SPRINGFIELD PRIMARY SCHOOL

BUSINESS PLAN 2015

Working together,
Achieving more...

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Our School Values and Vision

Springfield Primary School has a long tradition of providing high quality learning programs, in a caring and supportive environment. Our school has four strong pillars:

- Academic Excellence
- A safe, caring, inclusive and supportive environment for all our school community
- An interesting, enjoyable and exciting place to be for students, staff and parents
- A Community School that values and involves all stakeholders

Academically, we are very proud of our results over a number of years and consistently perform above state averages and above “Like Schools”. Pastoral Care is still a cornerstone of the school as we continue to develop strategies to ensure a safe and caring environment. We also continue to develop our specialist programs and a variety of learning experiences for our students to ensure engagement and a love of learning. Finally, we continue to build on the terrific community support for our school, to sustain the widely held view that we are a community school.

Our Motto

Strive for Success

OUR VISION

We are here to achieve and inspire positive relationships with all our students so that they develop their intellectual, social, physical and emotional potential and to motivate them for higher learning in order to become a valued member of and contributing to our community.
Our School Beliefs

Our Over-Arching Beliefs

- Our learning community is committed to achieving the best possible outcomes for all students.
- We will provide engaging learning opportunities for all students to achieve their full potential and strive for success by fostering and encouraging a love of learning.
- All children will be provided with opportunities to succeed within a responsive, inclusive and supportive learning environment.
- Collaborative partnerships between home and school are fundamental in building mutual respect and commitment to promote success in all areas. Valuing, encouraging and promoting respect for individuals.

BELIEFS ABOUT LEARNING

The learning program should recognise that:
- There are key ideas that students need to understand in order to successfully achieve outcomes.
- Children construct new knowledge by building on pre-existing knowledge.
- Children learn via diverse pathways and in diverse ways.
- Children learn best in a happy, caring, safe environment when they have a good rapport with their teacher; experience success and have good self esteem; are confident to take risks; view learning as enjoyable and valuable.
- Children learn through exposure to a variety of teaching methods and classroom organisation; ‘hands on’ multi sensory experiences; explicit instruction, play based pedagogies, collaborative learning etc (e.g. modelling, demonstrating, questioning; opportunities to talk and interact).
- Developing language by guided talking during activities will deepen children’s understandings and clarify any misconceptions.
Our Assessment

SCHOOL SELF-ASSESSMENT

The school has a comprehensive self-assessment model in place which is on-going but takes on a particular focus in term four when we collate our data and begin the planning cycle as per the Department’s Framework. The elements that make up our assessment include:

- Academic/intellectual student performance including NAPLAN and our own standardised assessments, in addition to our semester reporting
- Non-academic, attendance and behaviour data
- Student success across the curriculum and in other aspects of school life which are non-academic
- School survey of parents, staff and students
- Pastoral Care surveys
- Staff reviews of particular events and programs as well as whole year reviews.
SUCCESSFUL STUDENTS

To maintain and improve the high standards in academic achievement over the past years. To continue to have a student average above Like Schools in all areas and for all years (NAPLAN). To have our more able students achieving at an improved level by extending their higher order thinking skills and to move the critical mass of students to higher levels in NAPLAN. Identify students at risk and provide support for improvement. These goals will be monitored through our data collection school wide.

A rigorous self-assessment of 2014 data identified these specific focus areas;

- English, paragraphing, cohesion and sentence structure and also higher order reading skills (comprehension). A school wide focus on phonics.
- Maths, Algebra and problem solving, with an emphasis on higher order skills, including elements of Space (e.g., Geometry).
- Identify and support students at risk, as well as students who receive additional funding

These would be a whole school focus for staff during the year and assessed through our data collection.

Whilst academic success is of a high priority, we will also encourage and celebrate student successes in other areas such as the Arts, Sport and leadership with our school-wide encouragement of ‘Islands of Competence’
Priority Two

QUALITY TEACHING AND LEADERSHIP

Springfield Primary School realises that our staff are our most important resource. We are fortunate to have experienced, competent and dedicated staff who strive to create and maintain safe, inclusive and challenging learning environments.

On-going professional learning will be provided utilising our curriculum staff meetings, our Network Conference, outside sources and on-line PL.

Staff will use the National Standards of Teaching (AITSL) as a basis of self-reflection and school wide for performance management.

Regular collaborative opportunities will provide the forum for year levels/clusters to work together to share expertise and planning across the whole school.

Leadership opportunities will be developed for staff as lead teachers, curriculum leaders or in admin roles.

Over the next few years there is the possibility that key experienced teachers may retire so we have to be prepared to recruit quality staff to maintain the programs and ensure continued student success.
Priority Three

PASTORAL CARE

This will continue to be a cornerstone of our school for us to provide a safe, caring, inclusive and supportive environment for all our school community.

Our Three Year Vision - Is to improve our Pastoral Care culture, programs, processes and policies to enhance student intellectual, social and emotional well-being, whilst maximising student participation and connection with school in these areas, intellectually, socially and emotionally. We will also monitor and evaluate student outcomes in these areas.

A range of strategies and resources will be utilised, as per our Operational Plan, to ensure maximum engagement, participation and attendance of all our students.
Targets

Numeracy - To assess an overall improvement in:

- Algebra, problem solving and number sentences, leading on to number patterns with constant addition and recognising and applying linear relationships and patterns
- Problem solving at all age appropriate levels
- Higher order thinking and skills
- From NAPLAN and generally, focus on Money with hands on experience.
- Addressing the gender balance

Our data collection and review in October 2015 showed that generally, the school was progressing well in all areas. Our pastoral care survey and reports showed that the school continues to have relatively few areas of concern but has programs and strategies in place to continue to build on the area of student well-being, which continues to be a focus and a strong point of the school. In the academic/intellectual area, we also continue to perform above like schools in the majority of subjects and year groups. However, the staff analysed the data in detail to see areas of strength and areas that could be further developed. As a result, the following plan was developed for 2015/16...
General Targets/Goals

To keep on emphasis on developing the basic skills and competency of our students but look to include higher order thinking and skills

• To make an overall improvement in Reading, with fewer students on or below the benchmark in 2016 and fewer students in the bottom four stanines of the TORCH TEST than 2015

• For Springfield to achieve a higher mean score in all aspects of English and Maths than Like Schools in NAPLAN

• To have an overall improvement in the proficiency bands of NAPLAN, with more students positioned in the higher bands than in previous years. (Higher bands for their age group rather than the middle bands)

• To implement an ongoing monitoring plan/ map of development for identified students at risk which tracks progress made from K-6

• Continue the Lexile Reading Program from years 3/4 to 6 including year 3’s where appropriate.

Literacy- To assess an overall improvement in;

• Reading comprehension in understanding, interpreting and inferring. That is, again look to the higher order thinking skills involved

• Writing, which includes, awareness of audience, sentence structure, cohesion, vocabulary, spelling and grammar.

• Paragraphing, structure and content, again to demonstrate a more complex understanding and usage of literacy skills.

• Inferential reasoning and vocabulary (understanding and usage)