



Aubin
Grove

PRIMARY SCHOOL

Business Plan 2018-2020

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SCHOOL CONTEXT

At Aubin Grove, we are driven by our shared commitment to achieving excellence. We are dedicated to ensuring that we place students first in all our decision-making and that improved student learning is our highest priority. We are very clear that our purpose is to ensure that every student is a successful learner and that every teacher is a highly effective teacher.

The 2018-2020 Business Plan describes the priority areas in which we will focus our work over the coming three years. They have been identified through a careful analysis of student and school performance data and complement the priorities identified in the Strategic Plan for WA Public Schools (2016-2019), *High Performance–High Care*.

We place high expectations on ourselves and then seek to exceed them. We believe that in order for every student to achieve their potential, we must provide the best conditions possible for our teachers, education assistants and other school support staff to work.

Our school operates within an environment of continuous self-reflection and improvement. Central to this is an understanding of the key elements and drivers of school improvement. We understand that the pre-requisites for successful students are the quality of teaching (what is taught and how it is taught) and the provision of a safe, caring and inclusive learning environment. We enable success by ensuring the efficient allocation and use of resources, providing high quality and distributed leadership and building and maintaining positive and effective relationships.

Furthermore, we are aware of the critical importance of knowing how learning occurs and the conditions required for optimal learning to take place. Our commitment to employing those practices that work best and implementing the Aubin Grove Learner Qualities has already commenced. Our intention is to consolidate, refine and fully embed those practices during the course of the next three years.

This Business Plan is built upon the following five priority areas:

- Successful Students
- High Quality Teaching
- Highly Effective Leadership
- Safe and Inclusive Learning Environment
- Positive Partnerships and Strong Governance



Our community has entrusted us with the education of their most precious resource, their children. We understand the enormity of this trust and accept the responsibility. We believe that our school has demonstrated over our first seven years that we have the capacity to successfully undertake this challenge.

This plan lays out the blueprint we have set for ourselves to build upon this success even further.

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OUR VISION

We have a very clear, shared vision in which all students and staff exhibit, and are committed to, our four “LEAF” principles of:

- **Learn**
- **Enjoy**
- **Aspire**
- **Focus**

Our purpose is to ensure that we operate in a climate of excellence in which, every student is a successful learner and every educator is an outstanding teacher.

Central to this, is our goal to ensure that all students can demonstrate the Aubin Grove Learner Qualities. Our clear intention is to support all our students to be active learners who are driven to be self-regulating and assessment capable.



OUR STUDENT'S SUCCESS IS OUR PRIORITY

SCHOOL IMPROVEMENT TARGETS

ATTENDANCE

- By the end of 2020 our authorised attendance rate will be 75% or greater.

PRE-PRIMARY - YEAR 3

- 90% of students identified as being at educational risk in Reading in Literacy Pre-primary On Entry assessment (i.e. achieving at or below 0.4 progression point) achieve above the NAPLAN National Minimum Standard for Reading in Year 3.

YEARS 3 AND 5

By 2020:

- Our Numeracy performance will exceed that of like schools in Year 3 and 5.
- Our Reading performance will be equal to or exceed that of like schools in Year 3.
- Our Reading performance will exceed that of like schools in Year 5.
- Our Writing performance will be equal to or above like schools in Year 3.
- Our Grammar and Punctuation performance will be equal to or above like schools in Year 3.

FROM 2018-2020:

- Our Spelling performance will display an upward trajectory in Year 5.
- Our Spelling performance will be equal to or exceed that of like schools in Year 3.

FORMER YEAR 6s

- When compared to WA Public Schools at least 25% of our students will be placed in the top 20% grouping for:
 - Numeracy
 - Spelling
 - Reading

NATIONAL SCHOOL OPINION SURVEY

- The National School Opinion Survey results are positive for Community, Staff and Students (i.e. each item has a ranking of at least 4.0)
- In the National School Opinion Survey (Staff), the item related to staff receiving useful feedback on their work at this school is rated 4.0 or above.

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SUCCESSFUL STUDENTS

We have high expectations for all students in our school. We seek to ensure that students are active learners who possess and demonstrate the Aubin Grove Learner Qualities. Our students are driven to be self-regulating and assessment capable.

BEST PRACTICE IN EARLY CHILDHOOD

- Ensure that the Aubin Grove Kindergarten Curriculum is consistent with the SCSA Kindergarten Curriculum Guidelines.
- Use the National Quality Standard to constantly reflect upon and review early childhood practices.
- Develop the Aubin Grove Early Childhood Curriculum documents that reflect our Early Childhood philosophy and which guide our K-2 pedagogy and content.
- The Aubin Grove Kindy Curriculum is reviewed and updated in line with the Business Plan cycle.

INNOVATIVE AND FUTURE FOCUSED LEARNING

- Plan opportunities across the curriculum for students to apply innovation, creativity and entrepreneurial skills, in order to develop their Science, Technology, Engineering, Arts and Mathematics (STEAM) competencies.
- Develop students' skills and abilities, for teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.
- Providing students with an Information and Communication Technology (ICT) rich environment where they utilise ICT in authentic, innovative and appropriate ways.

OPTIMISE AND EXTEND ALL STUDENT LEARNING

- Develop effective processes for the identification of, and educational support for, students who speak English as an Additional Language/Dialect (EAL/D).
- Review and enhance our approach to the identification, monitoring, targeted intervention and evaluation of students at risk.

- Provide programs to challenge and extend talented students in academic and non academic learning areas both at school level and via the CCEN.
- Enable Special Needs Education Assistants to work collaboratively to develop resources, strategies and other effective means of supporting students with disabilities.

BUILDING TOMORROW'S LEADERS

- Build the leadership capacity of students so that every Year 6 child is trained and treated as a student leader.
- Implement processes that ensure that student voice is considered in school decision-making.

KEY PERFORMANCE INDICATORS:

- **Classroom practice in Years K-2 aligns with the Aubin Grove Early Childhood Curriculum documents.**
- **A targeted focus on developing problem solving, independent, critical, and creative thinking skills in students is evident in classroom practice.**
- **ICT is seamlessly incorporated in effective teaching and learning practices.**
- **All EAL/D students are mapped on the EAL/D progress maps.**
- **Students who are identified as 'at risk' on their Pre primary On Entry assessment (0.4 and below) are monitored, tracked and reassessed annually.**
- **An AEP (Academic Extension Program) for identified students in Years 1-6 exists.**
- **Year 6 students undertake leadership roles across the school.**

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HIGH QUALITY TEACHING

We have a relentless focus on continuous self-improvement, the delivery of high quality teaching practices and targeted, engaging teaching and learning programs.

DEVELOPING SELF-REGULATED LEARNERS

- Continue to enhance staff capacity to implement identified visible learning practices.
- Incorporate and embed the Aubin Grove Learner Qualities.

WHOLE SCHOOL APPROACHES TO TEACHING AND LEARNING

- Strengthen student performance in Spelling and Writing.
- Implement a developmentally appropriate, systematic approach to the teaching of spelling, including a synthetic approach to phonics: Letters and Sounds (K-PP) and Words Their Way (Years 1-6).
- Apply First Steps resources in English and Mathematics.
- Consistently applied, developmentally appropriate English and Mathematics blocks are implemented in all classrooms.
- Appoint an English Support Teacher to provide professional learning for all staff in targeted aspects of English.
- Kagan Cooperative Learning strategies are deliberately planned and implemented in all classrooms.

BUILDING STAFF CAPACITY

- Provide targeted professional learning, differentiated at point of need, to support the implementation of the school vision and whole school pedagogical approaches.
- Apply processes that enable students to provide feedback to teachers on their performance for use at individual and whole school levels.
- Further strengthen induction and mentor processes for beginning teachers and teachers

who are new or returning to the school.

- Engage in moderation strategies that enhance consistency and comparability of teacher judgments of students' grades.
- Enable teachers to observe colleagues in areas of whole school and individual need.
- Enhance teachers' capacity and ensure structures are in place, to collaboratively and individually use data detailed in the Whole School Assessment Schedule to analyse and diagnose student learning and assess the impact of teaching.
- Maintain structures and processes that enable staff to collaborate effectively.
- Use the Aubin Grove Pedagogical Framework as a self reflection tool to drive the school's agreed pedagogical practices.

KEY PERFORMANCE INDICATORS:

- **Evidence into Action data collection is completed annually and used to inform the direction and implementation of Visible Learning throughout the school.**
- **A focus on student progress and teacher impact is evident when analysing student assessment in Term 3.**
- **A consistent approach to Guided Reading, relevant to the phases of learning, exists across the school.**
- **Classroom teachers and education assistants observe colleagues teach.**
- **Our grade alignment is consistent with that of like schools.**

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HIGHLY EFFECTIVE LEADERS

We have strong and empowered leadership that is multi-layered, evident and supported across the whole school.

A CULTURE OF OBSERVATION AND FEEDBACK

- Implement regular classroom observation and feedback ensuring Teachers and Education Assistants are provided with feedback on their performance.
- Performance management is a seamless extension of the observation and feedback model.
- Refine and embed peer coaching observation and feedback across the school.

ENHANCING LEADERSHIP ACROSS THE SCHOOL

- Continue to distribute leadership across the school including the Curriculum Leadership Team Model.
- Provide formal and informal training and support for staff undertaking middle leadership roles.
- Provide authentic leadership opportunities for aspiring staff to build their capacity to carry out their leadership roles effectively.
- School Administration (Principal and Deputy Principals) undertake self-reflection against the Principal Performance Improvement Tool and/or 360 Degree Feedback.

KEY PERFORMANCE INDICATORS:

- Performance Management is underpinned by reflection against the AITSL Professional Standards and the Aubin Grove Pedagogical Framework.
- Teachers value and act upon the feedback they receive following classroom observation from their line manager.
- Feedback from teachers who take part in coaching is positive.
- Authentic leadership opportunities are provided to all staff.
- The Curriculum Leadership Team is effective in supporting school-based decision-making and assisting the Principal to achieve key elements of the school's Delivery and Performance Agreement.

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SAFE AND INCLUSIVE LEARNING ENVIRONMENT

At Aubin Grove, we provide the learning conditions that enable all students to be successful learners.

POSITIVE AND INSPIRING SCHOOL CULTURE

- Continue to provide explicit instruction to students on the nature and application of the FISH Philosophy and the LEAF principles of Learn, Enjoy, Aspire and Focus.
- Effectively acknowledge and continue to promote our multicultural and diverse school community.
- Students have an awareness of, and are challenged to embody, the Aubin Grove Learner Qualities.

CULTIVATING A HIGH PERFORMING AND HIGH CARE ENVIRONMENT

- Provide an explicit focus on student health and wellbeing that addresses the growing demand for mental health care, pastoral care, student safety and psychological and social support for students and their families.
- Strengthen processes that provide sustainable support for staff mental, physical and social health and wellbeing.
- A whole school approach to social and emotional learning is implemented.
- Allocate funding to ensure a full-time School Chaplain is provided for socio-emotional support to students, families and staff across the school.
- Complete KidsMatter components 2 to 4.

KEY PERFORMANCE INDICATORS:

- The student survey responses indicate that a positive culture including our FISH Philosophy and LEAF principles exists.
- The FISH Philosophy and LEAF principles are known by all, visible around the school environment and form part of the language of the school.
- The Corwin Capabilities Assessment measures the extent to which the Aubin Grove Learner Qualities are embodied.
- Staff health and wellbeing survey results are positive and used to improve staff wellbeing in the workplace.
- Chaplain survey results are positive and provide advice to further develop the role.
- KidsMatter components 2 to 4 are completed by 2019.

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POSITIVE PARTNERSHIPS AND STRONG GOVERNANCE

We are a highly capable and responsive school characterised by strong, supportive relationships and a culture of care and connection to our community.

GOVERNANCE

- Continue to build the profile of the School Board and communicate its role and decisions effectively in the school community.
- Provide induction and training for all new and existing School Board members.

ACTIVELY BUILD COMMUNITY LINKS

- Build mutually beneficial partnerships with universities.
- Continue to foster professional partnerships with local schools in the Cockburn Central Education Network and Atwell College Zone.
- Continue to seek extensive community links and maintain these relationships.

COMMUNICATION AND ATTENDANCE

- Strengthen practices that lead to improvement in the rate of authorised attendance.

- The “messageyou™” Schools software is used to send an SMS message to parents of all students who are absent each day.

KEY PERFORMANCE INDICATORS:

- The School Board’s biennial survey of its effectiveness is positive.
- Parents are represented on the School Board in line with its Terms of Reference.
- Positive feedback is received from teachers who attend CCEN and ACZ events.
- The number of student enrolments into the Atwell Cell Zone extension program is maintained or increased.
- Authorised absences show an upward trend in semesterly attendance reports.



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