



Northam Primary School

Business Plan 2018-2020

We provide a high quality education that fosters a love of learning and empowers children to succeed



NORTHAM
PRIMARY SCHOOL

WE STRIVE FOR EXCELLENCE

At Northam Primary School, we ensure that children come to learning in an inclusive, happy and safe learning environment where they are cared for and encouraged to do their best, whatever their abilities and needs. We also make sure that this creative learning environment enables children to grow with a sense of pride in themselves, their school and their community.

We are committed to working alongside parents to create a climate of mutual respect and a shared passion for learning, which guarantees that teaching and learning are the best that they can be for the children.

Essentially, Northam Primary School is a great school that opens a doorway onto the world, helping our children become a global citizen ready for the challenges of the 21st century. Northam Primary School where children learn, grow and flourish.

OUR MORAL PURPOSE

We provide a high quality education that fosters a love of learning and empowers students to succeed.

ETHOS

At Northam Primary School we aim to promote a happy, orderly environment in which students should develop the intellectual, physical, and social skills necessary to participate successfully in school, work, the home and the community. Our shared vision is for Northam Primary to be recognised for its pursuit of excellence in all endeavours, both student and staff.

- A school which offers excellent academic programs that allow students to achieve their personal best.
- A school where personal and social development are major elements of the education process.
- A school where students believe in their own ability to succeed.
- A school where the culture says “it’s cool” to be successful. Students are comfortable with their own success and with that of others.
- A school which continually strives for a positive partnership with the community.

We believe that all students have a right to a quality education which recognises their social, emotional, physical and educational needs. We strive for excellent educational outcomes for our students in a safe, caring and supportive learning environment.

OUR SCHOOL VALUES

Pursuit of Knowledge

Social and Civic Responsibility

Respect and Concerns for Others

Self-Acceptance and Respect of Self

Environmental Responsibility

CURRICULUM AND TEACHING

Develop and consolidate high quality classroom pedagogy and practice through:

- 1) Improved student outcomes in reading and spelling.
- 2) Improved student outcomes in mathematics.
- 3) Teachers to effectively use of data to drive the strategic planning of the curriculum following the access, plan, act model.
- 4) To establish collaborative practices with a focus on whole school teaching pedagogy between teaching staff in all phases of learning.

Targets in Reading and Spelling

- The NAPLAN spelling mean for years 3 and 5 to be above like schools by 2020.
- The NAPLAN reading mean for years 3 and 5 to be above like schools by 2020.
- In 2018 75% of the year 3 stable cohort will be more than one level above the National Minimum Standard in Spelling. Increasing to 78% in 2019 and 80% by 2020.
- In 2018 65% of the year 5 stable cohort will be more than one level above the National Minimum Standard in Spelling. Increasing to 68% in 2019 and 75% by 2020.
- In 2018 70% of the year 3 stable cohort will be more than one level above the National Minimum Standard in Reading. Increasing to 75% in 2019 and 80% by 2020.
- In 2018 60% of the year 5 stable cohort will be more than one level above the National Minimum Standard in Reading. Increasing to 67% in 2019 and 70% by 2020.

Initiatives

A1: Develop a consistent approach to whole school spelling, introduce Letters and Sounds K -2 and Spelling Mastery 3 – 6.

A1.1: Focus on oral language in the early years using a quality synthetic phonics program.

A1.2: Provide PL in Guided Reading to ensure all classes from K - 6 are following the same format.

Key Strategies

- Year 3 to 6 spelling timetabled, using Spelling Mastery, streamed into small groups
- Buy teacher copies of spelling mastery and support them to implement.
- Assess Yr 3 - 6 children's spelling level and use data to place students into SM groups.
- Purchase children's SM workbooks enough for one per child in Y3 to 6 at correct level.
- All non-teaching staff to be offered the chance of being part of SM professional learning.
- Inform Parents that Soundwaves finishes at end of 2018.
- Spelling Mastery rolled out for Yr 3 - 6 from T4 2018.
- Invest in screen of communication skills (SOCS) kit from DSF.
- Introduce SOCS testing T1 2019 into Kindergarten.
- ECE staff to have training in Letters and Sounds (Meghan Mc Goldrick).
- Purchase Letters and sounds: Tracking books for all children in K - 2.
- Letters and sounds to be rolled out for K - 2 in T1 2019.
- New staff upskilled as required.



Targets in Mathematics

- The NAPLAN numeracy mean for Years 3 and 5 to be above like schools by 2020.
- In 2018 50% of the year 3 stable cohort will be more than one level above the National Minimum Standard in Numeracy. Increasing to 65% in 2019 and 70% by 2020.
- In 2018 40% of the year 5 stable cohort will be more than one level above the National Minimum Standard in Spelling. Increasing to 50% in 2019 and 60% by 2020.

Initiative

A2: Develop a consistent whole school approach to the teaching of numeracy.

Key Strategies

- Staff from each phase of development to form a maths committee to drive changes, support staff and induct new staff into whole school practices.
- Research possible PL either internal or external on Origo and its use.
- Origo maths: use staff meeting time and SDD to go through the program and see what's available and what each year group should be doing.
- Whole staff to agree on what a maths lesson using Origo should look like.
- Line managers and maths co-ordinator to check lessons either through observation or through regular discussion of best practice in maths committee meetings and PoL meetings.
- Committee to research the cost involved in buying workbooks and whether or not they are cost effective.
- Committee to research the cost involved in buying big books and whether or not they are cost effective.
- Committee to work out what each class requires for a maths kit and cost it out and purchase.

Target in Effective Use of Student Achievement Data

- Growth of TTFM teacher survey Data informs practice section school mean from 6.5 in 2018 to more than 7.5 in 2019 and more than 8.5 in 2020.

Initiative

A3: Develop the capabilities of staff to collect, analyse and use literacy and numeracy data at a year group level and then whole school.

Key Strategies

- Staff to have regular collaborative meetings which include professional dialogue around data driven planning that are attended by line managers.
- Create timelines for what needs to be addressed.
- Allocate tasks.
- Agree on what the end result will look like.
- Create a data collection schedule to include what to be collected, by who, by when and what use it will be put to.

- Annual collection and analysis of data in SOCS, spelling, PAT-R, Origo and Science, NAPLAN and On Entry, use data to drive planning.

Targets in Developing Collaborative Practices

- Growth of TTFM teacher survey Collaboration section school mean from 6.1 in 2018 to more than 7.0 in 2019 and more than 7.5 in 2020.

Initiative

A4: Create opportunities for all staff to develop effective collaborative practices.

- Fully implement the EYLF (Kindy) and the NQS (K – 2)

Key Strategies

- ECE (K and PP): Breaks to be taken at same time, in line with the rest of the school.
- NQS to be assessed, planned and acted on annually; PoL team, co-ordinator Morgan.
- Planning across the ECE to be driven by data (SOCS in K and On Entry in PP - 2).
- Planning across the school to be driven by data and aligned to the WA Curriculum and school planning.
- All teaching staff who share classes to run same lesson format and BM plan across all teachers, this includes specialists.
- Norms and protocols for meetings to be agreed and adhered to by all staff.
- Weekly communication meetings to be held.
- Phase of learning meetings to occur during staff meeting time and after school.
- Staff to have fortnightly collaborative meetings (PoL) which include professional dialogue around data driven planning that are attended, but not lead, by line managers.
- Focus on Play Based Learning.

Target in NPS Lesson Design

- Implement an Explicit teaching model by the end of 2020.

Initiative

A5: Adopt a NPS design / format / template school wide (explicit teaching)

Key Strategies

- PL on lesson design, either from internal or external source.
- Class teachers provided with the opportunity to visit high performing schools to observe best practice.
- Admin to develop and enforce basic lesson template.
- Adopt whole school lesson design.
- Admin to develop and use an observational matrix containing what they should be observing at every point in the lesson, from both CRT and children.



CONDITIONS FOR LEARNING

Create a positive learning environment to support student learning.

- 1) All staff, teaching and non-teaching, to become unconsciously skilled in the use of Classroom Management Strategies.
- 2) Implement a consistent approach to behaviour management across all areas of the school.
- 3) To create a positive learning environment where children feel safe, have a clear understanding of the expectations for their behaviour, and are empowered to succeed.

Targets in the Use of Classroom Management Strategies

- % of teachers marked satisfactory on walk through sheet, 40% of visits marked satisfactory in 2018, rising to 70% in 2019 and 90% by 2020.
- Number of suspensions recorded in SIS current and former roll, no more than 120 recorded days in 2018, falling to fewer than 80 days in 2019 and fewer than 50 days in 2020.
- Number of visits to the office for positives: academic work, great behaviour etc, a minimum of 50 individual visits overall (whole school) per term in 2018, in 2019 aim for more than 10 visits per class per term for positives and in 2020 aiming for more than 15 visits per class per term.

Initiative

B1: Implement CMS across the school.

Key Strategies

- Whole school CMS training through State Wide Services.
- Regular feedback on low key skills teaching and non-teaching.
- Peer observations of specific CM Strategies.
- Regular observation and feedback on CM Strategies to be built into walk throughs, peer observations.

Targets in the Use of Behaviour Management Strategies

- All staff to be following the same BM process for classroom and for playground by the end of T3 2019.
- All children to be able to vocalise the BM steps for the classroom and for the playground by the end of 2019.

Initiative

B2: Introduce whole school BM program.

Key Strategies

- Put together BM committee to drive behaviour culture change.
- Restructure BM policy as needed building in positive rewards.
- All staff agreement on behaviour language to be used.
- Whole school processes for rewards and consequences.
- Council to approve updated BM policy then parents / school community to be informed.

LEADERSHIP AND MANAGEMENT

Develop leadership capacity and capability within classroom teachers.

- 1) Increase the capacity of teaching staff to take on leadership roles and create a more distributed leadership within the school.
- 2) To create greater teacher confidence and capability to review their own teaching and set achievable goals.
- 3) Develop a coaching culture which will include classroom observation and feedback to support teachers in improving their practice.

Targets for Distributive Leadership

- OHI profile, role clarity (RC) and shared vision (SV) in 2019 both to be in the third quartile, in the second quartile by 2020 and the top quartile by 2021.
- OHI data, Role clarity (RC), performance contracts (PC), people performance review (PPR), in 2019 all to be in the third quartile, by 2020 all in the second quartile and by 2021 all to be in the top quartile.
- TTFM teacher survey: Leadership Q3, Collaboration Q2, Data informs practice Q1, Q3 mean scores by 2019 L Q3 >6.0, Q4 >7.0, C Q2 >5.5, C overall mean >7.0, by 2020 L Q3 mean >6.5, C Q2 mean > 6.0, DIP Q1 mean > 9.3, Q3 mean >8.0 and by 2021 L Q3 mean >7.0, C Q2 mean > 7.0, DIP Q1 mean > 9.5, Q3 mean >9.0
- TTFM teacher survey: Leadership Q3, Q4, Collaboration Q2, Collaboration overall score by 2019 L Q3 >6.0, Q4 >7.0, C Q2 >5.5, C overall mean >7.0, by 2020 L Q3 mean >6.5, Q4 mean >7.5, C Q2 mean >6.0, C overall mean >7.5 and by 2021 L Q3 mean >7.0, Q4 mean >8.0, C Q2 mean >7.0, C overall mean >8.0
- OHI data: Talent development and Open & Trusting, by 2019 both in third quartile, by 2020 both in second quartile and by 2021 both in top quartile.

Initiatives

C1: Add a permanent 2nd associate Principal to the leadership team and develop a list of responsibilities for each team member.

C2: Start a regular rotation of aspirants into the office.

Strategies

- Workforce plan for 2019 to include 2nd Associate Principal.
- Clear Associate position through staffing and advertise permanent position.
- Adjust workforce plan to provide cover for aspirants to work in office on a regular basis to release APs for SAER.
- Aspirants (with Admin support and coaching) to work towards curriculum leadership and leadership of ongoing improvement initiatives.
- Ensure sufficient budget set aside for upskilling of aspirant leaders and learning area expert teachers.



Targets for Teacher Performance Review

- All teaching staff will complete electronic TPR documents before meeting with line manager.
- All staff will meet with their line manager for the initial TPR meeting in semester 1 each year.
- All staff will have follow up meetings with their line manager in semester 2.

Initiative

C3: Develop a clear performance review template and regular review cycle.

Key Strategies

- Observational model to be worked out by Admin in consultation with staff and to be used as part of the Performance review cycle.
- Introduce an agreed PM process that sets out clear expectations regarding implementing the agreed whole-school approaches for all staff.
- Research resources for Leaders in how to support teachers to improve whilst setting reasonable expectations.
- Provide support to early career teachers, explicitly aligning to strong teachers in the same PoL to be mentor and coach.

Targets for coaching culture

- All teaching staff will have a minimum of one observation and feedback session from their line manager each semester by the end of 2020.
- All teaching staff will observe and give feedback to a colleague a minimum of once each semester by the end of 2020.

Initiatives

C4: Develop a regular cycle of classroom observations and feedback / coaching from the leadership group.

C4.1: Develop a peer observation model.

C4.2: Build collective efficacy.

Key Strategies

- All Admin members to block out time in diary to visit classrooms to provide support, observation and feedback - 2 per week.
- Upskill all staff in the peer observation model.

- Timetable adjusted to include shared time to enable teachers in same year group or PoL to collaborate on teaching and learning practices.



COMMUNITY AND PARTNERSHIPS

Develop ways to enhance student learning and well-being by partnering with parents and families, other educators, local businesses and community organisations.

- 1) Increase the capacity of the school Council to fulfil their governance roles by providing ongoing system training and support.
- 2) Develop meaningful partnerships with educational and community providers that lead to improved outcomes for students.
- 3) Continue to liaise with staff and community to develop processes to improve attendance.

Targets for Community and Partnerships

- National School Improvement Tool “School Community Partnerships” reflected on by staff and School Council annually.
- Aboriginal Cultural Standards Framework reflected on by staff and the School Council annually with particular reference to the relationships and learning environment standards.
- Rating on the National School Opinion Survey conducted biannually (2018, 2020) will show a mean score increase for the questions: The school works with me to ?
This school takes parents opinions seriously?

Initiatives

- Community Big Breakfast.
- Monthly articles in the local paper.
- Facebook page for the school.
- Connect to be used initially across the school then across the community.
- Community picnics after school sporting events.
- Annual open night.

Key Strategies

School Council

- Regular minuted meetings once a Term
- School Council Terms of Reference provided to each member
- Induction sessions for new members
- Annual meeting open to school community
- Profile of board members promoted with in the school community
- Members of the school council work collaboratively with the school to plan and implement changes

Key Strategies**Partnerships**

- Working collaboratively with School Psychology Services, SSEN:D, SSEN:BE, SSEN:MH
- Working collaboratively with CPFS, CAMHS and Child Safety
- Established strong links with Parents and Citizens Association

Key Strategies**Attendance**

- Established strict protocols for monitoring of attendance
- Moved to use of automated system for absenteeism
- Attendance Policy to be completed in consultation with school community