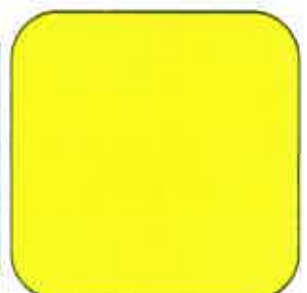
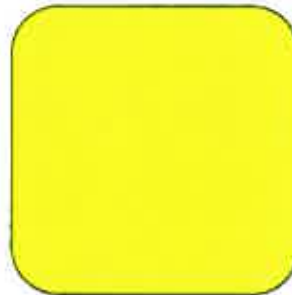




JARRAHDALE PRIMARY SCHOOL

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Jarrahdale Primary School
An Independent Public School
Business Plan: 2015 - 2017



Summary/Introduction

The first recorded school at Jarrahdale was a railway carriage school established in 1874. The current school was built in 1954 and became an Independent Public School in 2015.

Situated in the beautiful and historical semi-rural town of Jarrahdale, Jarrahdale Primary School has approximately 100 students from Kindergarten to Year 6. Being a small school allows staff to have a greater knowledge and understanding of all students who can feel emotionally and socially secure in such a supportive environment.

The school holds a long tradition of working with the community and establishing personal and civic pride through education, community involvement and awareness of the local environment. Our school motto “Joy, Pride, Success” is embedded through all our plans and our focus is on developing the “whole child” through exposure to a range of experiences.

This business plan aims to set a clear direction to add value to specific identified areas within the school. The plan is linked to Department of Education Strategic Plan for Government Schools 2012 – 2015.

Priority areas for the school include:

1. Success for all students
2. High quality teaching and leadership
3. Community collaboration and connection





FOCUS 1: SUCCESS FOR ALL STUDENTS

- Students working on Individual Education Plans (IEPs) show progress within each term when tracked against their agreed targets.
- On-Entry testing will be used to determine progress for Pre-Primary children. All students at risk to be identified, tracked and targeted for re-testing in Year 1 and again in Year 2.
- Raise the percentage of students who achieve 'consistently' or 'often' in the area of Attitude, Behaviour & Effort from Semester 1 to Semester 2 each year.
- Improve attendance by 0.5% each year, to reach 94.3% by 2017.
- Reduce the number of unexplained absences to 40% in 2015, 35% in 2016 and 30% in 2017.
- Increase the number of students in the regular attendance category (90% or above).

To achieve NAPLAN results that:

- Are at least consistent with or above 'statistically similar schools' (like schools) from 2015 – 2017.
- Show an increase in the number of students in the top 20% and a reduction in the lower 20% when compared to 2015 student profiles.
- Show an increase in the percentage of students achieving at or above national minimum standards.

FOCUS 2: HIGH QUALITY TEACHING AND LEADERSHIP

- Relative to 2015, increase the percentage of staff engaging in professional learning communities by 2017.
- Classroom planning is connected to Operational and Business Plans and measured through the common assessment tasks and performance management.

FOCUS 3: COMMUNITY COLLABORATION AND CONNECTION

- Maintain and strengthen positive community relationships that impact positively on the targets of the School Business Plan.
- Positive School Board feedback regarding school performance and self-assessment that is reflected in the minutes and survey results.
- Increased presence and involvement in school events by the community.
- School survey results show parent satisfaction above 80%.
- School survey results show staff satisfaction above 80%.
- School survey results show student satisfaction above 80%.

Our Vision, Purpose and Code of Conduct

Vision

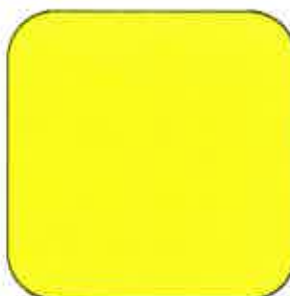
Jarrahdale Primary School aims to empower students with community spirit, a love of learning, a positive self-image, and strategies to achieve future goals by:

- Promoting an enthusiastic, motivated, independent and engaged learning community.
- Providing a welcoming, unique, focussed, and supportive environment that reflects our location, acknowledging the rights and responsibilities of staff, students and parents.
- Encouraging the pursuit of personal excellence, valuing, supporting and promoting excellence in all areas.
- Educating and developing essential quality and skills to enable students to be confident, actively engaged and responsible citizens in society.
- Maintaining and forging strong and sustainable community partnerships based on positive productive relationships between all stakeholders.
- Having a clear focus on high standards, ensuring quality instruction is delivered by our team of well-trained, capable and professional staff.
- Employing evidence-based approaches to effectively plan, review and promote good collaborative decision-making that will benefit our students.

Purpose

Jarrahdale Primary School's purpose is to:

- Educate and equip children to take their place in society as confident and responsible citizens.
- Assist and encourage each child to achieve their potential.
- Cater for individual differences among children.
- Develop each child's pride in their work and in the work of others, as well as endeavouring to do their personal best at all times.
- Forge strong and sustainable community partnerships.
- Develop students' enthusiasm for learning.
- Create a safe and supportive learning environment that acknowledges the rights and responsibilities of staff, students, and parents.





Code of Conduct, Behaviour and Values

“Education is the shared responsibility of students, teachers, parents and the community”.

LEARN: Every child has a right to learn and respect the rights of others to learn.

RESPECT: Every child will respect and care for all students, adults, environment and property.

BE SAFE: Every child will promote safe behaviours, care for others, and be honest and trustworthy.

The set of values promoted at Jarrahdale are the shared core values of the Curriculum Framework which describes expected learning outcomes for all students from K -12. These are:

1. A pursuit of knowledge and a commitment to achievement of potential.
2. Self-acceptance and respect of self.
3. Respect and concern for others and their rights.
4. Social and civic responsibility.
5. Environmental responsibility.

Promotion of these values encourages a positive learning community. At Jarrahdale Primary our ‘Friendly Schools Plus’ program supports the shared values of the Curriculum Framework. Adoption of the ‘Friendly Schools Plus’ program develops strategies to deal with and eliminate harassment and bullying from our school. Friendly Schools resources are used throughout the school to ensure the same language and understandings are developed across each year level. Every member of our school community is encouraged to promote the following social and emotional learning skills:

- **Self-awareness:** recognising and understanding our feelings, while valuing our strengths and abilities.
- **Self-management:** controlling and directing our emotions in appropriate ways.
- **Social awareness:** being aware and respectful of the feelings and perspectives of others.
- **Relationship skills:** dealing positively with relationship problems and social conflicts.
- **Social decision-making:** considering consequences and making thoughtful, sensible decisions.

FOCUS 1: SUCCESS FOR ALL STUDENTS

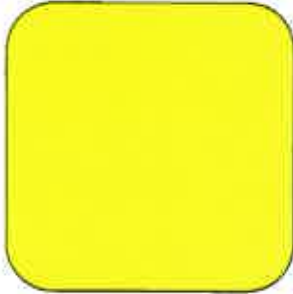
Targets / Objectives	Strategies / Milestones	Monitoring
<p>Improve Standards in Literacy and Numeracy</p>	<ul style="list-style-type: none"> • Implement a whole-school approach to Literacy and Numeracy, as outlined in the School Operational Plan • Establish Literacy and Numeracy blocks, focussed teaching groups and the necessity to adhere to specific structures and routines. • Develop whole school writing proforma incorporating progression across year levels. • Embed <i>Synthetic Phonic</i> approach in K-3 classes, and <i>Words Their Way</i> spelling program in years 4-6. • Establish differentiated guided reading groups in all classes, with a focus on reading comprehension. • Develop a repertoire of efficient mental and informal calculating strategies across year levels. • Ensure that the four proficiency strands of understanding, reasoning, fluency and problem solving are incorporated in lessons. 	<ul style="list-style-type: none"> • Whole school data collection and analysis by staff, as stated in the Common Assessment Task folders. • NAPLAN • Analysis of On Entry data • IEPs – achievement of academic targets
<p>Ensure all students make expected progress within a year, by differentiating teaching, catering for diversity and promoting inclusivity.</p>	<ul style="list-style-type: none"> • Maintain and further refine the formalised identification, tracking and monitoring processes for Students at Educational Risk (SAER). • Teachers use school and system-based data, including student achievement data, to identify students making limited progress and those who are Gifted and Talented. • Plan a personalised approach to learning through targeted interventions (IEPs), which include differentiated programs for identified students that help to ensure consistency and continuity. • Academic extension provided for identified students. • Focused, specific feedback given to students to ensure they are aware of individual areas for improvement. • Provide learning experiences that celebrate diversity. • Continually reinforce inclusivity at both class and school-wide level, through formal and informal methods, allowing students to see beyond their own abilities and needs. • Incursions and targeted learning programs to celebrate individuality and promote inclusivity. 	<ul style="list-style-type: none"> • Identification, tracking and monitoring process for Students at Educational Risk (SAER). • Evidence of task differentiation in planning (GEPs), teaching and student workbooks. • NAPLAN

<p>Foster emotional well-being and resilience.</p>	<ul style="list-style-type: none"> • Whole school implementation of the <i>Friendly Schools</i> program. • Whole school focus in term 1 on Cyber Safety during ICT sessions. • Incursions and excursions linked to the Personal and Social Capability of the Australian Curriculum. • Senior class participate in resilience and self-esteem program. • Chaplin targets identified students. • Whole School implementation of Managing Students Behaviour Plan • Annual whole school focus on Protective Behaviours 	<p>Analysis of information on Behaviour Management recording systems.</p>
<p>Provide a comprehensive learning program, incorporating quality experiences in all learning areas.</p>	<ul style="list-style-type: none"> • Provide a variety of educational experiences beyond the core subjects, such as the Earth Aware program, the Singing Group and Ensemble program. • Excursions and incursions to enhance art, environmental and cultural programs. • Celebration and awareness of various events throughout the year, such as ANZAC Day, Daffodil Day and NAIDOC. • Support students to develop their Intercultural Understanding, through quality teaching programs and celebration of cultural events. 	<ul style="list-style-type: none"> • Number of students participating in educational experiences beyond the core subjects.
<p>Improve student attendance rates.</p>	<ul style="list-style-type: none"> • Student attendance monitored by staff and administration. • Absences to be followed up by administration as necessary and attendance concerns addressed promptly. • Families encouraged to take holidays during the school breaks to ensure consistent school attendance and learning. • School chaplain to encourage children with inconsistent attendance to attend regularly. 	<ul style="list-style-type: none"> • School attendance data
<p>Implement National Quality Standards in the early years. (Selected as a pilot school for local network.)</p>	<ul style="list-style-type: none"> • Focus on Early Identification & Intervention Program for Kindy. • Increase expectations of students, especially in K-3, based on On-Entry Assessment and National Curriculum. • Focus areas to be identified and developed through program. 	<ul style="list-style-type: none"> • Percentage of students demonstrating age appropriate literacy and numeracy skills on entry to school. • On-entry testing to monitor progress (Pre Primary to Year 2)

FOCUS 2: HIGH QUALITY TEACHING AND LEADERSHIP

Objectives	Strategies / Milestones	Monitoring
<p>Attract, retain and develop high quality teachers and leaders, to meet the needs and standards of our school community.</p>	<ul style="list-style-type: none"> • Promotion of the school through the merit selection process in order to appoint new staff. • New appointments to be made by a panel in a timely fashion. • Ensure high standards of professional conduct and ethics. • Support high-quality, innovative teaching, assessment and reporting practice among teachers. • Develop Workforce Plan 	<ul style="list-style-type: none"> • Retention of high quality teachers / staff turnover
<p>Build capacity of staff through targeted use of Professional Learning, ensuring quality explicit and systematic teaching in every classroom.</p>	<ul style="list-style-type: none"> • Introduce new <i>National Professional Standards for Teachers and Principals</i> and align Performance and Development to the <i>Australian Institute for Teaching and School Leadership (AITSL) Professional Standards</i>. • Provide opportunities for all staff to engage in and share appropriate Professional Learning and leadership development opportunities that link with school plans and Performance Management. • Share teacher expertise through collaborative meetings, mentoring and coaching, to encourage on-going staff learning. • Teachers to participate in focused Performance Management process. • All staff self-reflect on their professional practice for continuous improvement. • Build a culture of high expectations and high performance. • Utilise the Australian Curriculum achievement standards to inform whole school planning. • Develop teacher expertise in analysis of data in order to inform planning, assist with student transition and induct new staff. • Classroom planning is connected to operational and strategic plans. 	<ul style="list-style-type: none"> • Performance Management & Coaching Documentation. • High quality teaching practise evident across all classrooms. • AITSL Framework utilised by Teachers.

<p>Implement the content, proficiencies, general capabilities and priorities of the Australian Curriculum for English, Mathematics, HASS and Science</p>	<ul style="list-style-type: none"> • Implement the <i>Australian Curriculum: English, Mathematics, HASS, Science</i> in planning, assessment and reporting, maintaining agreed implementation of advertised timeline. • Familiarise and implement Geography in Semester 2, 2015. • Provide support & additional Professional Learning opportunities for staff identified as learning area leaders. • <i>ACARA General Capabilities and Cross-Curricula Priorities</i> are evident in teaching. • Teachers moderate in reported areas. 	<ul style="list-style-type: none"> • Evidence of moderated teacher judgement. • Links to Australian Curriculum are evident in teacher planning.
<p>Strengthen digital fluency and expand the use of technology to enhance student learning.</p>	<ul style="list-style-type: none"> • Provide opportunities for Professional Learning to enhance pedagogy. • Staff to extend their knowledge and use of available technologies and share their knowledge with other staff members. • Promote intentional teaching to develop skill, competency and application of technologies across all year levels and all learning areas. • Staff to access programs to support student learning. • Increase student access to and availability of ICT, including regular use of class computers and the introduction of eight new iPads in term 3 2015. • Wireless Internet access to be made available across the school. • Plan for sustainability of ICT to meet future needs. • Link to Connect, the Department of Education Learning Platform. 	<ul style="list-style-type: none"> • Monitor data usage and programs



FOCUS 3: COMMUNITY COLLABORATION AND CONNECTION

Objectives	Strategies / Milestones	Monitoring
<p>Maintain and strengthen positive school:community relationships, utilising intrinsic resources.</p>	<ul style="list-style-type: none"> • Raise community awareness of the development and function of the School Board. • School Board photos uploaded to website. • Ongoing participation in community based events, supporting the town environment and identity. • Encourage intergenerational learning and collaboration through volunteer opportunities at the school. • Develop the role of Class Liaison Parents (CLP) within the school. • Increase the number of families completing surveys through encouragement from CLPs. • Increase the number of families participating in academic and sporting school events (CLPs). • Provide information session to familiarize parents with curriculum and school systems and processes. 	<ul style="list-style-type: none"> • Analysis of the biennial <i>Parent National School Opinion Survey</i> data, and outcomes used to inform action plans. • School Board to monitor participation in community-based events.
<p>Develop positive marketing of Jarrahdale Primary School as a quality educational facility.</p>	<ul style="list-style-type: none"> • Continue to seek formal and informal involvement of our community in the identification and implementation of the future direction of JPS. • Integration of electronic media to promote and inform the local and wider community. • Deliver consistent messages promoting the positive image of the school. 	<ul style="list-style-type: none"> • Positive School Board feedback regarding school self- assessment and performance, as measured by board meeting minutes.
<p>Communicate effectively with the school community.</p>	<ul style="list-style-type: none"> • Timely and on-going communication of relevant class, school and community events, ensuring messages reach all members of the school community. • Explore both traditional and electronic communication options (including the school web page and Connect), enabling wider reach and access. • Continue to strengthen and establish productive community partnerships and home:school links. 	<ul style="list-style-type: none"> • <i>Parent National School Opinion Survey</i> data. • Connect access & usage

<p>Provide greater transparency to parents and community members in the areas of school budgeting and resourcing, and accountability practices at classroom, school and system levels.</p>	<ul style="list-style-type: none"> Public documents to be made readily available in both print and electronic format. Regular class and school updates through targeted communication, utilising print and electronic formats. Parents encouraged to participate in classroom learning and a range of other school activities. Opportunities for parents to be formally involved in school activities through the P&C, Finance Committee and School Board. Teachers to make use of connect and website at least on a regular basis. 	<ul style="list-style-type: none"> Registrar to monitor school website on a monthly basis, to ensure all information is relevant and up-to-date. Connect access and usage
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Jane Scott 22/3/16
 Salli Galvin 22/03/16
 Pam Starkey 22/3/16
 Trish Green 22/3/16
 Simon Bowers 22/3/16
 Julie Penholm 31/3/16



Jarrahdale Primary School Song
Sung to the tune of Waltzing Matilda

We are the children of Jarrahdale Primary School,
We play in the shade of the tall jarrah trees.
We live in a famous little old timber town,
And we are proud of our mills' history.

Chorus

*Jarrahdale Primary, Jarrahdale Primary,
We're proud of our school and in all honesty.
We know as we grow by the friendships made in Jarrahdale,
This little school is the place for me.*

Lyrics by Simon Johnson and Daniel Wright. Year 4, 1996

