

BUSINESS PLAN

2021-2024



OUR SCHOOL VISION

At Lake Monger Primary School we endeavour to provide a safe and supportive environment in which our students can develop their knowledge, skills and confidence to achieve their individual potential and to be able to contribute positively to society. We aim to develop considerate, tolerant, resilient and self-disciplined students.

CONTEXT

Lake Monger Primary School is a small city school with a country school atmosphere located idyllically on the shore of Lake Monger. The local intake area is quite small. On average the transiency rate is 26% (2019 data) and the percentage of Language Background Other Than English (LBOTE) children attending is 76% (ACARA 2019).

OUR SCHOOL ETHOS

The school motto is *A View To Excellence*. In particular it is considered essential for the children at Lake Monger Primary School to develop a broad range of skills. The 2021 – 2024 Business Plan aims to ensure all students at Lake Monger Primary School learn skills that prepare them to be:

- Life long learners
- Learners of a language other than English
- Literate in Information, Communication and Digital Technologies
- Cognitively prepared
- Physically, culturally, socially and emotionally aware

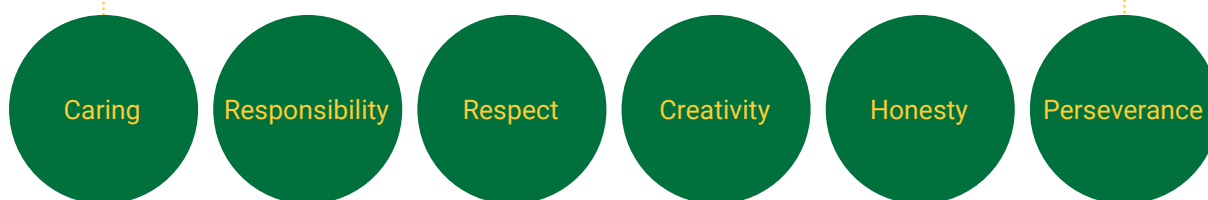
The focus is on providing learning opportunities that allow children to achieve their potential. This is done in a caring and responsive environment that respects the rights of all members and recognises that the children at Lake Monger Primary School are our prime consideration.

BUILDING ON STRENGTH *Future directions for the Western Australian public school system*

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

The important consideration for the future is how the collected data is analysed and used to pinpoint issues, understand challenges, assess impact and redirect effort.

OUR SCHOOL VALUES



OUR SCHOOL FOCUS



TEACHING, LEARNING AND ASSESSMENT

Quality teaching is what makes the difference to whole school and individual student improvement.

BUILDING ON STRENGTH – Provide every student with a pathway to a successful future

WE WILL:

- Implement identified priority areas as outlined in the School Plan each year.
- Continue to use system level achievement targets (e.g. NAPLAN, On Entry).
- Monitor student progress in Kindergarten through the internal SOCS (Screen of Communication Skills) test.
- Monitor student progress from Pre Primary to Year 6 through the internal twice yearly Australian Council for Educational Research (ACER) testing in Literacy, Numeracy and Science (Years 3 – 6).
- Teachers will continue to take responsibility for data literacy by managing and annually analysing data in the Managing Information System (MIS) context matrix.
- Use the On Entry assessment results from the commencement of the year to identify Pre Primary students requiring further support and repeat the On Entry assessment at the end of the year for the identified children in Pre Primary.
- Continue to offer Gifted and Talented / Extension programs for identified children e.g. debating, extension music, extension choir, EYES (Early Year Extension Students), PEAC (Primary Extension and Challenge).
- Maintain English as an Additional Language or Dialect (EALD) specialist teacher time in Kindergarten to Year 6 with class support programs.
- Continue to focus on the development and implementation of Individual Education Plans (IEP) and Group Education Plans (GEP) for early intervention and possible support provided for students identified.
- Monitor and review whole school programs/ approaches i.e. Mathletics, Mathseeds, iMaths, Sound Waves and Reading Eggs / Reading Express; and implement new system initiatives as required.
- Continue to implement the Australian Curriculum as specified by the School Curriculum and Standards Authority (SCSA).
- Continue to analyse NAPLAN data through a range of sources including Schools On Line, My School Website, Education Assessment and Reporting Software (EARS), First Cut and the Dashboard to inform future planning.
- Analyse and plan for writing improvement from Kindergarten to Year 6 using the Brightpath Assessment Tool.
- Continue the implementation of Digital Technology and Science, Technology, Engineering and Mathematics (STEM) programs i.e. Classroom work, Thinkers Club.
- Continue to implement the Aboriginal and Cultural Standards framework.
- Continue with specialist programs offered in Years 1 – 6 in music, language (Italian), Information and Communication Technology (ICT) and physical / health education to provide a balanced program.



HOW WE WILL MEASURE OUR SUCCESS:

The average % of children at and above the All Australian Mean in NAPLAN results over three years is: *

Reading	Spelling	Numeracy	Punctuation and Grammar	Writing (Combined persuasive and narrative results)
Year 3 59%	Year 3 71 %	Year 3 52%	Year 3 53%	Year 3 71%
Year 5 52%	Year 5 64%	Year 5 58%	Year 5 73%	Year 5 74%

- The Year 3 and Year 5 NAPLAN results will place the Language Background Other Than English (LBOTE) cohort at 90% above the National Minimum Standard. *
- The Year 3 and Year 5 NAPLAN results will place Lake Monger Primary School in the top 10 against like schools in each NAPLAN area tested. *
- The combined Year 3 and Year 5 NAPLAN results in a given year will be at or above the All Australian Mean in 8 out of the 10 areas tested. *
- Maintaining the performance of the Year 3 and Year 5 NAPLAN performance generally in the 'high progress, high achievement quadrant'. (A commendation from the 2016 Independent Public School Review Findings).
- By the end of each year the On Entry assessment data will reveal that 90% of Pre Primary children have received a median cohort score of 462 in Reading, 200 in Writing and 422 in Numeracy. *

* The figures in these targets have been decided upon after considering historical data collected from NAPLAN (2017 – 2019) and On Entry (Median Achievement Table).



LEADERSHIP

Instructional leadership within a distributed leadership model is integral to strengthening staff knowledge.

BUILDING ON STRENGTH - *Build the capacity of our principal, our teachers and our allied professionals*

WE WILL:

- Maintain a distributed leadership model through the Learning Area Leaders (LAL).
- Reflect and build upon our Public School Accountability findings.
- Discuss the Delivery and Performance Agreement (DPA) with teachers and the School Board to drive our planning for the Business Plan, School Plan and Classroom Plans.
- Hold comparability meetings between teachers in the same year levels each semester to inform report grades.
- Ensure teachers access the judging standards from the SCSA website for comparability purposes.
- Engage in Peer Observation practices for teachers.
- Professionally develop staff in areas that link to the school priorities.
- Ensure staff access on-line professional learning.
- Engage staff in professional learning opportunities to build awareness and confidence regarding the use of technology to deliver the curriculum and meet the needs of individual students.
- Ensure professional learning for staff is accessed as outlined in the Professional Learning policy.
- Support staff with leadership ambitions using available resources e.g. Western Australian Future Leaders Framework, to connect aspirants to programs on offer e.g. Aspirant Leader programs and Teacher/ Leader program through the Churchlands Network.
- Ensure staff complete the biennial National Schools Opinion Survey (NSOS) and responses to questions related to wellbeing are particularly noted.
- Make decisions based on what is best for our students through a clear change management process using evidence to drive decisions.
- Review annually how our school upholds our motto 'A View To Excellence.'
- Ensure teachers review and apply their knowledge of the Aboriginal Cultural Standards Framework.

HOW WE WILL MEASURE OUR SUCCESS:

- The Teacher Judgement section of the Schools Performance Monitoring remains within the expected performance range.
- The number of staff participating in the NSOS is 70% or more.



AREA
3

LEARNING ENVIRONMENT

The learning environment promotes a culture of high standards and high expectations of staff and students.

BUILDING ON STRENGTH - *Strengthen support for teaching and learning excellence in every classroom*

WE WILL:

- Maintain a culture of capacity building of all teachers through Performance Management that includes the National Professional Standards for Teachers, Professional Learning and Peer Observation.
- Continue to promote a culture of positive behaviour through the whole school Values Program and the Lake Monger Primary School Behaviour Management in School Plan (BMIS).
- Continue to strive for attendance improvement through monitoring and implementing strategies e.g. SMS Attendance Line.
- Maintain the children's sustainable garden and other sustainability projects.
- Continue to monitor and improve the National Quality Standard (NQS).
- Administer the NSOS to students in Years 5 and 6.

HOW WE WILL MEASURE OUR SUCCESS:

- Maintain and /or improve regular attendance at 80% or above.
- Reduce the percentage of Lake Monger Primary School students falling in the At Risk Moderate category to be equal or less than that of Western Australian Public schools.
- Through the result of the external NQS verification.
- The annual 'My Classroom' survey administered to students in Years 2 and 4 shows the average score for each response to be at or above 3.
- The NSOS administered to students in Years 5 and 6 shows all responses to be at 4 or above.

RELATIONSHIPS

Effective relationships between students, parents, staff and the local and wider community support positive student outcomes.

BUILDING ON STRENGTH - Partner with families, communities and agencies to support the educational engagement of every student

WE WILL:

- Conduct, review and report the findings of the Parent NSOS to the school board and community.
- The student council will continue to support fundraising events, both 'in school' and outside the school e.g. Easter raffle, Telethon Speech and Hearing 'Get Loud', Jeans for Genes day.
- Maintain links with the Town of Cambridge (e.g. ANZAC service, grant applications, art competition), Bold Park Community School (e.g. ANZAC service, music events) and Telethon Speech and Hearing.
- Continue lease arrangements with businesses, community and sporting groups. e.g. Mulberry Tree Before and After School Care.
- Promote and support P&C initiatives.
- Promote and support a parent representative for each class, each year.
- Continue to have the Breakfast Club operating at the school one day per week.
- Continue to support the Workplace student programs, the Pre-Service Education Assistant program offered through North Metropolitan TAFE and the Pre-Service Teacher Program through Edith Cowan University.
- Continue to be involved in interschool events e.g. winter carnival, athletics, cross country, debating.
- Support the school banking program.
- Maintain and regularly update the school website and electronic sign.
- Ensure the Lake Monger Primary School Board is adding value to the functioning of the school.
- Support the needs of our diverse cultures.
- Maintain positive relationships with other schools through the Churchlands Network, including Bob Hawke College, feeder secondary school for Lake Monger Primary School.
- Foster links between school and home through education.
- Conduct individual school tours available to parents on request.
- Continue with the induction process for new staff members to Lake Monger Primary School.

HOW WE WILL MEASURE OUR SUCCESS:

- Increase the number of parents participating in the NSOS by 10%.

RESOURCES

There are clear links between school priorities and the human, physical and financial resources of the school.

BUILDING ON STRENGTH - Support increased school autonomy within a connected und unified public school system

WE WILL:

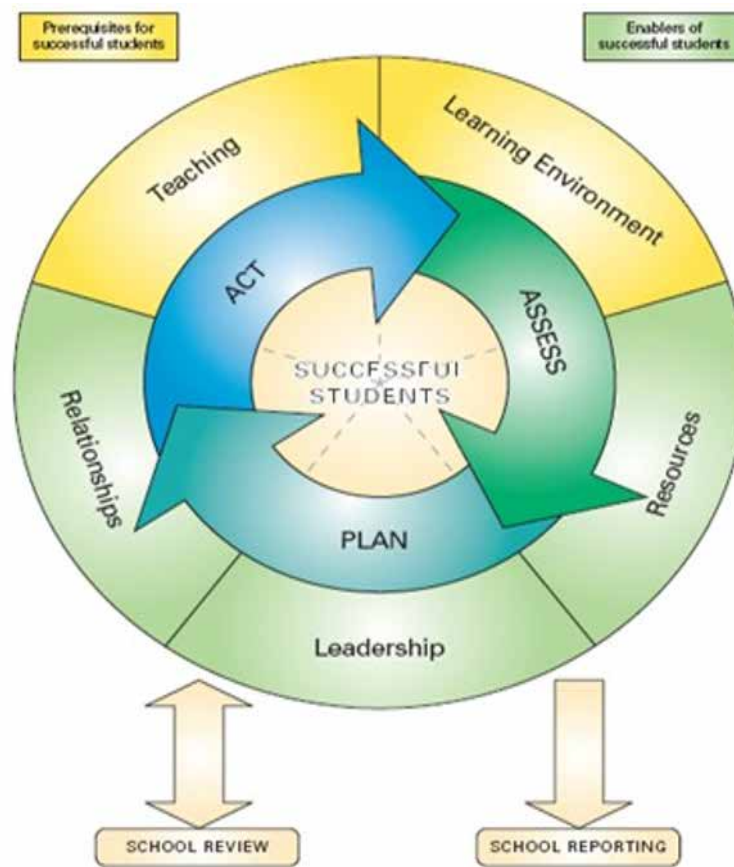
- Review the Workforce Plan annually.
- Continue to manage building and property faults as a part of the Independent Public School initiative.
- Continue to plan for future growth.
- Continue the ICT support for the school provided through the integrator.
- Ensure the induction process for new students is coordinated by administration and EALD staff.
- Ensure the LAL / Cost Centre Managers (CCM) support the management of the student centred funding for maximum benefit, so that all students have the opportunity for success.

HOW WE WILL MEASURE OUR SUCCESS:

- That 96% of the allocated budget for each year is spent according to the Department of Education Schools Resourcing guidelines.

HOW OUR PLAN WORKS

The planning framework at Lake Monger Primary School is consistent with the Western Australian Department of Education’s “School Improvement and Accountability Framework,” based on an annual plan, act, assess improvement cycle.



The following three components are a part of the improvement cycle:

1. Strategic Direction

The Department of Education Strategic Plan: This defines the Department’s goal and describes the strategic outcomes expected from the education system and from our school.

The Lake Monger Primary School Business Plan: This is a three year plan which defines the strategic direction and key areas of focus for our school.

2. School Plan

The School Plan is for one year and outlines the areas of priority, learning areas and strategic focus for the school. These plans are developed and reviewed by the Learning Area Leaders and staff, and operationalise the Business Plan.

3. School Report

The Lake Monger Primary School Report is an annual report that describes and provides the community with information about our performance. It gives parents and other members of the community a clear sense of how students in the school are progressing and what is being done to maximise student achievement. Included in this report is a section that reviews how the school is performing against the success criteria in each of the five areas outlined in the Business Plan.

