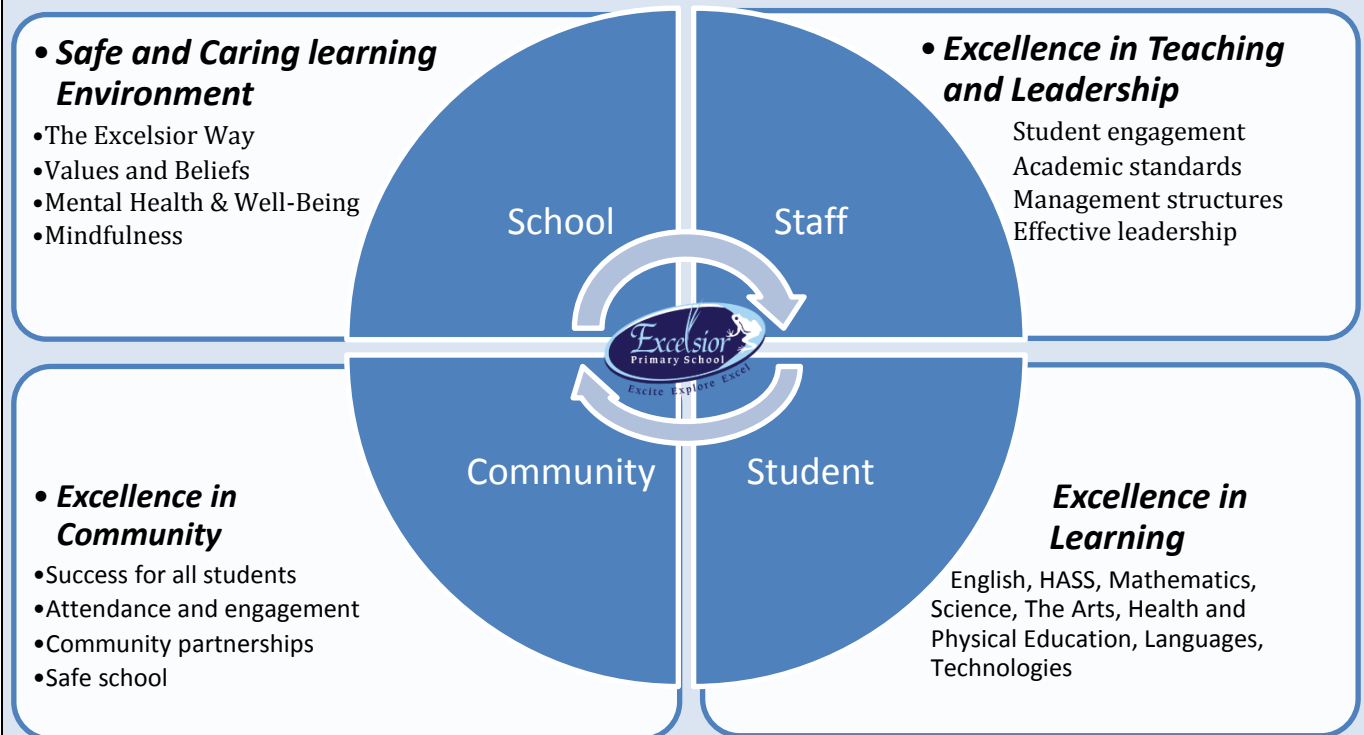


# EXCELSIOR PRIMARY SCHOOL

Independent Public School



## BUSINESS PLAN 2018 - 2020



# Excellence in a Safe and Caring Learning Environment

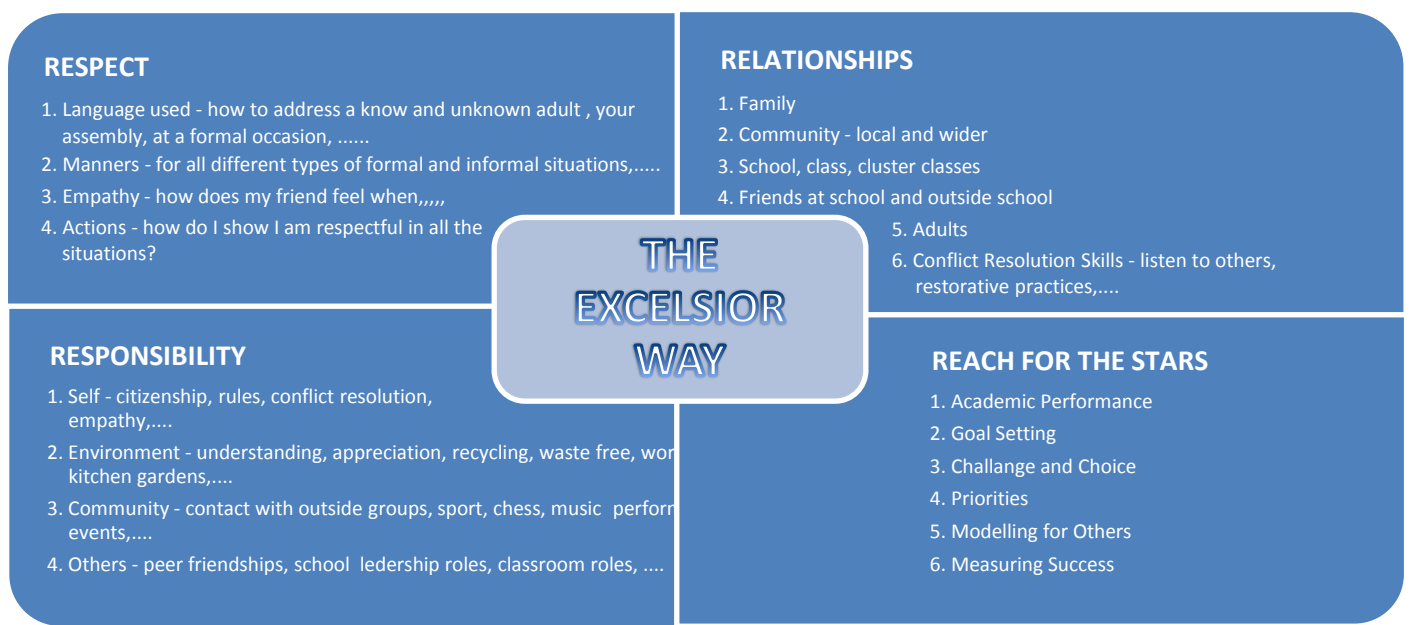
## Our Vision

Excelsior Primary School (an Independent Public School) is an exciting professional learning community committed to excellence in teaching and learning to support personal growth (academic, creative, physical, social, emotional), active citizenship and lifelong learning for all.

## Mental Health and Well-Being

We are a Professional Learning Community that promotes and encourages the meaningful involvement of parents, caregivers and community members in the continued development of the whole child and of our school. We use a range of events and activities to support high expectations, high commitment and high achievement with academic excellence from the Western Australian Curriculum (SCASA) through: English, Health and Physical Education, Humanities and Social Sciences, Languages (Italian), Mathematics, Science, Technologies and The Arts (Music, Art).

## Our Values and Beliefs



## THE EXCELSIOR WAY & the 4Rs

After reviewing the various programs behavioural and values-based programs available for schools, The Excelsior Way was developed by staff, students and parents in response to our school need for clear guidelines on values, beliefs and personal well-being.

These guidelines are now integral to Excelsior's ethos and culture and are accepted across the whole school community. Students are able to articulate the 4Rs and explain how they apply in our school classrooms and playgrounds in a very practical sense.

## THE SEVEN HABITS

These are integrated into The Excelsior Way, addressing emotions, strengths, friendships, meaning and accomplishment, using lively animal characters, to continue to develop essential life skills. Students and teachers discuss these during their teaching and learning experiences.

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek to Understand and Be Understood
6. Synergize
7. Sharpen the Saw

# Excellence in Teaching and Leadership

## TEACHING

## LEADERSHIP

### STATEMENT

We aim to engage every student in the learning process to raise academic standards across all areas of the Western Australian Curriculum.

We aim to prepare students to confidently take their places in the 21<sup>st</sup> Century as resilient and independent thinkers.

We aim to communicate a clear vision and to establish effective management structures to guide its achievement.

Effective leadership promotes a collective responsibility for sustained continuous improvement.

Purposeful distributed leadership empowers staff to lead change for improved student outcomes.

Our leaders focus on teacher pedagogy and practice, develop and expand quality teaching within the school and encourage expert teachers to operate collaboratively and share their knowledge, skills and understandings.

### ACHIEVEMENT TARGETS

Performance Management cycle mirrors the Business Plan cycle.

Continue to refine classroom observation and feedback models.

Explicit instruction is standard practise across all classrooms.

Staff survey data reflects a high degree of satisfaction in all areas.

Staff accept leadership roles across the school.

Support structures assist teachers to progress to Senior Teacher and Level 3 Teacher.

### MILESTONES AND STRATEGIES

Maintain excellence with Literacy and Numeracy.

Integrate a range of learning technologies into the curriculum that enhances the visual and auditory delivery of learning opportunities, including

- Regular use of smart boards
- 1-1 iPad program for years 4/5/6
- On-line NAPLAN testing.
- Support Digital learning outcomes with laptops and iPads
- Integration of learning areas

Integrate STEM (science, technology, engineering, mathematics) education across the school.

Provide opportunities for all staff to increase their knowledge, skills and understandings in the teaching application and student evaluation of the Western Australian Curriculum.

Maintain and expand, when necessary, intervention and support programs for at-risk students.

Continue to maintain whole school explicit instruction strategies.

Continue to maintain and use cooperative learning strategies.

All teachers and education assistants will implement these programs:

- explicit instruction
- effective teaching
- instructional strategies
- cooperative learning
- higher order thinking models

Executive Leadership Team participates in and seeks 360 Feedback every two years, ie, 2018 and 2020

Develop initiatives that support positive wellbeing and health for staff and students. (Focus 2018)

Mentor those in middle leadership roles as part of a school-based talent identification and development initiative. (Focus 2018)

Continue to refine whole-school approaches to improve teacher quality using the Australian Professional Standards for Teachers. (Focus 2018) Increased support for teachers striving to achieve Highly Accomplished and Lead Teacher accreditation.

Maintain opportunities for distributed leadership roles across the school to support whole school approaches to academic excellence and student support programs.

Review and refine Performance Management and Accountability processes to support staff and school improvement. Teacher coaching, classroom observation and mentoring used as school improvement tools.

Professional learning opportunities will be provided for all staff to enhance understanding and delivery of school and system priorities.

School improvement priorities to be research based and outcomes based, using information from, for example, John Hattie, Michael Fullen, Barrie Bennett, KidsMatter, Steven Povey 7 Habits, Children's eSafety Commissioner.

Promote whole school health and well-being and mindfulness with particular emphasis on values / virtues such as gratitude, forgiveness, thankfulness, respect, manners.

New staff will be supported through an induction program and continued mentoring. Seek feedback on this process.

Provide regular time and resources for all staff to meet collaboratively to plan, share, problem solve and moderate to ensure consistency of judgements between teachers and across year levels, ie, shared DOTT, Cluster faction assemblies, Staff meetings, professional learning days

Continue to develop expertise of staff with the Western Australian Curriculum using leaders within school and from other environments.

# Excellence in Learning

	ENGLISH	AND SOCIAL SCIENCES	MATHEMATICS	SCIENCE
<b>STATEMENT</b>	Students learn to listen to, read, view, speak, write, create and reflect on written and multimodal texts. They enjoy and use the English language in all its variations. They understand how Standard Australian English works in its spoken and written forms.	Students will develop a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21 <sup>st</sup> century.	Students will develop an understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number & Algebra, Measurement & Geometry, and Statistics & Probability. They become confident, creative users and communicators of mathematics.	Students develop an understanding of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes. They use a range of scientific inquiry methods, and communicate their scientific understanding and findings.
<b>ACHIEVEMENT TARGETS</b>	<p>NAPLAN Achievement will match or exceed like schools. Maintain and/or increase the percentage of students in the top 20% proficiency bands to be equal to or higher than like schools. Maintain percentage of students at or below National Minimum Standards to be equal to, or better than, like schools. At least 85% of students in each year level achieve 'satisfactory' (C grade) or higher in English.</p> <p>ON-ENTRY ASSESSMENT Percentage of Pre-primary students reaching recommended end-of-year points equal to or better than state norms</p>	<p>85% of students to achieve a grade of A, B or C in the areas of Humanities and Social Sciences.</p> <p>To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Humanities and Social Sciences compared to like schools.</p>	<p>NAPLAN Achievement will match or exceed like schools. Maintain or increase the percentage of students in the top 20%. Increase percentage of students achieving in the top proficiency bands to equal to or higher than like schools. Maintain percentage of students at or below National Minimum Standards to be equal to, or better than, like schools. At least 85% of students in each year level achieve 'satisfactory' (C grade) or higher in Mathematics.</p> <p>ON-ENTRY ASSESSMENT Percentage of Pre-primary students reaching recommended end-of-year points equal to or better than state norms</p>	<p>85% of students to achieve a grade of A, B or C in Science. To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Science compared to like schools.</p>
<b>STRATEGIES and MILESTONES</b>	<p>English Committee to plan, review and monitor progress of literacy programs in the school Improvement Plans.</p> <p>Age-appropriate explicit instruction and intervention for all students on phonemic awareness, phonics, fluency, vocabulary and comprehension.</p> <p>Use a variety of resources to inform Instructional Reading for all students.</p> <p>Use First Cut and EARS to inform school improvement planning.</p> <p>Language and vocabulary acquisition.</p>	<p>Humanities and Social Sciences Committee to plan, review and monitor progress of programs in the school Improvement Plans.</p> <p>Establish Indigenous Perspectives in teaching and learning programs across the school (Cross Curriculum Priority in the Australian Curriculum).</p> <p>Languages of Humanities and Social Sciences made explicit with a particular emphasis on vocabulary acquisition.</p>	<p>Maths Committee to plan, review and monitor progress of maths in the school Improvement Plans.</p> <p>Age-appropriate explicit instruction and intervention for all students in the Maths Strands.</p> <p>Increased emphasis on mathematics education, particularly in the early years and for Indigenous students.</p> <p>Use First Cut and EARS to inform school improvement planning.</p> <p>Language and vocabulary acquisition.</p>	<p>Science Committee to plan, review and monitor progress of science in the school Improvement Plans.</p> <p>Increased emphasis on science education, particularly in the early years and for Indigenous students.</p> <p>Language and vocabulary acquisition.</p>

# Excellence in Learning

THE ARTS	HEALTH AND PHYSICAL EDUCATION	LANGUAGES Italian	TECHNOLOGIES
<p>Students will develop their creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks.</p>	<p>Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage relationships. They acquire the necessary movement skills, concepts and strategies to enable them to confidently, competently and creatively participate in a range of physical activities.</p>	<p>Students develop communication skills in languages. They understand the language and culture, and develop an intercultural capability in communication.</p>	<p>Students use design thinking and technologies to generate and produce solution for needs and opportunities. They use computational thinking and information systems to define, design and implement digital solutions.</p>
<p>85% of students to achieve a grade of A, B or C in The Arts.</p> <p>To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in The Arts compared to like schools.</p>	<p>Fundamental Movement Skills - students demonstrate an increase in skill levels.</p> <p>85% of students to achieve a grade of A, B or C in Health and Physical Education.</p> <p>To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Health and Physical Education compared to like schools.</p>	<p>85% of students to achieve a grade of A, B or C in Languages.</p> <p>To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Languages compared to like schools.</p>	<p>85% of students to achieve a grade of A, B or C in Technologies.</p> <p>To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Technologies compared to like schools.</p>
<p>The Arts committee to plan, review and monitor progress of arts programs.</p> <p>Implementation of the Australian Curriculum via the WA Curriculum and Assessment Outline, including requirements for reporting to parents.</p> <p>Language and vocabulary acquisition.</p> <p><b>MUSIC</b></p> <p>Maintain the development of talents of students with specialist lessons in music: senior choir, recorder ensemble, rock band, School of Instrumental Music.</p> <p>Students demonstrate skills in public performances and special events such as the Children Sing Festival (UWA), ANZAC Service, Graduation Assembly, Celebration of the Arts, Harmony Day incursions and student performances.</p> <p><b>VISUAL ARTS</b></p> <p>Maintain the exposure of students to high quality art from a variety of cultures, including exposure to contemporary and historical Australian art.</p> <p>Students engage in a variety of art forms.</p>	<p>Health and Physical Education committee to plan, review and monitor progress of programs.</p> <p>Gross motor programs for K and P to focus on developing fundamental movement skills.</p> <p>Provide a range of experiences to improve student skills and knowledge.</p> <p>Visiting sports professionals will provide positive role models and increased opportunities for skill development.</p> <p>Language and vocabulary acquisition.</p>	<p>Languages committee to plan, review and monitor progress of programs.</p> <p>Implementation of the Australian Curriculum via the WA Curriculum and Assessment Outline, including requirements for reporting to parents.</p> <p>Integration of the Italian language and culture into classrooms, as appropriate.</p> <p>Recognition of Harmony Week.</p> <p>Language and vocabulary acquisition.</p>	<p>Technologies committee to plan, review and monitor progress of technology program.</p> <p>Implementation of the Australian Curriculum via the WA Curriculum and Assessment Outline, including requirements for reporting to parents.</p> <p>Increased emphasis on technology education, particularly in the early years and for Indigenous students.</p> <p>Ipad 1-1 Program introduced from Year 4 in 2018 and maintained to Year 6.</p> <p>Use outside providers to enhance staff and student iPad (apps) skills and knowledge.</p> <p>Language and vocabulary acquisition.</p>



# Excellence in Community

## Success for all Students

We aim to ensure that educational programs and practice is stimulating and engaging and enhances student learning and development. *(NQS Quality Area 1)*

- Set high expectations and targets for the specific progress of students (or groups) based on rigorous analysis of data. *(Strategic Plan for WA Public Schools 2016-2019)*
- Plan deliberate opportunities across the curriculum in innovation, creativity and entrepreneurial skills, building on students' STEM competencies. *(Focus 2018)*
- Focus on Reading and Writing, including areas identified by NAPLAN, On-Entry, OLNA and AEDI using recognised resources to improve student achievement. *(Focus 2018)*
- Focus on Mathematics proficiency and content strands to support students to recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.
- Plan and implement adjustments to teaching programs for students specifically identified for additional funding in the student-centred funding models, ie, gifted and talented, EAL/D.
- Provide a school and classroom structure that promotes different learning styles for all students.
- Improve planning and communication for students in care of the Department of Child Protection and Family Support.

## Attendance and Engagement

We aim to strengthen the importance of the core educational requirement of consistent, committed and focused attendance.

- We strive to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual; and of staff who care about each student's overall progress and wellbeing. *(Strategic Plan for WA Public Schools 2016-2019)*
- Ensure parents of all students in the severe non-attendance category are offered, and are supported to participate in, Student Attendance Panels involving family and community.
- Work with families early to give children the best start to learning including wrap-around services and collaboration with other organisations and agencies. *(Strategic Plan for WA Public Schools 2016-2019)*
- Focus on whole school positive engagement as a prevention strategy for poor student attendance.
- Maintain School psychology and Chaplaincy services focusing on the provision of emotional support for at-risk students.

## Community Partnerships

We aim to develop and maintain respectful and supportive relationships with families. We will collaborate with other organisations and service providers to enhance children's learning and wellbeing. *(NQS QA6)*

- The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. Support the needs and aspirations of students and their families. *(NQS 6.1.2)*
- Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. *(NQS 6.1.3)*
- Increase the capacity of school board members to fulfil their responsibilities including oversight of budget, input into school business planning and involvement in principal selection. *(Strategic Plan for WA Public Schools 2016-2019)*
- Continue to support activities that encourage community partnerships, eg, School Community Fair, before and after school on-site care, Arts day/Open night, K-6 parent information evenings, Harmony week activities, busy bees, NAIDOC Week, K/PP special events, after assembly class visits, School Volunteer Program, University teacher training placements, TAFE education assistant placements and other events and activities that bring the community into the school.

## Safe School

We aim to safeguard and promote the health and safety of students. This includes managing the safety and suitability of a physical environment that allows for a rich and diverse range of experiences. *(NQS Quality Areas 2 and 3)* It also allows for the development of a culture of safe and appropriate use of communication technologies by students.

- Create a comprehensive approach to student wellbeing and support services that better meet growing demand for mental health, pastoral care and psychological support. *(Strategic Plan for WA Public Schools 2016-2019)*
- School staff maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing. *(Strategic Plan for WA Public Schools 2016-2019)*
- Develop and strengthen technology-based learning and support and complement online professional collaboration among students, staff and parents.
- Work with the school communities to promote the safe use of social media by students.
- Support health and well-being programs.
- Support emotional and social programs.

# Reference Documents

## Delivery and Performance

Independent Public Schools  
Delivery and Performance Agreement 2018  
Strategic plan for WA Public Schools 2016 - 2019  
Focus 2018: Directions for Schools  
Progressing Classroom First  
Belonging, Being & Becoming. The Early Years Learning Framework of Australia  
National Quality Standards (NQS)  
Early Years of Schooling (EYS)  
National Standards for Teachers and Principals (AITSL)  
Excelsior Primary School Business Plan 2015 - 2017

## School Development and Improvement

WA School Curriculum and Standards Authority (SCASA)  
Western Australian Curriculum  
Values for Australian Schooling  
Learning Area Policies  
Operational Plans  
Year Level Plans  
Classroom Management Strategies  
Code of Behaviour  
Attendance Data  
Performance Management  
Professional Learning

## Self-Assessment and Review

Student Achievement Information System (SAIS)  
NAPLAN  
Common Assessment Tasks  
Students at Educational Risk Data  
Student Attendance Data  
On-Entry Assessments  
National School Opinion Surveys  
National Quality Standards  
Learning Area Reviews  
PAST (Kindergarten)  
Workforce Management Plan  
Excelsior Primary School Business Plan 2018-2020  
Annual Report

## Workforce Management

Excelsior will continue to have a diverse mix of *Graduate, Proficient, Highly Accomplished and Lead* teachers (National Professional Standards for Teachers) and will support all teachers to improve their skill sets and abilities to provide the best opportunities for all students.

Continue to support teachers to apply for Senior Teacher, Level 3 Teacher, Deputy Principal and Principal roles (and other roles outside the school, eg, Professional Learning Institute,) and to support teacher development to achieve Highly Accomplished and Lead Teacher recognition.

Support for teachers (and the school) who apply for sick leave, leave without pay and long service leave.

Excelsior will continue to encourage a teaching practice placement partnership with a University to promote teaching as a profession and support teacher training.

Permanency will be offered, when clear vacancies are available, to high performing fixed term teachers who match the school's ethos and culture.

Excelsior will continue to be staffed with the optimum positions required (teaching & non-teaching) to support all students to reach their potential. Teacher replacement will be monitored through LSL, sick leave and LWOP.



**Excelsior  
Primary School**  
*Independent Public School*

**63 Shreeve Road, Canning Vale WA 6155**

**T: 08 9455 5811**

**F: 08 9455 7873**

**E: [Excelsior.ps@education.wa.edu.au](mailto:Excelsior.ps@education.wa.edu.au) W: [excelsiorps.det.wa.edu.au](http://excelsiorps.det.wa.edu.au)**