



School Plan

2012 – 2014
(revised 2013)

Statement of School Culture

Edgewater Primary school aims to provide a creative and innovative learning environment which is intellectually, emotionally and physically supportive of learning. In fostering this development our school values the rich diversity of its community and promotes the positive involvement and interaction between students, staff and parents.

The following common and agreed guiding principles encompass the Values and Teaching, Learning and Assessment Principles of the Curriculum Framework (Curriculum Council 1998). These principles have been established to assist our school community in future planning and decision-making.

1. The Curriculum Framework will guide curriculum development and will be based on 13 Overarching Learning Outcomes.
2. The five Core Shared Values of the Curriculum Framework will provide a foundation of the development of a supportive learning environment:
 - A pursuit of knowledge and a commitment to the achievement of potential
 - Self acceptance and respect of self
 - Respect and concern for others and their rights
 - Social and civic responsibility
 - Environmental responsibility
3. The Learning, Teaching and Assessment Principles (Curriculum Framework, 1998) will assist in the development of policies and procedures for whole school planning and classroom practice.
4. School decision making will operate within the framework and regulations of the Western Australian Education Act (1999)
5. Interaction between the school and its immediate wider community is encouraged
6. Innovative educational practice is encouraged and supported by the whole school community
7. Edgewater Primary will be proactive in communicating with its school community

Classroom First Strategy – Successful Students, Effective Teachers, Good Schools

A focus on student achievement: success for all

A classroom orientation: sound teaching

Context specific: distinctive schools

Practical Support: making it possible

Meaningful accountability: asking the hard questions

Public confidence: trusting public schools

Focus 2013 – Directions for Schools

At Edgewater Primary we will implement strategies for:

- **Raising standards of student achievement**
- **Improved student engagement, behaviour and attendance**
- **Strengthening early childhood education**
- **Demonstrated high quality teaching and leadership**
- **Building a school culture that is more innovative, responsive and accountable**

Each year we will complete a cycle of self assessment and review annual reporting and planning. The implementation of our School Plan relies on the individual and collaborative actions of each of us.

Improvement Planning Process

Our School Plan is a strategic 2 year plan aligned with the Department of Education's Plan for Public Schools, the key elements within the Classroom First Strategy and the priorities within the Focus 2012/13 – Directions for Schools. The School Plan articulates the key change strategies that we expect to drive improvement in our goal to develop high achieving, motivated and engaged students. The School Plan is closely linked to the Self Assessment Framework. It is necessary for schools to establish a rigorous and sustainable process to determine whether the standards being achieved are acceptable or not. Self assessment is vital to school improvement. Information gathered is reported to members of the school community.

School Improvement and Accountability Framework (2009)

All schools are required to seek continual improvement and account for its performance by undertaking self-assessment, reporting on performance and progress and participating in and acting on review process.

- All schools are to undertake a collaborative self – assessment that results in judgements about student achievement and effectiveness of school processes and undertake planning that include School Plan, Operational planning and Classroom planning.
- Principal's in collaboration with staff are required to publish annually a School Report that describes school performance, reports on legislative and designed policy and program requirements.
- All schools are required to actively respond to the school review process.
- School staff are accountable to the principal and non IPS school principals are accountable to the Regional Executive Director for the performance of the school.

School Identified Priorities 2012-2014

- Implementing Phase 1 of the Australian Curriculum (English, Mathematics, Science & History)
- Ethical, Personal and Social Capabilities – Implementing the Values Component

Intended Outcomes

- All teaching staff will adopt of phase 1 of the Australian Curriculum
- All students will be engaged in learning opportunities to meet their individual needs and demonstrate increased literacy and numeracy achievements.
- Each Student will be encouraged to achieve his/her best in all undertakings and to respect the achievements of others.
- Each student will acknowledge his/her own uniqueness and be encouraged to develop respect, care and compassion for self and others.
- Greater articulation of values across our school communities – and a common dialogue shared and clearly understood by staff, students and parents.

Targets

Raising standards in Literacy and Numeracy 2012-2014

- The literacy and numeracy achievement of Year 5 students tested in 2011 will be equal to or above their predicted achievement when they are tested in 2013.
- The literacy and numeracy achievement of Year 3 students tested in 2011 will be equal to or above their predicted achievement when they are tested in 2013.
- The literacy and numeracy achievement of Year 3 students in 2013 will be equal to or above that of Western Australian like schools.

Improving student attendance

Increase the overall attendance targets from 94.2% to 95% or above by 2013.

Reduce the number of unauthorised absences from 48.9% to 20% by 2013.

Ethical, Personal and Social Capabilities – Implementing the Values Component

- 70% or more of students in Pre Primary to year 7 will achieve a ranking of 'often' or 'consistently' in the area of Goal Setting by the end of 2013.
- 90% or more of students in Pre Primary to Year 7 will achieve a ranking of 'often' or 'consistently' in the areas of Self Respect and Respecting the Rights of Others by the end of 2013.