



EDGEWATER PRIMARY SCHOOL Business Plan 2015-2017



ASPIRE • CONFIDENCE • RESPECT

WELCOME TO EDGEWATER PRIMARY SCHOOL

Edgewater Primary School is an independent public school catering for students from Kindergarten to Year 6. Our students and school are at the heart of the Edgewater community and reflect the diverse, multicultural blend of the suburb.

At Edgewater Primary School we provide a stimulating, caring and enriching environment which encourages students to achieve their best.

We strive to achieve high academic standards and are committed to catering for the individual differences that each child brings to our classrooms.

Our highly professional and caring staff show a genuine interest in the development of each student. They are motivated by the belief that they can make a difference to a child's day, working collaboratively to achieve a common goal of maintaining and enhancing high levels of academic achievement and pastoral care.

The Edgewater School Community is family oriented and proud of the traditions and successes the school has enjoyed over time. Above all else, our parents want their children to be happy and successful in life.

As a school community we have a significant role to play in educating and nurturing our students to ensure that they become responsible citizens who aspire to do their very best, have the confidence to accept inevitable challenges, and respect themselves, others and their environment.

SCHOOL CONTEXT

Edgewater Primary School opened in 1983 and has grown into a well-resourced educational facility. The school is surrounded by native trees and vegetation with ample play areas.

At the commencement of 2015 the school had an enrolment of 402 students. Within the school community there is strong collaborative support

between the School Board, an active Parents and Citizens' Association, school staff, the parent body, and the broader community. Many families have retained ongoing links, with second generations returning to the school.

The school is part of the North Metropolitan Education Region and the Joondalup Learning Community (JLC) Network which includes 12 other public schools in the Joondalup area. The collaboration between the JLC Network schools delivers a structure that encourages schools to collaborate, diversify expertise, and share resources, thereby strengthening the partnerships between the schools.

THE BUSINESS PLAN

The Edgewater Primary School Business Plan 2015-2017 sets out the school's long term strategic plan. This plan outlines the direction of the school in broad terms, describing key focus areas of development intended to have maximum impact on overall school performance in both academic and non-academic areas.

Our vision, beliefs and major focuses have been developed through consultation with parents, staff and students. They are based on data gathered over time in relation to student achievement, the school's operations and, most importantly, aspirations for our future.

The Business Plan is supported by Operational Plans, School Budget, Workforce Plan, and a Delivery and Performance Agreement.

The Business Plan and supporting plans will be reviewed, and periodically refined where necessary, to ensure that we continue to build on success.



OUR VISION

In a rapidly changing world, we are committed to creating an environment where students have the opportunity and desire to become aspirational, confident and respectful learners.

ASPIRE

Children who have
ASPIRATIONS:

- » Identify and set goals for the future.
- » Are inspired to work toward these goals.

CONFIDENCE

Children who have
CONFIDENCE:

- » Face challenges competently.
- » Expect to achieve success.
- » Can recover from adversity.

RESPECT

Children who are
RESPECTFUL:

- » Take responsibility for themselves and each other.
- » Take responsibility for their environment.
- » Work collaboratively with others.



ASPIRE

CONFIDENCE

RESPECT

OUR BELIEFS

At Edgewater Primary School we believe:

- » We are a learning community with the common goal of fostering the physical, emotional, social, and cognitive domains of every child.
- » All stakeholders share responsibility for learning by building the knowledge of the community and the wellbeing of all.
- » Within the school environment everyone has the right to feel safe, secure and valued.
- » Everyone has the right to engage in positive learning activities.
- » All children have the right to learn, and teachers have the right to teach.
- » All children learn and develop at different rates, and in different ways.
- » Successful children and staff are aspirational, confident and respectful.



OUR FOCUS AREAS

For the period of this business plan (2015-2017) we will undertake four key Focus Areas designed to achieve our vision.

- » Learning excellence
- » Teaching excellence
- » Aspirational leadership
- » Sustainable partnerships



LEARNING EXCELLENCE

1

Consistent curriculum planning and implementation of the Western Australian and Australian Curriculum to improve student outcomes.

Students to take increasing responsibility and accountability for their learning.

Develop levels of confidence, resilience and self-management skills in all students.



STRATEGIES

- » Implement and adapt the Western Australian Curriculum in English, Mathematics, Science, History and Geography through focused planning, explicit teaching, assessment, and reporting.
- » Specialist teachers to become familiar with and begin to implement aspects of the Australian Curriculum in Health and Physical Education, Languages, and The Arts.
- » Create adaptive programmes to meet the individual needs of students.
- » Develop learning intentions and success criteria which are made explicit to students to allow them to take responsibility for their own learning.
- » Familiarise, implement and embed the Australian Curriculum General Capabilities and cross-curriculum priorities in planning, teaching, and assessment, as appropriate.
- » Design an effective resiliency and social management programme.

MILESTONES

- » Teaching staff report against English, Mathematics, Science, History and Geography Achievement Standards, commencing 2015.
- » All Year 3 to Year 6 teaching staff analyse and use NAPLAN and other data to create targeted student learning plans in literacy and numeracy.
- » All Kindergarten to Year 2 teachers access and use monitoring and diagnostic assessment tools to plan and implement early intervention literacy and numeracy programmes.
- » Specialist teachers successfully embed relevant aspects of the Australian Curriculum into their teaching programmes, and report as required by 2017.
- » Teaching staff regularly develop, implement and review intervention plans for identified students.
- » Review current handover procedures for all students.
- » There is evidence that students are engaged in self-reflection and goal setting, commencing 2015.
- » Australian Curriculum General Capabilities and cross-curriculum priorities are evident in teaching and student learning.
- » Implementation of a school wide social skills and mental health programme that demonstrates student engagement, commencing 2016.



TEACHING EXCELLENCE

2

Align performance and development to the Australian Institute of Teaching and School Leadership (AITSL) Professional Standards.

Build the capacity of individuals within the team to meet the unique needs of our students.

Promote high quality teaching focusing on the achievements of every student.



STRATEGIES

- » Investigate and engage staff in high quality learning opportunities that align performance and best practice to the AITSL Professional Standards.
- » Provide ongoing professional learning opportunities for education assistants.
- » Teaching staff engage in peer review and classroom observations as an improvement tool to build capacity.
- » Staff share expertise through collaborative meetings, mentoring and coaching to enhance ongoing professional learning.
- » Develop and implement a local pedagogical model that guides high quality teaching and includes explicit teaching methods, evidence-based decision-making and reflective practices.
- » Ensure rigour in Early Years Education through the implementation of the Early Years Learning Framework, Western Australian Curriculum and the National Quality Standards (NQS).

MILESTONES

- » Annual audit of professional needs of teachers and school leaders to meet the AITSL Professional Standards.
- » Provision of ongoing professional learning opportunities for teaching staff and school leaders that are linked to the AITSL Standards.
- » All staff transfer pertinent aspects of professional learning into practice through ongoing self-reflection with peers and line managers.
- » Initiate a peer review and classroom observations programme for teachers, commencing 2015.
- » Opportunities for staff sharing of expertise are evident in staff meetings, phase of learning meetings and collaborative meetings.
- » Teachers demonstrate that they are using the whole-school pedagogical model to plan for improvement for all students through peer review, classroom observations and collaborative meetings.
- » Work with the Department of Education (DOE) as part of the NQS Core School Project, commencing in 2015, in quality assurance areas 1, 2, 4 and 5.
- » Demonstrate full compliance with the quality assurance requirements of the NQS for Early Childhood Education by 2017.



ASPIRATIONAL LEADERSHIP

3

Enrich the culture of empowerment within the school community through the creation of diverse leadership roles.

Provide opportunities for targeted professional learning for aspirant leaders.



STRATEGIES

- » Create a diversity of student leadership roles.
- » Create a multi-layered student council model that gives students an opportunity to have a voice in school decision-making.
- » Provide leadership mentoring opportunities for students.
- » Engage influential leaders in the school community to support the student and staff leadership programme.
- » Provide opportunities to ensure appropriate training for School Board members.
- » Identify and provide targeted professional learning opportunities for aspirant leaders within the school staff.

MILESTONES

- » Audit student perceptions about student leadership roles in the school in 2015.
- » Develop a student leadership plan.
- » Establishment of a student council in 2015 comprising representatives from Year 4, 5 and 6.
- » Year 3 representatives join the student council by 2017.
- » Audit skills development requirements of student leadership roles annually.
- » Utilise mentors from other schools, agencies and the school community to support the development of student leaders.
- » Identify influential leaders in the broader community who are committed to sharing their expertise with students and staff to enhance the leadership capacity.
- » All new School Board members to have undertaken School Board Training, commencing 2015.
- » Identify professional learning needs of aspirant staff leaders through ongoing collaboration with line managers, and provide targeted learning opportunities.
- » Aspirant leaders share their knowledge and expertise with colleagues and the broader school and education communities.



SUSTAINABLE PARTNERSHIPS

4

Build the capacity of the school community to work collaboratively as a professional team to enrich and strengthen student learning and school community relationships.

Develop a model of effective communication that enables all school community members to engage in the learning process and support the school's vision.

Enhance the development of partnerships beyond current levels.



STRATEGIES

- » Provide formal and informal involvement for our school community in the identification and implementation of future directions for Edgewater Primary School.
- » Work with interagency partners on student engagement, mental health, and family, behavioural and health issues.
- » Use a range of relevant and contemporary media to communicate with parents and the broader community.
- » Clear two-way communication and effective co-operation between the School, the School Board and the Parents' and Citizens' Association is demonstrated through minutes of meetings, the school newsletter and website.
- » Strengthen the already established partnerships between the School, the School Board and the Parents' and Citizens' Association.
- » Ensure timely and ongoing communication of relevant class, school and community events.
- » Build new partnerships with local businesses, community groups, the Joondalup Learning Precinct and the City of Joondalup.

MILESTONES

- » Analyse the data collected from the biennial Parent National Schools Opinion Survey and other data, noting areas of positive response, and implement actions to address areas of concern to determine future directions of the school.
- » Develop a parental engagement programme.
- » Develop an interagency partnership plan.
- » Identify key stakeholders for the development of a communication plan.
- » Develop and implement a communication plan with key stakeholders which includes effective and consistent branding across all communications.
- » Ensure communication guidelines are adhered to, and information disseminated in agreed timelines.
- » Review the communication plan with key stakeholders annually.
- » Develop portfolio responsibilities to be undertaken by School Board members and communicate these to the school community regularly.
- » Identify current partnerships and advertise through available media.
- » Develop a plan for new partnership creation and engagement.
- » Implement the plan for new partnerships.

PERFORMANCE MEASUREMENT

PERFORMANCE MEASURES

Continuous self-assessment processes are a crucial aspect of our planning and improvement cycle at Edgewater Primary School. Informed judgements about the standards of student achievement and the effectiveness of school processes are regularly and consistently made.

Our Academic Performance Indicators are measured as targets. Milestones are set out under each of our targeted Focus Areas and are aligned with the key strategies in order to highlight progress and inform ongoing planning.

A wide range of data is critically assessed by staff. This includes NAPLAN (National Assessment Programme Literacy and Numeracy) data which focuses on analysing student performance across Year 3 and Year 5 in Reading, Writing, Language Conventions, and Mathematics, and early years On-line Entry Assessments in Literacy and Numeracy. Student progress in Science is assessed and monitored using the NAP-SL (National Assessment Programme - Science Literacy) in Year 6.

We measure our performance in non-academic areas by analysing data gathered from parent, teacher and student surveys, records of results, teacher judgements, and through a summary of participation in events and school activities. Student attendance is monitored using school systems data with targets for attendance established.

ACADEMIC PERFORMANCE INDICATORS

READING

- » Arrest the Year 3 downward trend line in Reading.
- » Average student gains from Year 3 to Year 5 to be equal to or better than statistically similar schools.

WRITING

- » Improve the overall performance of Year 3 and Year 5 students to be equal to or above statistically similar schools.

LANGUAGE CONVENTIONS

- » Increase the percentage of Year 3 and Year 5 students achieving at minimum standard or above in Spelling, Grammar and Punctuation.

NUMERACY

- » Increase the percentage of Year 3 students achieving at Band 3 NAPLAN Numeracy or above.
- » Average student gains from Year 3 to Year 5 to be equal to or better than statistically similar schools.

SCIENCE

- » Increase the percentage of Year 6 students who achieve a proficiency level of performance in NAP-SL.

NON-ACADEMIC PERFORMANCE INDICATORS

STUDENT ATTENDANCE

- » Improve overall attendance rates of the student cohort in relation to the State average.





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