



**WICKHAM**  
PRIMARY SCHOOL

# Business Plan

2019-2021



Independent Public School



## Our Vision

**“At Wickham Primary School our vision is to promote a positive mindset where students believe; I can learn anything, I can know anything, I can be anything, Don’t just fly, soar!”**

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## Dempster Framework 4 Leading Learning

Wickham Primary School's Business Plan will focus on gathering data to make judgements about student performance and inform strategies for improvement. Focus areas are based on the evidenced based school improvement model called The Dempster Model. Focus areas include: Conditions for Learning, Leadership, Curriculum, Teaching and Learning and Parent and Community Support. The development of a strategic and integrated professional development strategy underpins the other areas.



### Our Purpose Statement

Our school purpose is to provide an engaging, challenging and safe environment where students can achieve, explore and thrive.



“We value the relationships we have with members of our school community, staff, students, parents/ caregivers and community members.”

## Purpose of the Business Plan

The Business Plan has been developed in consultation with Staff and the School Board and supports the Department of Education's Plan for Public Schools 2016-2019. The school's Leadership Team, supported by the School Board, has established a strong improvement agenda for the school, grounded in evidence from research and practice. Explicit and clear school-wide strategies and targets for improvements have been communicated to the school community. Working in partnership with parents, families, students and a range of community groups and services, we aim to enhance student learning outcomes.

## School Values

**High Expectations:** Always aiming high to achieve academic and personal best.

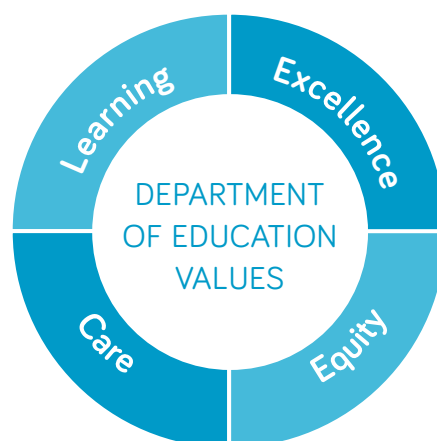
**Respect:** To demonstrate, care, consideration and be courteous to ourselves, others and the environment.

**Safety:** Responsibility to keep everyone's mind and body safe, as well as the environment.

**Community:** Building relationships by working together with students, parents, staff, community and stakeholders.

## Our Integrated Priorities

- Aboriginal Cultural Standards Framework
- Comprehensive ICT Strategy
- Evidenced Based School Improvement Strategy
- Professional Learning Community





## Staff Beliefs

### **Strong, respectful relationships:**

We value the relationships we have with members of our school community, staff, students, parents/ caregivers and community members.

### **Every child will succeed, just not at the same time:**

We believe that every child has the ability to succeed and understand that each child takes a different amount of time to learn new concepts on their pathway to success.

### **Whole School Approaches:**

We believe in and value consistent school-wide approaches that provide a platform for all students to build on from one year to the next.

### **Engaging for all students:**

We believe in providing a learning environment that engages and motivates all students to learn and achieve academic success.

### **Collaboration:**

We believe in working in collaboration with our colleagues to plan and implement highly effective learning programs that provide our students the pathway to success.

### **Every child has the right to the best education and the right to be heard:**

We strongly believe that all children have the right to be provided with the best education possible, combined with their right for their thoughts to be listened to.

### **Happy, positive environment:**

We believe in creating an environment where children feel happy and positive to come each day and learn.

### **Teacher passion:**

We believe that teachers and education support staff need to be passionate about their role in educating children and that passion should translate into all aspects of their role as educators.



“We believe in providing a learning environment that engages and motivates all students to learn and achieve academic success.”

# Focus Area 1

## Success for All Students: Curriculum & Teaching

### Early Childhood Education

- Embed whole-school early childhood referral processes.
- Embed a balanced approach between explicit teaching and play based learning across K-PP.
- Continue to establish Nature Play Areas across the school.
- Establish a Nature Play Committee from School Staff.
- Embed sustainable practices (e.g. recycling, vegetable gardens, and no waste lunch boxes) across the school.
- Embed community involvement within all classrooms and year levels (parent help rosters to be established by all classrooms applicable to year level needs).

### Differentiated Learning

- Embed the Response To Intervention model (RTI) using the 3 tier approach across K-6.
- Embed the Case Management approach for all year levels as the primary approach to guide student progress.
- Develop Literacy and Numeracy intervention strategies to support Tier 2 and 3 at risk learners.
- Implement and embed the use of ABLES WA for students with special needs as a means of informing teaching practices across all curriculum areas as a means of meeting their individual needs.
- Embed the use of the SEN reporting as a means of developing Documented Plans for students deemed At risk" and as a means of reporting on students that receive an "E" grade in Literacy or Numeracy.
- Implement and embed the use of the Ziggurat Model for all students diagnosed with ASD.
- Implement and embed the use of an ASD Matrix for all students diagnosed with ASD.

### Literacy & Numeracy

- Embed the Explicit Instruction model (I do, You do, We do) across all Literacy and Numeracy areas.
- Embed the WPS Literacy and Numeracy Block structures across all phases of learning.
- Ensure the Literacy and Numeracy Operational Plans are developed each year and ongoing monitoring and review occurs each semester.
- Embed and strengthen the Guided Reading approach across all year levels as the WPS model to teach reading.
- Implement Pre Lit into Kindy as the basis for teaching phonics and phonemic awareness.
- Embed IntiaLit-F, IntiaLit-1 and IntiaLit-2 as the approach to teach Early years' phonics, phonemic awareness and hand writing.
- Implement and embed the Sound Waves program (non-text book approach) in years 3-6 as the method of teaching phonics/spelling.
- Embed the Literacy Pro (Lexile) reading program across Years 3-6 including the use of data to guide teaching practices.
- Train a Lead Teacher in the Talk For Writing (T4W) program.
- Embed the use of Brightpath as a means of moderating students writing from PP-year 6.
- Implement and embed the Top Ten Numeracy program as the whole school approach to teaching Numeracy.
- Embed the use of the ACER Pat-Maths as a means of diagnostic assessment and measure of student progress to inform teaching each year.
- Embed the practice of Early Childhood Teachers using the Literacy and Numeracy On-Entry data to inform teaching.
- Strengthen the collection of Literacy and Numeracy data by Semester to inform teaching practices across K-6.

# Focus Area 1

## Success for All Students: Curriculum & Teaching

### Specialist Programs (Indonesian, Science, PE)

- Continue to develop the Languages curriculum in accordance with SCASA directions from Years 3-6.
- Develop a bank of Indonesian resources to be utilised for the teaching of Indonesian.
- Embed Science as a specialist learning area from P-6.
- Develop a sustainability program as part of the Science learning area.
- Develop relationships with local community bodies to make connections between the local community and teaching of Science.
- Integrate sustainable practices across the school as part of the Science program.
- Develop the link between Science and Technologies through embedding technology within the Science program.
- Continue to embed the Fundamental Movement Skills program within P-3 PE lessons.
- Continue to embed Games Skills Sense within the Years 4-6 PE Lessons.
- Align the PE skills taught to support the Karratha Network sports carnival activities (e.g. Athletics, Dockers Cup, Winter Carnival etc).

### STEM

- Embed STEM activities as integrated practices from K-6
- Increase teacher capacity and STEM teaching quality through the STEM leader coaching staff one-on-one and in small groups.
- Utilise online learning activities within classroom practices (e.g. Lexile, Sound Waves etc).
- Foster STEM specific partnerships with organisations such as Rio Tinto, SciTech, Karratha STEM Network.
- Continue to embed Robo Cup as the STEM competition of choice across the Pilbara Education Region.
- Use the student leaders to conduct a STEM club at least once per week of a lunch time.

### Aboriginal Cultural Standards Framework

- Continue embedding all aspects of the ACSF across K-6.
- ATSI Committee to oversee the progress across all ACSF continuums.
- A review of progress against the ACSF continuum is to be conducted annually at the end of Term 2 and Term 4 by all school staff.
- Establish relationships with local elders/community members to aid in the development of language cultural awareness.
- Embed the teaching of two-way language from K-6.
- Create a local cultural awareness area within the school grounds.



## Focus Area 2

### Motivated and Engaged Learners: Conditions for Learning

#### Student Focused Learning

- Embed whole-school moderation practices using the SCASA Judging Standards documents for P-6 that inform teaching and learning.
- Utilise a STEM Leader to develop teacher abilities in implementing robotics across the curriculum.
- Implement methods to increase student ownership and accountability for learning.
- Develop whole school processes for students to set and review personal learning goals.

#### Attendance

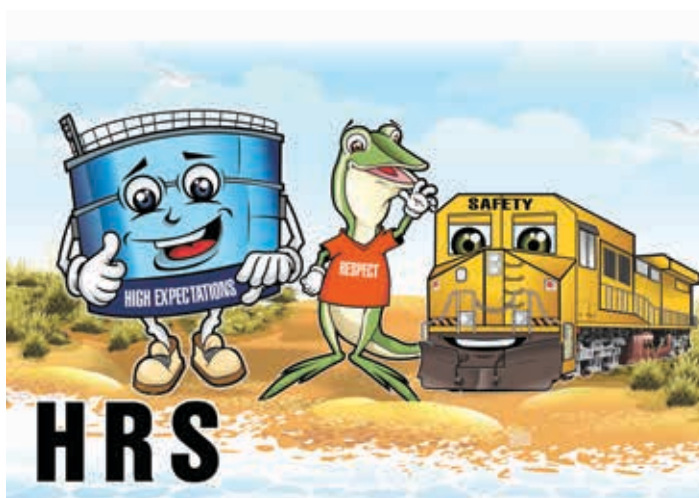
- Continue to embed the whole-school attendance reward program each term.
- Continue the use of the Attendance Bus pickups daily for those students whose attendance is at risk.
- Deputy Principal to monitor Attendance daily.
- School Attendance Officers (AIEO's) to conduct weekly home visits to the families in the Severe Risk category.
- Attendance panels to be conducted for students that are continually in the Severe Risk category.
- Attendance articles to be in all school newsletters.
- Develop a communication strategy with Rio Tinto for distribution via their system about the importance of regular school attendance.

#### Design of Physical Learning Environments

- Audit and upgrade classroom based technologies (e.g. IWBs).
- Continue to upgrade classroom furniture to improve the quality and design of classrooms.
- Continue to upgrade playground facilities to enable students' self-discovery learning through play.

#### Student Engagement & Social Emotional Learning

- Continue to embed the PBS program within the school.
- PBS Leaders to conduct regular PL annually for all staff in the effective use of PBS.
- PBS Committee to monitor the implementation of the PBS lesson schedule and update annually.
- PBS Leaders to collect behaviour data throughout the year and present findings each term at staff meetings.
- Embed the whole school Behaviour Management charts from K-6 as the designated classroom management procedure.
- Level 3 Teacher to develop and implement a Mental Wellbeing program for students from P-6.
- Embed the teaching of Protective Behaviours across K-6.
- Implement the Friendly Schools Plus program from K-6.





# Focus Area 3

## Leadership & Professional Development

### Performance & Development Culture

- Continue to develop the Performance and Development (Previously Performance Management) processes across the school staff (Teaching and Non-Teaching).
- Embed Line Manager Classroom Observations from K-6.
- Develop and embed Peer Observations for both teaching and non-teaching staff to occur twice per year.
- Embed the Phase of Learning Teams based on K/PP, 1/2, 3-6 to meet each term.
- Develop a PL Calendar to ensure PL meets the school priority areas.
- Further develop the staff induction process.

### Strong School Leadership

- Develop a school leadership PL calendar.
- Continue to embed the attendance of School Administrators and Curriculum Leaders attendance at the annual Pilbara Leadership forum.
- School leaders to attend the Leading School Improvement PL in 2019.

### Teacher Leadership

- Embed the Literacy, Numeracy, STEM, Talk For Writing and KST (Autism) Curriculum Leadership positions within the school staffing profile.
- Embed the Case Manager Leadership position within the schools staffing profile.
- Provide opportunities for teaching staff to undertake Curriculum Committee Leadership roles.
- Provide opportunities for teaching staff to be Phase of Learning Leaders.
- Use AITSL standards for teacher self-reflection as part of performance development.

### Strong Governance & Support

- Align self-assessment processes with the Public School Review program.
- Develop a highly effective School Board through the provision of ongoing training.
- Develop a timeline for self-assessment and reporting to the School Board.
- Invite School Board Members to participate when staff are conducting NAPLAN data analysis each year.



# Focus Area 4

## Parent & Community Partnerships

### School Networks

- Continue an active involvement in the Karratha Principals' Network.
- Continue active involvement in the Karratha Schools' Academic and Non-Academic Networks.
- Share professional learning programs and opportunities with other schools in the Karratha Network.

### Parent Engagement

- Create opportunities for parents to be involved in students' learning (parent help rosters).
- Continue to utilise the school's facebook page as a means of communicating with parents.
- Utilise Class Dojo for teachers to communicate with parents.
- Utilise the school's website to showcase learning.
- Promote the range of services and programs offered within the school.
- Use innovative strategies when surveying parents (e.g. student leaders to conduct face-to-face surveys with parents at school drop off and pick up times, use iPads for immediate feedback).
- Conduct special events such as Mother's Day / Father's Day breakfasts annually to encourage parents' attendance within the school.
- Conduct classroom level parent information sessions once per semester.

### Community Partnerships

- Embed the current NFYL partnership in supporting the schools attendance plan through the provision of a 12 seater coaster.
- Continue to participate in the Wickham Stakeholders scheduled meetings.
- Build productive relationships with the City of Karratha.
- Foster school-community links (Wirrpanda Homework Club, Polly Farmer Foundation, Child and Parent Centre, Early Learning Centre, sporting groups)
- Build a partnership with the Smith Family to support high needs families.
- Promote interagency involvement with case management.
- Consolidate the relationship with the school and Roebourne Police to create a positive image of policing within the community.



# Improvement Targets & Milestones

## Academic Targets

### On-Entry

- By 2021, 75% of students in PP will achieve between 341 – 360 points or higher in Numeracy when tested in On Entry at the start of the year.
- By 2021, 75% of students in PP will achieve between 471 - 480 points or higher in Reading and between 451 to 460 points or higher in Speaking and Listening when tested in On Entry at the start of the year.

### NAPLAN Literacy and Numeracy

- By 2021, consistently match or exceed Like Schools means in all areas tested.
- By 2021, Maintain and improve on Year 3 – 5 progress of stable cohort.
- Increase the correlation between teacher judgement grade allocation and NAPLAN Band results.

### Whole School Specific Data

- By 2021, 80% of students will be at Stanine 5 or highest in PAT Maths at the end of the year when tested for their relevant year level.
- By 2021, 80% of students will be achieving a level of Proficient for their year level when tested in Literacy Pro (Lexile).
- By 2021, 80% of students in PP, Year 1 and Year 2 will be at level for their relevant year level when tested for InitialLit (F, 1 and 2) at the commencement of each year.



# Improvement Targets & Milestones

## Non-Academic Targets

### Attendance & Behaviour

- By 2021, 70% of all students will have 90% or higher regular attendance.
- By 2021, 55% of ATSI students will have 90% or higher regular attendance.
- By 2021, less than 5% of all students will be below 60% regular attendance.

### ACSF

- By 2021, all ACSF standards will be at or above proficient on the continuum.

### NQS

- By 2021, all seven quality assessment areas will consistently be achieving a minimum standard of Meets National Quality Standards.

### Staff Milestones

- Maintain or increase the staff satisfaction levels when compared to the 2018 staff survey data.
- Improved consistency in the teaching of whole-school learning programs.

### Community Milestones

- Maintain or increase the positive parent satisfaction data when compared to the 2018 parent survey data, in relation to the school's capacity to meet the needs of their child.
- Parent helpers in all classrooms as applicable to year level needs.
- Two community representatives on the School Board.





# School Self Assessment

## Our Self-Assessment

Successful students are at the core of our school improvement, with both academic and non-academic standards the central focus. All operations and processes at Wickham Primary School are evaluated in relation to their impact on student achievement. We structure our self-assessment according to the School Improvement and Accountability Framework combined with the Dempster Framework for Leading Learning.

Our school improvement cycle is an ongoing process encompassing three components:

1. We assess data and other evidence related to student achievement and school operations.
2. We plan to improve the standards of student achievement.
3. We act to implement planned strategies.

All staff are involved in the regular collection and analysis of school-wide data and work together to develop and implement improvement plans. Curriculum & Teaching, Conditions for Learning, Leadership & Professional Development and Parent & Community Partnerships are the four key areas of focus that are monitored to determine our effectiveness in relation to student achievement in the focus areas identified.

As a part of our self-assessment we encourage members of the School Board to participate in the analysis of key data with the staff.

## Progress and Monitoring

Wickham Primary School will monitor the progress of each of the four focus areas throughout the year. To inform progress the traffic light system will be used as a regular check by the School Leaders and Committees.



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## Reporting to the School Board

MEETING	REPORT	MEETING	REPORT
2019		2020	
Term 1	<ul style="list-style-type: none"> <li>2019 Budget Review</li> <li>School Business Plan</li> <li>2018 Annual report</li> <li>Workforce Plan Update</li> <li>Board Self-Reflection from the previous Year</li> <li>School self-assessment schedule</li> </ul>	Term 3	<ul style="list-style-type: none"> <li>Leadership Review</li> <li>Parent Surveys</li> <li>Branding/Marketing</li> <li>Policy Review</li> <li>Curriculum Focus</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Leadership Review</li> <li>Parent Surveys</li> <li>Branding/Marketing</li> <li>Policy Review</li> <li>Curriculum Focus</li> </ul>	Term 4	<ul style="list-style-type: none"> <li>Proposed 2021 Budget</li> <li>Proposed Student Fees &amp; Charges</li> <li>Report on Performance against School Business Plan Targets</li> <li>Review the Delivery &amp; Performance Agreement progress</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Semester 1 Attendance Data</li> <li>Semester 1 Whole-School Data Review</li> <li>2019 NAPLAN Review</li> <li>Board Self Review</li> </ul>	2021	
Term 4	<ul style="list-style-type: none"> <li>Proposed 2020 Budget</li> <li>Proposed Student Fees &amp; Charges</li> <li>Report on Performance against School Business Plan Targets</li> <li>Review the Delivery &amp; Performance Agreement progress</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>2021 Budget Review</li> <li>2020 Annual report</li> <li>Workforce Plan Update</li> <li>Board Self-Reflection from the previous Year</li> <li>School self-assessment schedule</li> </ul>
2020		Term 2	<ul style="list-style-type: none"> <li>Leadership Review</li> <li>Parent Surveys</li> <li>Branding/Marketing</li> <li>Policy Review</li> <li>Curriculum Focus</li> <li>Board Self Review</li> </ul>
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Strong Respectful Relationships



Engaging for all students

Collaboration

Happy Positive Environment

Every child will succeed just not at the same time



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**WICKHAM**  
PRIMARY SCHOOL

289 Tamarind Place  
Wickham WA 6720

Ph 08 9187 1089

E [wickham.ps@education.wa.edu.au](mailto:wickham.ps@education.wa.edu.au)

[wickhamprimaryschool.wa.edu.au](http://wickhamprimaryschool.wa.edu.au)