Falls Road Primary
Independent Public School

Serving Public Education Since 1981

Business Plan

2014 – 2016

*Honesty • Fairness • Responsibility • Support
• Cooperation • Respect • Acceptance of Difference
• Friendliness & Inclusion*

Challenge the Present
Create the Future

Welcome to Falls Road Primary Independent Public School

Falls Road Primary Independent Public School was first established in 1979 and officially opened in 1981. Our school motto is 'Challenge the Present – Create the Future' and our school focus is on developing the 'whole child' through exposure to a range of academic, artistic, social and sporting experiences that provide all students with the opportunity to shine.

Falls Road Primary Independent Public School has developed a team of committed staff, both teaching and non-teaching, who provide dedicated support at a variety of levels to ensure all students are given the opportunity to achieve their potential.

The school is supported through a strong and active partnership with the Parents and Citizens Association and the School Board. Parents are regularly and positively engaged in a range of activities across the school. These include:

- Parent and Teacher interviews
- School Open Night and Art Exhibition
- Annual 'School Social'
- Bi-annual 'Moonlight Markets'
- School Assemblies and Special Day celebrations
- School and Interschool Sports Events
- Annual WA Government Schools Music Society concert

We have built a reputation as a responsive and engaging school where parents are seen as partners in the educational process and we work proactively to ensure this is maintained.

This was recognised and acknowledged in the Independent Public School External Review in Term One, 2013 and is posted on our Webpage.

Speech Pathology Program

Early intervention strategies are central to the philosophy of the school and are recognised as a cornerstone in developing and fostering life-long learning skills and habits. We have developed a partnership with Edith Cowan University whereby final year Speech Pathology students screen all Kindergarten students at the beginning of the year and then develop and assist in implementing tailored intervention plans for identified students.

Value Adding

Falls Road Primary Independent Public School is committed to achieving and maintaining high standards of student achievement and identifying effective ways of adding value to programs already in place. We do this through a comprehensive schedule of student assessment and tracking of student achievement from Pre Primary to Year 7. This is underpinned by a detailed analysis of NAPLAN testing which is conducted with all students in Years 3, 4, 5, 6 and 7 and On-Entry testing for Pre Primary to Year 2 students. Twice-yearly testing is also done in the key areas of Reading, Spelling and Mathematics in Pre Primary to Year 7. This ensures students are assessed on a regular basis and intervention strategies are implemented where required. Our identified focus areas for 2014 are Reading Comprehension, Writing and Problem Solving. These areas are reviewed annually.

Student Attendance

Falls Road Primary Independent Public School attendance rate is 95.8% compared with the state average of 92%. We have a range of proactive strategies in place to ensure regular attendance across all year levels.

The four major components of the Business Plan are: Students, Staff, Community and Environment. These components elaborate on the strategies used across the school and are directly reflected in the Operational Plans and Priority Area Plans.

Students

Focus	Strategies
Maintain and improve standards of achievement in Literacy and Numeracy	Reading Groups focussing on comprehending text (Florida Reading Program Year 4 – 7) Writing focus – production of collated student writing Development of a Whole School Maths Plan Explicit teaching of problem solving skills Mental Maths focus including verbal explanations and use of Maths Journal National Assessment Program Literacy and Numeracy (NAPLAN) analysis by staff Use of Tracking tool to monitor progress from Year 3 – 7 in NAPLAN testing
Enhance rigour in Early Childhood Education (ECE)	Explicit teaching as per Diana Rigg sequence and checkpoints (Kindergarten – Year 2) Opportunity and provision of learning tasks at developmental level - Kindergarten and Pre Primary Continued support and implementation of Early Years Learning Framework Speech Pathologists - Early Identification & Intervention Program in Kindergarten and Pre Primary On Entry Testing to monitor progress (Pre Primary to Year 2)
Provide Arts, Culture and Language experiences	Music Program – choir and musical instruments School of Instrumental Music, Flute, Clarinet & Guitar Participation in WA Government Schools Music Society (WAGSMS) concert and Stirkfest Art Exhibition and Art displayed around the school Languages Other Than English (LOTE) program – Italian
Foster emotional well-being and resilience	'Bounce Back' resiliency program School Drug Education and Road Awareness program Life Education Mobile Learning Centre Constable Care Roadshow Social Media & Cyber Bullying awareness raising
Cater for differentiation, diversity and learning	Reading Group – comprehension - (Florida Reading Program Year 4 – 7) 'Kagan Cooperative Learning' strategies employed across the school Primary Extension and Challenge (PEAC) program and Talented and Gifted Students (TAGS) groups Academic Extension Program – Kalamunda Senior High School Embed contemporary Information and Communications Technology (ICT) practices across school Individual Education Plans (IEPs) & Group Education Plans (GEPs) used for identified students
Enhance Science learning	Specific teaching of scientific inquiry process Use of 'Primary Connections' teaching and learning resources
Develop Student Leadership	Train School Leaders in Leadership roles Transition of leadership roles to Year 6 students in 2014 Increase profile of School Leaders around the school Provide opportunities for School Leaders to display leadership

Staff

Focus	Strategies
Build capacity of staff through targeted use of quality professional learning	Ongoing professional learning opportunities that target priority areas Distributed leadership through Level 3 teacher, senior teachers and learning area coordinators Collaborative Groups – Kindergarten and Pre Primary; Year 1 to Year 3 and Year 4 to Year 7
Ensure rigour in Early Childhood Education (ECE)	Explicit Literacy Teaching and Learning Strategies as per 'Diana Rigg Program' sequence and checkpoints Speech Pathologists assessment and targeted remediation of identified students Early Years Learning Professional Development provided by West Australian Primary Principals Association On-Entry Testing in Pre Primary to Year 2 to monitor progress
Engage in the use of technology to deliver improved learning opportunities	Use of Interactive whiteboards across the school as teaching and learning tools Development of Computer lab as a learning hub Provide bank of Tablets and applications for use in teaching blocks Use Mathletics and Reading Eggs on-line learning programs
Develop teacher expertise in use of performance data to inform planning	National Assessment Program Literacy and Numeracy (NAPLAN) analysis by staff across school. Use NAPLAN Tracking tool to monitor progress in Years 3 - 7 School-based assessment regime in Term 1 and Term 4 – Spelling, Reading & Mathematics Provide collaborative time for planning, moderating and assessing School self-analysis of procedures, processes and frameworks
Continue implementation of Australian Curriculum	Use the Australian Curriculum for Mathematics, English, Science and History Access Professional Development on Australian Curriculum Leadership roles for specific learning areas Professional Development for individuals and groups in line with Priority Areas & Operational Plans Keep up-to-date on information, resources and reporting from Department of Education

Community

Focus	Strategies
Continue to positively engage with the school community and parents as partners	Ensure advertisement of School Board and Parents & Citizens Meetings – publish minutes on school website Annual School Board Meeting open to the public Promotion of school and school/community interaction – e.g. class assemblies, biannual Moonlight Markets, Quiz Night, 'Special Days' celebrations (eg. Easter Hat Parade, Book Week Parade, Parent Information Sessions, School Social, Mother's and Father's Day) Promote twice yearly parent/teacher meetings. Hold Open Night for parents
Communicate effectively with school community	Continue to publish and promote school newsletter Development of SMS messaging system for emergency communication Promote and use school website as a means of communication Transition to electronic communication as a means of informing the community
Utilise expertise of parents and other community members	School Volunteer Program Develop a data base of skills and experiences of community members School Board and Parents & Citizens Association
Promote partnerships with Bibbulmun Network schools	Lesmurdie Senior High School transition program Promote Lesmurdie Extension and Acceleration Program (LEAP) Academic Extension Program – Kalamunda Senior High School Active participation in Stirk Schools Sports Association Promote and support the development of teacher facilitated focus groups in a range of curriculum areas Sharing of expertise across network
Promote cultural diversity and inclusivity	Continue to promote and access 'Religion in Life' and 'Bahai' Programs Continue to celebrate and promote cross-cultural awareness and diversity through WA Day, NAIDOC Week, Harmony Day, Italian language classes and implementation of the Australian Curriculum ANZAC Day Service

Environment

Focus	Strategies
Support student development as community members	Support of special days charitable fundraising events Waste Management Education – liaising with local council / community as a component of civics / community responsibility Encourage and promote sustainability practices
Provide a safe physical environment	Early identification, reporting and resolution of safety and health issues within school environment Development of a long-term plan to ensure the grounds are systematically maintained and improved Continued 'Bushfire Awareness' practice and promotion within school community 'Lock Down' practice in preparation for emergency events
Continue to work towards becoming an environmentally sustainable school	Development of a Sustainability and Waste Wise Policy Maintain solar panels, paper, battery and phone recycling, worm farm, rainwater tank and vegetable garden Become an accredited 'Waste Wise' school Transition towards 'paper-free' electronic communication with parents
Foster health and wellbeing of students and staff	Continued development of 'nature play' areas in playground Continued evaluation and improvement of student fitness, strength, agility and hand-eye coordination Promote and foster well-being of staff
Effectively manage student behaviour	Promotion and use of Voucher Book and Behaviour Medals Support and counselling provisions for behaviour management issues Ongoing promotion of 'anti-bullying' policy and strategies Explicit teaching of 'Bounce Back' resiliency strategies so that students are able to take responsibility for and demonstrate resilience – Embed "Bounce Back' values across school Employ effective Behaviour Management Strategies (BMS) and review regularly
Maintain a safe electronic environment	Cyber Bullying awareness training for students in Years 5 – 7 Effective protocols for use of the Information and Communications Technology Network and electronic devices

Interim Targets

Reduce the % of students below the NAPLAN National Minimum Standard Benchmark in Years 3 - 7 in Numeracy, Reading and Writing

Reduce the % of students not achieving the predicted gain in Numeracy, Reading and Writing in NAPLAN

Reduce the number of students not achieving a score of 50% in the end of year Easy Mark Maths Tests

Reduce the % of students not meeting the end of year On Entry Targets in Literacy as per the On Entry Scale of 1 at Pre Primary, 1.5 at Year 1 and 2 at Year 2

Increase the % of students making improvement in the Fundamental Movement Skills of Overhand Throw, Two Handed Catch and Sprint

Increase the number of students achieving a behaviour certificate each year

Increase the number of parents responding to the annual Parent Satisfaction survey

Achievement Targets

90% of the Year 3 – 7 stable cohort to be at or above the National Minimum Standard Benchmark in Numeracy, Reading and Writing

Identified small groups of students gain the expected improvement + 20% in Reading (IEP focus)

70% of the stable cohort to achieve a score of 50% or better on the end of year Easy Mark Maths Tests

Pre Primary - Year 2 stable cohort to achieve the end of year On Entry Targets in Literacy as per the On Entry Scale of 1 at Pre Primary, 1.5 at Year 1 and 2 at Year 2

To increase by 5% each year the % of students at the developing and proficient levels in the Fundamental Movement Skills of Overhand Throw, Two Handed Catch and Sprint

All students to receive at least 2 Good Behaviour Certificates a year

Increase by 5% the level of parent response (79 returns in 2012) for the Parent Satisfaction survey

Aspirational Target

All students in Year 3 – 7 to be at or above the National Minimum Standard Benchmark in NAPLAN in Numeracy, Reading and Writing

Year 3 – 7 stable cohort to achieve the predicted gain in Numeracy, Reading and Writing in NAPLAN

The stable cohort; Pre Primary - Year 7 (Pre Primary - Year 6, from 2015) to achieve a score of 50% or better on the end of year Easy Mark Maths Tests

All students in Pre Primary – Year 2 to achieve the end of year On Entry Targets in Literacy as per the On Entry Scale of 1 at Pre Primary, 1.5 at Year 1 and 2 at Year 2

All students to show improvement in the Fundamental Movement Skills of Overhand Throw, Two Handed Catch and Sprint

Increase the percentage of students receiving one Good Behaviour Certificate per term from the previous year

Increase the level of parent response to 75% for each survey period

These Targets will be reviewed each year and following an analysis of the collected data may be revised