



Falls Road Primary School

Business Plan 2020 - 2022



Introduction

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'. Our school focuses on developing the 'whole child' through exposure to academic, artistic, social and sporting experiences that provide all students with the opportunity to 'shine' and enable them to participate as informed, active and responsible members of society.

In 2016, Falls Road Primary School was identified as one of the high gain schools across Australia that achieved substantially above expected National Assessment Program – Literacy and Numeracy (NAPLAN) results for Year 3 and Year 5 students. This is a reflection of the quality of the teachers and support staff at Falls Road, the effectiveness of the programs and strategies that we have implemented, the annual reflection and analysis of our school-based data and the continued commitment of time and resources that we invest in our students.

These programs and strategies include our early identification of students via our partnership with Edith Cowan University and the Speech Pathology Program; our Whole School English and Maths Plans which ensure connectedness across the year levels; our targeted Intensive Reading Program for Year 3 - Year 6 students, our small group support programs for students across the school; and in-school Talented and Gifted Students (TAGS) initiatives.

To enhance our ability to know where our students are at and how we are doing, we contracted Best Performance to provide us with the DataHUB data analysis program in 2019. We continue to modify the program to effectively complement our range of assessments and this will enhance our ability to monitor and analyse student progress. It has also assisted us in developing benchmarks which we will use to determine the degree of student progress.

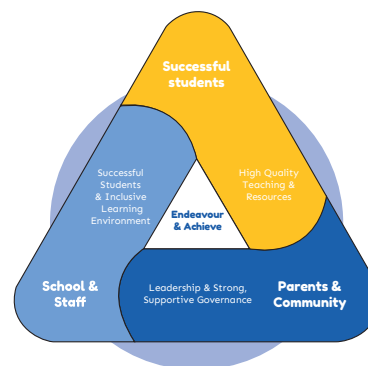
Falls Road Primary Independent Public School has developed a team of teaching and non-teaching staff who are committed to achieving and maintaining these high standards of student achievement and identifying effective ways of adding value to programs already in place. We do this through a comprehensive yearly schedule of student assessment in Reading Comprehension, Maths, Spelling and Writing and tracking of student achievement from Pre Primary to Year 6. This is underpinned by a detailed analysis of our NAPLAN results which are conducted with all students in Years 3, 4, 5 and 6 along with On-Entry testing for Pre Primary students.

This analysis identified a decrease in student achievement. Research identified that schools using the Explicit Teaching approach were achieving significantly higher results (ie in NAPLAN). We have committed to a phased introduction of this approach throughout the school, commencing in 2020 with the goal of improving student learning and achievement across the board from K to Year 6.

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. 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 has been recognised and acknowledged in both previous IPS External Reviews done of the school in 2013 and 2016.

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 a partnership with Edith Cowan University (ECU) whereby final year Speech Pathology students screen all Kindergarten students, then develop and assist in implementing tailored intervention plans for identified students. The ECU students continue the targeted interventions into Pre-Primary and Year 1 and Year 2 where required.

We have a range of proactive strategies in place to ensure regular attendance across all year levels and our attendance is consistently higher than the State average.



Business Plan Targets

Target	Academic Excellence	Excellence in Teaching & Learning	School & Community Partnerships	Self & Caring School Environment
Achievement	<ul style="list-style-type: none"> 95% of the Year 3 and Year 5 stable cohort to achieve the NAPLAN National Minimum Standard Benchmark in Numeracy, Reading and Writing The average improvement of the Year 4 and Year 6 stable cohort to exceed the predicted gain in off year NAPLAN Tests in Numeracy, Reading and Writing in 2020 and 2021 Develop an upward trend in NAPLAN Writing results from Year 3 to Year 5 	<ul style="list-style-type: none"> 70% of the stable cohort to achieve a score of 50% or better in year level Maths Today Series (MTS) Tests Identified small groups of students gain the expected improvement +20% in Reading (Individual Education Plan (IEP) focus) All students to know 80% of the Sight Words for their Year level Teacher's grades to be within one Standard Deviation (expressed as a percentage) of the West Australian Public School Mean (WAPSM) 	<ul style="list-style-type: none"> 90% of parents actively participate in at least one school event/activity throughout the year 	<ul style="list-style-type: none"> 95% of students enrolled for three or more terms in Pre - Primary to Year 6 to receive at least 2 Good Behaviour Certificates a year
Aspirational	<ul style="list-style-type: none"> 100% of the Year 3 and Year 5 stable cohort to achieve the NAPLAN National Minimum Standard Benchmark in Numeracy, Reading and Writing. The average improvement of the Year 4 and Year 6 students to exceed the predicted gain in off year NAPLAN Tests in Numeracy, Reading and Writing. 	<ul style="list-style-type: none"> 100% of the stable cohort to achieve a score of 50% or better on the end of year MTS Tests. Identified small groups of students gain the expected improvement +25% in Reading (IEP focus) All students to know 100% of the Sight Words for their Year level Achieve 90% alignment between teachers' grade allocations and those of Like Schools. 	<ul style="list-style-type: none"> 100% of parents actively participate in at least one school event / activity throughout the year 	<ul style="list-style-type: none"> 100% of students in Pre Primary to Year 6 to receive at least 2 Good Behaviour Certificates a year.



Priority 1. High Quality Teaching and Contemporary Curriculum and Assessment

All teachers are supported, developed and challenged to deliver a differentiated curriculum that meets the needs of the students and delivers contemporary learning experiences.

Focus	Strategies
Academic rigor, differentiation, diversity and learning	<ul style="list-style-type: none"> • Integrate an explicit teaching approach starting with English and Mathematics • Intensive Reading Comprehension Intervention Program - Year 3 – Year 6 • Edith Cowan Speech Pathologists Partnership Program – Early Identification and Intervention of language deficits • ‘Kagan Cooperative Learning’ • Primary Extension and Challenge (PEAC) • Academic Extension partnership with Kalamunda Senior High School • Talented and Gifted Student (TAGS) school programs • Targeted interventions
Use of performance data to inform planning	<ul style="list-style-type: none"> • Progressive Achievement Test (PAT) – Reading Comprehension Year 1 – Year 6 • CNAP & Data Hub analysis (NAPLAN, Literacy Pro, SA Spelling, Pat Reading Comprehension, MTS) • Annual school assessment schedule - Spelling, Reading Comprehension, Writing and Mathematics • Collaborative time for planning, moderating and assessing • School Review incorporating self-analysis of procedures, processes and frameworks • Continue to conduct whole school writing moderation and analysis using Brightpath Rulers
WA Curriculum	<ul style="list-style-type: none"> • WA Curriculum for Mathematics, English, Science, HASS, Health and Physical Education, Languages and the Arts • Use SCASA Judging Standards to assess learning • Opportunities for Curriculum Leadership • Embed General Capabilities in planning, teaching and assessment
STEM-based learning opportunities	<ul style="list-style-type: none"> • Intentional teaching of Digital technologies across all learning areas incorporating Coding and Robotics • Bibbulmun Network Technology Showcase • Embed ICT skills and connect to General Capabilities across the curriculum • Access web-based learning tools • Access professional learning to enhance ICT pedagogy • Go Karts
Arts, Culture and Language	<ul style="list-style-type: none"> • Music Program – choir and instrumental program • Instrumental Music School Services (IMSS) Program - Flute, Clarinet, Guitar and Violin • Opportunities to participate in music performances ie Massed Choir Festival or One Big Voice • School Art Exhibition • Languages Other Than English (LOTE) Program – Italian • Multicultural celebrations – NAIDOC, ANZAC, Easter Hat Parade



Priority 2. Successful, Safe, Healthy and Resilient Learners

Students are successful learners, are healthy and resilient and learning environments are safe and welcoming

Focus	Strategies
Successful Students	<ul style="list-style-type: none"> • Targetted strategies based around school and system data analysis • Explicit Teaching approach • Intensive Reading Comprehension • Kagan Cooperative Learning • PEAC • Academic Extension KSHS • School TAGS Programs
Emotional well-being and resilience	<ul style="list-style-type: none"> • Protective Behaviours incorporating 'Bounce Back' program • Life Education Mobile Learning Centre and Constable Care • Online Safety, Social Media and Cyber Bullying focus
Cultural diversity and inclusivity	<ul style="list-style-type: none"> • Celebration and promotion cross-cultural awareness and diversity • WA Day, NAIDOC Week, LOTE Program - Italian • ANZAC Day Service
Student behaviour	<ul style="list-style-type: none"> • Whole School Social Conventions and Expectations • Promotion and use of Voucher Book and Behaviour Medals • Anti-bullying' policy and support • Bounce Back' program and values • Behaviour Management and Instructional Strategies (BMIS) Policy • Pro-active approach to education of students and parents regarding Social Media
Health and wellbeing	<ul style="list-style-type: none"> • Nature play areas in general playground and Pre Primary/Kindergarten playground • Fundamental Movement Skills (FMS) focus in Junior years • Improvement of school playgrounds and play equipment • Focus on active participation in physical activity



Priority 3. Effective Leadership and Good Governance

School Leaders have high aspirations for teachers and students. They drive improvement using evidence-based practices with effective governance to ensure appropriate standards are delivered.

Focus	Strategies
Staff Capacity	<ul style="list-style-type: none"> Professional learning opportunities focussing on Explicit Literacy Distributed leadership Collaborative Learning Area Groups Peer to Peer observation and support
Student Leadership	<ul style="list-style-type: none"> Explicit leadership Programs in Year 5 and Year 6 – Michael Grose Leadership opportunities for Year 6 students
Safe electronic environment	<ul style="list-style-type: none"> ICT Sustainability Plan- scheduled replacement and updating of ICT Resources Cyber Bullying awareness training for students in Year 5 and Year 6 Protocols for use of the ICT network and electronic devices Online Safety, Social Media and Cyber Bullying focus
Environmental sustainability	<ul style="list-style-type: none"> Sustainability and Waste Wise Policy Solar panels, paper, battery recycling, worm farm, rainwater tank, composting and vegetable garden ‘Waste Wise’ lunch program Waste Wise School National Tree Day Adopt a Patch and Friends of Lesmurdie Falls
Safe physical environment	<ul style="list-style-type: none"> Focus on Occupational Health and Safety - early identification, reporting and resolution Systematic maintenance and improvement of school grounds Bushfire Awareness’ practices and promotion within school community Sunsmart School’, ‘Asthma Friendly’ accreditation and Anaphylaxis Aware



Priority 4. Strong Partnerships and Collaboration

Schools and other sectors work together to improve student outcomes

Focus

Strategies

Engage with the school community and parents as partners	<ul style="list-style-type: none"> • School website • School Board and Parents and Citizens Association • Promotion of school and community – assemblies, Moonlight Markets, Quiz Night • School celebrations – Easter Hat Parade, Book Week, School Social, Mother’s and Father’s Day • School Carnivals – Swimming, Cross Country & Athletics • Parent/teacher meetings • Annual school ‘Open Night’ • Pre Primary Welcome and Year 6 Farewell Arch • Welcome back BBQ, Fathers, Mothers and Grandparents Day • Welcome and Thank You morning teas
Bibbulmun Network partnerships	<ul style="list-style-type: none"> • Lesmurdie and Kalamunda Senior High School transition programs • Lesmurdie Extension and Acceleration (LEAP) and Kalamunda GATE Program • Academic Extension (AE) Program and Visual Arts Program – Kalamunda Senior High School • Stirk Schools Sports Association • Sharing of expertise across network
Effective Communication	<ul style="list-style-type: none"> • Electronic communication – school website, newsletters • SMS messaging system for emergency communication
Students as community members	<ul style="list-style-type: none"> • School/community fundraising events • Waste Management Education • Continue to focus on ‘Waste Free’ eating habits





Falls Road Primary School

50 Falls Rd, Lesmurdie WA 6076
(08) 9291 2150
fallsroadps@education.wa.edu.au
fallsroadps.wa.edu.au