



BUSINESS PLAN

2024 - 2026

THE DEPARTMENT OF EDUCATION SYSTEMIC PRIORITIES

The Swanbourne PS Business Plan reflects the Department of Education systemic priorities:

- The principles and content of the Western Australian Curriculum aligned with the Early Years Learning Framework and the Australian Curriculum.
- Classrooms First Strategy
- Progressing Classrooms First
- Every student, every classroom, every day Strategic directions for public schools 2020–2024

SCHOOL VISION

The vision for Swanbourne Primary School (SPS) is to build a learning community where students, parents and teachers work together to develop partnerships and foster life- long learning. As a learning community we aim to develop the whole child through the provision of quality learning experiences providing the opportunity for every student to become a positive, contributing member of the community.

It is our belief that it is the quality of the teaching and learning programs, relationships and learning environment that maximise student learning. We believe in collaborative teamwork and evidence-based planning. The school promotes a learning environment that encourages the development of self- discipline and where all members of the school community are responsible, respectful, safe and strive for excellence.

The school values and encourages the positive contribution of parents/caregivers and views parents/caregivers as partners in their child's education and development.

OBJECTIVES

At Swanbourne Primary School we strive to:

1. Establish ambitious targets and set high expectations, academic and non-academic, for our students.
2. Engage all staff in a systematic, continuous and comprehensive self- assessment process related to student achievement and school operations.
3. Deliver high quality learning and teaching programs with pedagogical practices aligned to the Western Australian Curriculum's learning, teaching and assessment principles.
4. Expand the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
5. Maintain a learning environment that is safe, caring and inclusive.
6. Target resources, through school improvement planning, to maximise student achievement.
7. Continue to build strong internal and external relationships including positive interactions between the school and its immediate and wider community.
8. Our objectives are based on effective and evidence-based teaching of literacy and numeracy; strong school leadership and whole-school engagement with literacy and numeracy; and monitoring of student and school literacy and numeracy performance to identify where support is needed.

BASELINE ASSESSMENT OVERVIEW

Over the course of 2021-2023, Swanbourne achieved either at or above the LSM in the key areas of Reading, Writing and Numeracy. In 2023 NAPLAN results, the school was significantly overrepresented in the Strong level of student achievement and underrepresented in the NAS level of achievement. The school's representation in the Exceeding level of achievement has been on an upper trajectory since 2021, and a continuation of this trajectory is paramount in our English and Mathematics Operational Plans.

PLANNING STRUCTURES

This business plan provides a broad overview in regards to the overall direction our school is taking over the next 3 years. Sitting under this plan and driving school improvement are our one-year operational plans in the Western Australian Curriculum learning areas of English, Mathematics, Health, Physical Education, Japanese, Music, Art, HASS and Science.

PRIORITIES

- Protective Behaviours
- English
- Mathematics
- Digital Technologies
- Community Engagement

LITERACY AND NUMERACY

Whole-school approaches to literacy and numeracy using evidence-based strategies to explicitly teach core skills and knowledge to be implemented in Kindergarten to Year 6 classrooms focusing on First Steps instructional practices.

TARGETS

ATTENDANCE	FINANCE	EXTENSION
All absences be explained and be at or above our like schools	Attain a GOOD rating in the school's external financial audit	Provide meaningful, authentic and measurable extension learning opportunities to all cohorts

NAPLAN RESULT TARGETS

	YEAR 3	YEAR 5
NUMERACY	<ul style="list-style-type: none">20% of students achieve within the Exceeding range of achievement.25% of students achieve Very High progress form PP ON Entry Assessment to NAPLAN	<ul style="list-style-type: none">20% of students achieve within the Exceeding range of achievement
READING	<ul style="list-style-type: none">30% of students achieve within the Exceeding range of achievement.30% of students achieve Very High progress form PP On Entry Assessment to NAPLAN	<ul style="list-style-type: none">25% of students achieve within the Exceeding range of achievement
WRITING	<ul style="list-style-type: none">20% of students achieve within the Exceeding range of achievement.	<ul style="list-style-type: none">20% of students achieve within the Exceeding range of achievement

SELF-ASSESSMENT TOOLS

We believe assessment is integral to the achievement of high-quality learning outcomes. Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning. Teachers will use a variety of tools and resources to support them to assess student achievement.

Students with disabilities or other identified need may be assessed using an IEP or other planning/monitoring tools. EAL students may be assessed using the EAL/EAD Progress Map.

Year 3 and 5 NAPLAN, on entry assessments Year P, PAT Testing, Phonological Screening assessments K, SIS attendance data and SIS behaviour data, Surveying the School Community – parents, staff, students, First Steps Maps of Development, Literacy Net, EAL/EAD Progress Maps, ACARA and SCSA work samples with annotations, anecdotal records, observations, checklists, profiles, portfolios, records of test results, audio and visual recordings, marking keys and writing matrix.

STRATEGIES

- All students to receive explicit teaching of protective behaviours as a component of the health syllabus.
- Utilise information from SAIS and other sources (see Assessment and Reporting Policy) about whole school, sub-group and individual student performance to set improvement targets, monitor progress, provide ongoing feedback and inform learning, teaching and leadership strategies.
- Continue to embed whole-school approaches to literacy including the use of the First Steps and Soundwaves literacy resources. K-P staff to develop and embed a systematic synthetic phonics and spelling scope and sequence to enable a seamless transition to the Soundwaves program in Year 1.
- Kindergarten and Pre-Primary classes to focus on the Letters and Sounds phonological awareness program to improve children's literacy development and learning.
- Utilise the SCSA Australian Curriculum Scope and Sequence statements and the K-6 Literacy and Numeracy Learning and Teaching Resources and Oxford Maths resources to explicitly teach literacy and numeracy skills and knowledge with a focus on the essential skills assessed in NAPLAN.
- Implement and monitor the effectiveness of First Steps Instructional Procedures to improve reading and writing standards.
- Establish and maintain school structures and processes including distributed leadership to enable ongoing staff development and team ownership of student achievement.
- Implement case management plans for all students.
- Refine whole school approaches to behaviour including support for teachers in developing classroom management skills and specific interventions for students at risk in adherence to the Good Standing Policy and embedding restorative practices into our approach.
- Continue to establish and build productive community relationships and home-school links.
- Build community confidence in the standards being achieved by providing parents and the broader community with information about school performance measures.
- Continue to embed iPad technologies into the curriculum, using these devices as a tool to enhance curriculum delivery and content understanding via improved pedagogy.
- Develop and implement a curriculum/pedagogical approach to increase the percentage of students in the top 20% of all Australian Students. This will include teaching higher order thinking skills in class and funding a 0.6 position to ensure that each cohort has access to enrichment learning experiences with the Specialist Enrichment Teacher taking enrichment activities with targeted students. Years 3 to 6 classes will cross set in English and Maths to further target this area.
- Timetable collaborative planning/sharing phase of learning sessions three times a term.
- Timetable two full staff meetings a term to maintain staff cohesion and provide opportunities to work as a group and reflect on teaching strategies, leadership, programs, whole of school events and community engagement.

GLOSSARY OF TERMS AND ABBREVIATIONS

NAPLAN: National Assessment Program – Literacy and Numeracy

LSM: Like School Mean

IEP: Individual Education Plan

EAL: English as an additional language

EAD: English as an additional dialect

PAT: Progressive Achievement Test

K: Kindergarten

PP: Pre-primary

SIS: Student Information System

ACARA: Australian Curriculum, Assessment and Reporting Authority

SCSA: School Curriculum and Standards Authority

SAIS: Student Achievement Information System