

# South Thornlie Primary School

## Business Plan 2019-2021



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Our school delivers a unique and stimulating educational environment, where your child is valued, nurtured and encouraged to reach their full potential.

South Thornlie Primary was opened in 1976 and has since grown into a vibrant and diverse school with strong community links. We currently have five classroom blocks including Kindergarten , Pre Primary, Junior, Middle and Senior blocks. The school also has two enclosed assembly areas, designated Art, Science and Music rooms and a Computer lab. The school has three large appropriate play areas including various playgrounds and a sporting oval. Our school also runs a local dental health program with a Dental Clinic located within the school grounds.

South Thornlie Primary provides specialist programs to its students including Languages Other Than English (LOTE) - Italian, Physical Education, Science and Music. We also embrace technology and sustainability with a number of ICT and environmental support programs running at the school to enrich students' learning experience. Each classroom is equipped with interactive whiteboards and has use of surface pros, iPads and the computer lab.

Our school currently has over 475 students from Kindergarten to Year 6. We celebrate multiculturalism with approximately 46% of our students coming from a language background other than English and over 40 different languages spoken. All staff are committed to helping students reach their full potential through the development of a curriculum that caters for the needs of all individuals. We believe parental support is critical if students are to reach their full potential. We actively promote our school in the wider community and encourage parental input into how our school operates. The school has an active School Council and a highly involved Parents and Citizens' Association providing strong financial support for the school and actively campaigning to ensure students travel safely to and from school.

We look forward to educating your children and seeing them grow, discover and prepare themselves for the future.

You are invited to contact us further information on the school's vision, current programs and projects. It would be our pleasure to take you and your children on a school tour.

For further information please also check out our school's website [www.souththornlieps.wa.edu.au](http://www.souththornlieps.wa.edu.au).

Megan Barnett  
Principal



## Our Vision

To provide a safe and caring environment in which we are constantly striving for excellence while preparing our students for the challenges of an ever-changing world.

## Our Values

### Learning

We believe that:

- All students have the capacity to learn.
- Quality teaching is the key to learning achievement.
- A whole school approach to all curriculum areas is the best way to achieve positive outcomes.
- Sustainability and ICT should be imbedded in our teaching and learning practices.
- Using quality data to drive school planning helps improve student achievement.

### Excellence

We believe in:

- Setting high expectations for staff in all areas of teaching and learning.
- Setting high expectations for students to strive to achieve the very best academic and social outcomes.
- All parents having a responsibility to support teachers and students in their pursuit of excellence.
- Embracing innovative practices to enrich teaching and learning at our school.
- A planning, teaching and assessment cycle.
- Celebrating the achievements of our students.

### Care

We believe in:

- Providing a safe and supportive environment that is respectful, honest and friendly, and that instills a sense of pride in our school.
- Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve.
- Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone.

### Equity

We believe:

- An equitable school is one that respects the individuality of all children and adapts teaching to their needs.
- In celebrating the rich environment of our culturally diverse school, and allowing all voices to be heard with respect.
- In following the professional standards in our Staff Code of Conduct at all times.
- In abiding by the Student Code of Conduct at all times.
- In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.

### Focus Area 1: Successful Students

All students can achieve success and South Thornlie PS will support student improvement and progress across all learning areas.

#### Attendance Targets *"Every day counts."*

The Department of Education defines regular attendance as being 90%. Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Student attendance of less than 90% will have an impact on the child's opportunity to achieve their potential. Attendance will be monitored on an individual basis and partnerships with parents developed to improve attendance rates where required.

#### Attendance Measures

- ▶ The school attendance rate is an average which may mask some poor attendance
- ▶ This is why attendance risk categories are reported:
  - 90 - 100% attendance = regular attendance
  - 80 - <90% attendance = indicated risk
  - 60 - <80% attendance = moderate risk
  - <60% attendance = severe risk

If a student attends 90% of the time, they miss:	If a student attends 80% of the time, they miss:	If a student attends 60% of the time, they miss:
1 day a fortnight	1 day a week	2 days a week
1 week a term	2 weeks a term	4 weeks a term
4 weeks a year	8 weeks a year	16 weeks a year
1 year by year 9	1 year by year 4	1 year by semester 1 year 3
1.5 years by year 12	2 years by year 8	2 years by year 5
	3 years by year 12	3 years by semester 1 year 8
		4 years by year 10
		5 years by semester 1 year 12



2018 STPS Attendance Data	2019- 2021 Attendance Target	Milestones
<p><b>Average Rate of Attendance</b></p> <p>STPS Average rate of attendance 92.7%, WA Public Schools 92.6%</p> <p>This percentage is the average attendance for all students in the school.</p> <p>Average rate of attendance is the half days attended as a % of half days available in semester one for all students enrolled at any time in that semester.</p> <p><b>Regular Attendance Rate</b></p> <p>STPS regular attendance rate 72.1% , WA Public Schools 77%</p> <p>Regular attendance rate is the number of students attending 90% or more half days in semester one expressed as a percentage.</p> <p>STPS is 72.1%, therefore 28% of students are missing at least one day a week or more.</p>	<p>By 2021, 80% of students will be attending regularly ( attending 90% or above)</p>	<p>By 2019, 11 students with high rates of unauthorised absences will be attending regularly (attending 90% or above</p>
<p>6% students identified at moderate (60-79%) or severe risk (0-59%)</p> <p>STPS is 6%, therefore 28 of our students are missing one or 2 days a week.</p>	<p>By 2019 all students at moderate or severe risk will be on an attendance plan.</p>	



## NAPLAN Current STPS Position and 2021 Targets

AREA	2018 position	2019 – 2023 NAPLAN Target	Milestones
Reading	<b>Year 3</b> STPS mean 397, Like Schools mean 402, State mean 423 <ul style="list-style-type: none"> <li>STPS Y3 performing below like schools.</li> <li>88% of STPS Y3 achieved above the NMS.</li> <li>36% of STPS Y3 in top 20%, like schools 43%</li> </ul>	By 2021, 90% of Y3 and 80% of Y5 students to achieve at or above the national minimum standard (NMS).  By 2021, the achievement gap in Reading between STPS mean and all West Australian Public Schools (WAPS) mean will be reduced to: Y3 – 8 NAPLAN scaled score points Y5 – 13 NAPLAN scaled score points  By 2023, Y3 and Y5 achievement will be at or above WA public school mean.  By 2021, 43% of Y3 students will be in the top 20%.  By 2021, 22% of Y5 students will be in the top 20%.	Annually identified Y3 students to achieve at or above NMS when tested in Y5   By 2020, the achievement gap in Reading between STPS mean and all WAPS mean will be reduced to: Y3 – 12 NAPLAN scaled score points Y5 – 18 NAPLAN scaled score points
	<b>Year 5</b> STPS mean 463, Like Schools mean 493, State mean 502 <ul style="list-style-type: none"> <li>STPS Y5 performing below like schools</li> <li>72% of STPS Y5 achieved above the NMS.</li> <li>20% of STPS Y5 in top 20%, like schools 32%</li> </ul>		
Writing	<b>Year 3</b> STPS mean 381, Like Schools mean 384, State mean 400 <ul style="list-style-type: none"> <li>STPS Y3 performing below like schools</li> <li>84% of STPS Y3 achieved above the NMS.</li> <li>25% of STPS Y3 in top 20%, like schools 32%</li> </ul>	90% of Y3 and 80% of Y5 students to achieve at or above the NMS.  By 2021, the achievement gap in Writing between STPS mean and all WAPS mean will be reduced to: Y3 – 4 NAPLAN scaled score points Y5 – 21 NAPLAN scaled score points  By 2023, Y3 and Y5 achievement will be at or above WA public school mean.  By 2021, 28% of Y3 students will be in the top 20%.  By 2021, 12% of Y5 students will be in the top 20%.	Annually identified Y3 students to achieve at or above NMS when tested in Y5   By 2021, the achievement gap in Writing between STPS mean and all WAPS mean will be reduced to: Y3 – 8 NAPLAN scaled score points Y5 – 25 NAPLAN scaled score points
	<b>Year 5</b> STPS mean 421, Like Schools mean 454, State mean 460 <ul style="list-style-type: none"> <li>STPS Y5 performing below like schools</li> <li>60% of STPS Y5 achieved above the NMS.</li> <li>4% of STPS Y5 in top 20%, like schools 11%</li> </ul>		

AREA	2018 position	2019 – 2023 NAPLAN Target	Milestones
Numeracy	<b>Year 3</b> STPS mean 370, Like Schools mean 389, State mean 403 <ul style="list-style-type: none"> <li>STPS Y3 performing below like schools</li> <li>78% of STPS Y3 achieved above the NMS</li> <li>23% of STPS Y3 in top 20%, like schools 29%</li> </ul>	85% of year 3 and 80% of year 5 students to achieve at or above the NMS.  By 2021, the achievement gap in Maths between STPS mean and all WAPS mean will be reduced to: Y3 – 16 NAPLAN scaled score points Y5 – 10 NAPLAN scaled score points  By 2023, Y 3 and Y5 achievement will be at or above WA public school mean.  By 2021, 29% of Y3 students will be in the top 20% .  By 2021, 20% of Y5 students will be in the top 20% .  Increase the percentage of students in the top 20% in both years 3 and 5	Annually identified Y3 students to achieve at or above NMS when tested in Y5  By 2020, the achievement gap in Maths between STPS mean and all WAPS mean will be reduced to: Y3 – 20 NAPLAN scaled score points Y5 – 14 NAPLAN scaled score points
	<b>Year 5</b> STPS mean 464, Like Schools mean 486, State mean 490 <ul style="list-style-type: none"> <li>STPS Y5 performing below like schools</li> <li>70% of STPS Y5 achieved above the NMS</li> <li>18% STPS Y5 in top 20%, like schools 24%</li> </ul>		

### Strategies

The following actions will be implemented in order to achieve our targets:

### English and Maths

- Collaboratively develop, implement and embed whole school approaches to teaching English and Maths.
- Appoint an English and Maths support teacher to provide professional learning for all staff in targeted aspects of English and Math.
- Build staff capacity in effective teaching strategies for Maths and English.
- Improve the consistency of expectations and delivery across the curriculum and between teachers and classrooms.
- Target test literacy and NAPLAN online skills in preparation for NAPLAN online.
- Implement a developmentally appropriate systematic approach to the teaching of grammar and punctuation.
- Develop and implement an assessment data collation and analysis timeline.
- Analyse and use individual student, class and whole school data to inform learning programs.
- Implement strategies to ensure progress of gifted and talented students.

### Attendance

- Attendance processes and strategies are implemented both for individual students and a whole school approach.
- Teachers and administrators monitor students with low attendance rates.
- Implement case management process for at risk students.
- Engage other agencies and community partners to address attendance issues for at risk students.
- Consistently promote the benefit of regular attendance on student learning.

**Focus Area 2: Excellence in Teaching and Learning**  
All students achieve their potential through excellence in teaching and learning

2021 Target	2020 Milestones
<p><b>Learning Environment</b></p> <p>Upgrade processes are undertaken for the development of grounds, buildings and facilities.</p>	<p>B Block toilets are refurbished.</p> <p>Whole school exterior is painted.</p> <p>Kindy playground upgrade is completed.</p> <p>PP- K-2 playground is upgraded.</p> <p>Therapy rooms are developed for utilisation by school support services.</p> <p>Signage for all blocks.</p>
<p><b>Assessment, Data and Forward Planning</b></p> <p>An accessible data management process is developed and implemented across the school.</p> <p>Whole school assessment practices are implemented and utilised for self reflection and to inform future planning.</p> <p>Student achievement is monitored through the use of class profiles and longitudinal data sets.</p> <p>Teachers participate in class observation and feedback experience as part of reflective self improvement.</p> <p>Whole school self review processes are established.</p>	<p>Class profiles for K-6 are developed.</p> <p>Committee meetings incorporate self review process against operational targets.</p> <p>All staff are trained in classroom observation.</p> <p>Teachers regularly participate in classroom observation of colleagues.</p>
<p><b>Building Staff Capacity and Leadership</b></p> <p>The leadership team promotes and ensures the shared vision and beliefs of the school.</p> <p>Leadership opportunities are evident throughout the school.</p> <p>All staff in leadership roles model a strategically planned approach and place a high level of importance on being well informed in their area of responsibility.</p>	<p>Leadership roles are developed and implemented to support staff in curriculum areas.</p> <p>Regular meetings are held with curriculum and school leadership to ensure a supportive, collaborative and consistent approach to school improvement.</p>
<p><b>Student Leadership</b></p> <p>Student leaders are provided with opportunities to develop qualities and characteristics of positive young leaders and role models.</p> <p>Leadership programs are resulting in improved communication and interpersonal skills, confidence and self esteem for our student leaders.</p> <p>Student leaders model appropriate behaviour and values.</p>	<p>Students have a wide range of leadership programs made available to them.</p>

<p><b>Early Childhood</b></p> <p>K- 2 staff have a common pedagogical framework inclusive of common planning and assessment documents that engages every child in the WA curriculum and are utilised for future planning.</p> <p>Classroom practice in years K-2 aligns with the South Thornlie Early Childhood curriculum documents.</p>	<p>Kindergarten and Pre Primary programs meet the requirements of the NQS and are reflective of EYLF and SCSEA.</p> <p>Ongoing data collection K-2 informs early intervention programs and future planning.</p> <p>Assessment schedule and shared planning documents are developed in the areas of English and Maths.</p>
<p><b>Technologies</b></p> <p>A STEAM facility is developed and made available for all students.</p> <p>All teachers use technologies rubrics to assess student progress and inform future planning.</p> <p>A whole school approach, based on ICT scope and sequence is established.</p>	<p>STEAM room building has commenced construction.</p> <p>Teachers are familiar with technologies rubrics and are using them on a regular basis.</p> <p>On going teacher development based on needs has occurred and teacher efficacy has improved.</p>
<p><b>Student Services</b></p> <p>Student identification and referral processes and practices are established for students at educational risk including those with poor attendance, G and T and EAL/D.</p> <p>EAL/D students in stages 1 and 2 are mapped on EAL/D progress maps.</p>	<p>Case conference approach, including outside agencies where relevant, is evident in catering for students at risk.</p>
<p><b>Gifted and Talented</b></p> <p>An academic extension program for identified students exists and provides challenging learning programs for identified students.</p>	<p>Identification processes for gifted and talented students are developed and implemented for students K-6.</p>

## Strategies

The following actions will be implemented in order to achieve our targets:

### Learning Environment

- The buildings, grounds and equipment are maintained to a high standard.
- Facilities, infrastructure and learning environments are upgraded to enhance learning and well being and ensure a safe environment for our school community.
- Ensure the school's facilities positively impact student learning and well being.

## **Assessment, Data and Forward Planning**

- Classroom planning is connected to Operational and Business Plan and measured in self reflection and goal setting.
- Timetabled professional learning, collaborative meetings, mentoring, coaching and classroom observations are implemented.
- Assessment practices are developed and implemented to ensure consistency across the schools that staff and students know what has been learnt, what needs to be learnt next and what value has been added.
- Build practices to ensure routine use of relevant data and analysis and diagnosis of the impact of teaching.
- Classroom observation training is delivered.
- Peer observation and feedback processes are used within all year levels with a focus on student learning.

## **Building Staff Capacity and Leadership**

- Maintain a team oriented environment in which staff collaboratively plan to deliver curriculum and plan student learning.
- Leadership team focus of school wide pedagogy is implemented.
- Planned collaboration time creates opportunities to share professional learning and expertise.
- Implement classroom observation and feedback practices to assist in driving improved student performance.
- Establish a distributed leadership model across the school.
- Develop and implement comprehensive induction processes for new staff.
- Collaborative mentoring is implemented for graduates and aspirant leaders.

## **Student Leadership**

- Build the capacity of students to be tomorrow's leaders through leadership opportunities and programs provided for year 5 and year 6 students.

## **Early Childhood**

- The NQS, EYLF and the Kindy Guidelines are used to develop the Kindergarten Curriculum.
- A STPS early childhood philosophy underpins all planning.
- National Quality Framework utilised to drive continuous improvement in our early childhood programs.

## **Technologies**

- Staff are supported at need through professional development days and sharing sessions.
- Integrate digital technologies across all year levels and learning areas.
- Provide students with an ICT rich environment utilised in authentic, innovative and appropriate ways.
- Implement relevant and engaging learning experiences with a focus on STEAM.
- Utilise STEAM grant to establish and develop a STEAM room.
- Fully implement the STPS ICT scope and sequence and assessment rubrics.
- Allocate resources strategically in a way that ensures that our use of ICTs is sustainable, accessible and meets future needs.
- Extend Ipad technology to senior years.

## Student Services

- Continue to engage all teaching staff in targeted data to analysis to inform teaching adjustments.
- Differentiate teaching to cater for the learning needs of all students.
- Develop effective processes for the identification of and educational support for, students who speak English as an Additional Language/ Dialect.
- Review and enhance our approach to the identification, monitoring, targeted intervention and evaluation of students at risk.
- Enable Special Needs Education Assistants to work collaboratively to develop resources, strategies and other effective means of supporting students with disabilities.
- Improve processes to identify students at educational risk and provide timely intervention.
- Engage outside agencies and parents as partners to address at risk students.
- Students at Educational Risk (SAER) register is kept and maintained.

## Gifted and Talented

- Teachers are provided with professional learning to enhance their knowledge and skills to assist in catering for gifted and talented students.
- Teachers develop students' skills and abilities for teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.
- Provide programs to challenge and extend talented students in academic and non academic learning areas.
- On entry and school assessment tools identify more able students in the early years.



### Focus Area 3: Strong Community

We encourage strong parent and community engagement to support our students.

2021 Target	2020 Milestones
<b>Communication</b> Positive results in the biennial Parent and Student National School Opinion Survey (NSOS) demonstrate improved communication with parents/guardians.	Parent survey of the effectiveness of the school's communication strategies and opportunities for involvement has an improved positive result. School web page is developed and established. School SMS system is developed and established.
<b>Parent Engagement</b> School website, sms messages and newsletters are regularly used as a communication tool for parent involvement in school activities.	Evidence of a range of ways families and the school community are engaged with the school. Annual events such as Harmony and NAIDOC are observed. Parent survey reflects positive feedback from parents on school being inclusive of cultural diversity.
<b>Community Partnerships</b> School community and partnerships enhance student learning.	Partnerships show increased involvement from the wider community. Positive feedback received from parents and staff on the impact of university services and community partnerships on student learning.
<b>School Council</b> The profile of the School Council will be raised in the school community as evidenced by data.	School Council involvement in school events and school communications inclusive of annual Council meeting, web and newsletter. Positive School Council feedback regarding school's self assessment and performance of school as measured by Council meeting minutes and survey results. Positive results from Council self effectiveness survey and positive feedback from Council member training. School Council membership represents multiple cultures and skill sets.

## Strategies

The following actions will be implemented in order to achieve our targets:

### Communication

- Use a range of strategies to communicate, connect, inform and gain feedback from parents and the broader community.

### Parent Engagement

- A range of opportunities are provided for parent/guardian involvement in the activities, events and learning processes to increase engagement across the school community.
- Celebrate and value cultural diversity through parent engagement in activities such as Harmony and NAIDOC days and assembly items.

### Community Partnerships

- Establish and strengthen positive school community relationships.
- Utilise a range of University services and community partnerships to enhance student learning.
- Positive partnerships with the School Council, P & C and partnerships provide additional support and resources for the students.

### School Council

- School Council raises awareness within the school community of its role and operations through communication strategies.
- The School Council has a leadership role in the governance and accountability processes and promotion of the school.
- Continue to develop the role of the School Council in supporting the school through training of all members and encouraging membership based on a specific skill set and cultural diversity.

### Jargon Buster

- ACARA: The Australian Curriculum Assessment and Reporting Authority is an independent statutory authority that will improve the learning of all young Australians through world class curriculum, assessment and reporting.
- SCSA: The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.
- WAC: Western Australian Curriculum. The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents.
- NQS: The National Quality Standard sets a high national benchmark for early childhood education and care and outside school hours care services in Australia.
- EYLF: The Early Years Learning Framework describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.
- EAL/D: English as an Additional Language or Dialect.
- Information and Communication Technology (ICT).
- STEAM: Science, Technology, Engineering, Arts and Maths.
- NAPLAN: National Assessment Program Literacy and Numeracy. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. All students

in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

- WAPS: West Australian Public Schools
- WA Public School Mean: Average of all students score from all WA public schools.
- Like Schools: Statistically and demographically similar schools based on a range of nationally collected data.
- NMS: National Minimum Standard. For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, band 4 is the minimum standard for Year 5, band 5 is the minimum standard for Year 7.
- NAPLAN scaled score points- Scores are scaled so that students completing different tests and different question difficulty receive a final score that reflects how many items they got right and wrong and also how difficult the question was.

