



EDGEWATER PRIMARY SCHOOL BUSINESS PLAN 2018 - 2020



ASPIRE • CONFIDENCE • RESPECT



OUR BUSINESS PLAN

The Edgewater Primary School Business Plan 2018-2020 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.

21st Century Competencies – Soft skills include - team work, problem solving, creativity, independent thinking, critical analysis, initiative, communication (getting along with others). Hard skills include – writing, reading, mathematics, ability to use software programs.

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.

CHILDREN WHO HAVE ASPIRATIONS

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

CHILDREN WHO HAVE CONFIDENCE

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

CHILDREN WHO ARE RESPECTFUL

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



OUR 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 2018 the school had an enrolment of 403 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. 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.



OUR FOCUS AREAS

For the period of this business plan (2018-2020) we will undertake three key Focus Areas designed to achieve our vision.

- » ASPIRATIONAL SUCCESSFUL LEARNERS
- » HIGH QUALITY TEACHING
- » SAFE, CARING AND ENGAGED ENVIRONMENT



OUR IMPROVEMENT & SELF-ASSESSMENT

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.

Practices are underpinned by the three components of the School Improvement and Accountability Framework, Assess-Plan-Act.

The improvement cycle is a continuous process:

- Assess data and other evidence related to student achievement and school operations;
- Plan to improve the standards of student achievement; and
- Act to implement planned strategies.

Our 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.

Critical and creative thinking capability (WA curriculum) are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school, and in their lives beyond school.



OUR ACADEMIC PERFORMANCE INDICATORS

READING

- » Maintain the Year 3 upward trend line in Reading in NAPLAN.
- » Student gains from Year 3 to Year 5 to be equal to or better than Like Schools in NAPLAN.

WRITING

- » Improve the overall performance of students to be equal to or above Like Schools in NAPLAN.

LANGUAGE CONVENTIONS / SPELLING

- » Continue to achieve above Like Schools in NAPLAN.

NUMERACY

- » Continue to achieve above Like Schools in NAPLAN.
- » Student gains from Year 3 to Year 5 to be equal to or better than Like Schools in NAPLAN.

SCIENCE

- » Students in Year 4-6 to achieve AT or ABOVE the median when tested in PAT Science. (Progressive Achievement Tests).

OUR NON-ACADEMIC PERFORMANCE INDICATORS

STUDENT ATTENDANCE

- » The combined percentage of students attending in the Regular and Indicated categories to be 94% or above.

SOCIAL EMOTIONAL

- » Improve the percentage of students achieving Consistently overall in Years 3-6 2018-2020 in Reporting to Parents Attitude, Behaviour and Effort.

1

ASPIRATIONAL SUCCESSFUL LEARNERS

Cultivate students who are successful, curious learners, able to utilise 21st century competencies confidently, ensuring every student's learning needs are identified and plans put in place to support their development.

STRATEGIES

- » Prioritise literacy and numeracy levels for each student.
- » Teachers make the learning process visible for all students in all learning environments.
- » The language of learning and feedback to be explicitly taught allowing students to self-reflect on their own and others performance giving effective feedback.
- » Focus on writing achievement across all year levels.
- » Embed critical and creative thinking in curriculum areas.
- » Focus on the WA Technologies curriculum.
- » Student learning to be enriched through parent and community engagement.

MILESTONES

- » Learning in Literacy and Numeracy is profiled using differentiated planning tools.
- » Student plans are in place to meet identified needs.
- » Students can articulate learning and success criteria. Students are partners in their own learning through student to student, and student to teacher conferences focusing on student learning style, future learning needs and attainment of learning goals.
- » Students demonstrate the thinking and creative processes of being a writer. e.g. Talk For Writing.
- » Students orally demonstrate critical and creative thinking.
- » Students demonstrate proficiency using digital technologies.
- » Students build on their Science Technology Engineering and Mathematics (STEM) competency.

Parents will be provided the opportunity to attend at least two educational information sessions per year.

Talk For Writing - Is a research-based teaching approach that enables children to imitate the key language they need for a particular topic orally, before they try reading and analysing before writing.

2

HIGH QUALITY TEACHING

Edgewater Primary School staff continue to build strong staff performance and collaboration, resulting in self-reflective practices that examine the effectiveness of teaching strategies, leading to improvements in student achievement and performance over time.



STRATEGIES

- » Use rigorous data analysis to inform teaching and improve student performance.
- » Teaching and education assistant staff to utilise the structures set out in the Edgewater Pedagogical framework.
- » Build teacher competency through active collaboration, classroom observations, feedback and mentoring.
- » Digital technologies to be effectively used in learning programs across the curriculum.
- » Promote a culture of high expectations.

MILESTONES

- » Teachers collaboratively collect, analyse and use a range of student achievement data to drive improvements.
- » Expectations of quality research-based pedagogical practices and collaboration are understood and implemented.
- » All staff are self-reflective and take ownership of the Performance Management process.
- » Use of a range of technologies is evident in teaching and learning programs across the school.
- » Evidence of participation in professional learning and application within the school context.
- » Distributed leadership roles are evident within the school.
- » Adhered to DoE induction policy.



3

SAFE, CARING AND ENGAGED ENVIRONMENTS

Staff and students are engaged in developing and sustaining an inclusive learning environment in which a supportive culture and positive health and wellbeing are embedded across the school community.

STRATEGIES

- » Embed the personal and social capability across curriculum areas.
- » Promote a culture within the school staff that focuses on personal and social growth.
- » Collaborate with parents and carers to foster a culture where school attendance is seen as a priority.
- » Build the capacity of the school community to work collaboratively.
- » Students understand and regulate their behaviour in the classroom and playground.
- » Students demonstrate a positive and healthy mindset.
- » Staff access opportunities for personal growth and wellbeing.
- » Utilise mentors from other schools, agencies and the school community to support the development of all staff and students.
- » Improved school attendance is indicated by system data collection.

MILESTONES

- » Students 'at risk' of disengaging are supported through a case management approach.
- » Evidence of student engagement in reflective practices to identify levels of confidence and resiliency - i.e. survey's, and goal-setting.
- » The biennial National Opinion Survey data is analysed and actions planned and implemented to address areas of concern.
- » Evidence of the range of ways the school community are engaged with the school.

Personal and social capability (WA curriculum) - Involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Personal and social growth - Involves staff establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.



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