Parkerville PS Business Plan 2017-2019

Always Our Best
Caring For All
Everyone Can Achieve

Our Mission

We are committed to providing a welcoming, inclusive, community-orientated school that embraces high standards and empowers staff and students to achieve their personal best.

Who we are

Parkerville Primary was established in 1899 and it's history and connectedness to the community is alive and well today.

We seek to foster positive relationships on multiple levels—student to student, staff the student, staff to parent and school to community.

We draw from a diverse community that aims to be a positive part of the school and we are proud of our shared community space. The parents are wholly invested in the education of their children and the success of the school

The natural bush setting of our location is a hidden oasis that fosters a small, country town feel but also drives the programs and teaching—sustainability is a large focus in our practice.

Sport, the arts, ICT, nature play and trauma informed practice are all a part of our strategic and operational planning to ensure we attend to the whole child and build strong, resilient citizens of the future.

The pride is palpable as you walk around our school and we welcome students from Kindergarten to Year 6 with 295 students currently enrolled.

Our Values

- Always Our Best
- Caring For All
- Everyone Can Achieve

Our Vision

We will use research- based best practise to respond to the needs of our students by presenting innovative and explicit learning opportunities incorporating new technologies, pastoral care programmes that encourage exemplary behaviour and specific, targeted interventions.

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School Self Assessment

The school is continually assessing our performance in the following areas to ensure we are meeting the high expectations we have set for ourselves.

Student Achievement and Progress

Positive Learning environment

Effective Leadership

Targeted Use of School Resources

Quality Teaching

Relationships

Our Priority Areas

Our priority areas align with the strategic priorities of the Department of Education

Priority Area 1—Success for all students

Priority Area 2— High Quality Teaching

Priority Area 3—Effective Leadership

Priority Area 4—Strong Governance and Support

Our Focus Areas

Our focus areas are identified to align with our values and student achievement in our school. Our targets are developed from our focus area data.

Focus Area 1— Always our Best—Excellence in Teaching and Learning

Focus Area 2—Caring for All—Exemplary Behaviour and Attendance

Focus Area 3—Everyone can Achieve— Excellence in Innovation and Inclusion

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Priority Area 1: Success for All Students

Focus Area 1: Always our best – Excellence in Learning

Target	Strategies	Success Criteria
Decrease the % of Year 4 students achieving below basic at the end of the year, in Lexile growth data from 2017-2019	Continue to use the Western Australian Curriculum to plan, teach and assess.	Every class participating in the Lexile (Scholastic Literacy Pro) programme.
	Scholastic Literacy Pro focus across the school – achievement of stars for Lexile points and levels.	Track students in Year 1 who are able to be placed on Lexile.
Continue the upward trend of the Year 3 cohort in NAPLAN writing comparative performance in the 2017, 2018 and 2019 results.	Identification of students in Year 2 and younger..	All staff PD in Talk4Writing.
		All staff implementing Brightpath assessment as per data collection timeline.
	Purchase of Lexile Digital library	Development of Phase of Learning Teams for planning and implementation of T4W.
	Collection of data via whole school data collection timeline.	
20% of students tracking below their chronological age in SA Spelling will show progress from Term 1 to Term 3 in 2017, 2018 and 2019 assessments.	Whole school Soundwaves spelling programme – diagnostic assessment for students below chronological age.	Implementation of whole school Talk 4 Writing strategies.
	Explicit Teaching model for all language areas.	POLT develop implementation plans.
	Brightpath assessment tool to track growth and guide planning	Continue with K-2 semantic and screeners for identification of SAER students.
	Talk4Writing PD in 2017 and Implementation over 2017-2019	Implementation of Spelling Mastery intervention strategy
	Use Phase of Learning Teams to plan implementation of Talk4Write	
Arrest the negative trend in NAPLAN Numeracy performance of the 2016, 2017 and 2018 cohorts.	Continue to use the WA Curriculum to plan, teach and assess.	Track performance in MTS online in all areas of numeracy, including mental maths
	Use Targeting Maths – whole school programme.	MTS online at the end of the year for all students.
The 2016 Year 1 cohort to achieve less than 2% of students below the NMS in 2018 NAPLAN.	Mental strategies explicitly taught across the school.– Think Mentals	WAVES developed from MTS results
	Analyse NAPLAN and MTS to identify areas of concern through curriculum team meetings.	Cohort weaknesses developed from MTS results
	Classroom focus on teaching the language of maths	Track Think Mentals day 5 scores for improvement
	Explicit teaching model across school.	

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Focus Area 2: Caring for All- Excellence in Behaviour and Attendance

Target	Strategies	Success Criteria
Increase the percentage of students from years PP-6 achieving consistently in ABE and P&SL reporting in the following areas: • Sets goals and works towards them with perseverance – yrs. 3-6 • Sets goals and works towards them – PP-2	All classes to implement an explicit goal setting activity at the beginning of each term and then self-assessment at end of term. Introduce classroom goal setting programme and continue to focus on it with the use of Learning Intentions and Success Criteria. 3-Way interviews with students and parents in Term 1.	Whole school approach to developing goal setting abilities in students. Collation of goal setting activities for whole school use. Increase in students achieving consistently in ABE and P and SL data.
Decrease the number of students with unexplained absences from 1380 Half Days in 2015 to below 1000 HD in 2016, 500 HD in 2017 and 100 HD in 2018.	Continue using Messageyou system to notify parents of need to respond to absences. Attendance waves created and responded to by classroom teachers and Administration. Each reporting cycle, specific letters sent with reports for students under 70% at-tendance and students between 71 and 85%. Implement the next phase of responding to unexplained absences – monthly letter	The overall number of unexplained absences to drop, with monthly tracking implemented. Parents responding to the messages via text. Working with families that have attendance issues by offering sup-port.

Focus Area 3: Everyone Can Achieve- Excellence in Innovation and Inclusion

Target	Strategies	Success Criteria
Decrease the percentage of the Year 4 (2017cohort) students achieving an overall D in Literacy Waves from 2017-2019 . Decrease the percentage of Year 4 (2017 cohort) students achieving a D in end of year reporting in numeracy over 3 years.	Continue to use the Western Australian Curriculum to plan, teach and assess. Implement an explicit teaching lesson model across the whole school. Continue to implement short and long term IEP and GEP planning that is updated every 10 weeks. Implement mastery programmes for maths and spelling concepts. For students who are a D. Implementation of CARS—explicit teaching of comprehension strategies.	Compare NAPLAN 2017 results to Semester one reporting. IEP and GEP monitoring is ongoing and up to date. Continue to monitor WAVES and apply interventions as needed.

Priority Area 2: High Quality Teaching

Milestone	Strategies	Success Criteria
Development of Collegiate Support Teams for all staff.	Staff to form collegiate support teams as part of the Performance management process.	All staff engaged in peer feedback and a support network.
	Teams to meet to identify needs and plan for support and interventions, resourcing and time.	Teams meeting twice a term to plan support.
Enhance our Student Voice across the school to improve wellbeing for students.	Build the Student Councillor and Faction Leader programme to include more leadership opportunities.	Student led activities increasing across the school.
	Continue Peer Mediation programme for Year 6 students.	Weekly meetings to identify opportunities and connect.
Develop a Quality Improvement Programme (QIP) for the implementation of the National Quality Standard (NQS) by 2017.	Survey support and teaching staff to determine level of understanding of the Quality Areas by 2017.	Identification of the standards that are meeting and working towards.
	Develop the understanding of staff through professional development.	Development of CIP to address 'working towards' areas.
	Create a whole school philosophy for the NQS improvement plan.	Link to PM for ECE staff.

Priority Area 3: Effective Leadership

Milestone	Strategies	Success Criteria
Support and guide staff in the implementation of the Aboriginal Cultural Framework (ACF) by 2019.	Familiarise staff with the ACF document.	More awareness of the ACF across the staff.
	Build a CIP to implement ACF across school and embed the practises.	The ACF integrated into whole school planning.
Engage staff in a cycle of whole school self-assessment and Improvement.	Every term we will address an area of the Self-Assessment plan as a whole staff.	Self-Assessment is part of our whole school planning and embedded in our practises.
	Small, targeted teams developed to work on improvement areas.	
	Distribute leadership across the school for targeted planning and improvement.	

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Priority Area 4: Strong Governance and Support

Milestone	Strategies	Success Criteria
Continual school review of the DPA requirements.	Consultation with the board, staff and leadership team. Development of documents to record the evidence of assessment. Using staff and board meetings to interact with the documents and identify areas of need.	Use of the DPA requirements to assess our governance and highlight our areas of need. All staff and the School Board members aware of the DPA requirements and able to interact with them during whole school assessment.
Lifting the profile of the school board.	Profile of each member on the school website. Organise social events: Meet & greet staff at the beginning of a schooling year, sausage sizzle or function of some kind to meet parent body (we have class reps that we do this with). Present a book award each year at the Presentation and Concert Evening. Create a vision that is aligned with the school but identifies some of our roles.	School community aware of the members of the School Board.

PARKERVILLE IS ACE

Parkerville is our school

Parkerville is ACE

A   A   A

We know the A in ACE means

ALWAYS DO YOUR BEST

So,

Be proud

Be responsible

Do your best – Be your best

Parkerville is our school

Parkerville is great

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Parkerville is our school

Parkerville is ACE

C   C   C

We know the C in ACE means

CARING FOR ALL

So,

Be kind

Be respectful

Do your best – Be your best

Parkerville is our school

Parkerville is great

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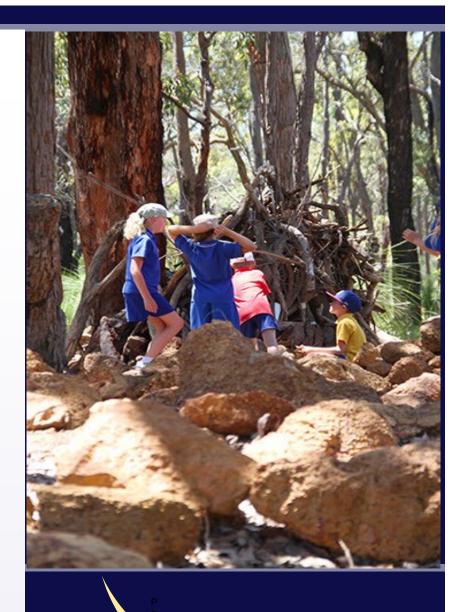Parkerville is our school

Parkerville is ACE

E   E   E

We know the E in ACE means

EVERYONE CAN ACHIEVE

So,

Aim high

Persevere

Do your best – Be your best

Parkerville is our school

Parkerville is great

Always Our Best