



**MAYLANDS
PENINSULA PRIMARY
INDEPENDENT PUBLIC SCHOOL**

Image courtesy of Chris Huzzard Photography

Maylands Peninsula
PRIMARY SCHOOL



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2011-2013

PREAMBLE

This document supports the various planning frameworks for Maylands Peninsula Primary School.

It provides a plan aspiring to quality education to meet the needs of the students of Maylands Peninsula Primary (MPPS), their families and the wider community in the coming years.

Maylands Peninsula Primary School's Business Plan 2011-2013 is underpinned by the Department of Education's Classroom First Strategy and the directions set by the Plan for Public Schools 2008-2011 and Focus 2011. Our plans promote the Department's message of every student a successful student, every teacher an effective teacher and every school a good school.

The Business Plan and Delivery and Performance Agreement identify the accountability expectations of Maylands Peninsula Primary together with the student performance targets and key focus areas and operational strategies for 2011-2012.

Maylands Peninsula Primary's School Board acknowledges that the targets of the Delivery and Performance Agreement and Business Plan need to be flexible in order to best respond to the needs of our students. The Board is also mindful that changes to policy and mandated requirements at a state and federal education level may impact on current targets set by the school. Similarly, targets may be reviewed as student performance data becomes available over the course of the school year. Annual reviews of the performance agreement targets will be undertaken to ensure consistency and that achievable expectations are set.



Learning together



Embracing diversity

SCHOOL CONTEXT



Maylands Peninsula Primary School is a vibrant and highly effective school that has a central place in its extremely diverse local community. Maylands Peninsula Primary School (MPPS) officially opened at the beginning of the 2004 school year as a result of the amalgamation of the Maylands and East Maylands Primary Schools.

In 2011 MPPS has an enrolment of 469 children including 80 Kindergarten and 80 Pre-Primary students. Kindergarten enrolments continue to grow with an anticipated increase to impact on the Middle and Upper school, putting pressure on the existing classroom infrastructure and the need for additional staffing. Staff selection must consider teachers with the capacity to teach at multi-levels to meet the future growth in higher year levels.

Redevelopment in the Maylands area continues apace and this adds to the significant diversity in student population, characterised by students from the full range of socio-economic backgrounds (with a steady increase in students from middle to upper income families) and a multitude of cultural heritages. These include refugee children from a number of African nations, students from Asia and Europe and local indigenous students.

School demographics in 2011 are characterised by:

- * student transience of 49%
- * 42% of students have a language background other than English with 54 other languages being spoken
- * 28% of students were born outside of Australia in one of 36 countries
- * 35 students with parents on section 457 temporary work visas
- * 7% of students are Aboriginal
- * 9 students have identified special needs

MPPS consists of 4 discrete learning communities, early childhood, junior, middle and senior schools, a library/arts centre, and a music room and undercover area. Apart from the recently built early childhood (EC) community, the entire campus is air conditioned. The Kindergarten and Pre Primary areas are part of the Junior Learning (JLA) and EC centre and are purpose built to meet the needs of the learning program for students at this stage of development. Building works completed during 2010, as part of the Building Education Revolution (BER), have increased numbers of new enrolments in the pre compulsory years of schooling and provide a discrete learning area for our Year 7 students.

The school is wireless networked for Information Technology. Computers are located in all classrooms as well as in the shared central area of each learning centre and are an integral part of the curriculum. Electronic whiteboards were installed in 10 of the 20 teaching areas in 2010 and the school began accessing the Department of Education's (DoE's) Online Teaching and Learning System (OTLS).

Despite the increasing demand for parents to take paid employment, the school community are active participants in and contributors to, their children's education. The school has an involved and supportive School Council and Parents and Citizens Association which raised funds in excess of \$ 20 000 in 2010 to supplement identified student needs. Specialist programs catering for French, Physical Education, Visual Arts and Music are supplemented by external expertise in dance, guitar, clarinet, keyboard, recorder, swimming and many sports. Students participate in the Primary Extension and Challenge Program (PEAC) and in many interschool sporting and academic competitions, including those online. Senior students have the opportunity to attend a number of educational and team building camps during the year, including a tour of Canberra.

Maylands Peninsula Primary School has a staff that readily embraces change and with its distributed leadership model, leads change initiatives. Our staff are committed to improving the outcomes of all students and are competent in addressing the diversity that exists within the student population, including, children who have language backgrounds other than English, students at educational risk, aboriginal students, high achieving students etc.

Our specialist teachers include a Performing Arts (Music) teacher, a Physical Education specialist, a Languages (French) teacher, and English as a Second Language (ESL) teacher. One Deputy Principal coordinates Learning Support for our students with special needs and others at educational risk. We also have a teacher who coordinates information and communication technologies, an Aboriginal and Islander Education Officer (AIEO) and a school chaplain.



SCHOOL VISION



Maylands Peninsula Primary School will be the school of choice for our parents and students, catering for the diverse cultural, academic and socio-economic needs of its community. We will maintain our reputation for achieving excellence.

We will seek to provide our students with the academic and social capacity to learn and go on learning throughout their lifetime. To achieve this, the school community will embrace its cultural diversity and develop a positive, collaborative and co-operative culture within and across its community.

In this context, the evidence-based learning needs of students, the professional knowledge and enthusiasm of staff and the expectations of our community will be used to establish quality learning, teaching and pastoral care programs that will maximise educational opportunities to realise the potential of all students to experience success.

The achievement of our vision relies upon a pedagogy centred around identified student needs and an approach that engages students in meaningful and authentic learning tasks. This approach will be supported by the integration of information technologies into the curriculum to engage our students and as a basis for reporting systems and administration.

The professional excellence we seek will be demonstrated by our shared commitment to individual, group and whole school pursuit of best practice, active sharing of professional knowledge and a willingness to work in collaborative teams to achieve key outcomes and targets. These will be strongly supported by a desire for high level personal performance and mutual respect and support for colleagues.

The school reflects a devolved leadership model with mentoring and coaching from the executive team whose role will continue to be based upon a clear customer focus encompassing, students, parents and staff. The leadership team will continue to facilitate team building to assist staff to work collaboratively around specific outcomes and identify opportunities for leadership development amongst staff, empowering them to take up leadership roles.

We will continue to develop a strong sense of community within the school where our culture is based upon genuine partnerships including those with external agencies and private organisations. We will ensure that all groups feel valued and valuable.

As the school becomes more familiar with IPS processes we will assess further flexibilities this model offers us and apply a cost benefit analysis to determine those which will benefit the school in the future. It is highly likely we will embrace the option to manage our own utilities in 2012.

OVERVIEW OF SELF ASSESSMENT

Academic

As an Independent Public School, Maylands Peninsula Primary will have increased flexibility to better align school programs to student needs. Our current whole-school accountability practices will be maintained and enhanced with a focus on the collection, disaggregation, interrogation and analysis of appropriate data. We will continue to use this information to measure current progress and inform future whole-school planning and individual teaching and learning programs. To maintain the high level of our current practice in this area, we will continue to assign a data management role to one of our Deputy Principals.

The school utilises valid and reliable teacher judgments about standards of student performance, supported by data from system wide and school initiated assessments. Analysis of NAPLAN, WAMSE, MSE, SAIS and First Cut results are used in order to identify student progress, strengths and weaknesses.

Since 2004 Maylands Peninsula has consistently demonstrated performance above that of like schools, the state and the nation in State and National assessments in Literacy and Numeracy. Additionally, the school performs above expectations in WAMSE and MSE testing in the Society and Environment and Science learning areas.

Longitudinal data has indicated that those students who complete seven years of compulsory schooling at Maylands Peninsula perform 30-50 points above the rest of their cohort, the state and nation.

Non Academic

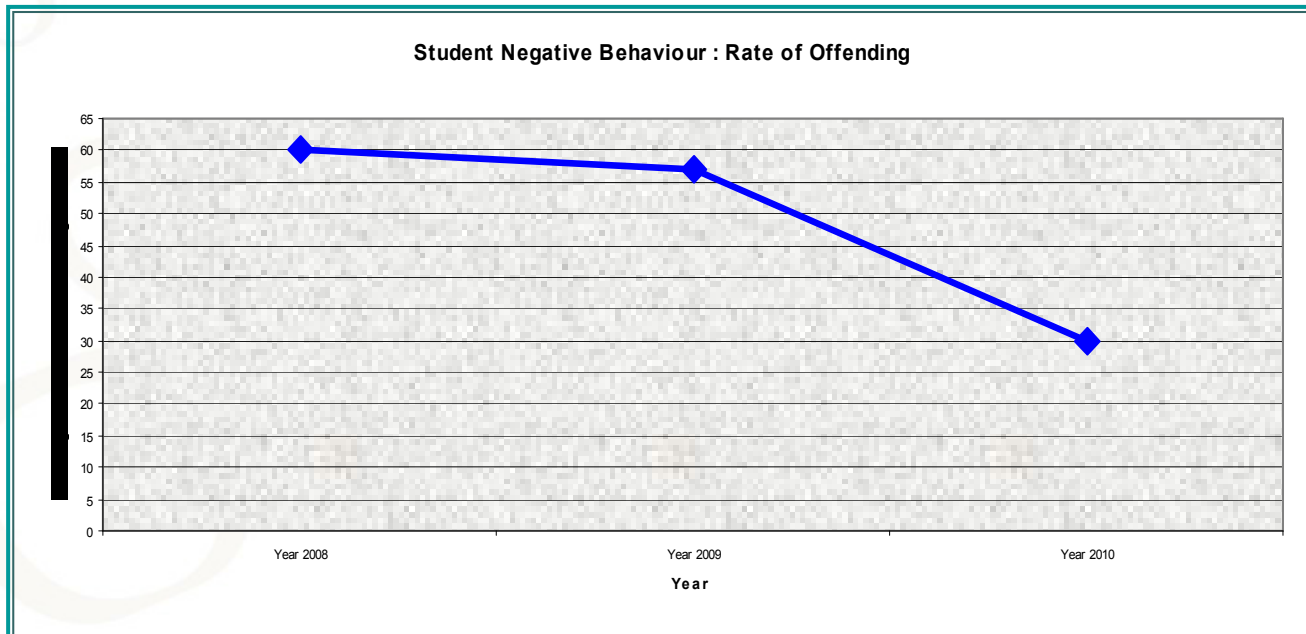
Attendance

Attendance rates of students enrolled at Maylands Peninsula Primary continue to remain strong as depicted in the tables below. This is a good indication that students are enjoying coming to school and that the learning experiences provided are meaningful and enjoyable.

	Non Aboriginal		Aboriginal		Total	
	MPPS	State	MPPS	State	MPPS	State
2008	93.3%	93.6%	89.5%	80.7%	93%	92.6%
2009	94.0%	93.9%	87.8%	81.1%	93.5%	92.9%
2010	94.9%	93.9%	87.0%	82.6%	94.2%	92.9%

Behaviour

Anecdotal evidence and information collected from SIS (Statistical Overview of Behaviours), records of student playground incidents and commercial Student Values Surveys, indicated a concern with students displaying inadequate respect and concern for the rights of others. As a result, 2009 saw the implementation of Wilson McCaskill's pro-social, 'Play is the Way' approach from Kindergarten to Year Seven. The graph below clearly shows how the rate of student play time negative behaviour offending, at recess and lunch, has significantly declined over the period 2008-2010.



School Community Feedback

Parents, staff and students are afforded the opportunity to provide their feedback on the school's performance, specifically about the school's operations, educational programs, school's leadership, school and individual teacher performance and future directions. Surveys are one of the tools used to gain this information together with all staff and administration having an open door policy which provides the opportunity for issues to be raised and addressed in a timely manner.

More detailed information about school performance is available in the 2010 Annual Report found at www.mpps.wa.edu.au.



Maylands Peninsula

PRIMARY SCHOOL



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Embracing diversity

Aims

Students will develop functional and critical Literacy skills. They will listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. They will appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. Students will understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning. They will develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

(Source: Australian Curriculum: English)

Literacy Beliefs

At Maylands Peninsula Primary School, we believe the following elements are integral to the learning, instruction and assessment of Literacy:

LEARNING AND INSTRUCTION

- Strong teacher student relationships with shared respect and understanding
- First Steps Literacy is best practice
- Teaching reflects the Principles of Learning and Teaching as outlined in the Curriculum Framework
- Recognising that students learn at different rates
- Differentiation of the curriculum
- A gradual release of responsibility model is the best instructional model
- A constructivist approach to teaching
- Instruction is taken from oral to written
- The MPPS Whole School Literacy Plan and Operational Plan guide classroom practice
- A minimum of 2 hours of Literacy teaching per day with 3 shared sessions occurring during uninterrupted Literacy Blocks
- ICT used where appropriate



<p>ASSESSMENT</p>	<ul style="list-style-type: none"> • Assessment practices reflect the principles for assessment as outlined the Curriculum Framework • Literacy Net should be used P-3 to inform planning and teaching • Assessment is used to inform future teaching • The CAR policy requirement is met • Whole staff interrogation of data will occur to inform whole school, cohort and individual student planning • Students' work samples are moderated within and between schools • A variety of assessment tools are used such as Literacy Net, Pre and Early Literacy Profiles for K- 3, Rubrics, SAST, Student Outcomes Spelling Test, On-Entry Assessment for PP students • Student feedback is explicit, strategic and assists goal setting • Assessment involves all stakeholders • New Data Collection and Assessment Schedule to be developed to meet Australian Curriculum requirements
<p>KEY STRATEGIES</p>	<ul style="list-style-type: none"> • Staff to become familiar with Australian Curriculum • Upskilling of teaching and education support staff on First Steps Reading strategies, in particular, Guided Reading • Students will be exposed to and explicitly taught <ul style="list-style-type: none"> - word study - grammar rules - spelling rules - editing skills - structure of various genre • Intensive support for Stage 1 ESL students • Support-A-Reader program • NAPLAN Preparation Schedule • Common Assessment Task (CAT) persuasive writing • Group Education Plans and Individual Education Plans for students Achieving below and above expected standards • Use of electronic resources: echalk, Learning Federation, Reading Eggs program
<p>WORKING AS A COLLABORATIVE TEAM</p>	<ul style="list-style-type: none"> • Teachers will work in collaborative teams to plan, teach, assess and moderate • Teachers will draw upon each others' expertise • Teachers will implement Maylands Peninsula Primary School's Whole School Literacy Plan • Collaborative teams will follow the Maylands Peninsula plans for Literacy eg. Guided Reading Comprehension strategies, Grammar Scope and Sequence, Genre Sequence

Standards and Targets

ASSESSMENT	2011 TARGETS for Distribution of Student Performance	2012 TARGETS for Distribution of Student Performance	2013 TARGETS
NAPLAN READING	<p>Year 3 : No more than 20% of Year 3s represented at the lowest level of performance. At least 20% of Year 3s at the highest level of performance.</p> <p>Year 5 : No more than 10% of Year 5s represented at the lowest level of performance. At least 44% of Year 5s at the highest level of performance.</p> <p>Year 7 : No more than 20% of Year 7s at the lowest level of performance. At least 30% of Year 7s at the highest level of performance.</p>	<p>Performance of girls to be equal to that of boys.</p> <p>Year 3 : No more than 20% of Year 3s represented at the lowest level of performance. At least 20% of Year 3s at the highest level of performance.</p> <p>Year 5 : No more than 10% of Year 5s represented at the lowest level of performance. At least 35% of Year 5s at the highest level of performance. (Targeted students : 2 identified in operational plan)</p> <p>Year 7 : No more than 10% of Year 7s at the lowest level of performance. At least 25% of Year 7s at the highest level of performance. (Targeted students : 2 identified in operational plan)</p>	To be defined on basis of 2011 NAPLAN student performance.
NAPLAN WRITING	<p>Year 3 : No more than 20% of Year 3s represented at the lowest level of achievement. At least 20% of Year 3s at the highest level of achievement.</p> <p>Year 5: No more than 7% of Year 5s represented at the lowest level of achievement. At least 45% of Year 5s at the highest level of achievement.</p> <p>Year 7 : No more than 15% of Year 7s represented at the lowest level of achievement. At least 25% of Year 7s at the highest level of achievement</p>	<p>Year 3 : No more than 20% of Year 3s represented at the lowest level of achievement. At least 20% of Year 3s at the highest level of achievement.</p> <p>Year 5: No more than 15% of Year 5s represented at the lowest level of achievement. At least 15% of Year 5s at the highest level of achievement.</p> <p>Year 7 : No more than 20% of Year 7s represented at the lowest level of achievement. At least 10% of Year 7s at the highest level of achievement. (Targeted students : 3 identified in operational plan)</p>	To be defined on basis of 2011 NAPLAN student performance.

ASSESSMENT	2011 TARGETS for Distribution of Student Performance	2012 TARGETS for Distribution of Student Performance	2013 TARGETS
NAPLAN SPELLING	<p>Year 3 : No more than 20% of Year 3s represented at the lowest level of achievement. At least 20% of Year 3s to be at the highest level of achievement.</p> <p>Year 5 : No more than 7% of Year 5s represented at the lowest level of achievement. At least 50% of Year 5s to be at the highest level of achievement.</p> <p>Year 7 : No more than 20% of Year 7s represented at the lowest level of achievement. At least 25% of Year 7s at the highest level of achievement.</p>	<p>Year 3 : No more than 20% of Year 3s represented at the lowest level of achievement. At least 20% of Year 3s to be at the highest level of achievement.</p> <p>Year 5 : Maintain distribution of 2010 performance. (38% in highest performance, 24% in lowest)</p> <p>Increase by 2 (individuals have been identified) the number of students above the National Minimum Standard.</p> <p>Year 7 : Maintain distribution of 2010 performance. (26% in highest performance, 18% in lowest)</p> <p>Increase by 3 (individuals have been identified) the number of students above the National Minimum Standard. Achievement of 3 students (students listed in operational plan) to match the national gain between Yr 5 – 7.</p>	To be defined on basis of 2011 NAPLAN student performance.
STUDENT OUTCOME SPELLING	<p>Year 2 : At least 40% of students in high stanines 6-9.</p> <p>Year 4 : At least 40% of students in high stanines 6-9. (38% of this cohort were represented in these stanines as Year 2s in 2009)</p> <p>Year 6 : At least 47% of students in high stanines 6-9. (44% of this cohort were represented in these stanines as Year 4s in 2009)</p>	<p>Year 2 : At least 40% of students in high stanines 6-9.</p> <p>Year 4 : At least 35% of students in high stanines 6-9. (27% of this cohort were represented in these stanines as Year 2s in 2010)</p> <p>Year 6 : Maintain 58% of students in high stanines 6-9. (This was achieved by this cohort as Year 4s in 2010)</p>	To be defined on basis of 2011 student performance.

ASSESSMENT	2011 TARGETS for Distribution of Student Performance	2012 TARGETS for Distribution of Student Performance	2013 TARGETS
NAPLAN GRAMMAR & PUNCTUATION	<p>Year 3 :</p> <p>No more than 20% of Year 3s represented at the lowest level of performance. At least 20% of Year 3s at the highest level of achievement.</p> <p>Year 5 :</p> <p>No more than 7% of Year 5s represented at the lowest level of achievement. At least 45% of Year 5s at the highest level of achievement.</p> <p>Year 7 :</p> <p>No more than 20% of Year 7s represented at the lowest level of achievement. At least 25% of Year 7s at the highest level of achievement.</p>	<p>Year 3 :</p> <p>No more than 20% of Year 3s represented at the lowest level of performance. At least 20% of Year 3s at the highest level of achievement.</p> <p>Year 5 :</p> <p>Maintain the 9 students in the top 21% and move 4 more into top group. Move 3 of the 8 students at or below the minimum standard to above the national minimum.</p> <p>Year 7 :</p> <p>Maintain top 9 students and move 5 students from average to top group. Move three students to above the minimum standard.</p>	To be defined on basis of 2011 NAPLAN student performance.



Aims

Students will learn to use ideas about number, algebra, measurement, geometry and statistics and probability and chance to describe, interpret and reason about their social and physical world. It is essential that all students become confident and competent mathematicians. Being numerate is about having the disposition and competence to use mathematics to solve practical problems outside mathematics and as a tool for learning beyond the mathematics classroom.

Numeracy Beliefs

At Maylands Peninsula Primary School, we believe the following elements are integral to the learning, instruction and assessment of Numeracy:

<p>LEARNING AND INSTRUCTION</p>	<ul style="list-style-type: none"> • Strong teacher - student relationships • First Steps in Numeracy/GiRN is best practice • Teaching reflects the Principles for Teaching and Learning as outlined in the Curriculum Framework • Recognising that students learn at different rates • Different learning styles and levels of achievement are catered for • Online learning tools (Mathletics, Have Sum Fun Online, School Centre, Learning Objects) to be used to enrich learning • A gradual release of responsibility model is the best instructional model • Mathematics is taught in context and used to solve problems in realistic and relevant situations • Instruction is taken from concrete to abstract; known to unknown, building on student knowledge • A minimum of 2 hours for K-P; 4 hours for Years 1 and 2; and 5 hours for Years 3 to 7 of Numeracy teaching per week
<p>ASSESSMENT</p>	<ul style="list-style-type: none"> • Assessment practices reflect the Principles for Assessment as outlined in the Curriculum Framework • Assessment is used to inform future teaching • The CAR policy requirements are met • Collaborative planning ensures common assessment practices and moderation across cohorts • A variety of assessment tools are used, including open ended tasks • Agreed upon assessment tools are used to collect whole school data • Self assessment and reflection is encouraged • Feedback to students is timely, explicit and strategic and involves goal Setting • New Data Collection and Assessment Schedule to be developed to meet Australian Curriculum requirements

<p>KEY STRATEGIES</p>	<ul style="list-style-type: none"> • Staff to become familiar with Australian Curriculum • Explicit teaching of problem solving steps and strategies • 'Noodlers' – problems of the fortnight • Maths Association of WA Online competition – Have Sum Fun Online • Numero • NAPLAN preparation schedule • Use of electronic resources : Mathletics, Learning Federation, echalk and Mathematics Today • Partnership program with Northam Senior High School, "High Achievers to Great Achievers"
<p>WORKING AS A COLLABORATIVE TEAM</p>	<ul style="list-style-type: none"> • Teachers will work in collaborative teams to plan, teach and assess • Teachers will draw upon each others' expertise • Collaborative teams will follow the Maylands Peninsula Operational Plan for Numeracy • Teachers will implement Maylands Peninsula Primary's Whole School Numeracy Overview



Standards and Targets

ASSESSMENT	2011 TARGETS for Distribution of Student Performance	2012 TARGETS for Distribution of Student Performance	2013 TARGETS
NAPLAN NUMERACY	<p>Year 3 : No more than 20% of Year 3s represented at the lowest level of achievement. At least 20% of Year 3s at the highest level of achievement.</p> <p>Year 5 : No more than 15% of Year 5s represented at the lowest level of achievement. At least 50% of Year 5s at the highest level of achievement.</p> <p>Year 7 : No more than 23% of Year 7s represented at the lowest level of achievement. At least 28% of Year 7s at the highest level of achievement.</p>	<p>Year 3 : No more than 20% of Year 3s represented at the lowest level of achievement. At least 20% of Year 3s at the highest level of achievement.</p> <p>Year 5 : No more than 2% of Year 5s represented at the lowest level of achievement. At least 26% of Year 5s at the highest level of achievement.</p> <p>Year 7 : No more than 9% of Year 7s represented at the lowest level of achievement. At least 31% of Year 7s at the highest level of achievement.</p>	To be defined on basis of 2011 NAPLAN student performance.
MONITORING STANDARDS IN EDUCATION TESTING : NUMBER	<p>Year 3 : At least 40% of students in high stanines 6-9 and no more than 40% represented in stanines 1-4.</p> <p>Year 5 : At least 60% of students in high stanines 6-9 and no more than 30% in stanines 1-4.</p> <p>Year 7 : At least 50% of students in high stanines 6-9 and no more than 40% in stanines 1-4.</p>	Target areas to be identified from new Data Collection Cycle.	Target areas to be identified from new Data Collection Cycle.



Embracing diversity

Aims

- Students will develop a solid foundation in science knowledge, understanding, skills and values on which further learning and adult life can be built.
- Students will foster an interest in science and a curiosity and willingness to speculate about and explore the world.
- Students will engage in communication of and about science, value evidence and scepticism, and question scientific claims made by others. They will be able to identify and investigate scientific questions, draw evidence-based conclusions and make informed decisions about their own health and wellbeing.
- Students will identify science as a human endeavour that should be appreciated and applied to daily life.

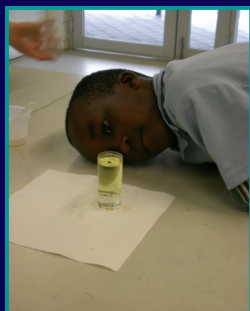
Science Beliefs

At Maylands Peninsula Primary School, we believe the following elements are integral to the learning, instruction and assessment of Science.

LEARNING AND INSTRUCTION

- Strong teacher–student relationships
- Teaching reflects the interrelatedness of strands within the Australian Curriculum : *science understanding, science inquiry skills, science as a human endeavour*
- **Science Inquiry Skills**
 - identify questions and predictions for testing
 - plan and conduct simple investigations
 - observe, describe and measure
 - collect, record and present data as tables, diagrams or descriptions
 - analyse data, describe and explain relationships
 - discuss and compare results with predictions
 - draw conclusions and communicate ideas and understandings
- **Science as a human endeavour**
 - consider how science is used in work and leisure
 - become aware of science-related careers
 - recognise the effect of science and technology on our environment
 - be aware of the historical nature of science ideas
- Recognising students learn at different rates
- Recognising students different learning styles
- An integrated, balanced and engaging approach to learning that involves context, exploration, explanation and application.
- Two hour time allocation per week integrated with the Literacy Program
- Primary Connections to underpin science teaching
- Motivating experiences to create interest and raise questions
- Integration of ICT into teaching and learning program
- Open questions, individual student writing, drawing, acting out understandings, discussion to reveal students' existing ideas and beliefs so that teachers are aware of current conceptions and can plan to extend and challenge as appropriate

<p>ASSESSMENT</p>	<ul style="list-style-type: none"> • Assessment practices reflect the Australian Curriculum requirements • The CAR policy requirements are met • Assessment is used to inform future teaching • Science Journals—used as a diagnostic tool and as anecdotal evidence of student understandings • A variety of assessment tools are used: MSE, WAMSE, teacher judgement • Open ended tasks • Student self assessment and reflection promoted • Student feedback is timely, explicit and strategic and involves goal setting for individual students • New Data Collection and Assessment Schedule to be developed to meet Australian Curriculum requirements
<p>KEY STRATEGIES</p>	<ul style="list-style-type: none"> • Staff to become familiar with Australian Curriculum • Waterwise School accreditation • Primary Connections • Concept Cartoons • Investigation Planners • Modelling and teaching of investigation strategies and representation and interpretation of data • Partnership program with Northam Senior High School, “High Achievers to Great Achievers” • Five E’s strategy employed K-7 • Learning to be problem focussed • POE (predict, observe, evaluate)
<p>WORKING AS A COLLABORATIVE TEAM</p>	<ul style="list-style-type: none"> • Teachers will work in collaborative teams to plan, teach, assess and moderate student achievement • Teachers will draw upon each others’ expertise • Teachers will further develop their understanding and knowledge in Science by attending Professional Learning that can be integrated into students learning • Teachers will implement Maylands Peninsula Primary’s whole school Science Plan



Standards and Targets

ASSESSMENT	2011 TARGETS for Distribution of Student Performance	2012 TARGETS for Distribution of Student Performance	2013 TARGETS
WAMSE INVESTIGATING	<p>Year 5 : At least 60% of students to achieve at or above the WAMSE test standard.</p> <p>Year 7 : To increase the percentage of students at or above the WAMSE test standard from 57% of students (as Year 5s in 2009) to 62% of students. (4 students specifically targeted)</p>	<p>Year 5 : At least 60% of students to achieve at or above the WAMSE test standard.</p> <p>Year 7 : To increase the percentage of students at or above the WAMSE test standard from 69% of students (as Year 5s in 2010) to 73% of students. (2 students specifically targeted)</p>	To be defined on basis of 2011 WAMSE student performance.
WAMSE SCIENCE UNDERSTANDINGS	<p>Year 5 : At least 60% of students to achieve at or above the WAMSE test standard.</p> <p>Year 7 : To increase the percentage of students at or above the WAMSE test standard from 57% of students (as Year 5s in 2009) to 62% of students. (4 students specifically targeted)</p>	<p>Year 5 : At least 60% of students to achieve at or above the WAMSE test standard.</p> <p>Year 7 : To increase the percentage of students at or above the WAMSE test standard from 56% of students (as Year 5s in 2010) to 60% of students. (4 students specifically targeted)</p>	To be defined on basis of 2011 WAMSE student performance.
MSE INVESTIGATING SCIENTIFICALLY	<p>30 % of Year 3 & 7 students to progress from stanine 4 to stanine 5.</p> <p>30% of Year 3 & 7 students to progress from stanine 5 to 6.</p>	Target areas to be identified from new Data Collection Cycle.	Target areas to be identified from new Data Collection Cycle.
MSE NATURAL & PROCESSED MATERIALS	65% of Year 3 & 7 students to be represented in stanines 5 to 9.	Target areas to be identified from new Data Collection Cycle.	Target areas to be identified from new Data Collection Cycle.

SOCIAL BEHAVIOUR & ATTENDANCE

Aims

All students will operate within the boundaries of our behaviour policy. They will understand our code of conduct and self regulate within its parameters at all times. They will exhibit self acceptance and respect for themselves and respect and concern for others and their rights.

Teachers will be skilled managers in classroom and playground behaviour strategies and ensure that students with disruptive behaviours are sanctioned within our behaviour policy and those who support it are rewarded.

Parents and guardians accept that they work with the school at all times to ensure clear direction is articulated to their child/ren when addressing behaviour issues requiring their support and enforcement.

Beliefs

All members of Maylands Peninsula Primary School work in a safe, caring, positive and stimulating environment.

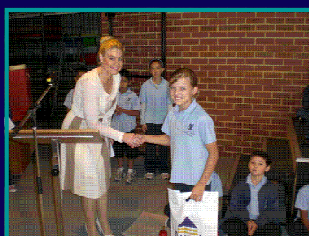
To enable all students to reach their full potential, it is imperative that they attend all lessons on a daily basis. Unexplained absences or absences that do not meet a 'satisfactory explanation' are investigated.

Targets for attendance are set that require all students to attend and in so doing, will have a greater chance of achieving their potential. The small percentage of students not meeting our targets will be monitored closely and parents will be asked to give just reason for their child's non attendance. District Office support will be accessed if required.

Our students attend a campus where *everyone ensures respect for all at all times*, underlies our culture.

AREA	TARGETS	KEY STRATEGIES
BEHAVIOUR	2011 Target : Reduction in the rate of student negative behaviour offending from 30 offences per term (attained in 2010) to 25 per term	<ul style="list-style-type: none">• Wilson McCaskill's pro-social Games Factory• Aussie of the Month• Chaplaincy Program• Better Buddies Program• Rights and Responsibilities focus areas• Indigenous Education Program• You Can Do It (K/PP)• Extra recess reward twice/term for good behaviour• Behaviour Management Policy to be followed (students to contact parents at step 5 of process)• Teachers to continue to provide meaningful, authentic and enaging learning experiences

AREA	TARGETS	KEY STRATEGIES
ATTENDANCE	<p>2011 Targets :</p> <ul style="list-style-type: none"> - The percentage of students in the severe risk category will decrease from 1.67% to 1.0% - The percentage of students in the moderate risk category will decrease from 5.73% to 3.5% - The percentage of students in the indicated risk category will decrease from 12.7% to 10% - The percentage of students in the regular risk category will decrease from 1.67% to 1.0% - Student regular attendance in Pre-Primary will increase from 75% to 77% - Regular Aboriginal attendance will increase from 62% to 64% (3 students targeted) - Unauthorized student absence will reduce from 16.5% to 14% 	<ul style="list-style-type: none"> • Indigenous Education Program • Teachers to continue to provide meaningful, authentic and engaging learning experiences • Regular teacher communication with parents of students who are absent • Intervention by Deputy responsible for attendance • Engagement of external agencies following school consultation • Encourage all parents to engage in school activities



Maylands Peninsula

PRIMARY SCHOOL



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Embracing diversity

PROFILE



The purpose of this profile is to inform on the shape and composition of Maylands Peninsula Primary School's workforce. The information aims to support the matching of the profile of our current workforce to future demands and/or to address any potential areas of need.

Introduction

Student enrolments at Maylands Peninsula Primary School have been increasing since 2006. In semester 2 of 2010, the student population comprised 438 kindergarten pre primary and primary students. A detailed profile of the 2010 workforce is included in the workforce analysis.

The school's student population at MPPS is characterised by its diversity. It includes children from a range of African nations, from Asia and Europe and local indigenous students. Additionally, the school draws children from a multitude of socio-economic backgrounds.

This cultural and socio-economic diversity requires a particular skill set in its workforce (eg. an ability to teach English as a second language) and an empathy for its community's complexities (eg. an appreciation of the impacts socio-economic disadvantage can have on student development and learning) in order for students to experience success.

Workforce Issues Identified in the Profile

A high percentage of our teaching staff (57%) and education assistants (82%) work on a part time basis. This impacts on the cost of providing professional development opportunities, the time spent on Performance Management and the dissemination of information.

There is a decreasing representation of male primary teachers (17%). Furthermore, the age profile of male primary teachers (50.4) is substantially higher than the average. The average age of female pre primary teachers is on the high side and stands at 50.1.

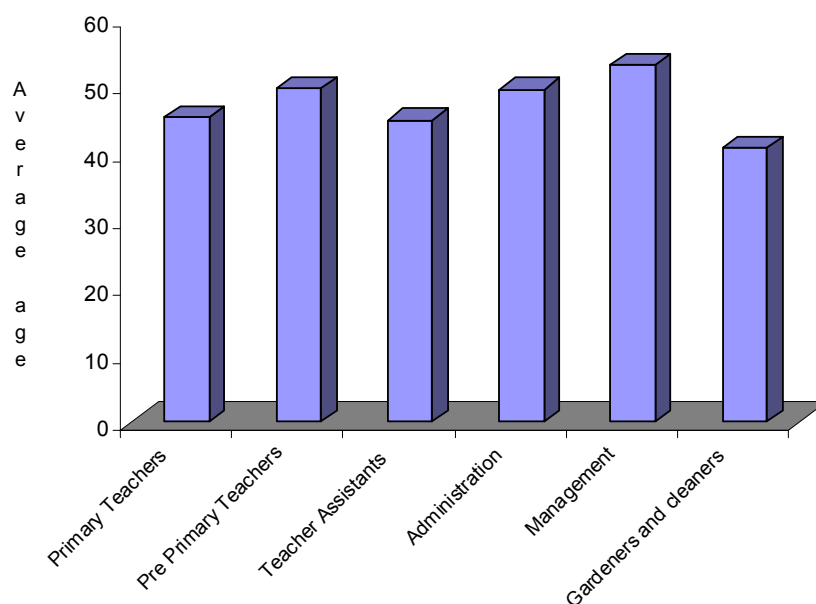
The school's management staff consists of one Principal and 3 Deputy Principals with an average age of 53.

Other Issues Which May Impact on the School's Workforce Plan

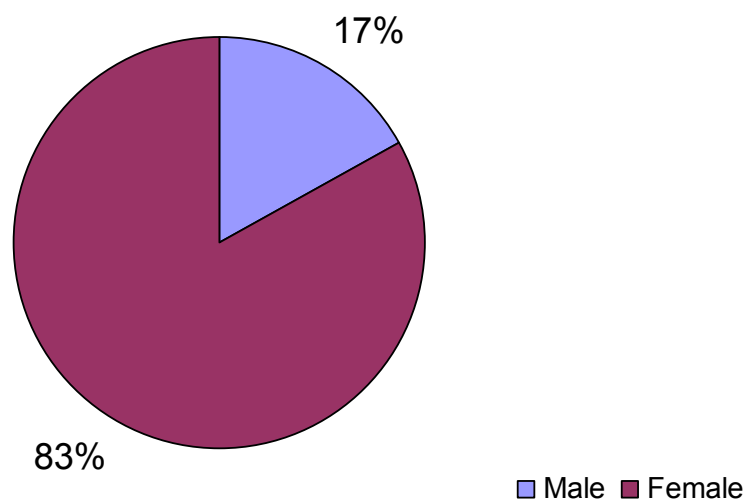
In view of the characteristics of the student population, it is expected that the school will endeavour to develop a school workforce profile to better support the diversity of the local community demographics. As such, it is expected that ESL and support services will form part of the target employment approach developed by the school. Additionally the school will attract paraprofessional services to meet identified needs unable to be met through the normal workforce.

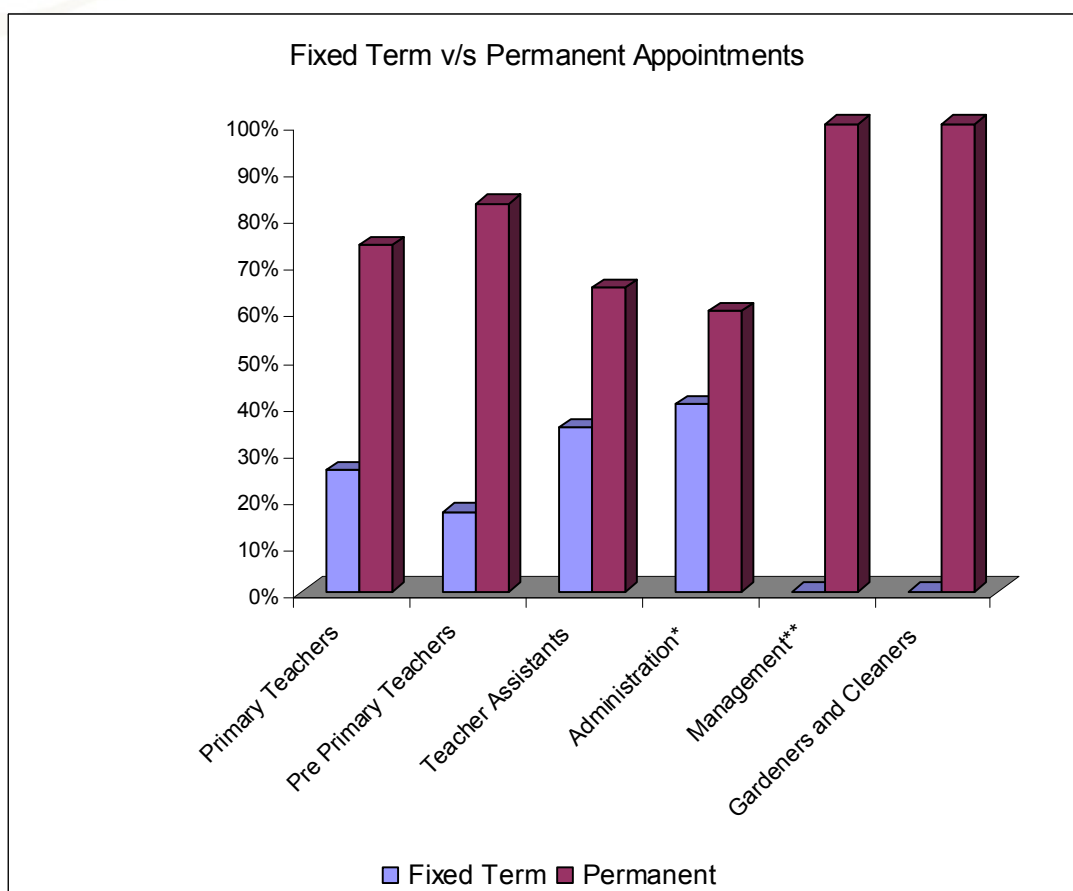
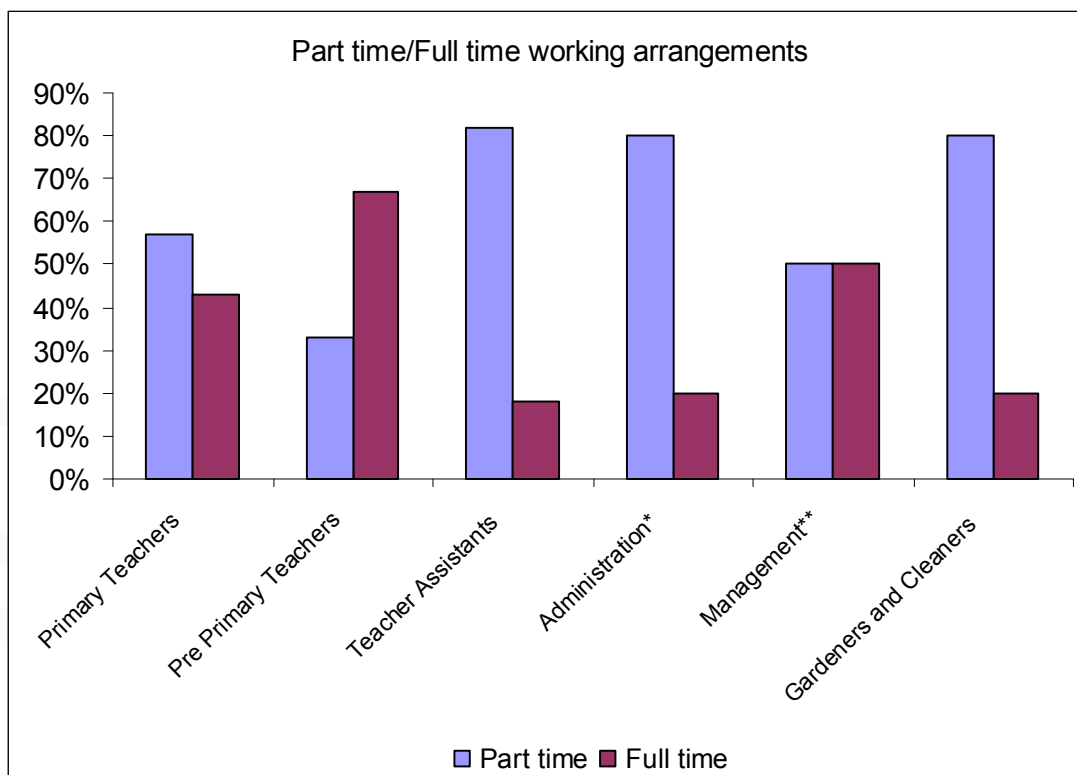
WORKFORCE ANALYSIS

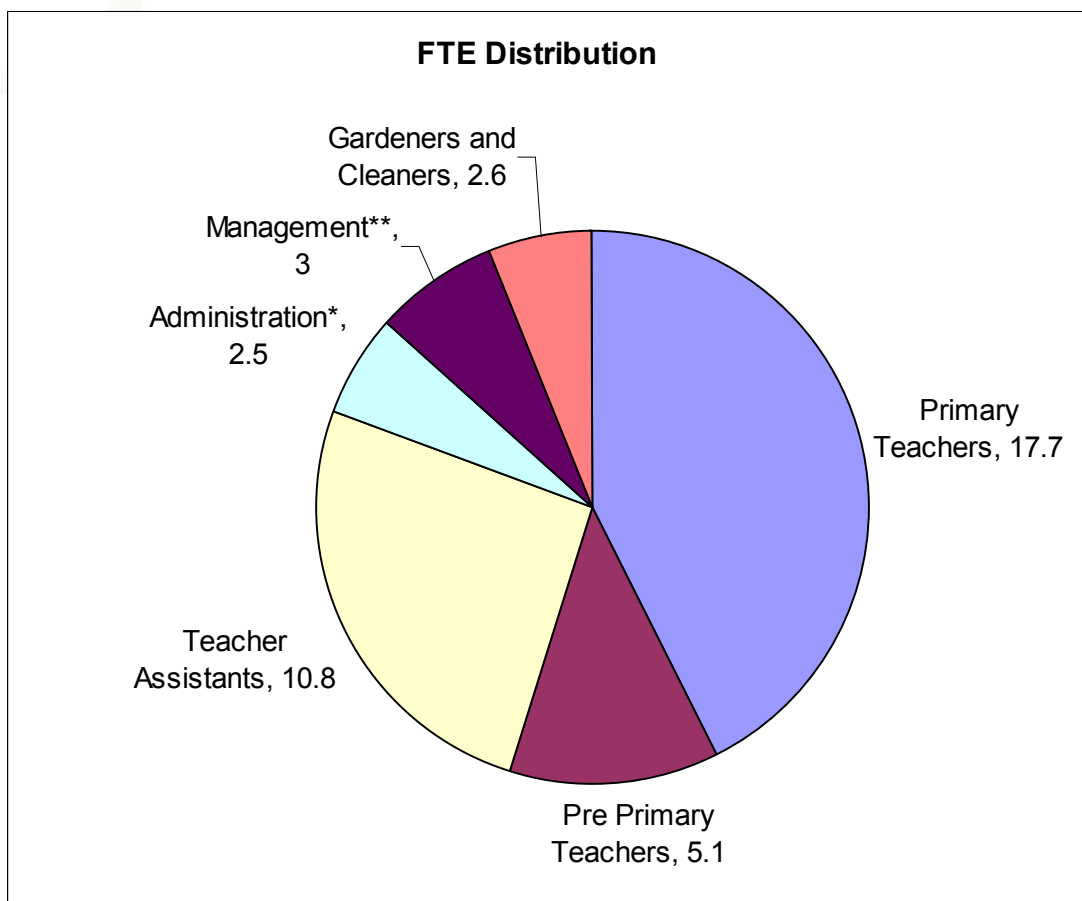
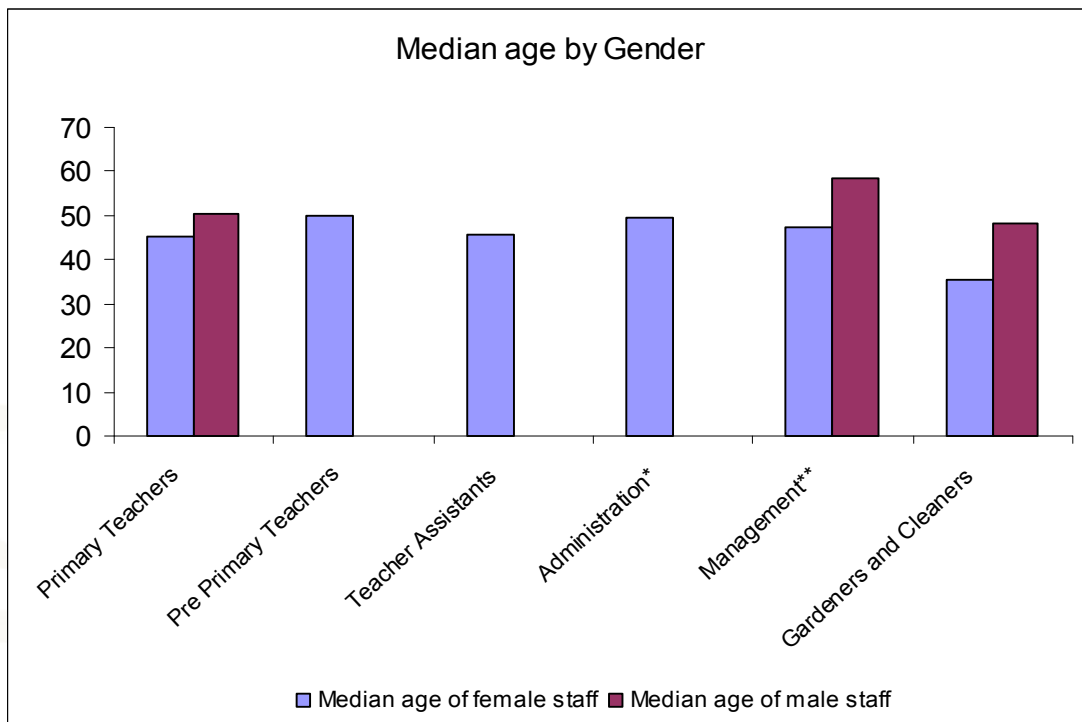
Average age by employee category



Gender Distribution - Primary Teachers







EMPLOYEE CATEGORIES

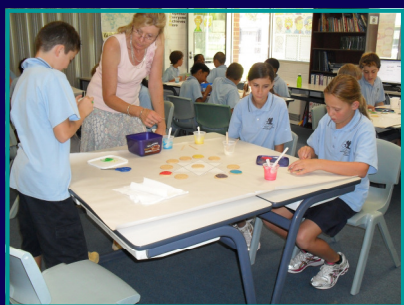
	Average Age	Median age of female staff	Median age of male staff	Headcount	Total FTE	% of male staff	% of staff working part time	% of fixed term staff
Primary Teachers	45.3	45.1	50.4	23	17.7	17%	57%	26%
Pre Primary Teachers	49.6	50.1	N/A	6	5.1	0%	33%	17%
Teacher Assistants	44.9	45.5	N/A	17	10.8	0%	82%	35%
Administration*	49.4	49.7	N/A	5	2.5	0%	80%	40%
Management**	53.0	47.5	58.5	4	3	50%	50%	0%
Gardeners and Cleaners	40.7	35.6	48.3	5	2.6	40%	80%	0%

as at 2/9/2010

■ Areas to be addressed in Workforce Planning and recruitment

* Includes the Registrar, School Officers, Library Officers

** Includes the Principal and Deputy Principals





WORKFORCE GAP ANALYSIS

Future Workforce Needs (2013)	Current Workforce (2010)	Gaps (short term and long term)
Teaching Staff		
1.0 Level 5 Principal	1.0 Level 5 Principal	
2.0 Level 3 Deputy Principals	2.0 Level 3 Deputy Principals	One Deputy reduced to 0.8 Fill 0.2
19.0 Teaching Staff	16.0 Teaching Staff	Increase of 3 FTE (2013)
0.37 Languages	0.37 Languages	
0.6 Art	0.6 Art	Increase to 0.8 FTE (2012)
0.8 Physical Education	0.8 Physical Education	Need to increase to full time in 2013
0.5 Music	0.5 Music	
0.6 ESL	0.4 ESL	0.2 ESL to be increased in 2011 fixed term
Support Staff		
1.0 Level 4 Business Manager	1.0 Level 4 Business Manager	
1.21 Level 2 School Officer	1.01 Level 2 School Officer	DOE 0.2 each year * 0.2 IPS
0.27 School Psychologist	0.27 School Psychologist	Investigate increase of 0.03 School Psych 2012
0.6 Chaplain	0.6 Chaplain	
Education Assistants		
6.0 Education Assistants	4.8 Education Assistants	Increase in PP classes moving into Yr1
4.4 Special Needs Assistants	4.9 Special Needs Assistants	Subject to enrolments and future Schools Plus allocations
0.6 Level 1 Library Officer	0.5 Level 1 Library Officer	
Gardeners		
0.5 Gardener	0.5 Gardener	Gardener also 0.5 at old Maylands PS site
Cleaners		
1.0 Level 3 Cleaner-in-charge	0.75 Level 3 Cleaner-in-charge	
1.37 Level 1 Cleaner	0.9 Level 1 Cleaner	Increase in classes, demountables required

* Annual allocation to be confirmed



WORKFORCE PLAN

Key Workforce Gaps	Potential Strategies	Agreed Strategies	Cost	Completion Date
Trained Special Needs Education Assistant Positions. Certificate 3 required as of 2012 for new employees only	<ul style="list-style-type: none"> Identify potential EA's within the immediate community. Make contact with support organisations to access relevant network Create pool and fixed term contracts where possible 	<ul style="list-style-type: none"> Make contact with support Organisations eg DSC Network with local schools for suitable re-deployees and potential candidates 	Nil	Early December each year if practical
Focus on graduate teachers (50% of teaching staff over 50 years old)	<ul style="list-style-type: none"> Use of "Early Offers program" to capture identified ATP students 	<ul style="list-style-type: none"> Use of "Early Offers program" to capture identified ATP students 	Nil	
Lack of skills in the finance area –one-line budget	<ul style="list-style-type: none"> Ongoing professional development of current staffing in the finance area 	<ul style="list-style-type: none"> Ongoing professional development of current staffing in the finance area 	\$5 000	Ongoing
Continued growth in student population	<ul style="list-style-type: none"> Increase flexibility through employing a combination of permanent and fixed term staff Establish selection pool (18 months) of suitable applicants to fill future vacancies 	<ul style="list-style-type: none"> Increase flexibility through employing a combination of permanent and fixed term staff Establish selection pool (18 month longevity) 	Allocated in one-line budget \$3000	December 2010
Five requests for Long Service Leave	<ul style="list-style-type: none"> Use the established pool of suitable staff to fill vacant positions and/or LSL or LWOP Approve leave requests and plan to minimise student disruption by identifying replacement staff early 	<ul style="list-style-type: none"> Approve leave requests and plan to minimise student disruption by identifying replacement staff early and ensuring handover occurs 	Nil	As required

Embracing diversity

Key Workforce Gaps	Potential Strategies	Agreed Strategies	Cost	Completion Date
Gender imbalance – too few male teachers	<ul style="list-style-type: none"> • Use of “Early Offers” to attract quality male teachers • Have regard for work force planning when selecting staff from pool • To ensure that the school’s marketing strategy includes targeting the required gender 	<ul style="list-style-type: none"> • Identify high performing graduates through the ATP process and existing Murdoch and Notre Dame University partnership • When all criteria are equal preference will be given to male applicant where appropriate 	\$3000	Every 18 months
Leadership Succession Planning	<ul style="list-style-type: none"> • Professional development to build leadership skills of current staff • Continue practice of distributed leadership • Identify staff with leadership capacity • Encourage staff to participate in Senior or Level 3 Teacher process • Acting opportunities • Continue to up skill school officers to build capacity to engage in business practices 	<ul style="list-style-type: none"> • Professional development to build leadership skills of current staff • Access PLI leadership modules through PM process • Provide mentors for Graduates and Aspirants • Acting opportunities • Leadership and Aspirant programs offered by the Professional Learning Institute 	\$5 000	Ongoing
Percentage of staff likely to retire in next four years	<ul style="list-style-type: none"> • Establish a pool of EAs and teachers • Advertise every 18 months • Canvas staff to see who is considering retirement and when 	<ul style="list-style-type: none"> • Establish a pool of EAs and teachers • Advertise every 18 months • Canvas staff to see who is considering retirement and when 		
Personnel changes	<ul style="list-style-type: none"> • Maternity leave • Stress leave • Extended sick leave • Create a relief pool 	<ul style="list-style-type: none"> • Draw from relief pool as the need arises 		

PLAN ENDORSEMENT



PRINCIPAL: Steven Salamon

Signature of Principal:
Date: 19 April 2011

A handwritten signature in black ink, appearing to read "S. Salamon", is written over the date.

SCHOOL BOARD CHAIRPERSON: Sandra Catlin

Signature of Chairperson:
Date: 19 April 2011

A handwritten signature in black ink, appearing to read "S. Catlin", is written over the date.

DIRECTOR GENERAL: Sharyn O'Neill

Signature of Director General: _____
Date:

Maylands Peninsula

P R I M A R Y S C H O O L

