



Malvern Springs

PRIMARY SCHOOL

connect

engage

flourish

Business Plan

2017 - 2019





Our Vision

Malvern Springs Primary School is a place to CONNECT with each other and the community. Staff and students are given opportunities to ENGAGE in quality learning and development. All are encouraged to FLOURISH, grow in confidence and reach their potential.

From the Principal

To Our Community:

It is with pleasure I present to you the Malvern Springs Primary School Business Plan 2017- 2019.

Underpinning the plan are five principles:

1. Everyone has high expectations
2. Effective teaching
3. Student and staff wellbeing
4. Parental and community involvement
5. Whole school approaches

This plan has three priorities:

PRIORITY ONE: High standards of learning and teaching
PRIORITY TWO: Well-being for all
PRIORITY THREE: Partnerships and communication

This plan has direct links to the following Department of Education documents.

- Strategic Plan for WA Public Schools 2016 – 2019
- Focus
- Classroom First

We are proud of our school in this recently established, multicultural, fast-growing community and will continue to foster positive relationships with parents and local organisations. We work to create a welcoming atmosphere where all children learn, feel safe and have fun. Malvern Springs Primary School strives for the highest standards in all aspects of school where resilient, confident and well-adjusted children thrive.

Dr Jennifer Kuhn



Our Principles

1. Everyone Has High Expectations

Malvern Springs Primary School has high expectations for all students, their families and school staff. We are committed to equity and believe in all children's capacity to succeed regardless of diverse circumstances and abilities. Children are provided worthwhile and challenging experiences that foster high-level thinking skills to connect, engage and flourish.

2. Effective Teaching

Programs provided at Malvern Springs Primary School are supported by credible evidence. Students' individual needs are catered for. All students' learning needs are catered for in a stimulating physical environment that promoted engagement. Teachers provide timely feedback to guide students to achieve purposeful and relevant learning. Higher-order thinking, risk-taking and problem-solving are actively promoted.

3. Student and Staff Well Being

Individuals are treated with care as we all accept responsibility for student and staff wellbeing. Our relationships are based on mutual trust and respect. Our positive interactions recognise and respect feelings with the aim of building and modeling positive relationships between students, their parents and colleagues. Through the building of a strong sense of well-being, students and staff are encouraged and supported as they take risks in a safe and nurturing environment. Malvern Springs Primary School responds, seeking the best outcomes for all.

4. Parental and Community Involvement

At Malvern Springs Primary School we are focused on developing strong, reciprocal community involvement and participation. We encourage parents to work alongside school staff to foster community spirit, including families from various cultural backgrounds. This helps develop positive and collaborative relationships for open communication between the school, parents and the wider community. Our school promotes various opportunities for parents to contribute to and enhance our school.

5. Whole School Approaches

Our whole school policies and programs are based on data and evidence-based research, and contribute to a clear vision for our school. Our staff collaborate and uphold consistent approaches to teaching and learning. Our teachers are guided and supported in these approaches through on-going professional development and coaching that supports reflective practice and agreed curriculum content.



PRIORITY ONE: High Standards of Learning and Teaching

English

| Targets | |
|---------------------|--|
| Kindergarten | 100% of students will know 26 letter sounds and names by the end of semester 2. |
| Pre-Primary | 100% of students will achieve Reading Recovery Level 7 by the end of semester 2. |
| NAPLAN | |
| Year 3 | 85% of students will achieve above the benchmark in Reading. 20% of students will achieve above band 5 in Reading. Aboriginal and EALD students will achieve closer to the Australian mean in Reading. |
| Year 5 | 80% of students will achieve above the benchmark in Reading. 12% of students will achieve above band 7 in Reading. Aboriginal and EALD students will achieve closer to the Australian mean in Reading. |

Strategies:

- Conduct English workshops for parents.
- Develop whole school scope and sequence charts for all English areas.
- Adopt explicit instruction, including 'warm ups' and the gradual release model.
- Use whole school programs: *Spelling Mastery* (Years 3 to 6); *Jolly Grammar*; *Cars and Stars* (Pre-primary to Year 6); *Letters and Sounds* (Kindergarten to Year 2); *Seven Steps to Writing*.
- Use data for planning and case management of individual students, Aboriginal and EALD students.
- Use *Literacy Pro* so students can monitor their own progress.
- Provide professional learning to enhance staff capacity.
- Intervention – *MiniLit* for Year 1; Reading Club for Year 2 to Year 4 students;
- Education Assistants have a greater educational focus in their roles.
- All teachers contribute toward year level collaborative meetings each week.
- Establish observation and feedback protocols.

Performance will be monitored by:

- NAPLAN – Spelling, Punctuation & Grammar, Writing and Reading.
- Progressive Achievement Tests.
- On-entry testing.
- Kindergarten speech pathology profiling.



PRIORITY ONE: High Standards of Learning and Teaching

Mathematics

| Targets | |
|---------------------|--|
| Kindergarten | 100% of students count to 10 by the end of semester 2. |
| Pre-Primary | 100% of students show they understand the 5 principles of counting. |
| NAPLAN | |
| Year 3 | 85% of students will achieve above the benchmark in Mathematics. 20% of students will achieve above band 5 in Mathematics. Aboriginal and EALD students will achieve closer to the Australian mean in Reading. |
| Year 5 | 80% of students will achieve above the benchmark in Mathematics. 15% of students will achieve above band 7 in Mathematics. Aboriginal and EALD students will achieve closer to the Australian mean in Mathematics. |

Strategies:

- Adopt an evidence-based, sequenced and systematic approach to mathematics content and its teaching.
- Adopt explicit instruction, including 'warm ups' and the gradual release model.
- Case-manage students who require additional support or differentiation. Develop and introduce intervention programs.
- Teachers participate in year level collaborative meetings each week.
- Use concrete to abstract progression for new mathematical concepts.
- Develop and use an MSPS mathematics language bank to explicitly teach terminology for mathematics.
- Use Junior Elementary Mental Maths and Elementary Mental Maths from Year 2 to Year 6.
- Use *PR1ME Maths* as the main resource for Pre-primary to Year 6.
- Staff to engage in relevant, regular professional learning.
- All teachers participate in year level collaborative meetings each week.
- Establish observation and feedback protocols.

Performance will be monitored by:

- NAPLAN – Numeracy.
- Progressive Achievement Tests.
- On-entry testing.



PRIORITY ONE: High Standards of Learning and Teaching

Science

Targets

| | |
|--------------------|--|
| Years 3 – 6 | 80% of students achieve the Australian mean. |
|--------------------|--|

Strategies

- Maintain Science as a specialist area.
- Use *Primary Connections* as the main curriculum resource.
- Use *Plant the Seed* as the main curriculum resource in Kindergarten.
- Engage in relevant professional learning for Science teachers.
- Science teachers plan and moderate in collaborative DOTT.
- Celebrate Science Week.
- Offer at least one Science incursion each year.
- Maintain MSPS as a wastewise school through Waste Free Wednesday, worm farming, class garden beds, garden club, fruit trees, battery recycling and Bokashi.
- Engage and contribute to whole school celebrations where possible.

Performance will be monitored by:

- Progressive Achievement Tests.

Digital Learning

Strategies

- Digital Learning Committee gives direction for students and staff capability.
- Digital Learning Committee establishes long term plans.
- All students participate in common assessment tasks.
- MSPS becomes a BYOD school by 2018.
- Provide necessary professional learning for staff.
- Digital Learning lead teachers are provided with time to undertake their roles.
- Broaden knowledge of student coding language to include *Tynker* and *Swift*.



PRIORITY ONE: High Standards of Learning and Teaching

Humanities and Social Sciences (HASS)

Strategies

- Provide one hour minimum instruction in HASS each week.
- Undertake common assessment tasks for each year level.
- Whole school to use SCASA judging standards when assessing HASS.
- Whole school acknowledgement of significant cultural and historic commemorations and celebrations such as ANZAC Day, NAIDOC, Harmony day, WA Day, Remembrance Day.
- Provide professional learning in the inquiry process for all staff.
- Each class will participate in a HASS focused incursion/excursion each year.

Performance will be monitored by:

- School Reports.
- Year level common assessment tasks.

The Arts

Strategies

- Visual Art and Music continue to be specialist areas to the end of 2019.
- Specialist teachers engage in learning area specific professional learning.
- The Arts contribute to significant cultural and historic days and celebrations/commemorations celebrate by the whole school.
- Provide opportunity for display student arts skills within the wider community eg local art exhibitions, choir performances.
- Offer Arts focused incursions.

Performance will be monitored by:

- School reports.

Languages Other Than English

Malvern Springs Primary School will begin teaching a language other than English in 2018, starting with the Year 3 cohort.



PRIORITY TWO: Well-Being For All

| Targets | |
|----------------------|---|
| Students: | |
| Attendance | Attendance rate is 96%. |
| Behaviour | Decrease the incidents of negative behaviour and consequences. |
| Student Voice | Improve students' perceptions of how seriously the school takes student concerns. |
| Staff: | |
| Induction | 100% of teaching and support staff participate in an induction program. |

Strategies

- Positive Behaviour Support program is expanded and refined.
- Case manage students whose behaviour is of concern and/or attendance is at risk.
- All staff complete attendance module from School Attendance Toolkit.
- Provide on-going induction for new staff members.
- School Chaplain is an integral part of well-being approach.

Performance will be monitored by:

- Integris data – behaviour.
- National School Opinion Survey.
- Attendance Toolkit.

Health and Physical Education

Strategies

- Students engage in 2 hours of physical activity each week.
- Sporting Schools resources are used to enhance and expand Physical Education.
- Selected students are assessed on their fundamental movement skills.
- Health education is taught by classroom teachers.

Performance will be monitored by:

- Fundamental Movement Skills.



PRIORITY THREE: Communication and Partnerships

Strategies

- The school actively pursues partnership agreements with external organisations eg CLAN Midland.
- The School Board operates effectively.
- School staff provide balanced support to P&C fundraiser events.
- Teachers have open, frequent communication with parents/caregivers.
- Parents are informed if learning adjustments are required for their children.
- Enhance digital communication with parents through facebook and the school webpage.
- Parental interactions with the school are positive.
- Promote the school in the local media.

Performance will be monitored by:

- National School Opinion Survey.
- Partnership agreements.

ENDORSEMENT OF STRATEGIC PLAN

Mr Ian Hutchinson
Chair, School Board
Malvern Springs Primary School

Dr Jennifer Kuhn
Principal
Malvern Springs Primary School

Date: 21/9/2017.

