BUSINESS PLAN

2015—2017
About Us

Success Primary School located within the City of Cockburn opened for the commencement of the 2009 school year as a level 5 Primary School. The school currently accommodates 700 students from Kindergarten to Year 6 and has approximately 140 teaching and non-teaching staff. Success Primary School has both mainstream and education support students enrolled. In addition we cater for approximately 20 per cent of students who are English as Second Language learners.

The school community is very proud of its inclusive education programs and its ability to provide diverse learning opportunities to all students. We are committed to delivering responsive programs and differentiating curriculum to give all students access to schooling which meets their individual needs. The achievements and progress of our school are strongly supported by parents who are actively involved at all levels of the school program. This is evident in the work of our P&C, School Board and Parent volunteers.

In 2014 Success Primary School became an Independent Public School. The school will actively seek ways to enhance student learning and wellbeing by partnering with parents, families and community and will build positive relationships through a common purpose, shared beliefs and values.

Beliefs

<table>
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<tr>
<th>Students learn best when they:</th>
<th>Staff are committed to:</th>
<th>The school community is committed to:</th>
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<tbody>
<tr>
<td>• Feel healthy, happy and safe</td>
<td>• Embracing inclusivity and diversity</td>
<td>• Promoting excellence in teaching and learning</td>
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<tr>
<td>• Build positive relationships</td>
<td>• Personalising learning to be inclusive of students need and interest</td>
<td>• Building positive partnerships to enhance learning outcomes</td>
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<td>• Are engaged in learning</td>
<td>• Working collaboratively towards common goals and vision</td>
<td>• Reflecting and self-assessing on the schools performance</td>
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<tr>
<td>• Confidently take risks</td>
<td>• Being aware of our students social and emotional needs</td>
<td>• Supporting strong leadership and autonomy through IPS</td>
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<td>• Are intrinsically motivated</td>
<td>• Implementing a restorative justice approach to teaching and learning</td>
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<tr>
<td>• Receive regular, timely feedback</td>
<td>• Personal growth through networking and professional learning</td>
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<td>• Attend school regularly</td>
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Context

At Success Primary School we foster a model of distributed leadership where staff are encouraged to have a go, take risks, try new ideas and lead in different areas of expertise. Distributed leadership allows staff opportunities and growth to lead best practice in the Australian Curriculum, participate in Peer Coaching and aspire to future leadership opportunities in and beyond the classroom. Non-teaching staff play an active role in leadership and sharing sessions and are a valued resource in supporting students.

Our learning programs are diverse and designed to cater for the learning styles, talents and needs of our students. In addition to essential curriculum, special programs are provided in Science, Music, Visual Art, Physical Education, Technology and Swimming for disability students.

Success Primary School boasts a purpose built facility to support opportunities for students with special needs across the whole school. Facilities include a hydrotherapy pool, sensory room and gymnasium. Eight of the education support classes are distributed across the school providing ample inclusive opportunities for students and staff at all year levels.

The school places emphasis and effort into raising standards in all learning areas with priority focus set in Literacy, Numeracy and Science. For our students with a disability the Curriculum provides opportunities for students to develop functional literacy linked to Community Access and Life Skills programs. Staff at the school work together to analyse school based data and adopt evidence based teaching and learning approaches across the school through a consultative and collaborative approach to meet the needs of individual students. Whole school planning highlights a strong focus on the Australian Curriculum implementation.

Success Primary School enjoys interacting with the broader school community and has formed strong partnerships with outside service agencies. In addition the staff have established strong links with the Cockburn Central Education Network and have formed strong collegiate curriculum groups that supports the professional development of all staff and as a result value adds to improved learning outcomes for our students.
## Raising standards in literacy and numeracy

### TARGETS

**English and Numeracy**

- That students in years 3 and 5 equal or exceed like school comparisons in each of the NAPLAN test areas; or
- That we reduce the number of students below the benchmark in all areas of the NAPLAN test areas; or
- Increase the percentage of students achieving NAPLAN scores in the top proficiency band; or
- Increase student self-management and independence in Literacy and Numeracy learning.

### Literacy

#### BROAD STRATEGIES

Implement and annually review a whole school operational plan with clear strategies for a whole school approach to teaching, learning and assessment in literacy.

#### MILESTONES

- A whole school operational plan outlines
  - Whole school literacy expectations
  - Scope and sequences
  - Reading groups maintained
  - K-3 and 4-7 Assessment plans
  - Leaders in literacy identified across phases

#### Whole school literacy intervention

- Reading groups for Guided Reading
- Collaborative time for class teachers
- Synthetic phonics
- Explicit EAL strategies across school

#### Numeracy

#### BROAD STRATEGIES

Implement and annually review a whole school operational plan with clear strategies for a whole school approach to teaching, learning and assessment in numeracy

#### MILESTONES

- Whole school mathematics expectations
- K-3 and 4-7 Assessment plans
- Leaders in numeracy identified for maths committee
- Maths tracker updated each term by class teachers
- Teacher Development School (TDS) with teacher co-ordinator
- Numeracy Package for new teachers
- ‘Money Smart’ presenter Train the Trainer School Network Support
- Professional Development used to support planning and assessment
- Whole school access to Skoolbo

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## Targets

- The School implements a school-wide approach to pastoral care
- That the school maintains attendance to be equal to or above like schools and strives to achieve better than WA public schools
- Continue to improve student/parent/staff satisfaction levels

## Broad Strategies

### Milestones

<table>
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<tr>
<th>BROAD STRATEGIES</th>
<th>MILESTONES</th>
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| Maintaining and annually reviewing a whole school approach to student health wellbeing and classroom management strategies | All staff trained in  
- CMS  
- Social and Emotional Learning Strategies  
- BMIS policy  
- Cyber Bullying focus years 1 – 6  
- Manual handling/mealt ime management/team teach |
| Positive student health and wellbeing including a school leadership program are maintained | Year 6 leadership program  
Year 6 graduation  
Protective behaviours early years  
Whole school Student Services Program  
NQS Core School  
Whole school implements sensory profiling for students with needs |
| Maintain attendance intervention program | Individual and Class rewards  
Attendance policy followed by staff – operational plan  
Develop annual and individual targets for at risk students  
Use relevant agencies to support attendance |
| To maintain and review ‘Students At Educational Risk’ (SAER) policy annually to meet the needs of all students | Learning Support Co-ordinator in place  
All staff participate in on line disabilities training  
RTP SEN reporting used by all staff for Education Support, students with disabilities and identified SAER students  
Participate in CCEN programs |
| Develop a whole school approach to environmental responsibility and sustainability | Implementing the cross curricula priority of sustainability  
Whole school practices in sustainability (solar, water wise, lighting, timers, recycling)  
Environmental grants sought to sustain student vegetable gardens |
# High quality teaching and school leadership

**TARGETS**

- Establish performance and development systems to support the growth of all staff
- Foster Distributed Leadership Model across school and network

## BROAD STRATEGIES

**MILESTONES**

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| Maintain ongoing teacher and School Board data analysis to continually self-assess and set targets at the operational and classroom levels | - Staff involvement in analysing data including NAPLAN, on entry data, attendance, behaviour and school surveys  
- Classroom targets and IEPs/GEPs IBPs developed to meet the needs of classes annually |
| Build in phase of learning collaborative time into timetable for classroom teachers to ensure ongoing and regular collaboration between staff | - Collab meetings weekly focus on priority areas of literacy, numeracy, students with disability, SAER and student health and wellbeing.  
- School leadership team attend collabs as required  
- Team leaders developed across different focus areas |
| Maintain staff growth and professional development through ongoing inductions, performance management and engagement in professional learning teams | - Use AITSL National Principal and Teacher standards as a basis for performance management and self-assessment  
- Implement the Induction plan for all new staff  
- Performance Management cycles annually for all staff  
- Professional learning teams linked to classroom peer observation |
| Develop ongoing strategies for distributed leadership across the school encouraging and providing opportunities for staff to take on lead roles in various areas | Identification of Lead staff in  
- Classroom Management Strategies  
- Literacy and numeracy teams  
- Sustainability  
- SAER/LSC  
- Leadership aspirants  
- Australian Curriculum Areas  
- Learning disabilities |
| Continue to develop a whole school focus on ICT providing the tools to continually grow and enhance student opportunities to effectively use technologies throughout the curriculum areas | - Specialist teacher ICT  
- Phase in implementation of the Digital Technologies curriculum  
- Sharing at staff meetings and collabs on the use of ICT in classrooms  
- Ongoing Professional Development |
## Partnerships

### TARGETS
- Establish two-way productive partnerships within our school, our network of schools and our local communities
- School staff participate in relevant local area networks (administration, teachers, specialists)
- Promote community use of our school facilities
- Establish partnerships with tertiary institutions supporting pre-service staff
- School Survey results show student/parent/staff satisfaction achieves 80% or more

### BROAD STRATEGIES

#### Contribute to Education Networks

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<td>- Engage in relevant cross school networking</td>
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<td>- Principal or delegate attend the network meetings to support and seek out networking opportunities</td>
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<td>- Foster inter-agency partnerships supporting student learning through the Student Services portfolio</td>
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#### Engage Our Local Community

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<td>- Foster genuine community involvement in school decision making via School Board and P&amp;C</td>
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<td>- Promote parental involvement in the learning process</td>
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<td>1. At school—through Literacy and Numeracy week, Book Week, Parent Interviews</td>
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<td>2. At home (eg home reading, counting games, etc)</td>
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<td>3. By providing annual Parent Awareness workshops on school initiatives such as speech, Positive Parenting Program, Letters and Sounds and ICT</td>
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<tr>
<td>- Foster volunteer arrangements with local community</td>
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<td>- Establish protocols enabling community use of school facilities</td>
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<td>- In accordance with our self-assessment framework, conduct surveys to determine community satisfaction levels</td>
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#### Connect with Local Businesses

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<td>- Establish two-way partnerships with local businesses, Child-Care Centres and services and local government (Council)</td>
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#### Support for Future

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<td>- Structure partnerships with Universities and TAFE supporting pre-service teachers and education assistants</td>
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**Motto**

**UNLOCK YOUR POTENTIAL**

**Purpose**

We are committed to providing opportunities for students to develop their academic potential, independence, set goals, reach for their dreams and will support them to become active members of the school and community.

**Values**

- **Excellence**
  We believe in continuously adjusting thinking and updating knowledge and skills to prepare us for our ever changing technological world.

- **Relationships**
  We aim to develop strong, positive relationships that enhance the lives of students, families and the community.

- **Collaboration**
  We offer and support a flexible learning environment where we encourage one another to learn with and from others.

- **Inclusivity and Difference**
  We recognise, value and provide for diversity by building a school community in which all individuals are equally valued, respected and included members.

- **Role Models**
  We teach through our actions and as such it is our responsibility to hold ourselves to the highest standards.

- **Personal and Academic Growth**
  We believe in continuously adjusting thinking and updating knowledge and skills to prepare us for our ever changing technological world.

**Our Vision**

**NURTURE  EDUCATE  CELEBRATE**

Together we nurture and educate each student and guide them to become a successful, responsible and caring contributor to our ever changing world. Staff are reflective and take responsibility for assisting children to unlock their academic potential and think critically. We acknowledge and celebrate our achievements with pride.