



BUSINESS PLAN

2020-2022

SPRINGFIELD PRIMARY SCHOOL

Working Together, Achieving More



Springfield Primary School is an established Independent Public School in the northern coastal suburb of Kallaroo. The school has a strong history in the local community, turning 50 during the last year of this business plan. Being an older suburb, the school has reduced in size in recent years, although significant subdivision in the suburb may lead to future growth. As a small school Springfield Primary School is the hub of a vibrant community and strives to create a nurturing and welcoming environment, with a focus on pastoral care, where the whole school community work together to support the children of Springfield.

This business plan was created with full staff, community and student input making it a reflection of the whole community's vision for the future of Springfield Primary School. The plan is focussed on creating excellence and the four Priority Areas will drive the strategic direction of the school over the next three years. The school is looking to the future, ensuring our children are well-prepared for the changing and developing world in which we live. This plan aims to engage all stakeholders into the education of our students to ensure that as partners we truly Work Together and Achieve More!



Vision statement

At Springfield Primary School we are creative and critical thinkers, who are empowered to achieve our personal best. We engage in an active learning environment, supported by our whole school learning community.

Purpose

Our purpose is to inspire the children to become lifelong learners by having high expectations and encouraging high levels of participation for all students. We will develop higher order thinking skills to allow them to flourish in an ever changing world.

We will provide hands-on, play-based learning experiences in both an indoor and outdoor learning environment with a focus on inquiry learning and sustainability.

We will provide opportunities to develop the whole child by providing for their social and emotional, creative and physical wellbeing and challenging the children to aim high.

School Self-Assessment

The school will use the Department's Electronic School Assessment Tool to self-assess annually against the following 6 domains:



Relationships and
Partnerships



Learning
Environment



Leadership



Use of
Resources



Student
Achievement
& Progress



Teaching
Quality

The school will host a Director, Public School Accountability and a peer reviewer for a validation visit in the final year of this business plan.

TARGETS



TARGETS

English— Writing

Reduce the percentage of students achieving at or below the scaled score of 199 to less than the state in On-entry Writing assessment.

Increase the percentage of Year 3 students achieving Band 6 or above in NAPLAN Writing to be above state and similar to Like Schools.

Increase the percentage of Year 5 students achieving Band 8 or above in NAPLAN Writing to be above state and similar to Like Schools.

Sustain the current trend of no students from the stable cohort making very low progress between Year 3 and Year 5 writing.

English— Reading

Increase the percentage of the stable cohort of Year 3 students making high or very high progress from On-entry Reading assessment to Year 3 NAPLAN Reading.

Reduce the percentage of Year 3 students achieving at or below National Minimum Standard (NMS) to less than Like Schools.

Increase the percentage of Year 5 students achieving Band 8 or above in NAPLAN Reading to be above state and similar to Like Schools.

English— Spelling

Arrest and then reverse the downward trend line of achievement in NAPLAN spelling, in both Year 3 and Year 5.

Maths

Increase the percentage of the stable cohort of Year 3 students making high or very high progress from On-entry Numeracy assessment to Year 3 NAPLAN Numeracy.

Increase the percentage of Year 3 students achieving Band 6 or above in NAPLAN Numeracy to be above state and similar to Like Schools.

Increase the percentage of Year 5 students achieving Band 7 or above in NAPLAN Numeracy to be above state and similar to Like Schools.

Attendance Rate

Return the overall attendance rate to above the state and similar to Like Schools.

Reduce the percentage of children in the Indicated At Risk category to below Like Schools.

FOCUS AREAS



FOCUS AREAS

Priority Area 1

RELEVANT AND ENGAGING LEARNING OPPORTUNITIES FOR STUDENTS

WHAT WE WILL DO	WHAT YOU WILL SEE
<i>Ensure effective implementation of the Western Australian Curriculum in all classrooms</i>	<p>Students that are engaged in relevant and interesting lessons that are differentiated across all curriculum areas</p> <p>Explicit teaching of new content and skills</p> <p>Best Practice teaching that engages all students and encourages them to be accountable for their efforts in the classroom</p>
<i>Implement whole school, evidence-based approaches in Literacy and Numeracy</i>	<p>Structured Literacy and Numeracy blocks daily</p> <p>Whole school implementation of phonological awareness, phonics and spelling programs which are aligned and build developmentally using the PLD</p> <p>Development of higher order writing skills through the Seven Steps to Writing Success Program</p> <p>Whole school implementation of problem solving and reasoning approaches through the use of Back to Front Maths</p>
<i>Enhance learning by developing a whole school approach to inquiry learning</i>	<p>Provide high-quality, purposeful play experiences in Early Childhood</p> <p>Provide relevant and credible opportunities for inquiry</p> <p>Collaborative learning taking place both in and out of the classroom</p> <p>A multi-media approach to the presentation of learning</p> <p>A hands on learning approach which extends across all year levels in the school with a STE(A)M focus</p>
<i>Cater for academic needs of all students no matter what their starting point within a year level</i>	<p>Personalised learning plans and associated teaching adjustments for students working well above or below year level expected standards</p> <p>Using data for early identification of students at risk</p> <p>Evidence based approaches to targeted support, either small group or one-on-one, as required</p>
<i>Support students to become confident and adaptive users of technology to support and demonstrate learning</i>	<p>Students effectively interacting with a range of technology</p> <p>Students being critical thinkers in evaluating digital information</p> <p>Students demonstrating learning in a range of creative ways, enhanced by technology</p> <p>A school that invests in technology by providing Professional Learning for staff and a range of technological devices and tools</p>
<i>Cater for the whole child through specialists programs, extra-curricular activities and pastoral care</i>	<p>Provide specialist programs PP-6 in Health and Physical Education, The Arts, LOTE as a minimum</p> <p>Enhance the learning programs through specialist groups E.g. Choir, band, sporting teams</p> <p>Support the social and emotional learning needs of students through our Social and Emotional and Well-Being focus and our Student Services Team</p>



Priority Area 2

MOTIVATED AND ENGAGED STAFF

WHAT WE WILL DO	WHAT YOU WILL SEE
<i>Have high expectations of performance standards for all staff monitored through Performance and Development</i>	<p>All staff engage in Performance and Development in regular cycles</p> <p>Teachers actively use the aitsl standards to reflect, evaluate and improve their practice in line with whole school priorities and learning needs of students</p> <p>Teachers receive regular, informative feedback and opportunities for reflection using a classroom coaching model</p> <p>Teachers visit other schools to observe Best Practice</p>
<i>Clearly define a distributed leadership model</i>	<p>Phase of Learning Leaders are involved in decision making processes relevant to their phase of schooling</p> <p>Curriculum Leaders lead and support the implementation of curriculum planning and resources across the whole school</p> <p>An executive leadership team supports two-way communication between staff and administration</p>
<i>High Quality Professional Learning provided to all staff in alignment with school programs</i>	<p>A professional learning culture is pervasive through school development days, staff meetings and collaborative meeting time</p> <p>Lead staff are trained to support staff in curriculum implementation</p> <p>Support staff have good understanding of school programs and provide additional support in classrooms</p>
<i>Analytical practices are used to evaluate the effectiveness of current strategies</i>	<p>Teachers collect relevant diagnostic, formative and summative data to inform teaching and learning programs</p> <p>Whole school data is collected that monitors and informs school improvement practices</p> <p>Professional Learning Communities are based on school improvement and student learning</p> <p>Disciplined dialogue is used as part of on-going data discussions—What do we see in the data? Why are we seeing what we are seeing? What should we be doing about it?</p>
<i>School leadership provide enabling conditions and drive a focus of high expectations for student achievement</i>	<p>School leaders visit classrooms regularly</p> <p>School leaders facilitate effective conversations with teachers regarding classroom practice</p> <p>Effective leadership pathways exist for aspiring staff</p> <p>The school's financial and physical resources are targeted to improve outcomes for students</p> <p>School leadership raise the importance of regular attendance in high achievement and work with the community to increase the percentage of students who attend more than 90% of the time</p>



Priority Area 3

MEANINGFUL COMMUNITY RELATIONSHIPS

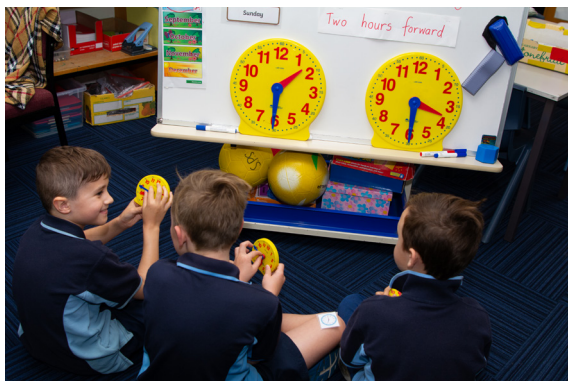
WHAT WE WILL DO	WHAT YOU WILL SEE
<i>Strengthen relationships between school staff and parents to create shared understandings of individual student progress</i>	<p>2 and 3-way parent conferences scheduled as part of school routines</p> <p>Teachers communicating with parents professionally about academic progress and social and emotional needs</p> <p>Parents engaging in conversation with staff building good relationships between home and school, conducive to student success</p>
<i>Establish early connections with students and families, prior to starting Kindergarten to ensure a smooth transition into school</i>	<p>Establish a play group through Play Group WA, in conjunction with the P & C</p> <p>Host an open day annually to showcase quality play-based learning and ensure the community are making an informed choice when enrolling in school</p> <p>A dedicated Transition to Kindergarten program to be held in the term before students start school</p>
<i>Work closely with our School Board and P & C to ensure good governance and support of the school</i>	<p>The School Board consisting of parents, community members and staff meet regularly to support the leadership team and engage in effective school governance</p> <p>School Board positions are filled by transparent election processes</p> <p>School Board members engage in regular training to keep knowledge current</p> <p>An active and visible P & C provides an avenue for all parents to engage proactively with the school to support school initiatives</p>
<i>Build a strong connection with our local Aboriginal Community demonstrating cultural responsiveness across all domains of Aboriginal Cultural Standards Framework</i>	<p>Have high expectations for achievement of all students</p> <p>Target resources to optimise educational outcomes for Aboriginal Students</p> <p>Aboriginal histories, cultures and languages are incorporated into learning activities</p> <p>A visual representation of our local Aboriginal history and culture is evident throughout the school</p> <p>Acknowledgement of Country is embedded into assemblies and school gatherings</p>
<i>Communicate regularly and professionally to inform our school community of school related information</i>	<p>High quality, timely communication to parents through a range of mediums, including:</p> <ul style="list-style-type: none"> School newsletter School Facebook page School app School Website Connect
<i>Provide a variety of opportunities for families to be an active part of the school community</i>	<p>Professional and well-run school events which parents are invited to and encouraged to attend E.g. assemblies, ANZAC ceremony, NAIDOC events, sports carnivals, Learning Journey, End of Year concert</p> <p>Offer parent workshops in key areas to support families in engaging in their child's education</p> <p>Encourage parent volunteers to support key school initiatives, valuing the skills and strengths which are available to enhance learning programs</p>
<i>Support students identified as being at educational risk by providing tailored and specialist support services</i>	<p>Deputy Principal co-ordinating support services for all at risk students and families by using an individual case managed approach</p> <p>Utilise a range of support services including the School Psychology service, Chaplaincy, School Nurse and School of Special Educational Needs (SSEN)</p> <p>Support students identified as being at moderate to severe attendance risk by setting attendance improvement targets and individual attendance plans</p>



Priority Area 4

SAFE, SUPPORTIVE AND SUSTAINABLE
LEARNING ENVIRONMENT

WHAT WE WILL DO	WHAT YOU WILL SEE
<i>Ongoing improvements to facilities to ensure the environment is welcoming and creates optimal opportunities for student learning</i>	<p>A commitment to improving the indoor and outdoor learning spaces by working closely with the P & C, the Education Department and the local community</p> <p>A dedicated specialist block including a Science Laboratory</p> <p>Effective use of space allowing shared flexible learning spaces in each teaching block</p> <p>Buildings and facilities are maintained appropriately</p>
<i>Create indoor and outdoor learning spaces that develop and foster critical and creative thinking, creativity and STE(A)M skills</i>	<p>A continued commitment to play-based learning across K-2</p> <p>Effective Inquiry learning opportunities offered both inside and outside the classroom</p> <p>A dedicated Loose Parts Play Area is incorporated into learning experience as well as free play</p> <p>A Maker Space is incorporated into the Specialist Block</p> <p>The 'Yarning Circle' outdoor classroom is utilised by all classes as part of the learning process</p>
<i>A whole school approach to promoting positive behaviours and managing inappropriate behaviour</i>	<p>Clear, consistent behaviour expectations visible across the whole school community</p> <p>A commitment to Positive Behaviour Support (PBS) embedded through our Pastoral Care and Mental Health and Well-Being strategies</p> <p>Consistent, positive language used in managing behaviour across the whole school</p>
<i>A sustainable environment is created to meet current and future needs of our community</i>	<p>A commitment to sustainable practices within the school</p> <p>Being a WasteWise School</p> <p>A commitment to the local sustainable environment through City of Joondalup's Adopt a Coastline</p> <p>Provide rich and authentic learning experiences that support sustainability and ecological mindsets</p>





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