



Business Plan 2016 - 2018



Truth, Pride & Friendship

1 Minilya Parkway | Greenfields | Western Australia 6210

Riverside Primary School opened in 1995 and is dedicated to providing a safe and supportive environment which allows all students to strive for academic and personal success.

The school motto **Truth, Pride and Friendship** continues to underpin our ethos. The school became an Independent Public School in 2013. This has allowed the school the flexibility to appoint new staff and use its finances to run programs that best suit the needs of the school.

We have an experienced and caring staff who work to provide a range of learning opportunities to challenge individual needs of students.

The facilities of Riverside Primary School include well organised teaching blocks, Art Room, Music Room and Resource Centre.

Specialist teachers provide programs in Physical Education, Library Studies, Science and Music.

All classrooms have interactive whiteboards and dedicated computers. The school is building up its supply of hand held devices.

The **School Business Plan** is a document that sets out the school's direction for the next three years. It sets out the key focus areas, the major strategies to be implemented and milestones to be achieved.

The School Operational Plans provide more detailed planning, outlining the strategies, programs and resources to be utilised to achieve the Business Plan targets and milestones.



Our Vision

“Riverside Primary School is committed to providing students with a holistic education that enables them to reach their full potential academically, physically, socially and emotionally.”

We recognise the roles that students and the whole community have in providing opportunities to empower students for the future.

Students are expected to

- ✓ Care for each other
- ✓ Be respectful and resilient
- ✓ Be inclusive of others regardless of their differences
- ✓ To be accountable for their actions
- ✓ To do their best
- ✓ Maintain their 'Good Standing'
- ✓ Actively participate in their learning.



Staff are expected to

- ✓ Have high expectations
- ✓ Encourage student responsibility
- ✓ Provide a safe environment
- ✓ Acknowledge and cater for individual differences
- ✓ Monitor progress and provide feedback
- ✓ Use a range of pedagogies
- ✓ Have mastery of teaching content



Parents are expected to

- ✓ Follow the Parent Code of Conduct
- ✓ Form a supportive partnership with their child's teacher
- ✓ Support the school's beliefs and programs.
- ✓ Maintain open and respectful communication with teachers and the school
- ✓ Send their child fully prepared to school



SELF ASSESSMENT

Our self assessment processes are evidence based, ongoing and cyclical and allows us to make judgements on the standards of student achievement. We collaborate and analyse our data, we plan, we teach and we assess in order to ensure all students achieve to the best of their potential.

As part of our self-assessment process we will annually:

- ☒ Analyse our school NAPLAN data
- ☒ Analyse our Semester 1 and 2 Teacher Judgement data
- ☒ Analyse our Pre Primary On Entry data in Term 1 and 4
- ☒ Review non academic data and use as a basis for future decisions
- ☒ Review the School Business Plan and Workforce Plan
- ☒ Review Operational Plans/Policies in key learning areas
- ☒ Publish an Annual Report that reflects the achievements and highlights of the Year
- ☒ Audit our K-2 school practices against the National Quality Standards.
- ☒ Ongoing monitoring and tracking data

NAPLAN DATA

NAPLAN data is measured against the Index of Community Socio-Economic Educational Advantage (ICSEA). **The Australian average is 1000 and Riverside currently has an ICSE of 944.**

The graphs below compare Riverside's results to 'like' schools over the past four years.

READING NAPLAN	2013	2014	2015	2016
Year 3	At	Above	At	Above
Year 5	At	Below	Below	Above

SPELLING NAPLAN	2013	2014	2015	2016
Year 3	Above	Above	Above	Above
Year 5	At	At	Below	Above

NUMERACY NAPLAN	2013	2014	2015	2016
Year 3	Above	Above	At	Above
Year 5	Below	Below	Below	Above

GRAMMAR NAPLAN	2013	2014	2015	2016
Year 3	Above	Above	Above	Above
Year 5	At	At	Below	Above

WRITING NAPLAN	2013	2014	2015	2016
Year 3	Above	Above	Above	Above
Year 5	Below	Below	Above	Above

COMPARATIVE DATA

The data below outlines the difference between the **school** and **state mean** in each NAPLAN test.

Year 3	2013	2014	2015	2016
Numeracy	-13	+10	-22	-12
Reading	-38	-20	-31	+1
Writing	+1	+6	-14	-7
Spelling	-4	0	-12	+6
Grammar &	-25	-40	-36	-6

Year 5	2013	2014	2015	2016
Numeracy	-43	-43	-29	-12
Reading	-34	-42	-38	-4
Writing	-40	-42	-13	-22
Spelling	-26	-37	-36	-10
Grammar & Punctuation	-33	-47	-49	-18

ON ENTRY DATA

The percentage of students who achieved the expected target or above. The target previously was .8> for Speaking & Listening, Reading, Numeracy and .5> for Writing.

Module 1	Speaking & Listening 1.0>	Reading 1.0>	Writing 0.7>	Numeracy 1.0>
2015 Term 4	65%	70%	81%	84%
2016 Term 4	49%	63%	67%	91%

ATTENDANCE DATA

The graph below outlines the percentage of students in each attendance category for the previous 3 years.

	ATTENDANCE CATEGORY			
	Regular	Indicated	Moderate	Severe
2013	72.0%	21.4%	4.8%	1.6%
2014	69.1%	21.5%	9.1%	0.1%
2015	74.0%	17.3%	6.2%	2.3%
WA Public Schools	78.0%	15.0%	5.0%	2.0%

TARGETS FOR 2016 - 2018

Attendance

- To improve the percentage of students in the 'regular attendance' category

Teacher Judgements

- Teacher grade allocations to be more aligned with 'like schools' in the areas of Numeracy, Literacy and Science.

NAPLAN

- Decrease the gap between the school and the state mean in all NAPLAN assessments.
- The stable cohort of students to make the expected progress in Numeracy and Literacy from Year 3 - Year 5 in comparison to 'like' schools.

On Entry

- An increase in the percentage of students who achieve 1.0 progression points in the On Entry tests in Reading, Speaking & Listening and Numeracy.
- An increase in the percentage of students who achieve .7 progression points in the On Entry test in Writing.
- Students identified through pre-primary On Entry testing as achieving 1.0 progression points or more to achieve at/above the national minimum standard in Year 3 NAPLAN.

SUCCESS FOR ALL STUDENTS

We all will:

Use all available data to set individual or group targets to ensure each student reaches their full potential.

- A Case Management approach is implemented.
- All SAER students are identified by data and IEP's created for them

Provide opportunities for students to become confident and competent users of technology.

- IPADS and Laptops are used effectively by all students
- Students access technology in the English and Numeracy learning areas.

Continue to explicitly teach literacy and numeracy.

- Numeracy & Literacy blocks are embedded
- Students are exposed to explicit teaching in Literacy and Numeracy

Promote and strengthen the instruction of writing in K – 6 to improve student performance.

- A scope & Sequence is created
- The **7 steps to success in writing program** is implemented

Continue utilising effective screening tools and assessment processes to identify students and inform planning for Early Intervention.

- On Entry data is used to identify strengths & weaknesses in PP students.
- Students are achieving their individual targets (IEP's).



HIGH QUALITY TEACHING

We all will:

Increase opportunities for collaboration between staff to improve teaching quality.

- Staff collaborate through Moderation activities and analyses of data
- Staff plan collaboratively for Case Management

Further develop the expertise of Educational Assistants and the AIEO to support student learning.

- PD provided in aspects of Reading (PM Benchmarks, Guided Reading & Diana Rigg)
- AIEO attends District Network meetings
- Identified students are supported in their learning

Increase the consistency of practice in teaching and assessment.

- WALT & WILF are used through the school
- The School Plan is implemented with rigour consistently across all classrooms
- A whole school assessment policy is adopted by all staff and regularly reviewed and updated.
- Develop scope and sequences for Writing and Mental Maths

Continue to align our professional improvement processes with the AITSL Professional Standards for Teachers.

- All teachers use the AITSL standards & self review in their Performance Management process
- Professional Development and ongoing support is provided for staff in helping with the application of the standards.

Engage in peer and classroom observations.

- Learning Walks are implemented
- A Coaching model is used to build teacher capacity



EFFECTIVE LEADERSHIP

We all will:

Plan to support student and staff wellbeing based on the Classroom First: Building a Culture of High Performance and High Care in Every School statement focusing on a whole-school approach to Student and Staff Wellbeing.

- The PATHS Program is evident in all classrooms
- A Health & Wellbeing Committee is formed
- Staff and students are supported by the Chaplain and School Psychologist

Continue to provide opportunities for students and staff to undertake leadership roles.

- Opportunities are provided for students to participate in courses and programs (eg Faction Captains, Student Council, Enviro Rangers)
- Aspiring school leaders are provided opportunities to lead in school focus areas
- The "Data Team" leads the analyses of systemic and school data

Begin whole school planning using the Aboriginal Cultural Standards Framework.

- An implementation plan is developed
- Australian Curriculum cross curricula priorities are evident in teaching and learning.

Investigate opportunities to improve classroom practices.

- A distributed model of leadership will be evident
- Key staff are up skilled in relevant PD

Continue to build on our positive partnership with the Education Support Centre by forming a shared agreement.

- The Shared Agreement is supported by all staff

SCHOOL GOVERNANCE AND SUPPORT

We all will:

Undertake training in protective behaviours instruction, from K – 6

- Staff participate in Protective Behaviours PD
- Protective Behaviours strategies are incorporated into their curriculum instruction

Continue to refine our induction processes for all new staff.

- New staff/returning staff undertake an Induction Process

Implement the National Quality Standards guidelines

- Staff create, review and reflect on the Quality Improvement Plan
- Staff critically reflect on their own and school practices and guidelines for the annual audit.

Promote the profile of our School Board.

- The School Web Site link is regularly updated
- Articles are placed in the Newsletter after each meeting.
- School Board survey is undertaken during 2017/18
- All Board Members have completed the new Board Training

Increase collaboration and strengthen our partnerships with our feeder high schools.

- Year 6 and Admin to meet regularly with high school staff
- Transition Plans put in place for cohorts and individual students
- Opportunities are provided for the sharing of programs and facilities

Continue to work collaboratively and strengthen our partnerships with community health agencies to support students with disabilities.

- Students are referred to appropriate agencies when necessary
- School Psych and AIEO involved in screening of students

Ensure components of the Delivery Performance Agreement are adhered to.

- Feedback given at School Board Meetings and Staff Meetings
- School audits are successful

Continue to work collaboratively and build positive relationships with our school community

- Parent Survey in 2016 & 2018 are positive
- The school is involved and supports P & C activities
- Parent participation at school events is improved
- Links with the wider community are maintained

