



Inglewood Primary School *Independent Public School*

Business Plan 2018 - 2020



What is our purpose?

To provide a stimulating educational environment that will develop academic, social, artistic and physical skills in our students to enable them to participate as informed and active members of a global society.



Shared Values, Behaviours and Attributes

At Inglewood Primary School we collectively promote a range of behaviours, attitudes and attributes that we believe characterise the values that inform our school purpose. While we aim for our students to achieve their academic potential, we also focus on developing the social competence and emotional intelligence students require for interacting with their peers and navigating relationships in the world beyond school.

We encourage and build their resilience and persistence, aware that resolve and effort are powerful determiners of educational outcomes. We will also nurture critical thinking, creativity and accountable decision-making so that our students are positioned to make positive contributions as local and global citizens.

Our History

Inglewood Primary School was first established in 1914 and opened with 8 students. The current site was purchased in 1921 and opened in 1927 as North Inglewood Primary School.

The school was renamed Inglewood Primary School in 1986, however both the Kindergarten and Pre-primary units remain off site. Capital works programs at the school have resulted in ongoing improvements; notably in 1993, 2009 and 2011. In 2015 the school was recognised with Independent Public School status.

The school motto is 'Caring and Sharing' and the school crest was created in 1986. This signifies sporting endeavour, academic endeavour and striving to achieve. The sun behind the children signifies the starting of a new day.

Our School Creed

This is our school.

We learn to think, create and imagine.

We're encouraged to achieve our goals.

Our school is colourful, happy and bright.

Learning is fun.

We respect and believe in each other.

Caring and sharing; friends for life.

Learning Environment

At Inglewood Primary School our students can expect:

- *A safe and supportive learning environment*
- *Meaningful relationships*
- *High expectations and clear outcomes*
- *Opportunities to innovate and problem solve*
- *Opportunities for self-assessment and feedback*
- *A variety of teaching styles and resources*

School Improvement

At Inglewood Primary School our programs, priorities and school improvement processes are guided by a number of external and local factors. These include:

- *Federal and State education policy*
- *The WA Department of Education strategic plans*
- *Findings from the Department of Education Services Independent Public Schools Review of Inglewood Primary School, 2017*
- *School based data collection in a variety of academic and non-academic performance areas*
- *Staff expertise*
- *Parent and community expectation and participation*

School Priorities

Our school's strategic direction is categorised into 4 priority areas:

1. *Engaged and successful students*
2. *Effective and relevant teaching*
3. *Meaningful community relationships*
4. *Transparent and timely governance*

Operational Plans, developed annually in learning areas, will ensure an evidence-based and school-wide approach to educational strategies, resource deployment and data collection processes. Operational Plans will align with the school's Business Plan and inform classroom planning.

Student Performance Monitoring

Inglewood Primary School, through the School Board, will actively monitor its performance through a variety of measures involving staff, students, parents and community.

These measures include:

- *Academic performance: NAPLAN; On-entry (PP, Year 1 and Year 2); KAT and SOCS for Kindy; PM Benchmarks; PROBE; PEAC, Summative Report grade allocations; PAT testing and Brightpath.*
- *Non-academic performance: Attendance rates; behaviour management data.*
- *Participation rates: extra-curricular activities such as choir, instrumental music, interschool sporting events and school based clubs.*
- *Satisfaction rates: Parent, staff and student surveys; Board Effectiveness survey.*

- *Governance: Regular reviews of Business Plan targets and Operational Plan strategies and timelines are conducted, staff meeting and Professional Development attendance is monitored, staff performance management requirements are met, financial reporting requirements are met, IPS reporting requirements are met (Delivery and Performance Agreement).*

Improvement Targets

Schools Online includes a range of school level information about student outcomes, including NAPLAN. Analysis of these data including individual test performance, comparative performance, longitudinal summary, progress and achievement are reported on in the school Annual Report. These data analysis and recommendations from the Independent Public School Review 2017, have shaped the Improvement Targets for Inglewood Primary School Business Plan 2018 – 2020.

ACADEMIC TARGETS

1. *By 2020, Year 3 performance consistently matches or exceeds that of like schools in:*
 - *Reading*
 - *Writing*
 - *Numeracy*
2. *By 2020 improve the Year 3 performance of Writing to be similar to like schools.*
3. *By 2020, Year 5 performance consistently matches or exceeds that of like schools in:*
 - *Reading*
 - *Writing*
 - *Numeracy*

4. *By 2020, progress of the stable cohort of Year 5 students will be similar to or above like schools in:*
 - *Reading*
 - *Writing*
5. *Increase the percentage of students progressing 0.5 or more from Module 1 to Module 2 in both Literacy and Numeracy On-Entry testing.*
6. *Decrease the percentage of students below progression point 1.5 in On-Entry Reading Module 3 (Year 2).*

SURVEY TARGETS

- *The National School Opinion Survey results are positive for community, staff and students (i.e. a ranking of at least 3.5 for each item):*
 - *National School Opinion Survey conducted in 2018 and any areas of concern are addressed through a specific plan. Resurvey in 2020 to monitor and analyse changes in satisfaction rates.*
- *The survey of School Board effectiveness returns positive results each year (i.e. a ranking of at least 3.8 for each statement).*

CLASSROOM PRACTICE TARGET

- *All teachers take part in the school's classroom observation and feedback strategy as part of their performance management process.*



PRIORITY AREA 1

Engaged and successful students



Differentiating the curriculum

- Staff use a range of assessment tools to analyse and plan for student improvement.
- Staff actively set academic improvement targets and case-manage identified students.
- Teachers provide timely, accurate and meaningful feedback to students and support them in setting and monitoring personal targets.
- Staff engage with the Student Services Team, chaplain and external providers to meet student needs.
- Staff monitor the development and implementation of individual education plans and group education plans ensuring they are reviewed with parents on a timely basis.
- Staff are provided with ongoing support and professional learning to ensure students' needs are being met through in-class extension.
- Staff investigate opportunities to extend students through school, network and department based programs.

Developing the whole child

- Ensure students are given access to a range of non-academic based programs, such as musical instruments, choir, sport, environmental sustainability and languages.
- Actively promote department programs such as PEAC, GAT and secondary specialist courses.
- Ensure a range of leadership opportunities exist for students.
- Embedding the Early Years Extension (EYE) Program in Year 2.

- Actively promote student participation in local community events, as well as state and national competitions of an academic and non-academic nature.
- Ensure students have opportunities to be innovative and access relevant ICT on a daily basis.
- Provide effective support for students at risk.

Providing a safe, supportive and engaging learning environment

- Maintain a uniform approach to behaviour and bullying policies and review these regularly.
- Continue to develop school grounds and activities to engage more students' interests eg. Library, play areas and outdoor furniture.
- Provide opportunities and foster a school community that embraces and celebrates student cultural diversity.
- Continue to implement whole school programs and activities that address relevant age-appropriate issues eg. cyber safety, resilience, healthy lifestyles.



PRIORITY AREA 2

Effective and relevant teaching

Building staff capacity

- Establish classroom observations and link to AITSL Performance Development Framework. Staff are encouraged and supported to refine classroom practices in response to feedback from classroom observation model developed by classroom observation committee.
- Ensure staff have access to quality professional learning that is clearly linked to school or Department of Education priorities, including:
 - Effective teaching of writing and reading
 - Creating engaging learning environments
 - Effective teaching of literacy
 - Writing assessment tools (eg Brightpath / On Entry Writing Guide 2018)
 - Digital technologies to enhance learning
 - Assessment and quality feedback.
- Increase opportunities for staff collaboration through a common DOTT timetable and phase of learning collaborative meetings.

- Specialist staff to collaborate with phase of learning teams.
- Create leadership opportunities for staff through committees and learning area leaders.
- Continue to build staff proficiency in using effective assessment tools, including quality formative assessment, to monitor students' progress, provide effective feedback and plan instruction.

Quality curriculum implementation

- Ensure Operational Plans are developed and reviewed in a timely and ongoing manner.
- Commit staff meetings and school development days to curriculum development, planning, assessment and reporting.
- Encourage, share and create opportunities for curriculum integration, particularly between specialist areas (eg Humanities and Social Sciences – HASS, Language) and classroom teachers.
- Provide effective curriculum differentiation with targeted and sustained intervention and support through classroom teachers and support programs.
- Moderation processes ensure consistent judgements against the Western Australian Curriculum Achievement Standards.
- Encourage Curriculum Leaders and Level 3 Teachers to support teachers in implementing the Western Australian Curriculum.
- Deliver a balanced early childhood curriculum that addresses intentional teaching of literacy and numeracy.

Use of relevant strategies and resources

- Use the Inglewood Primary School Connect Community to streamline the storage of relevant teaching resources, links and documents.
- Use resources strategically to assist in collaborative planning, moderation, reflection and review of teaching.
- Ensure staff have access to ICT resources in the classroom (laptops, desktops, tablets and interactive TVs). Teachers to plan and use digital technologies in classroom teaching to diversify and strengthen teaching practices and enhance student learning.
- Ensure a whole school approach to teaching and learning strategies and resources through implementation of "The Inglewood Way" which includes whole school approaches to teaching and learning.
- Review and enhance assessment schedule at the beginning and end of each year.
- Monitor effectiveness of programs and teaching strategies through moderation and data collection.
- Monitor students at risk through Learning Support Tracking Tool and revised Data Tracking Tool.



PRIORITY AREA 3

Meaningful community relationships



Parent engagement

- Conduct regular parent workshops, seeking parental input on topics of interest.
- Continue to use parent support in areas of expertise and run training workshops for parents in order to increase support with school programs.
- Ensure parents are provided with opportunities to participate in decision making and feedback through P&C meetings, School Board membership and National School Opinion Surveys (NSOS).
- Ensure parent participation is valued in all aspects of school operations such as learning programs, parent interviews and school events.
- Implement a school communication policy developed in consultation with staff and the School Board.

Interacting with the wider community

- Actively seek opportunities to engage with local businesses and organisations (eg. Bunnings, Edith Cowan University).
- Ensure ongoing liaison with neighbouring schools on a range of local educational and community issues.
- Actively seek sponsorship arrangements that provide educational benefits for the school community through an after-school care program.
- Actively seek Scientist-in-School program, STEM sponsorship and application of school grants.
- Ensure transition processes are strengthened between neighbouring schools.
- Participate in Mt Lawley Hub network for professional learning and moderation opportunities.

Public relations and marketing

- Redesign the school website with updated policies, class timetables and special events and use the school app to improve communications.
- Establish a greater focus on school branding through publications, electronic media and school signs. New signage to be replaced in both off-site centres.
- Establish school Connect communities.
- Actively promote school events, successes and achievements in local and department publications.



PRIORITY AREA 4

Transparent and timely governance



Effective management of human, physical and financial resources

- Develop a Workforce plan to ensure sustainable planning for all school based personnel.
- Ensure that local merit selection processes, consistent with the Department of Education recruitment policy, are used to fill the majority of vacancies that arise.
- Monitor local area growth and arrange classrooms to support imminent growth.
- Ensure the Finance Committee meet once a term and continue building reserve accounts for crucial resource replacement.
- Ensure all Department reporting requirements, surveys and requests are actioned in a timely manner.

Developing a high functioning School Board

- Continue to use a comprehensive school self-assessment cycle and review on a regular basis.
- The School Board continues to analyse student, staff and parent satisfaction surveys and work with staff and the community to address any concerns.
- Continue to use a review schedule to review policies; eg. Responsible Behaviour Policy, Communication Policy, Assessment and Reporting Policy.
- Develop School Board Terms of Reference to determine an appropriate representation of staff, parents and community members.
- Ensure School Board decisions are communicated to the school community and open to scrutiny.
- Complete a 'Board Effectiveness' biannually and address areas for improvement.
- Develop an Induction Program for new Board members using the online Board modules.



Glossary

AITSL: Australian Institute for Teaching and School Leadership.

Brightpath: A writing assessment tool.

DOTT: Duties other than teaching.

EYE: Early Years Extension.

GAT: Gifted and Talented.

HASS: Humanities and Social Sciences.

KAT: Kindergarten Assessment Tool.

Module: The On-Entry tests conducted at different Year levels are referred to as 'modules'. The program begins in Pre-primary with Module 1 and continues in Years 1 and Year 2 (Modules 2 and 3 respectively).

NAPLAN: National Assessment Program in Literacy and Numeracy.

On-Entry: On-Entry is an assessment program conducted in the early years of schooling to identify critical skills and understandings in literacy and numeracy.

PAT: Progressive Achievement Tests are a series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings.

PD: Professional Development of staff through professional learning seminars or workshops.

PEAC: Primary Extension and Challenge.

PROBE: A test designed to assess reading accuracy, reading behaviour and reading comprehension.

Progression points: Literacy progression points are used in On-Entry testing as a guide for teachers to inform their planning and support for students.

PM Benchmarks: A reading assessment to assess students' independent and instructional reading levels.

SOCS: Screen of Communication Skills.

STEM: Science, Technology, Engineering and Mathematics.

The Inglewood Way: The collection of curriculum planning documents and policies specific to the teaching and learning programs at Inglewood Primary School.



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