

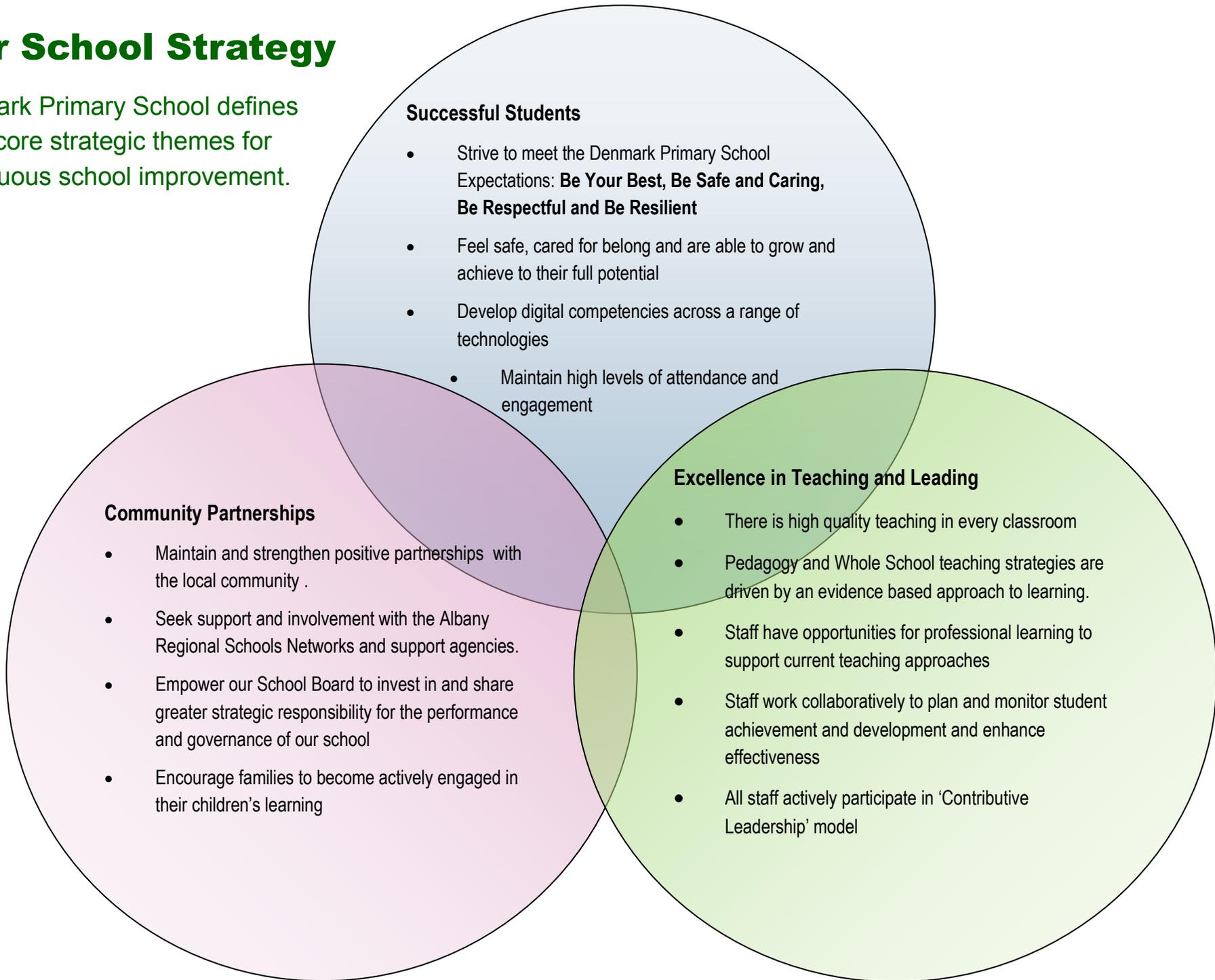
BUSINESS PLAN 2017 –19



Be your best - Be resilient - Be respectful - Be safe and caring

Our School Strategy

Denmark Primary School defines three core strategic themes for continuous school improvement.





The introduction to our Business Plan has been crafted by our students and local community. Here are some of their visions, thought and words about Denmark Primary School.

Our school

- *Teachers are motivating and enthusiastic*
- *We have clear expectations from the teacher*
- *Everyone is friendly and will talk to you*
- *The teachers like talking to you, it's not the kids and teachers on different sides*
- *The uniform makes you feel like you belong*
- *Denmark Primary School is respectful and friendly*

Student Council 2016

- *There is a sense of belonging in the school community*
- *There is always someone looking out for the kids*
- *The school has a diversity of backgrounds, values and talents*
- *The School uses Denmark's range of natural environments for curricular and extra-curricular activities.*
- *Denmark Primary School is a progressive school despite the rural location.*

Community Members 2016

Our School Vision

Denmark Primary School is a professional learning community committed to a dynamic, innovative culture of excellence, equity, learning and care.

Our School Purpose

Denmark Primary School will develop well rounded students who succeed at their school work, are happy and well adjusted and show concern and respect for themselves and others around them.

Ours Shared Beliefs

We believe that children learn best when:

- They are understood, listened to and belong
- They reflect and review their learning through explicit feedback for improvement, given by their classroom teacher
- Inclusive and co-operative environments are nurtured
- Teachers differentiate the educational program to cater for students needs
- Staff are committed to continuing professional learning through collaborative sharing
- Staff are committed to a whole school evidence based approach to teaching and learning
- Digital technology and innovation are integrated into classroom teaching and learning
- School and community work together

Our shared beliefs

commit us to:

Effective Teaching: *Meaningful learning and assessment derived from evidence based pedagogy.*

Educational, Social, Emotional and Physical Wellbeing: *Emotional wellbeing, personal success and positive relationships.*

Supportive Environment: *Safe, respectful motivating environment with clear expectations and communication.*

Partnerships: *Positive partnerships within the school connecting with the community*

Instructional Leaders: *Leaders support student and teacher success and promote the school*

Denmark Primary School

Targets

2017—2019



Academic

English

Maintain or exceed the % of students in the top 3 NAPLAN Proficiency Bands compared to 'like schools' for Reading in Year 3 & 5 from 2017 onwards

Maintain or exceed the % of students in the top 3 NAPLAN Proficiency Bands compared to 'like schools' for Writing in Year 3 & 5 from 2017 onwards

Numeracy

Maintain or exceed the % of students in the top 3 NAPLAN Proficiency Bands for compared to 'like schools' for Numeracy in Year 3 & 5 from 2017 onwards.

Non-Academic

Attendance

- ⇒ Overall Attendance 92% minimum.
- ⇒ 70% or higher of students in regular attendance category.

Community, Staff and Student Satisfaction

The National School Opinion Survey results in 2017 and 2019 are positive for parents and staff i.e. each of the items below has an average rating of at least 3.5.

- ⇒ The school has a strong relationship with the community.
- ⇒ The school is well led.
- ⇒ I am satisfied at the overall standard of education achieved at this school.
- ⇒ I would recommend this school to others.

The National School Opinion Survey results in 2017 and 2019 are positive for parents and staff i.e. each of the items below has an average rating of at least 3.5.

- ⇒ Teachers at my school give me useful feedback.
- ⇒ I like being at my school.
- ⇒ I feel safe at my school.

Planning Requirements

How Our Plan Works

DOE Plan for Public Schools 2016—2019	<p>The Plan for Public Schools 2016—2019 outlines what is expected from the system and aims to make:</p> <ul style="list-style-type: none">⇒ Success for all students⇒ Distinctive Schools⇒ Effective Leadership⇒ Strong Governance and Support
DOE Classroom First Strategy	<p>The Classroom First Strategy has six elements:</p> <ul style="list-style-type: none">⇒ A focus on student achievement: success for all⇒ A classroom orientation: sound teaching⇒ Context specific: distinctive schools⇒ Practical support: making it possible⇒ Meaningful accountability: asking the questions⇒ Public confidence: trusting public schools
DOE Focus Documents	<p>Focus 2017 Outlines the priorities for schools:</p> <ul style="list-style-type: none">⇒ Success for all students⇒ High Quality Teaching⇒ Effective Leadership⇒ Strong Governance and Support
Denmark Primary School Business Plan	<p>The Business Plan links directly to the DOE plans and directions, setting the schools main objectives and targets for the next three years 2017—2019. It outlines the actions we will take to maximise student achievement.</p>
Denmark Primary School Operational Plans	<p>Our Operational Plans outline the targets, strategies, timelines, resources and assessments we will use across the learning areas including special projects for the coming year.</p>
Denmark Primary School Classroom Plans 2017—2019	<p>Classroom Planning is the responsibility of the teachers and links directly to the schools Business Plan, Operational Plans and the DOE plans for public schools.</p>

Priority 1: Successful Students

Action	Support/resources	Monitoring	Milestone
Set targets for specific progress of students based on rigorous analysis of data	Professional learning (PL), coaching, mentoring, peer observations Working collaboratively through Phase Teams	Case management of identified groups of students Whole school database using appropriate software	Identified students achieve targets Whole school database which enables monitoring of progress established
Ensure that the 'Wave Model – Response to Intervention' (RTI) is functioning effectively across the school so that the needs of students in each wave are met	School Psychology Service Student Services Team Meeting with parents of Students At Educational Risk (SAER) students Differentiated assessments to cater for SAER and Gifted students	Admin classroom visits and Performance Development and Accountability Process Regular Student Services Team reviews of wave 2 and 3 lists	Deadlines in DPS SAER policy are met
Strengthen provision for Gifted and Talented (GATE) students so these students reach their potential	PL, coaching, mentoring, peer observations Working collaboratively through Phase Teams	Through Phase Teams meetings and Performance Development and Accountability Process	GATE students are identified as per assessment schedule Provision for GATE students evident in programming and classrooms
Nurture a strong sense of school identity and belonging among students	Provide opportunities and encouragement for students to positively represent the school in Sporting carnivals, science, music and arts, presentations, competitions etc. Provide meaningful student leadership roles - Student Council, Faction Captains etc.	Student well being surveys	National School Opinion Surveys (NSOS) indicate they are feeling safe and engaged at school and that their opinions are taken seriously.
Maintain processes to ensure student work is rigorously assessed against the Western Australian Curriculum (WAC) and that data is carefully scrutinised to determine priority focus areas.	Phase Teams Schools Curriculum and Standards Authority (SCSA) resources Student Assessment and Information System (SAIS) Data	Phase Team agendas including moderation sessions Leadership Team to lead data analysis process according to School Self Assessment Schedule	Progress toward student achievement targets is made

Priority 1: Successful Students

Action	Support/resources	Monitoring	Milestone
Fully implement formative assessment techniques across all learning areas and in all classes.	Dylan William Formative Assessment Resources Phase Teams PD provided on Formative assessment Talk for Writing wiSTAR	Admin classroom visits and Performance Development and Accountability Process	Trialling in Term 2 2018 Fully embedded Term 4 2019
Build students' social and emotional capacity including team work, problem solving, critical, creative thinking communication and resilience.	Staff to work collaboratively to produce a whole school approach and support each other in implementation	Through Pastoral Care Curriculum Implementation Plan	Implementation targets are achieved
Improve student competence in STEM i.e. use STEM projects to improve student performance in the General Capabilities of the Western Australian Curriculum	Phase Teams and the Technologies Committee to develop whole school approach to STEM Staff PL and coaching Investment in resources	Development and implementation	Achievement of STEM Operational Plan targets
Improve student behaviour by implementing the Positive Behaviour Support (PBS) framework across the school for the seven components.	PBS/CMS Team PBS Modules PL PBS Committee Phase Teams to support teacher transfer of skills to the classroom	Annual PBS School Evaluation Tool PBS Teacher Implementation Checklist	Targets in annual PBS Action Plan achieved
Encourage greater responsibility for parents and the community to lift student attendance alongside the implementation of school based strategies	DoE Attendance Tool kit Student Attendance Reporting	DPS Strategies to Assist Attendance Monitoring framework	DPS Strategies to Assist Attendance Monitoring framework fully according to stated guidelines Progress towards attendance targets made
Integrate technology, as per SCSA requirements, to transform learning using evidence based model. Provide learning experiences that are authentic, innovative challenging.	Phase Teams One to one device program— Chromebooks iPads in early years SCSA ICT Capabilities Scope and Sequence ongoing professional learning and collegial mentoring	Admin classroom visits and Performance Development and Accountability Process	Achieve targets in Technologies Operational Plan

Priority 2: Excellence in Teaching and Leading

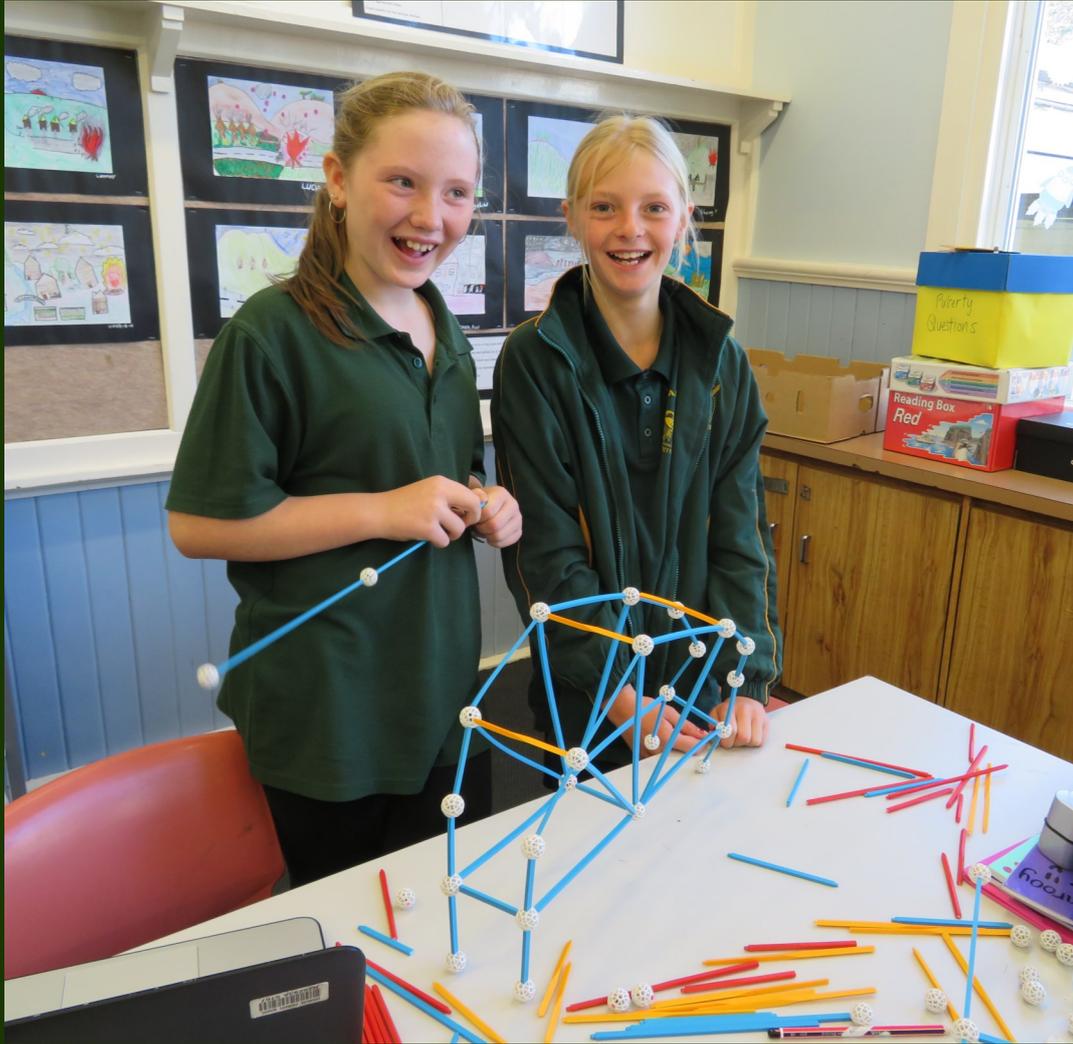
Action	Support/resources	Monitoring	Milestone
Strengthen Wave 1 of RTI model so that staff differentiate their teaching to meet the needs of all students	PL, coaching, mentoring, peer observations Working collaboratively through Phase Teams	Through Phase Teams meetings and Performance Development and Accountability Process	Teaching which matches AITSL standard 4.2 at least the 'Proficient' Level in evident is all classrooms
Implement changes to the West Australian Curriculum as per SCSA schedules. This includes progressive implementation of Languages Other Than English from 2018.	PL, coaching, mentoring, peer observations Working collaboratively through Phase Teams	Through Phase Teams meetings and Performance Development and Accountability Process	SCSA deadlines for implementation are met
Ensure that in each learning area there is a coherent sequenced plan for effective curriculum delivery so that all student make year on year progress	Working collaboratively through Phase Teams and curriculum committees SCSA resources, PL	Through committees and Phase Teams Performance Development and Accountability Process	Appropriate tailored scope and sequence documents are in place for English, maths and science
Become a culturally responsive school by implementing the Aboriginal Cultural Standards Framework (ACSF)	PL, coaching, mentoring, peer observations Working collaboratively through Phase Teams	Complete self assessment against the ACSF matrix Monitor implementation according to School Self Assessment Schedule	Achievement of implementation plan goals
Enhance the capability of school support staff to add value to classroom effectiveness, care and school management	PL, coaching, mentoring, peer observations Working collaboratively	Performance Development and Accountability Process	Achievement of Performance Development and Accountability Process goals
Provide quality induction to new staff, relief and EAs. Provide access to mentors. Maintain and strengthen positive relationships through continued good governance, phase and staff meetings. At the beginning of each year revisit whole school working protocols	Induction Process Phase Teams Governance Structure Professional Portfolio Peer Observation Admin Observation Mentoring Opportunities Global Corporate Challenge	Leadership team to monitor	Completion of first and third actions
Celebrate whole staff and school achievements and successes through formal and informal sharing and feedback.	The Loop, Newsletter, Phase Meetings Social Committee	Monitor staff morale and wellbeing through Phase Meetings, the Leadership Team and NSOS	Maintain a score of 3.8 or higher for key questions for staff in NSOS

Priority 2: Excellence in Teaching and Leading

Action	Support/resources	Monitoring	Milestone
Fully implement all components of agreed upon Literacy Block	Phase Teams Peer Observation Letters and Sounds/ Words Their Way Talk for Writing Professional Learning for staff	Admin classroom visits and Performance Development and Accountability Process	Fully embedded with fidelity by the end of semester one 2019
All classes have fully implemented wiSTAR instructional framework for the teaching of numeracy	Peer Observation Phase Teams wiSTAR resources Teachers to provide EAs with information about the structure.	Invited trusted colleague for feedback Admin classroom visits and Performance Development and Accountability Process	Fully implemented by end of semester one 2018
Reflect upon the National Quality Standards Framework and develop a Quality Improvement Plan to ensure outstanding early childhood environments and appropriate play based programs	Phase Teams National Quality Standards (NQS) trained staff	Phase Teams to monitor progress against agreed goals Staff and admin annual audit process	Meet all 7 quality areas of the NQS
Foster staff as leaders by establishing a culture of collegial support and professional dialogue through a context specific model for peer observations and feedback	Evidence based models for peer observation	Phase Teams and curriculum committees	100% of teachers participate
Utilise staff expertise in the provision of professional learning to staff, the network and beyond including 'Contributive Leadership' model embedded across school.	Phase Teams Collaborative meeting time Learning area committees	Collaborative Leadership structure document reviewed and published each year	All teachers have a minimum of one whole school role.
Staff to begin to evaluate their impact on student learning	PL centring on making learning intentions and success criteria explicit	Data collection through Phase Teams	Fully implemented by end of 2019

Priority 3: Positive Community Partnerships

Action	Support/resources	Monitoring	Milestone
Learning journeys held Term One and Three each year	Student work displayed and student 'passports' ready for the night. Structure to enable student to guide parent through their work	Student, Staff and School Board Feedback on Learning Journey Each phase has a consistent approach to Learning Journeys	Continue to attract 65% minimum parent attendance at both term 1 and 3 Learning Journeys.
All classes hold parent information session in first 3 weeks of year during which it is reinforced that parents are welcome to come into classes informally before or after school	Admin to provide a list of content expectation for parent information sessions Newsletters Communication technologies such as 'Class Dojos', class newsletters and information sheets	Teacher records for informal visits.	All classes hold these sessions by the end of week 3 term 1 each year.
Teachers are mindful of providing opportunities for family involvement e.g. Harmony Week, Kitchen Garden, NAIDOC Week, Science Expo, Support a Reader, Bike Week Plan to develop deeper community connections, encouraging community involvement.	NQS Quality Area 6 process Community groups	Teacher records on parent participation	Every parent has the opportunity to attend at least 3 events per year
Develop a public relations strategy to promote our great school	school website Facebook page Input from the Board Parent/Community version of the Business Plan	Through the school marketing strategy document	Parent/Community version of the Business Plan complete 2017 School website up and running
Promote the empowerment of local communities by increasing the capacity of school board members to fulfil their responsibilities.	PL for board members Participation in self review and goal setting	School Board self assessment School Board Annual Report	Improvement in the performance of the board as measured by achievement of goals
Staff and Board Members to maintain continuous self review and improvement process so that sustainable progress is made towards school improvement	School Self Assessment Schedule	Though School Self Assessment Schedule	The majority of milestones and targets are green All self assessment documents and annual reports completed on time



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