



Aubin Grove Primary School

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Kadadjiny

2021 - 2023
BUSINESS PLAN

OUR VISION

Learn • Enjoy • *Aspire* • Focus

Growing life-long learners who flourish in a community, committed to innovation

Welcome to Aubin Grove Primary School's Kadadjiny: Business Plan for 2021- 2023.

Kadadjiny is our school's fourth business plan and builds upon the strong foundation determined by our previous plans. Kadadjiny showcases our school's maturity and describes the priority areas in which we will focus our school improvement journey over the coming three years. These areas have been identified after rigorous assessment of student and school performance data, in addition to complementing the overall priorities identified in the Department of Education's Strategic Plan for WA Public Schools 'Building on Strength'.

To formally pay respect to, and celebrate our local, First Nations People's partnership and contributions to our positive school culture, the Noongar name of our plan, 'Kadadjiny- *thinking, listening and learning*', captures the essence of our vision. It is through enacting this plan and by listening and learning from each other, we will aspire to embed our LEAF principles (learn, enjoy, aspire, and focus) in order to build life-long learners who flourish in a community, committed to innovation.

Our school is a place where everyone belongs. We understand that the flourishing health and wellbeing of our students, staff and families is a precursor to creating a culture where all stakeholders can perform at their best. Successful students, in a safe, caring and inclusive learning environment are provided with high quality teaching, led by an effective distributed leadership team.

We also understand the strength in nurturing positive partnerships across our school and beyond in the wider community.

Kadadjiny is built upon the three priority areas:

- **Flourishing Individuals** - confident individuals thriving in their pursuit of personal growth.
- **Life-long Learners** - global citizens who are responsive to our evolving world and positioned to reach their full potential
- **Connected Community** - nurturing new and existing connections with our broader community that strengthen and foster mutually beneficial partnerships.

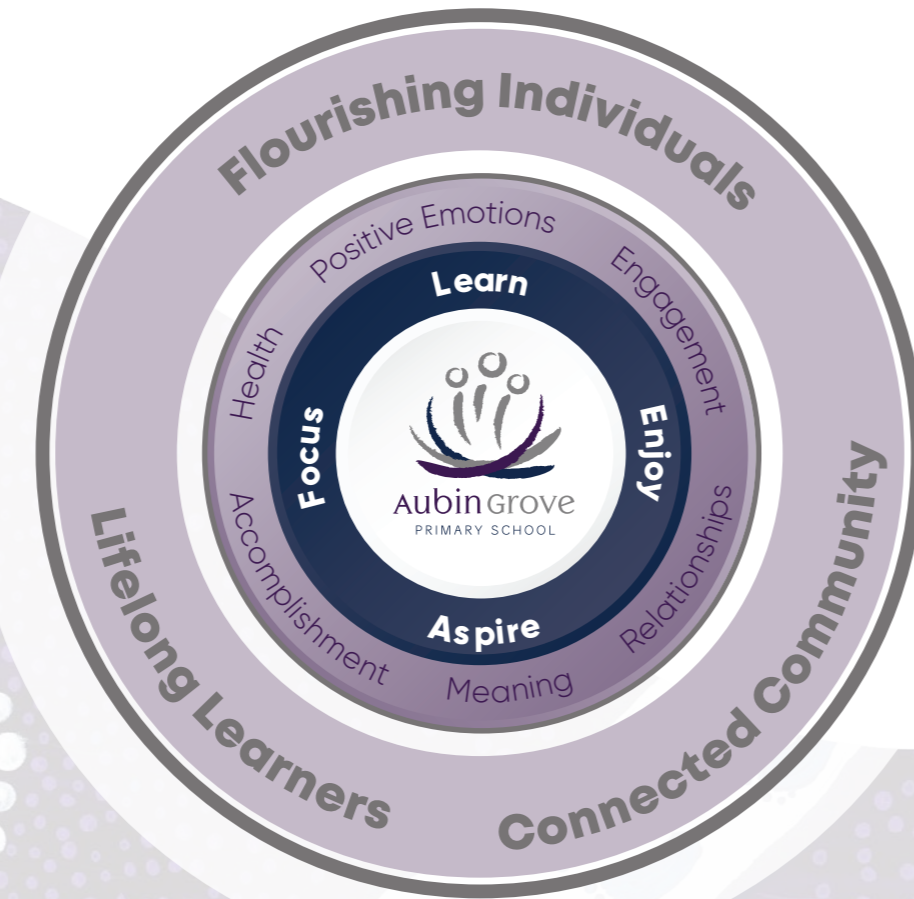
Our stakeholders have entrusted us with the education of their most precious resource, their children. We understand the enormity of this trust and accept the responsibility, in addition to fulfilling our commitment to the provision of a high performing school for the Aubin Grove community.

After extensive collaboration with all stakeholders invested in our school; educators, parents, students and community members, we are proud to present to you our school's new plan which will determine our continued school improvement journey over the next three years.

Mesha Steel
Principal



Valuing our Positive School Culture



TARGETS

SPELLING	<ol style="list-style-type: none"> Annually, NAPLAN spelling achievement will exceed like schools for: <ol style="list-style-type: none"> Year 3 Year 5
READING	<ol style="list-style-type: none"> The percentage of Year 3 and 5 students achieving good and excellent achievement in NAPLAN reading to match like schools in 2023. By 2023, 90% of students identified as being at educational risk in Reading in Pre-primary On-Entry Literacy assessment (i.e. achieving at or below 450 progression point) achieve above the NAPLAN minimum standard for Reading in Year 3. 90% of students who are below the NAPLAN national minimum standard for Reading in Year 3 achieve above the NAPLAN minimum standard for Reading in Year 5.
NUMERACY	<ol style="list-style-type: none"> By 2023, the NAPLAN Numeracy achievement will exceed like schools for: <ol style="list-style-type: none"> Year 3 Year 5
POSITIVE PSYCHOLOGY	<ol style="list-style-type: none"> By 2023, in the 'Assessing Wellbeing in Education Survey', across Years 3 to 6, there is an improvement in the average rating score in the categories of Health, Happiness and Resilience. <ol style="list-style-type: none"> The average rating score for Health will increase to 8 out of 10. The average rating score for Happiness will increase to 8 out of 10. The average rating score for Resilience will increase to 6.5 out of 10.
HIGH IMPACT TEACHING	<ol style="list-style-type: none"> By 2023, the percentage of students agreeing that 'Teachers Plan for and Implement Effective Teaching and Learning' in the Student Voice Survey, will increase by 10%.

FLOURISHING INDIVIDUALS

Confident individuals, thriving in their pursuit of personal growth

FOCUS	KEY STRATEGIES	MILESTONES
Optimising teaching excellence in every classroom	<ul style="list-style-type: none"> Development and implementation of whole school lesson design and instructional model evolving from our Aubin Grove Primary School pedagogical framework. Create a culture of teaching excellence where educators use data to measure their impact and engage in ongoing learning and development. Teachers have exemplary classroom practice and management that caters for and engages all learners. Teachers engage in an ongoing cyclic professional development approach that includes goal setting, measuring impact and observation and feedback. Classroom Management Strategies (CMS) trainers lead a whole school approach to classroom management. 	<ul style="list-style-type: none"> A whole school instructional model and lesson design template is developed and utilised. A culture of professional learning communities are evident. Learning sprints are implemented to enhance the plan, teach and assess cycles to monitor student progress. Teachers participate in professional learning based on building their data literacy knowledge. All staff have undertaken the relevant CMS professional learning.
Principles of Positive Psychology guide our school culture and approach to health and wellbeing across our community	<ul style="list-style-type: none"> Continue to build and support teacher understanding, knowledge and implementation of the PERMAH (positive emotions, engagement, relationships, meaning, accomplishment and health) model. Implement the PEEC curriculum (Positive Education Enhanced Curriculum) and whole school scope and sequence. Monitor and support staff in their responsibility to optimise their own personal health and wellbeing. The Fish Philosophy is visible, embedded and celebrated across the school. 	<ul style="list-style-type: none"> All staff have undertaken professional learning in the PERMAH model and its application to an educational environment. There is a whole school adoption of the PEEC curriculum and scope and sequence. Students in Kindergarten to Year Two participate in a purposeful morning fitness program to develop gross motor skills.
High quality English instruction is embedded across K-6	<ul style="list-style-type: none"> Consistent, quality English instructional processes across K-6, including the structure of the English Block. Implement a developmentally appropriate, systematic approach to the teaching of Spelling (Years 3-6). Build capacity through specialist support for educators in Spelling and Reading. Implement a more effective reading assessment cycle to monitor progress and achievement in students. 	<ul style="list-style-type: none"> Literacy coach will work with teams to continue to build capacity in educators in Spelling and Reading. Brightpath will be utilised to inform the plan, teach, assess cycle in Writing. Fine motor skills and handwriting development is included in the early years weekly timetable.



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FOCUS	KEY STRATEGIES	MILESTONES
Mathematical practices are consistently applied in all classrooms	<ul style="list-style-type: none"> Consistent quality Mathematics instructional processes across K-6, including the structure of the Mathematics Block. A whole school approach to developing fluency and automaticity of mental math strategies. Continue to develop teacher knowledge and understanding of how to incorporate the skills of problem solving and reasoning into their Mathematics planning and delivery. Deliberate integration of Mathematics across learning areas and within the school environment. 	<ul style="list-style-type: none"> All year groups follow the whole school scope and sequence of mental math strategies. Teachers engage in professional learning that focuses on problem solving.
All students are engaged and challenged	<ul style="list-style-type: none"> High achieving students are identified and provided with opportunities for challenge and extension. Consistent whole school approaches to identifying, monitoring and supporting Tier 2 and Tier 3 students. Extra-curricular learning opportunities to cater for student agency in addition to the school day. Teachers identify and plan for a differentiated learning program using whole school and class assessments, that target students' needs with a particular focus on those students who identify as satisfactory achievement/ low progress. 	<ul style="list-style-type: none"> An AEP (Academic Extension Program) for identified students exists and is based on critical and creative thinking skills. Tier 2 and Tier 3 students are identified, supported and monitored. All EAL/D (English as an Additional Language/ Dialect) students are mapped on the EAL/D progress maps.
Effective leadership is evident and developed across all levels of the school	<ul style="list-style-type: none"> Opportunities are created for aspiring leaders through the distributed leadership model; for example, the Middle Leadership Team, Priority and Curriculum Operational Groups. Develop a professional learning model based on the school improvement plan that cultivates our inspired and passionate teachers. 	<ul style="list-style-type: none"> A distributed leadership model is embedded across the school providing opportunities for aspiring leaders. High Potential Leaders are identified, developed and supported using the Western Australian Future Leaders Framework. Student leadership and voice is used to guide whole school decision-making processes.



LIFE-LONG LEARNERS

Global citizens who are responsive to our evolving world and positioned to reach their full potential.

FOCUS	KEY STRATEGIES	MILESTONES
Our students are self-regulated, assessment capable learners	<ul style="list-style-type: none"> All students are self-regulated, assessment capable learners who can answer the three essential questions of 'Where am I going?' 'How am I going?' and 'Where to next?' Establish a Pedagogical Leader role to drive best practice in Visible Learning across the school. Continue to develop, support and embed knowledge and understanding of agreed Visible Learning and pedagogical practices that have a high impact on student learning. 	<ul style="list-style-type: none"> New staff participate in a comprehensive induction led by the Pedagogical Leader. Students are able to articulate and demonstrate the Aubin Grove Learner Qualities. Innovative learning environments are utilised as the third teacher. Collection of evidence is undertaken annually in Term 3. Corwin's Capability Assessment is undertaken biennially.
Students thrive in an environment that promotes future focused learning and creative and critical thinking	<ul style="list-style-type: none"> Increase student engagement and participation in STEAM (Science, Technology, Engineering, Arts and Mathematics) based activities. Build teacher knowledge and higher order thinking skills through creative and critical thinking. Digital citizenship skills are explicitly taught to enable students to make responsible and informed choices online. All students are engaged in an innovative classroom environment which will redefine the way students think, learn, create and share. 	<ul style="list-style-type: none"> Effective STEAM committee that is guiding whole school initiatives. All teachers have participated in professional learning, to develop their STEAM enterprise knowledge. A whole school design process is implemented across all year levels Kindergarten to Year Six. A 1:1 (Years 4-6) Apple device program, in addition to a well-resourced Kindergarten to Year 3 IT program will be maintained.
Kagan cooperative learning strategies are embedded into instructional practice and classroom culture	<ul style="list-style-type: none"> Continue to prioritise Kagan cooperative strategies and structures to enhance student engagement, positive learning experiences and aid in the creation of a cohesive classroom culture. 	<ul style="list-style-type: none"> Identified leaders are trained to lead Kagan in each phase of learning. Professional learning schedule is developed to support teachers to be certified Kagan ambassadors.



LIFE-LONG LEARNERS

Global citizens who are responsive to our evolving world and positioned to reach their full potential.

FOCUS	KEY STRATEGIES	MILESTONES
Culturally responsive in every classroom, everyday	<ul style="list-style-type: none"> Increase student knowledge, understanding and responsiveness to Aboriginal culture, in addition to our own diverse and multicultural school context. Increase teacher awareness and capacity to embed Aboriginal culture into everyday learning opportunities. 	<ul style="list-style-type: none"> A Reconciliation Action Plan (RAP) is developed and implemented. Annual collection of student and community survey data to support the analysis and future planning for our multicultural school context. Leadership team undertake culturally responsive professional learning.
Demonstrating care for our country through forging a sustainable pathway	<ul style="list-style-type: none"> Develop student knowledge and understanding to think globally and act locally, through identifying areas that suit our context and local environment. Incorporate the community to develop their knowledge, understanding and practical approaches to supporting humanitarian endeavours at a local level to incite global change. 	<ul style="list-style-type: none"> Areas of sustainable improvement in the curriculum, infrastructure and operations have been identified and enacted upon to suit our local context.



CONNECTED COMMUNITY

Nurturing new and existing connections with our broader community that strengthen and foster mutually beneficial partnerships.

FOCUS	KEY STRATEGIES	MILESTONES
Building strong governance	<ul style="list-style-type: none"> • School Board to continue to have a lead role in the accountability and decision-making processes in the school. • An active Parents and Citizens committee positively supports and promotes inclusivity in our school and to the wider community. 	<ul style="list-style-type: none"> • The School Board's annual survey of its effectiveness will be maintained as positive.
Engaging with our wider community	<ul style="list-style-type: none"> • Support and engage with the direction of the Cockburn Central Education Network and the Hammond Park Secondary College Cell. • Continue to build mutually beneficial links within the tertiary and professional education institutions. • Build an explicit partnership with external intervention agencies. • Opportunities to build relationships with prospective families in our community, focussing on the 0-4 age group. 	<ul style="list-style-type: none"> • Educators will attend professional learning opportunities provided by the CCEN in addition to scheduling network meetings into the AGPS term meeting schedule.
Creating a Culturally Responsive Community	<ul style="list-style-type: none"> • Provide opportunities for our diverse community members to have a representational voice in our school. 	<ul style="list-style-type: none"> • The diverse and multicultural context of the school is visible, valued, celebrated and planned for annually.



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Developing a multi-disciplinary approach to Student Services	<ul style="list-style-type: none"> • Align student services leader, chaplain, school psychologist and school community nurse as a holistic team approach to streamline case management services across the school. • 'Students At Educational Risk' policies and processes target student requirements in each phase of schooling. 	<ul style="list-style-type: none"> • Student Services School Deputy Principal Leader is appointed. • Tier 3 students are consistently managed and transitioned across the school.
Embracing parents as partners in their child's education	<ul style="list-style-type: none"> • Parent education of whole school priorities is provided in order to enhance the home-school partnership in learning. 	<ul style="list-style-type: none"> • Annual education for parents on internet awareness to monitor and support their children in safe online behaviours is provided. • Learning opportunities provided for parents based on community feedback and whole school priorities.

