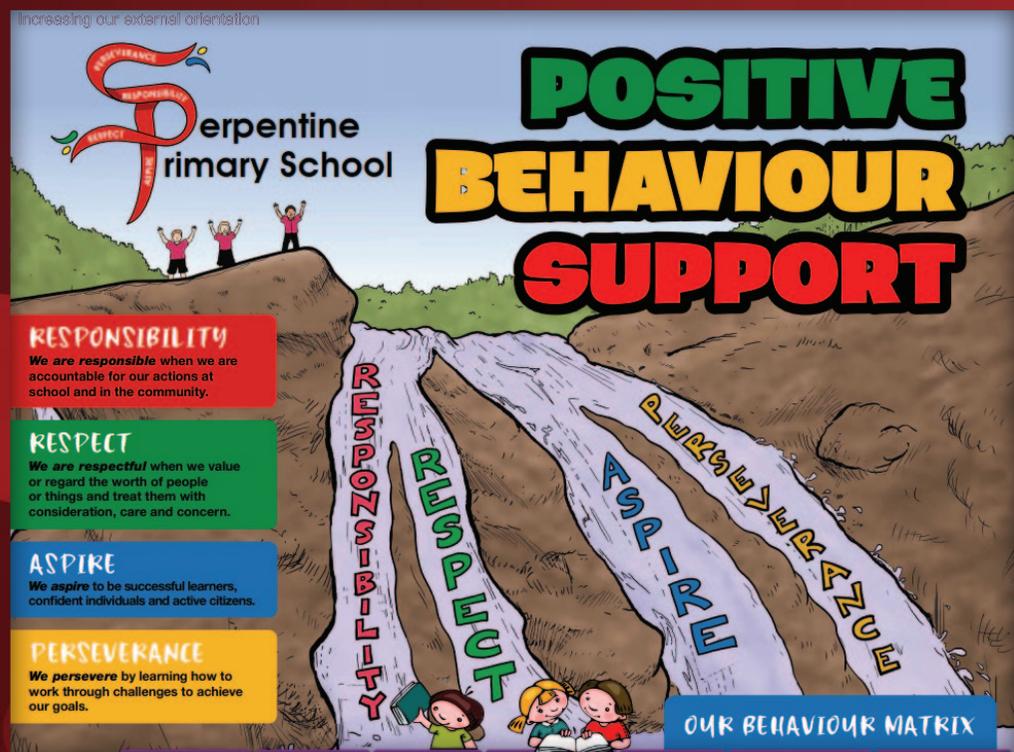
The school continues to build a thriving culture where there is collective, shared responsibility for maximising the potential of all. Our leadership team constantly focuses on developing skills and strategies to influence school culture and work towards developing a school culture with an emphasis on:

- Shared school direction
- High level of accountability, coordination and control
- Increasing our external orientation
- Effective School Leadership
- Fostering Innovation & Learning
- Building staff capabilities
- High level of motivation
- A positive work environment

Positive Behaviour Support (PBS)

Improving student academic and behavioural outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural matrix. Our PBS approach aims to:

- Support improvement in academic outcomes
- Raise the positive public profile of their school amongst parents and community
- Ensure that everyone is consistently managing behaviour – both positive and negative
- Improve the way behaviour is taught and being managed
- Increase teaching time and the positive feeling tone (climate) of the school and classrooms



Fogarty EDvance School

A High Academic Achievement

Objectives

- 1.1 To increase levels of student achievement in all areas of NAPLAN to above state averages
- 1.2 To raise levels of student achievement in PAT-R & PAT-M
- 1.3 To increase our early childhood students reading levels
- 1.4 Increase the level of progress and achievement of our high performing students
- 1.5 Increase the effectiveness of our intervention program

Initiatives (major work streams)

- A1 Implementation of coaching and feedback from lead teachers, instructional rounds and self reflection focusing on explicit instruction in literacy and numeracy
- A2 Create further extension opportunities for high performing students
- A3 Use data in moderation and coaching to reflect and improve on teacher practice and student performance and inform planning and student goal setting and feedback in literacy and numeracy
- A4 Collect and evaluate data from current intervention programs (Mini-Lit, Pre-Lit), investigate other intervention programs for middle primary students e.g. Mac-Lit
- A5 Research and select an effective reading assessment for early childhood students reading abilities and use this to establish a baseline for student achievement
- A6 Create a fine grained curriculum for all aspects of literacy and numeracy

B School Culture & Student Voice

Objectives

- 2.1 To use PBS to improve students' behaviour and engagement
- 2.2 Enhance student decision making and voice and improve our student leadership program
- 2.3 Ensure teachers receive consistent student feedback on their teaching
- 2.4 Improve aspects of school culture relating to staff motivation and work environment

Initiatives (major work streams)

- B1 Revisit and revise our PBS system (especially goal setting) to ensure there is a more consistent message and include students in this process
- B2 Find or create a student feedback tool based on our EDI instruction model and use this to regularly collect feedback from students and provide it to teachers as part of our performance development program to improve classroom practice
- B3 Create a student leadership program, starting in Year 3, to improve student capacity to lead and provide clear messaging about the school
- B4 Refine school's approach to incentive and recognition of staff to become more responsive to staff values and priorities and provide non-financial rewards to high performing staff

C Parent & Community Engagement

Objectives

- 3.1 Improve the school readiness of all students entering Kindy
- 3.2 To increase parent and student advocacy of Serpentine Primary School
- 3.3 Deepen integrated service arrangements and increase effectiveness of student services

Initiatives (major work streams)

- C1 Create a development program for School Board representatives so they are better able to articulate school direction, methodology and pedagogy
- C2 Expand on current forms of communication between staff and parents and school and parents to improve parent engagement
- C3 Investigate and implement an effective school readiness program for parents and students
- C4 Create and provide clear guidelines to all key stakeholders around our Student Services and engagement with interagency support



KPI Table *A*

Objectives

Metric used to measure progress		2023 Final Target
1.1	<i>Naplan</i>	<ul style="list-style-type: none"> 95% of students to be above National Minimum Standard in all areas of NAPLAN 25% of students to achieve in top 20% of all students tested Yr 3 & Yr 5 at least 5 points above WA Public School in all areas
1.2	<i>ACER Progressive Achievement Testing</i>	<ul style="list-style-type: none"> Average School Stanine in all Progressive Achievement Tests above (PAT) 6.00 80% of students to meet expectations in all Progressive Achievement Tests (PAT) 35% of students to achieve significantly above in all Progressive Achievement Tests (PAT) Achieve average school percentile ranking on 65
1.3	<i>DIBELS 8th Testing (Composite Score)</i>	<ul style="list-style-type: none"> 70% of students to achieve composite score above the benchmark
1.4	<i>MOTIF (Diagnostic Spelling & Orthographic Choice Testing)</i>	<ul style="list-style-type: none"> 60% of PP students to score above benchmark on Spelling Sounds To Dictation (DiST-S) 60% of Yr 1 -6 students to score above benchmark on Diagnostic Spelling Test - Nonwords (DiSTn) 60% of Yr 1 - 6 students to score above benchmark on Test of Orthographic Choice
1.5	<i>Literacy Pro (lexile) & CUBED Narrative Language Measures Reading</i>	<ul style="list-style-type: none"> 60% of students to meet expectations in their T4 Lexile Score 30% of students to achieve significantly above in their T4 Lexile Score 60% of students to achieve benchmark (percentile rank above 50%) in NLM Reading



KPI Table *B*

Metric used to measure progress	2023 Final Target
2.1 <i>PBS & Vivo Data</i>	<ul style="list-style-type: none"> • Increase number of Vivos awarded to students for achieving personalised learning goals by 75% • Decrease number of Orange cards and Red cards given to students for behavioural incidents by 20%
2.2 <i>Student teaching and learning survey</i>	<ul style="list-style-type: none"> • Improve teacher feedback scores by 20% from baseline data (collected T1 2021) and show evidence of changes in classroom practice to reflect student feedback through performance development
2.3 <i>Year 5 leadership quiz/surveys</i>	<ul style="list-style-type: none"> • Students average over 80% on annual Yr 5 leadership survey
2.4 <i>OHI & Staff satisfaction survey</i>	<ul style="list-style-type: none"> • Increase overall OHI Score of 80 • All four power practices in the top quartile • Work environment and motivation in top quartile and in excess of 70



KPI Table



Objectives

Metric used to measure progress	2023 Final Target
3.1 <i>School Readiness Survey & Evaluation Task</i>	<ul style="list-style-type: none"> • 90% of future students and families engage in pre-kindy and transition program • 90% of future parents attend at least one parent development workshop • 90% of future students achieve a rating of school ready of school evaluation checklist
3.2 <i>National School Opinion Parent survey</i>	<ul style="list-style-type: none"> • Score average rating of 4.5 and 80% of respondents agree or strongly agree on all questions relating to parent communication, parents being informed and community relationships
3.3 <i>Community Engagement Summary</i>	<ul style="list-style-type: none"> • Engage a minimum of 8 local community organisations (2 per term) in school events or program delivery
3.4 <i>School Board Survey</i>	<ul style="list-style-type: none"> • Achieve 100% from School Board members on annual survey regarding their level of confidence and capability to their role
3.5 <i>OHI & Staff satisfaction survey</i>	<ul style="list-style-type: none"> • Increase overall OHI Score of 80 • All four power practices in the top quartile • External orientation in top quartile and in excess of 70



School Self-Assessment

Successful students are at the core of our school improvement, with both academic, social and emotional standards the central focus. All operations at Serpentine PS are ultimately evaluated in relation to their impact on student achievement and progress. The key to our school improvement initiative can be effectively summarized in one word: accountability. Accountability is the glue that ties commitment to results and is necessary at all levels within the school. Students need to be accountable for their behavioural choice, work ethic, goal setting and achievement. Teachers need to be accountable for their classroom practices, performance development, student progress and achievement, and the learning environment. School leaders need to be accountable for the programs and curriculum, instructional model, school culture, parent engagement and overall school performance. The School Board needs to be accountable to the wider community for ensuring the school achieves the targets set out in this Business Plan and is responsible and reflective of the views of the parent body. At Serpentine Primary School we have implemented a clear set of protocols and initiatives to ensure a high level of accountability throughout the school as part of our school self-assessment process, including:

- Utilising the National School Improvement Tool
- Adopting a holistic model known as the School Transformation Framework to ensure we have both the 'big picture' and the detail



- Clear teacher development process utilizing a coaching model and based on our High Quality Teaching Matrix
- Developing clear KPI's encompassing all learning areas, years of schooling and dimensions of student learning (achievement, progress and engagement) supported by detailed assessment schedule and data collection methods
- Use of the Department's Electronic School Assessment Tool to self-assess against the six domains and host a validation visit in 2021 (report from this review will be published on our school website and used to inform future planning)
- Building the capacity of the board so they feel confident enough to ask tough questions and respected enough so that they can raise any issue
- Annual presentation to our School Board of school achievement data and regularly reporting to the Board on progress towards each of the targets contained in our Business Plan and strategic directions document with supporting data and evidence



Serpentine Primary School