

Upper Swan Primary School

An Independent Primary School



Business Plan

2020—2024

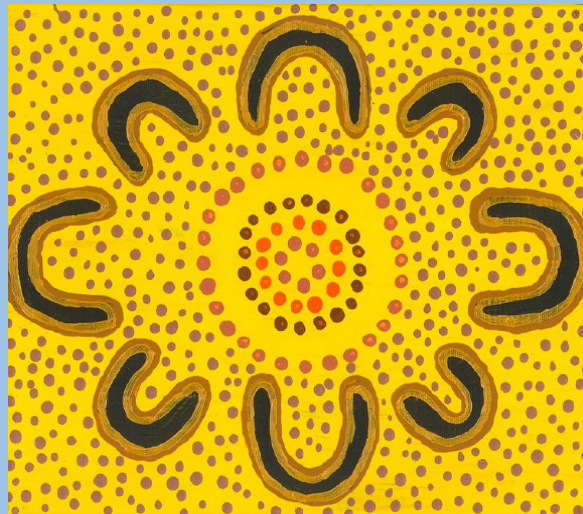
What is our Vision?

Our Vision is to enrich students' learning in a safe and supportive environment and develop the values of kindness, fairness, safety and honesty so they can be informed, responsible, confident and valued members of the community.



Students at the centre

*'Every student, every classroom,
every day'*



*At Upper Swan we promote
respect for oneself and others by
being;*

Fair, Safe, Kind and Honest

What is our Mission?

Our mission is to nurture individuality, social responsibility and a positive attitude towards learning and life.

Our Mission is achieved by encouraging students to fulfil their potential and contribute positively towards society. We support our teachers to be highly effective, focusing on positive safe relationships and improving student outcomes through innovative, enriching and engaging learning programs. We provide parents and the community to engage in learning and decision making partnerships.



Our History

Upper Swan Primary School acknowledges the area's significance to Australia's First Peoples. The school is in close proximity to the Derbarl Yerrigan and Yagan Memorial Park. We acknowledge our school is built on, and our students learn and play; on the traditional lands of the Whadjuk people. We pay our respects to the traditional custodians of this land and elders – past, present and future.

Over the school's more than 160-year history it has grown from servicing a small rural community to welcoming students from growing urban communities. Many families have multi-generational links to the school and are very proud of their Swan Valley heritage.

The first school in Upper Swan opened in 1857 with 16 students. Over the next 30 years the school closed then re-opened several times. After 18 years with no school in the area, in 1905 Upper Swan opened once more with 20 students and has run continuously ever since.

The Loton family purchased the Belvoir property from the Shaw family. The Lotons later gifted a portion of their land for the establishment of our school.

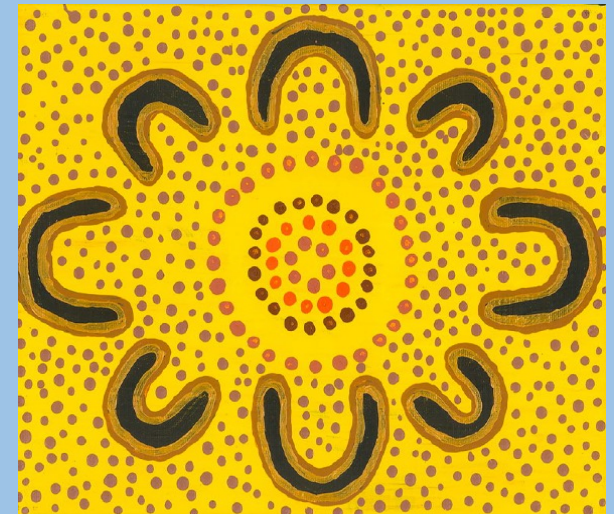
In the 1980's the royal blue and red uniform, flying swan logo and Onwards motto were adopted. Our sport factions Belhus, Loton, Shaw and Nolan acknowledge pioneer families from the earliest days of the Swan River Settlement.



Over the last 20 years increased residential development has resulted in the student population doubling in size to over 450. Over the next 10 years the Clementine Estate development will impact on our school. Major school building programs occurred at our school in 1992, 2004 and 2010-11.

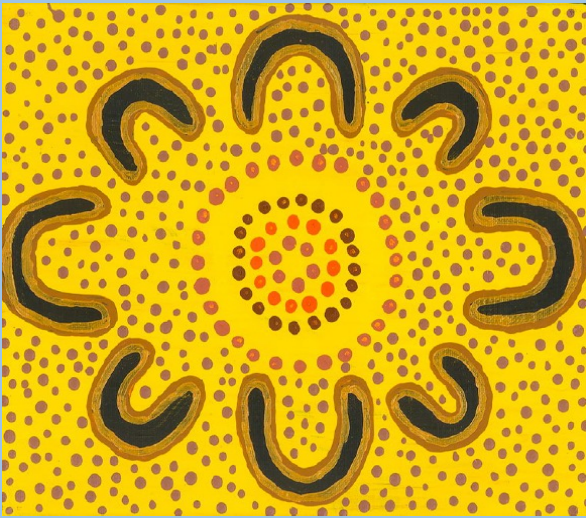


Students at the centre



*'Every student, every classroom,
every day'*

Students at the centre



***'Every student, every classroom,
every day'***

Our Beliefs About Learning

Children learn best when:

- Learning experiences are differentiated to provide the appropriate level of challenge.
- Learning is purposeful and meaningful.
- They feel safe, valued, encouraged and supported in a caring environment.
- They are motivated and interested.
- They clearly understand the expected learning outcome and have a clear understanding of what is required to successfully achieve stated outcomes.
- Assessment criteria and process are fully understood.
- They are encouraged and supported in appropriate risk taking.
- They are given opportunities to share and develop knowledge, skills, understanding and social skills through structured cooperative learning.
- They are able to reflect and set realistic goals for personal achievement.
- They receive regular immediate feedback on their attainment of outcomes and personal goals.

School Priorities

Our school's strategic direction is guided by the Department of Education's Strategic Directions for Public Schools 2020-2024. The six improvement drivers being;

- Provide every student with a pathway to a successful future.
- Strengthen support for teaching and learning excellence in every classroom.
- Build the capability of our principals, our teachers and our allied professionals.
- Support increased school autonomy within a connected and unified public school system.
- Partner with families, communities and agencies to support the educational engagement of every student.

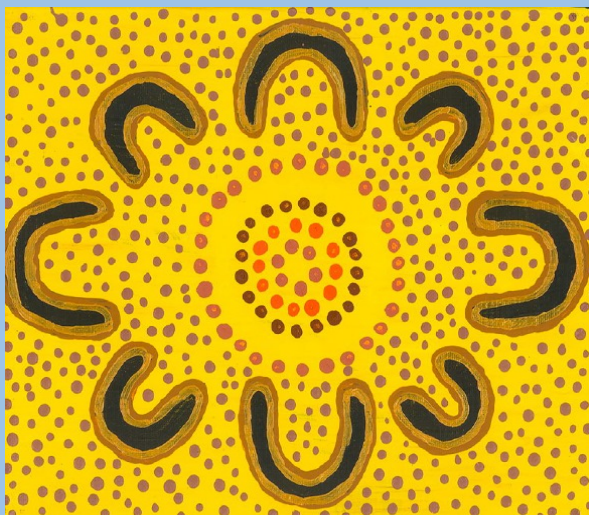
Use evidence to drive decision-making at all levels of the system.

Comprehensive operational plans are outlined in our school annual *Operational Plans* documentation.

Operational Plans documentation is supported by year level Scope and Sequence Plans aligned with the Western Australian Curriculum.

Support will ensure an evidence-based, whole school approach to educational strategies, resource allocation and data collection systems.

Students at the centre



***'Every student, every classroom,
every day'***

Academic and Learning Targets

Achievement

Continue the upward trend in NAPLAN Year 3 longitudinal data to the point where the result approaches one standard deviation above the predicted mean in all areas tested.

Continue the upward trend in NAPLAN Year 5 longitudinal data to the point where the result approaches one standard deviation above the predicted mean in Reading, Spelling, Grammar and Punctuation and Numeracy.

Establish and maintain an upward trend in NAPLAN Year 5 longitudinal data in Writing to the point where the result approaches one standard deviation above the predicted mean.

Maintain or improve the performance of students in each year level (Years 1 – 6) on ACER Progressive Achievement Tests (PAT) Reading comprehension, Spelling, Numeracy, and Science Tests.

Progress

Set an upward trend and maintain the percentage of students with moderate, high and very high progress between On-Entry Assessment and NAPLAN results in Reading and Numeracy (Pre-Primary to Year 3)

Set an upward trend and maintain the percentage of students with moderate, high and very high progress in NAPLAN Reading, Writing and Numeracy (Years 3 to 5).

Moderation

A minimum of 70% of student Semester 1 report grades correlate with NAPLAN results.

Attendance Targets

The whole school attendance rate in all year levels to equal or exceed the attendance rates of *Like Schools*.

A minimum of 90% of students have attendance in the 'regular' attendance category (+90%).

Mental Health and Well-Being Targets

USPS will be equal to or better than the mean of all schools in the PAT well-being survey.

Reduction by 10% in behaviour incidents recorded on Integris.

Annual monitoring and analysis of affective domains on semester reports, to determine strengths and needs.

80% of staff respond positively to relevant elements of the Departmental staff survey.

Satisfaction Targets

A score of 3.5 or greater is maintained for all attributes of the Parent Satisfaction and Staff Satisfaction Surveys.

A score of 3.5 or greater is maintained for all attributes of the Staff Satisfaction Survey.



Meaningful Pathways

‘Provide every student with a pathway to a successful future.’

Each student experiences high quality Early Childhood Education (ECE) learning and development opportunities from the commencement of schooling.

Strategies

The National Quality Standard (NQS) frames continual improvement in Kindergarten to Year 2 programs and practice.

Early Childhood Education programs driven by evidence informed programs and practice.

Milestones

➔ NQS reporting, monitoring, self-assessment and improvement plans are embedded in planning cycles.

➔ The West Australian Curriculum, Early Year Learning Framework and National Quality Standard frameworks and are embedded in ECE learning programs and practice.

➔ The Letters and Sounds Program is fully implemented in K-2 classrooms.

Every student makes expected or higher than expected progress throughout their K-6 schooling.

Strategies

Student trajectories identified in Pre-Primary are maintained or improved upon throughout the schooling at Upper Swan Primary School.

Robust SAER (Students at Educational Risk) processes continue to be implemented for students with Learning Difficulties or Disabilities.

Milestones

➔ The Upper Swan Primary School Kindergarten Screener supports in identification of students requiring early intervention.

➔ Pre-Primary On-Entry Assessment data is frames Pre-Primary programs and intervention.

➔ Year 1 On Entry Assessment sampling (Reading and Numeracy) ensures tracking of student progress for early identification of students who may not be reaching their potential.

➔ Students at risk of not making expected progress are identified through at a whole school data analysis and planned for as target students.

➔ All students identified as Wave 2 or Wave 3 students are supported by differentiated planning, an Individual or Group Education Plan.



Meaningful Pathways

‘Provide every student with a pathway to a successful future.’

Twenty First Century capabilities are deliberately included in student learning programs. This is inclusive of solid foundations in Literacy and Numeracy, being able to work well in teams, think critically and creatively, innovate and be entrepreneurial.

Strategies

Literacy and Numeracy remain the primary focus of instruction.



Integrated, Inquiry Focussed (IIFs) units of work are implemented to ensure curriculum coverage and 21st Century learning capabilities.

STEM (Science, Technology, Engineering, Maths) skills are implemented in the design of relevant engaging experiences across the curriculum.

Milestones

- ➔ Staff implement whole-school approaches (such as to Literacy and Numeracy Blocks) articulated in Operational Plans.
- ➔ A common explicit approach to Reading, Writing and Mathematics Instruction is evident K-6.
- ➔ Visible Learning is realised through iStar lesson principles and practice are embedded seamlessly across K-6.
- ➔ Kagan Cooperative Learning features in every classroom.
- ➔ Higher Order Thinking (framed by Bloom's Revised Taxonomy) features prominently in teaching and learning.
- ➔ STEM is evident across the curriculum.





Foundation Skills

‘Strengthen support for teaching and learning excellence in every classroom.’

Optimum conditions for learning are created and maintained.

Strategies

Attendance is systematically monitored through a Whole School Attendance Plan

Positive mental health and emotional wellbeing are embedded in school practice.

Positive Behaviour Support Guidelines (PBSG) implemented across the school.

Milestones

Attendance data identifies at risk students. Case management plans address needs of identified students.

School Values (Fairness, Safety, Kindness and Honesty) are linked and explicitly taught through virtues education.

Positive behaviour is evident in the culture of the school.

Professional collaboration is central to teaching and learning.

Strategies

Professional Learning Communities focus on:

- Implementing whole school approaches action learning
- Learning from one another
- Capacity building.

Milestones

School Values (Fairness, Safety, Kindness and Honesty) are linked and explicitly taught through virtues education.

Phase and Learning Area Roles and responsibilities are defined, understood and supported.

Phase and Learning Area Teams are unified in improvement processes.

Authentic, evidence-informed processes drive moderation and teacher judgement. This is inclusive of Tuning Protocol and Judging Standards Tools.

Consistency of practice is evident across the school as demonstrated in Classroom Walkthrough data, classroom observation and authentic learning experiences.

Support for teaching excellence is framed by earnest professionally focused processes to develop capacity and provide opportunities for teacher to learn from one another.





Foundation Skills

'Strengthen support for teaching and learning excellence in every classroom.'

Aboriginal cultural perspectives are visible in across school enterprises.

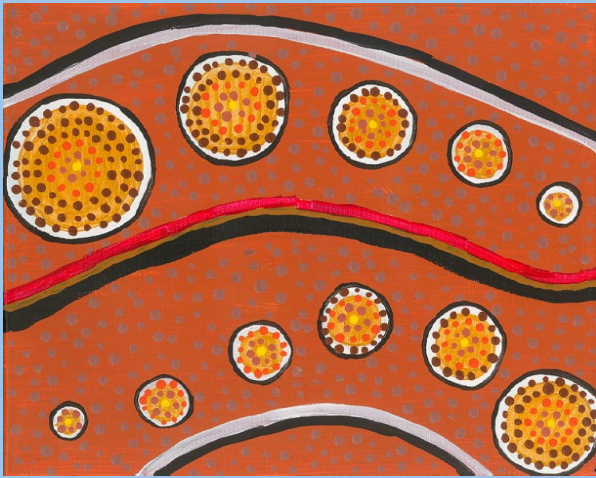
Strategies

Aboriginal perspectives – histories, culture and experiences impact positively on student well-being and achievement.

Milestones

- ➔ Aboriginal students experience positive well-being and achievement.
- ➔ All students recognise the significance of Australia's First Peoples' history as authentic and an important aspect of Australia's history.
- ➔ Review and updating of our Reconciliation Action Plan.





Enhance Opportunity

'Build the capability of our principals, our teachers and our allied professionals.'

Current and future leaders supported to progress through, and develop, within Leadership Steps.

Strategies

Continual improvement is supported by leaders at all levels.

Future Leaders are identified within current staff and are supported and developed.

Milestones

Future Leaders Framework (DOE) supports the identification, development and support of future leaders at all levels.

Identified opportunities and support for future leaders within the framework of the USPS Business Plan and the achievement of aspirants' goals (a win-win for the individual and school).

All staff are support to improve their performance.

Strategies

All staff Performance Growth processes are reviewed.

Performance Growth Plans are authentic and improvement focused.

The following frames for workplace learning:

- 70% of learning occurs actively in the workplace.
- 20% occurs from others.
- 10% occurs from courses and workshops.

Milestones

All staff are supported to reflect on and improve their practice.

Coaching features flexible and authentic, improvement resources for staff embedded in process for improvement.

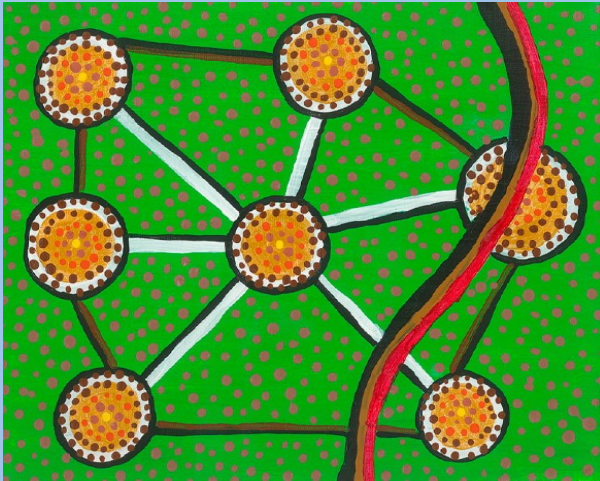
Professional Learning Communities (P.L.Cs) are driven by authentic improvement goals informed by evidence.

Coaching, Classroom Observation and Walkthroughs provide authentic useful feedback and growth opportunities for staff.

A commitment to school improvement is evident of the culture of the school and feedback from its members.

Staff surveys demonstrate staff receive useful feedback and are supported in professional growth.





Facilitate Connectedness

‘Support increased school autonomy within a connected and unified public school system.’

Support increased school autonomy within a connected and unified public school system.

Strategies

Principal performance and development.



School Review (external).

System leadership.

Milestones

- ➔ Annual review of Business and Operational Plan performance targets.
- ➔ Operational Plans (Annual plan – implement – review cycle).
- ➔ Lesson structure: iStar linked to Literacy and Numeracy Blocks.
- ➔ Embedding evidence based teaching and learning strategies.
- ➔ Responsive to change in department policy and procedure.
- ➔ External school review and follow up of recommendations.
- ➔ Parent, staff and student surveys.





Improve the Conditions for Learning

‘Partner with families, communities and agencies to support the educational engagement of every student’

Partner with families, communities and agencies to support the educational engagement of every student.

Strategies

Communication protocols established and shared across the school community.

Milestones

- ➔ Policy and guidelines for communication between school and families.
- ➔ Process for accessing services of the school psychologist are known and understood.
- ➔ Partnerships with external agencies to assist students and families to access support.
- ➔ Resources for *Students at Educational Risk* (SAER) are shared with families.
- ➔ Variety of opportunities for families and community members to engage with our
- ➔ Draw on community resources and expertise to broaden learning opportunities.
- ➔ Satisfaction surveys.
- ➔ Newsletters.





Cultural Responsiveness

‘Use evidence to drive decision-making at all levels of the system.’

Use evidence to drive decision-making at all levels of the system.

Strategies

Academic assessment using a variety of methods: NAPLAN and Progressive Achievement Tests (PAT), report grades.

Cyclical assessment of the *affective domain* using departmental, PAT and EasyMark surveys and report ratings.

Milestones

- ➔ Data collection and analysis timeline (Management Information System).
- ➔ Analysis of evidence by learning phase teams and learning area teams.
- ➔ Learning area teams develop annual operational plans.
- ➔ Review focuses on impact of strategies and quality of teaching.





Department of
Education

Every student, every classroom, every day

Strategic directions for public schools 2020–2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

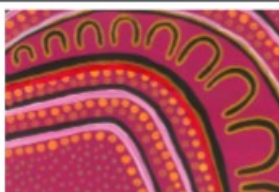
Our aspiration is for every student to:

Unlock and fulfil their learning potential	Be equipped with contemporary and emerging work capabilities	Develop the personal and social attributes that form the basis for future wellbeing	Achieve year on year growth in their learning throughout their schooling	Be well prepared to take the step beyond school into further education, training or work
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Our improvement drivers:



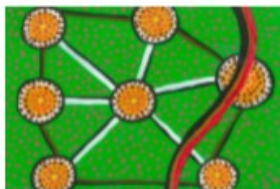
1 Provide every student with a pathway to a successful future.



2 Strengthen support for teaching and learning excellence in every classroom.



3 Build the capability of our principals, our teachers and our allied professionals.



4 Support increased school autonomy within a connected and unified public school system.



5 Partner with families, communities and agencies to support the educational engagement of every student.



6 Use evidence to drive decision-making at all levels of the system.

Our success will:

1. Enable Aboriginal students to succeed as Aboriginal people
2. Ensure students are on track in the early years for continued success in school
3. Enhance student health and wellbeing
4. Progress student literacy and numeracy
5. Improve student attendance
6. Increase student participation in STEM
7. Increase retention and achievement of students to Year 12
8. Ensure students gain the skills, qualifications and knowledge needed to experience success

