



ANNE HAMERSLEY PRIMARY SCHOOL

— An Independent Public School —

BUSINESS PLAN 2022 - 2025



Every child matters, and can learn, every day



Welcome from the Principal

It gives me great pleasure to present the Anne Hamersley Primary School Business Plan for 2022-2024. This plan outlines our school's direction for the next four years and supports our philosophy that 'every child matters, and can learn, every day'. It is aligned to the Department of Education's Strategic directions for WA Public Schools 2020-2025 and annual focus documents.

At Anne Hamersley Primary School, we provide a culture of high care, with students at the forefront of the decision making and school improvement processes. We provide optimal learning opportunities to develop the 'whole child', and strive for teaching and learning excellence in every classroom, to allow every child to achieve success.

This plan aims to build on the strong foundations established since the school's commencement, with an evidence-based approach to delivering highly refined and high-quality teaching programs that develop every child's knowledge, understanding and skills, building a strong foundation for future learning.

A strong pedagogical approach to explicit instruction, data-informed practice, and classroom observation and feedback, will strengthen our practices, resulting in high levels of achievement and progress for all students.

We continue to deliver an inclusive, diverse, and exciting range of programs for our students with teachers and support staff selected to deliver teaching and learning excellence. Our staff gives our school the strength and unique flavour that distinguishes it as a school of choice in the Ellenbrook area. Our specialist teachers in visual arts, physical education, science, music and Auslan, ensure that we have a comprehensive and engaging curriculum.

With high expectations, we will work together with our families and local community to form strong, positive partnerships, which will support the educational engagement of every student. We know that our students will prosper and our school will optimise its success, if we continue to involve all stakeholders in the learning process.

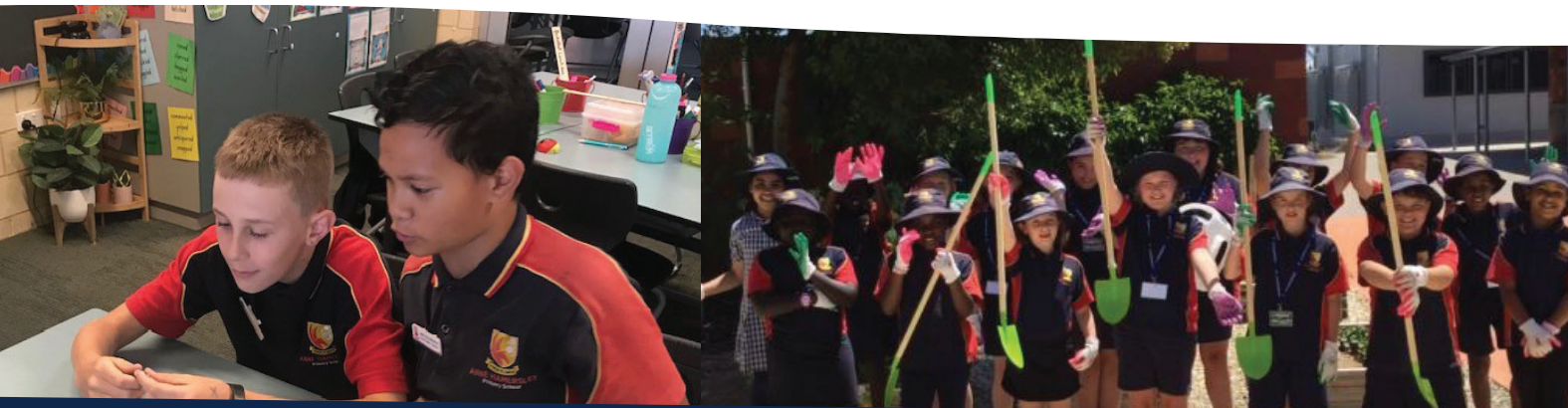
I look forward to leading our students, staff, parents and school community towards teaching and learning excellence at Anne Hamersley Primary School.

Our Context

Anne Hamersley Primary School was established in 2016 and caters for students from Kindergarten to Year 6. Since its foundation, enrolments have increased significantly, currently catering for 665 students, across 27 classrooms. Enrolments are expected to grow steadily over coming years, with future housing developments planned within our intake area.

We have a culturally diverse student population, with students from 27 different cultures represented within our school. A large number of these families come from EAL/D backgrounds, and 11% of our students are Aboriginal and Torres Strait Islanders. This plan ensures we acknowledge and are culturally responsive towards all cultures within our school community, and create a safe environment for all students and families.

Our school continues to set high professional standards for staff. Together, we are committed to engage students, families, school partners, and all members of our school community, to create a welcoming and inclusive learning environment.



KEY FOCUS AREAS



Our Business Plan and school improvement strategy is identified through five key focus areas. Explicit targets, strategic foci and core strategies have been established in collaboration with the staff and School Board, in academic and non-academic domains.

Staff have undertaken comprehensive analysis of the school’s academic and non-academic data to identify key targets and improvement strategies. Academic data includes NAPLAN and On-Entry results, school-based assessments, and teacher judgements. Non-Academic data refers to behaviour and attendance data, and data collected from the National Schools Opinion Survey.

These targets are addressed across all year levels throughout the school, through the implementation of operational plans, specific classroom strategies, and school resourcing.

At Anne Hamersley Primary School, we strive to strengthen teaching and learning excellence in every classroom. We provide a safe and inclusive learning environment, to empower every child and set a strong foundation for future learning.

Self-Assessment

Rigorous self-assessment and regular monitoring is completed annually through the Annual Report, School Board and ongoing reviews. This process ensures our teaching and learning programs have a positive impact on student achievement and progress, and works towards achieving the targets and strategic foci within the Business Plan.

Our whole school self-assessment is an ongoing and continuous cycle which incorporates the perspectives of staff, students and the community. It is underpinned by the three components of the Department of Education’s School Improvement and Accountability Framework: Assess-Plan-Act.

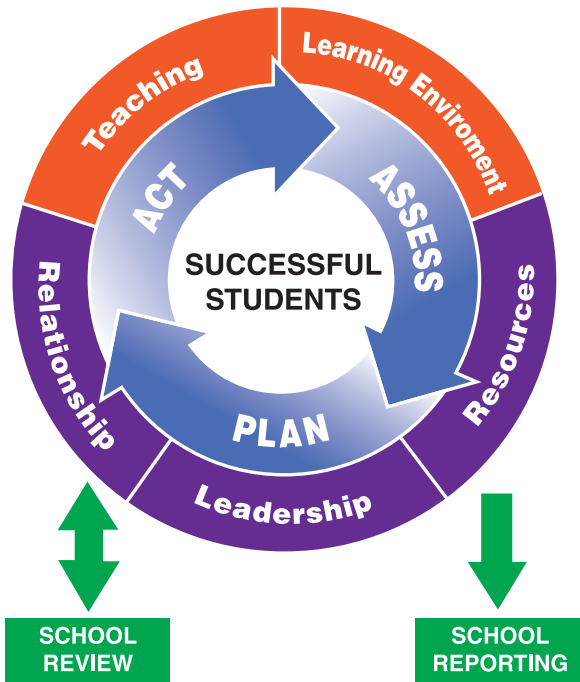
Assess
Assess and analyse student academic and non-academic data to inform priorities and target groups.

Plan
Plan improvement of the standards of student academic and non-academic achievement through annual Operational Plans.

Act
Act to implement planned improvement strategies.

All staff participate in the collection, analysis and ongoing review of school data, which contributes to planning for improvement in academic and non-academic areas. NAPLAN data forms a key part of our data analysis process, providing information on student progress and achievement of students in Year 3 and Year 5, in reading, writing, spelling, grammar and punctuation, and numeracy. On-Entry data provides information on students in Pre Primary to Year 2 in reading, writing, speaking and listening, and numeracy. This data, together with our school connected assessment data collection, enables qualitative and quantitative data to be collected and analysed.

A range of surveys, conducted on a cyclical basis, provide feedback to the school from a community, staff and student point of view.



Our Values



Respect

We always treat and act in a positive way towards ourselves, others, the diverse community, and the changing environment around us.

Resilience

We bounce back from our adversity, learn from our mistakes, and challenge ourselves to overcome obstacles.

Compassion

We show compassion by caring for ourselves and others with understanding, kindness and honesty.

Cooperation

We work together to ensure success for all, acknowledging the rights of others to have different views and opinions.

Excellence

We strive to improve, and to achieve our goals, in all aspects of our life.



KEY FOCUS AREA 1: Effective Use of Resources

Financial Planning aligns to whole school plans, priority areas, and improvement strategies.

- Reserve plan ensures assets, resources and facilities are maintained, upgraded, and replaced as required.
- Student Characteristics and Targeted Initiative funding is used to implement appropriate teaching and learning adjustments to improve student outcomes.
- Workforce plan reflects student characteristics, future enrolment growth and leave liability.
- Streamline budget submissions, allocations and purchasing procedures, to ensure clear and accountable links between school plans and priorities.
- Finance Committee and School Board Meet at least once a term to acquire the knowledge to oversee and monitor the annual budget and understand financial processes.
- Annual collection rates of voluntary contributions will increase and be monitored.

Budget and resource management practices support school planning and Department of Education Policy.

- Manager of Corporate Services and Principal attend Professional Learning to ensure practices are current.
- Provide Cost Centre Managers with clear communication and training to increase effectiveness of their role.
- Clear procedures and increased accountability for purchasing, receiving goods and financial procedures are strengthened and communicated to all staff.





KEY FOCUS AREA 2: Successful Students

Numeracy

- 2.1** The achievement of Year 1 and 2 students for On-Entry Numeracy assessment will be equal to or above like schools.
- 2.2** The achievement of Year 3 and 5 students in NAPLAN Numeracy assessment will be equal to or above like schools.
- 2.3** 20% of Year 3 and 5 students will achieve equal to, or above, the top 20% of Australian Students in NAPLAN Numeracy assessment.
- 2.4** 80% of students in Year 3 and 5 will achieve above the National Minimal Standard in NAPLAN Numeracy assessment.

Literacy

- 2.5** The achievement of Year 1 and 2 students in On-Entry assessments will be equal to or above like schools.
- 2.6** The achievement of Year 3 and 5 students in all areas of NAPLAN Literacy assessment will be equal to or above like schools.
- 2.7** 20% of Year 3 and 5 students will achieve equal to, or above, the top 20% of Australian Students in all areas of NAPLAN Literacy assessments.
- 2.8** 80% of students in Year 3 and 5 will achieve above the National Minimal Standard in NAPLAN Literacy assessments.

Embed a consistent whole school approach to strengthen the teaching and learning of Literacy and Numeracy.

- Align and implement curriculum planning to the School Curriculum and Standards Authority (SCSA) requirements.
- Continue to implement the Anne Hamersley Literacy and Numeracy Operational Plans and Guidelines of Practice, embedding our approach to explicit teaching.
- Curriculum leaders will work collaboratively to implement whole school improvement strategies.
- EAL/D specialist teacher continue to support students, teachers and families.

Strengthen teaching and learning programs to provide a foundation for future success, and ensure every student is achieving.

- Continue to implement evidence-based, high quality, whole school programs in Literacy and Numeracy i.e Origo, Talk for Writing and Initialit.
- Continue Partnership with North East Language Development Centre.
- Evaluate the effectiveness of programs and policies to ensure continual improvement of student outcomes.
- Provide students with ongoing feedback, to enhance their learning.

Embed the mantra of “every child matters”, and implement support systems to allow teachers to respond to the needs of all students.

- Teachers respond to, and regularly evaluate, the needs of all students, and make individual adjustments through the use of SEN planning/reporting and ABLEWA.
- Identify and implement strategies to support and extend talented and gifted students.
- Identify EAL/D students and their needs, to plan intervention through EAL/D specialist teacher i.e. progress maps.

Plan opportunities across the curriculum to build on students’ ICT capabilities.

- Implement the ICT Skills Guide K-6 to improve student capabilities.
- Implement Digital Technologies Scope and Sequence with for K-6, to promote student capacity and engagement.
- Plan and integrate STEM skills across the curriculum.
- ICT plan will cater for future enrolment increase and increased ‘student to device’ ratio.





KEY FOCUS AREA 3: Effective Partnerships and Relationships

Targets

- 3.1** Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for parents who believe “the school has strong relationships with the local community”.
- 3.2** Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for parents who believe “the school takes their opinions seriously”.

- 3.3** Results of the School Board Self-Assessment Survey will increase, demonstrate a stronger understanding of the School Board functions and its effectiveness.



Enhance opportunities for parent and community engagement, by strengthening and maintaining positive relationships to build a strong community culture.

- Increase opportunity for students to participate in community events.
- Streamline communication with parents and community.
- Provide targeted and meaningful parent education workshops and information to parents.
- Increase parent attendance by invitations to attend school events i.e. assemblies and special events, parent morning teas, community lunches and sporting events.
- Give the school community opportunities to provide feedback and opinions on school improvement and change.
- Strengthen working relationships with community groups and external agencies.
- The use of school facilities by outside organisations delivers benefits to students and school community.

Increase culturally responsive classrooms that build respectful relationships.

- Acknowledge a variety of cultural events i.e. cultural calendar.
- Develop a Reconciliation Action Plan (RAP) to educate students about the histories and cultures of Aboriginal and Torres Strait Islander people.
- Engage Aboriginal students, families and community in developing the RAP, linking with our local Noongar sites and Whadjuk culture.
- Utilise AIEO and EAL/D teacher to strengthen communication with all families.
- Raise the profile of the Cultural Awareness Committee and Curriculum Leaders.
- Cross curriculum focus and culturally responsive practices align with the Aboriginal Cultural Standards Framework.
- Develop links with Aboriginal agencies to provide support for Aboriginal and Torres Strait Islander students and families.

Provide opportunities for students to successfully transition into Kindergarten or secondary school.

- Strengthen partnerships with Ellenbrook Secondary College and Aveley Secondary College, to engage in extension programs and transitions.
- Provide extra opportunities to support transition to secondary school for students with additional needs.
- Strengthen and enhance partnerships with the Early Learning Centre, child health nurse and Child Development Service.
- Continue Pre-Kindy Program and enrolment processes to support students and families.

Develop a high functioning School Board, to ensure effective school governance that focuses on school improvement.

- Develop a plan to provide focus and direction for the School Board.
- Conduct regular school board self-assessment surveys, planning actions for improvement.
- New members are formally inducted and complete training.
- School Board regularly engages in the progress, analysis and monitoring of the Business Plan performance and improvement targets.
- Regularly promote the School Board to raise the profile of the board and its functions.

Maintain a committed P&C, who involve the whole school community, to improve the quality of education of our students.

- Continue to provide a variety of events/activities for parents to meet socially, build relationships and fundraise for additional student facilities and resources.
- Strengthen communication and cooperation between students, teachers and parents, especially through our parent liaisons.
- Develop a register of parent members to contact for support with P&C activities.
- Establish P&C parent representatives for each teaching block to increase communication.



KEY FOCUS AREA 4: High Quality Teaching & Leadership

Targets

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| <p>4.1 Improved student outcomes and achievements in Literacy and Numeracy through developing high quality teachers (Key Focus Area 2).</p> <p>4.2 Develop leadership roles and increase leadership opportunities for aspiring staff.</p> <p>4.3 Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for parents who believe “the school is well led”.</p> | <p>4.4 Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for staff who believe “they are well supported”.</p> <p>4.5 Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for staff who believe “they receive useful feedback about their work”.</p> <p>4.6 Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for staff satisfaction of education achievement at our school.</p> |
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Develop and provide leadership opportunities for aspiring staff.

- Identify staff expertise to lead school-wide Professional Learning based on current best practice and research.
- Develop a distributed leadership model, which provides curriculum leaders time to collaboratively share their skills and understandings.
- Identify aspirant leaders using of the Future Leaders Framework and Performance Development processes.
- School leadership roles are clearly defined, reviewed and communicated.

Provide rich opportunities for student leaders.

- Access student leadership courses and provide mentoring for student leaders.
- Student voice and opinion is valued for school direction and decision making.
- Raise the profile of the student leaders and clearly communicate roles & expectations.

Strengthen and develop a deep knowledge of the WA curriculum and evidence based pedagogy.

- Continue to develop and implement a whole school approach to teaching the WA curriculum with clear, whole school guidelines and scope and sequence documents.
- Line Managers and Curriculum leaders provide support observation and feedback.
- Strengthen learning committees with collaboration to support planning, teaching and assessing.
- Professional Learning opportunities are targeted and aligned to our Business Plan priorities and system wide documents.

Encourage a harmonious culture where staff feel valued, respected, supported. Create opportunities for staff to collaborate, and grow their professional capabilities.

- Morale of all staff is enhanced by a range of activities available to all, and demonstrated through feedback to the Health and Well-being committee.
- Staff wellbeing forms part of staff Professional Development Plan.
- Clear, systemic and strategic steps for change management are embedded into operational plans.
- Staff opinions and voice is sought (WWW/EBI) for whole school planning and change management processes.
- Staff are acknowledged for their hard work, good deeds and contributions.
- Streamline communication throughout the school, to all staff.
- Develop and embed whole school common language “The Anne Hamersley Way”.

Teachers maintain high professional standards.

- All teachers and school leaders use the AITSL Standards in their Professional Development process to demonstrat competence.
- Professional Learning needs are identified and ongoing support is provided, aligned with school focus areas, student needs and system requirements.
- Strengthen induction and mentoring process for new teachers.

Maintain high quality teaching and learning programs in Early Childhood Education.

- Maintain the National Quality Standards to drive continuous improvement in our Kindergarten to Year 2 Programs.
- Develop and implement an Early Years plan that aligns to system wide documents.
- Australian Early Development Census is used to shape policy and drive interagency collaboration.

Ensure teaching staff interpret, respond to and articulate student progress through effective use of data.

- Whole school assessment schedule ensures purposeful and meaningful data is collected and analysed to inform planning.
- Strengthen consistency and understanding of data literacy and data analysis.
- Develop moderation tasks in Literacy and Numeracy to ensure consistent judgements.
- Establish partnerships with network schools for moderation.



KEY FOCUS AREA 5: Safe and Engaging Learning Environments

Targets

Attendance

- 5.1** Overall attendance rates will be equal to or above like schools and WA Public Schools.
- 5.2** Aboriginal student attendance will be equal to or above like schools and WA Public Schools.
- 5.3** Authorised absences will be equal to or above 80%.

Behaviour

- 5.4** 75% of students will achieve 'Consistently' for their end of year attributes report.
- 5.5** Raise parent satisfaction of the school 'looks for ways to improve' to 4.2 or higher in the National Schools Opinion Survey.
- 5.6** Raise student satisfaction in regard to 'I feel safe at my school' to 4.2 or higher in the National Schools Opinion Survey.
- 5.7** Raise student satisfaction regarding 'Student Behaviour is well managed at my school' to 4.2 or higher in the National Schools Opinion Survey.
- 5.8** Raise student satisfaction regarding 'I like being at my school' to 4.2 or higher in the National Schools Opinion Survey.



Strengthen whole school approaches to student behaviour, attendance, engagement and wellbeing, to create a safe, caring and inclusive learning environment.

Develop whole school approaches, new processes and/or Operational Plans for the following areas:

- School Values
- Whole School Expectations
- Positive Behaviour Support
- Classroom Management Strategies
- Zones of Regulation
- Restorative Practices
- Attendance
- Sustainability
- Student Health and Wellbeing
- Staff Health and Wellbeing
- Students at Educational Risk
- ICT
- Cultural Awareness





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