



ANNE HAMERSLEY PRIMARY SCHOOL

— An Independent Public School —



BUSINESS PLAN 2019 - 2021



FROM THE BOARD...

Welcome to Anne Hamersley Primary School and thank you for entrusting the education of your children to us. It is the role of the School Board to provide strategic guidance for the school and to effectively oversee and review the school's management.

Much of the work of the School Board is not always visible, but our School Board plays a key role to provide the best education for our students.

The AHPS School Board actively supports and challenges the school's leadership team, so as to ensure the continuing development and improvement of the school.

Our local community has strong ties with the school and this is evident in the high level of parent participation in the school. The African proverb, "It takes a village to raise a child." shines bright at Anne Hamersley Primary School so please join with us in a journey of discovery and wonder about our children's learning.

We look forward to a bright future for Anne Hamersley Primary School.

Michelle Carroll
Chairperson
Board



FROM THE PRINCIPAL...

It is with great pleasure and pride that we present our second Business Plan since our school was founded in 2016. The plan has been compiled by our teachers, students and School Board and reflects our school culture and the vision we have for our school. Clear targets have been set to ensure that we continue to grow and develop, and all our endeavours use the Plan as a reference for best practice.

At Anne Hamersley Primary School, we are very proud of our rich, cultural diversity with children from over twenty countries and approximately 20% of students having language backgrounds other than English, being represented. In the rapidly growing area of North Ellenbrook, our school is faced with the challenge of continually increasing student numbers.

Our staff, guided by the Western Australian Curriculum and Department of Education annual Focus document's, have developed an inclusive, diverse and exciting range of programs and community initiatives. All staff in our Independent Public School, are merit selected to match the variety of needs of the school and provide a safe and inclusive learning environment. The staff and School Board have worked together with our community to develop our school's Vision, Purpose and Values. These have been included in this Business Plan.

From the outset, we have had a group of dynamic and selfless parents who have worked together as our School Board and P & C Association to ensure that we provide the very best for our children.

High expectations by our community and teachers provide the catalyst to grow and develop our school as a school of excellence where children can be the best they can be and where teachers enjoy respect and impart knowledge to develop skills in a supportive environment.

R W SIMEONS
PRINCIPAL

MOTTO

“Strive to Thrive”

VISION

**Learning together,
Growing together and
Succeeding together.**

PURPOSE

To provide an inclusive and collaborative school community where all children feel safe, yet motivated and challenged to learn and achieve the skills, knowledge and attitudes to prepare them to be future ready citizens.



VALUES

The AHPS 4 Pillars to Success

RESPECT for ourselves, others and our environment.

COOPERATION - happily working together to achieve individual and whole school success.

DETERMINATION - stay focussed to give our best at all times to achieve our goals.

COMPASSION - caring for others with understanding, kindness and honesty.



OUR PRIORITIES



Overview of Self-Assessment Areas

School Self-Assessment is fundamental to establishing effective school improvement strategies. The AHPS Accountability Plan outlines our self-review cycle which is based on the Assess, Plan and Act cycle and has had input from the School Board, External Review Board and staff of AHPS.

Academic and non-academic data in the five priority areas is collected and analysed to make judgements about student achievement and progress, the effectiveness and quality of our teaching practices, the partnerships we are involved in, and the leadership, governance and support we provide.

This Business Plan provides clear direction and broad strategies for Anne Hamersley Primary School. It aligns with the Strategic Plan for WA Public Schools and Focus Documents to 2019. This business plan responds to the particular needs of our school and the wider community. AHPS operational plans are developed and implemented bi-annually, with teachers working collaboratively to plan and teach to achieve targets and improve student wellbeing.

The examination of identified performance targets is used to improve learning programs and is reported through the Annual Report. Further specific targets can be located in the AHPS Annual Assessment Schedule.

SUCCESS FOR ALL STUDENTS

STRATEGIES

- Explicitly teach Virtues and manners with emphasis on the AHPS 4 PILLARS TO SUCCESS - Respect, Cooperation, Determination and Compassion.
- Focus on health and wellbeing practices including mental health strategies, mindfulness, psychological support and positive relationships. All students to participate in mindfulness and relaxation techniques.
- Ensure maximum student engagement and participation with the implementation of cooperative learning strategies, inclusive practices, individual and small group learning structures.
- Ensure all students have a solid grounding in Literacy and Numeracy through differentiated whole school measurable programs.
- Investigate future focussed learning, including sustainable practices, science and the general capabilities of ICT, critical thinking, creativity and entrepreneurship through STEM.
- Early Childhood practices are consistent and aligned with the Western Australian Kindergarten Guidelines and Curriculum, the National Quality Standards and include instruction through a balanced curriculum of play based learning (influenced by Reggio Emilia) and explicit teaching.
- Students at risk, including talented and gifted students, are identified and supported through differentiation and discrete learning opportunities.
- Provide targeted intervention via the provision of an EAL/D teacher to support classroom teachers and students.
- Students from Year 3 to 6 (by 2021) to learn Mandarin through online tutoring.

SUCCESS INDICATORS

- Virtues program is embedded, visible and is evident through achieving wellbeing target.
- Cooperative learning structures are reviewed in collaborative and staff meetings monthly.
- Student performance improvement targets are achieved, see page 5.
- Provision of specialist teachers to enable a focussed approach on Literacy and Numeracy.
- Policy development, integration and implementation of Future Focussed Learning and Thinking in all year levels.
- Improved access to and improved use of ICT throughout the curriculum including Literacy, Numeracy and Coding.
- National Quality Standard audits rate AHPS as either meeting or exceeding the national standard in early education.
- Every student at risk has a documented plan specifying support and monitoring strategies.
- Student identification through data analysis and AHPS tracking system - CADET.
- Individualised instruction programs - RAP, PEAC.
- EAL/D Progress Maps are used to teach, monitor and assess what students know, understand and do. EAL/D teacher supports families, students and teachers.
- Positive evaluation of student's Mandarin.



STUDENT TARGETS

STUDENT PERFORMANCE IMPROVEMENT TARGETS

Academic Targets

NAPLAN

- Increase the percentage of Year 3 and Year 5 students achieving above the National Standard in all NAPLAN assessments.
- Decrease the percentage of Year 3 and Year 5 students achieving in the bottom 20% in all NAPLAN assessments.
- Increase the progress percentage of the stable cohort between Year 3 and Year 5 (2017-2019, 2018-2020 & 2019-2021).

PAT

The percentage of students achieving Stanine 4 and above in any year level of PAT assessments will be:

Maths 4th Ed 75%
Reading 5th Ed 80%

On-Entry

Stable cohort - The % of students identified at educational risk in Pre-Primary is less than the % of students achieving below the NAPLAN National Minimum standard in Year 3.

Annual Assessment Schedule targets

- Letters & Sounds Attainment
- High Frequency Words
- Reading Levels
- Mental Maths

Non-Academic Targets

Attendance

Student average attendance percentages will be equal to or better than the 2018 average attendance rate of 92%.

Wellbeing

Positive behaviours will be equal to or better than the 2018 average rate of 87%.

Satisfaction Rates

80% of students surveyed, will report that they believe their school takes students' opinions seriously.



HIGH QUALITY TEACHING



STRATEGIES

- Critically analyse student data to inform planning and teaching.
- Focus on individual student progress using the Annual Assessment Schedule.
- Maintain and improve structures that enable and promote collaboration for planning, moderation, feedback & observation, curriculum development and analysis of data.
- Introduce a peer classroom observation and feedback plan to improve self-reflection processes and teaching practices.
- Build staff capacity by providing professional learning to improve whole school teaching strategies and practices in Writing, the Aboriginal Cultural Framework, play based learning, sustainability and the general capabilities of critical thinking, creativity and entrepreneurship.
- Increase the understanding and implementation of whole school strategies, including Literacy and Numeracy blocks and lesson design.
- Improve the consistency and delivery of whole school strategies including synthetic phonics, reading strategies, basic number facts and problem solving strategies.

SUCCESS INDICATORS

- Appropriate differentiation is evident in all subject areas.
- Assessment is ongoing and teachers use tracking data to plan and teach.
- Teachers plan and reflect collaboratively.
- 100% of teachers engage with the Observation and Feedback process.
- Consistency is valued and visible through the Observation and Feedback and Performance Management processes.
- Staff attend and implement targeted Professional Learning provided. Complete implementation survey.
- Individual Literacy and Numeracy Blocks and lesson design are critically examined and reported back to staff for improvement suggestions. Link to Performance Management.
- Review delivery of whole school strategies through the Observation and Feedback process.

EFFECTIVE PARTNERSHIPS

STRATEGIES

- Increase family engagement and shared understanding through special days, parent learning and support programs, e.g. parent volunteer opportunities, community events, busy bees and parenting courses.
- Actively seek parent feedback to continuously improve.
- Refine communication methods to increase engagement and time efficiency.
- Support the AHPS Parents and Citizens group to connect with parents, teachers and community, increase membership and fundraise for school resources.
- Build links and collaborate with outside agencies to assist with early identification, health and wellbeing of our students.
- Seek opportunities to connect with the wider community, High Schools and Colleges, Universities, outside agencies, other schools, businesses and sustainability connections including Waterwise, Wastewise and Wormwise programs.
- Increase extracurricular activities - music, sport and fitness, science and netball.

SUCCESS INDICATORS

- Improved percentage of parent participation rates.
- Parent Survey data demonstrates a high level of satisfaction with the school.
- Over 95% of parents surveyed report that they can talk to their child's teacher about their concerns.
- Online communication is user friendly and easy to use.
- Increased membership in the P & C association. Explicit process to engage with a variety of outside agencies.
- Explicit process to engage with a variety of outside agencies.
- Increased community links and engagement.
- Increased student experiences (incursions and excursions) directly aimed at sustainable practices.
- Increase in students attending clubs before, during and after school.



EFFECTIVE LEADERSHIP



STRATEGIES

- Provide opportunities for teacher development and support through coaching, mentoring and introducing an observation and feedback structure.
- Increase and enhance visible leadership opportunities across the school.
- Performance Management to align with school priorities and the AITSL Teacher/Principal standards.
- Collaboratively develop school plans and structures.
- Improve the Project Committee structure and effectiveness through increased staff participation and leadership opportunities.
- Encourage staff voice and choice through SMART team fortnightly meetings.
- Support staff wellbeing initiatives.
- Employ staff to enhance and meet the needs of the school.
- Provide senior students authentic leadership opportunities.

SUCCESS INDICATORS

- Collaborative structures are planned and regular and time is used to plan as collective teams.
- Teachers value and act on feedback given by peers. Complete implementation survey.
- Staff survey data reports over 90% of staff surveyed believe that staff are well supported at this school.
- Staff Performance Management meetings show improved implementation, pedagogy and assessment practises.
- Regular classroom visits - planned and unplanned.
- Annual individual 'diamond' meetings with all staff to profile and reflect on student performance and targets.
- National Schools Improvement Tool is used to guide self-reflection, plans and structures. Analyse and compare to 2017 national schools improvement tools self-reflection.
- Project Committee Leaders are established.
- SMART team inform the development and implementation of policies and processes.
- Active wellbeing committee.
- Strategic employment staffing process.
- Student Leader Meetings to give students voice and choice

STRONG GOVERNANCE AND SUPPORT

STRATEGIES

- Implement processes to inform planning and funding decisions for effective enrolment projection and census information.
- Ensure compliance with the Delivery and Performance Agreement as well as the Funding Agreement for schools.
- Build the profile of the School Board by providing induction, training and succession planning.
- Report to the community using the self-assessment tools - National Quality Standards, the Aboriginal Cultural Standards Framework and parent and student surveys.
- Support students and families to engage with supporting roles and agencies within the school, e.g. Psychology and Counselling/Chaplaincy.
- Create and implement induction procedures for all new and relief staff.
- Staff complete all mandatory online professional learning including Child Protection and Abuse Prevention.



SUCCESS INDICATORS

- Schools resources are managed effectively - balanced budgets and finance committee. Audit requirements are met.
- Student-centred budget aligns with Business Plan and Strategic Plan.
- School Board profile is raised within the school community through publications such as the school newsletter.
- 100% School Board members complete all of the online board training modules.
- Review School Board application process and build in code of conduct and ethics, expectations and commitment guidelines.
- Survey results show an increased awareness of the function of the school board.
- Audits and survey results are reported within the Annual report.
- Parent Survey data demonstrates a high level of satisfaction with the school.
- New staff are supported to deliver whole school programs by providing guidelines and plans.
- 100% staff complete all mandatory professional learning.



GLOSSARY

- P & C - Parents and Citizens
- AHPS - Anne Hamersley Primary School
- STEM - Science, Technology, Engineering and Mathematics
- ICT - Information and Communications Technologies
- EAL/D - English as an Additional Language or Dialect
- LBOTE - Language Background Other Than English
- CADET – Connected Assessment Data Entry Tool
- RAP - Reading Acceleration Program
- PEAC - Primary Extension and Challenge
- NAPLAN - National Assessment Program Literacy and Numeracy
- PAT - Progressive Achievement Tests
- Stanines - Nine-point scale (standard bell curve)
- AITSL - Australian Institute for Teaching and School Leadership
- SMART - School Management and Resource Team





16 Dunnett Drive, Ellenbrook, WA 6069

Phone: (08) 9297 7000

Email: annehamersley.ps@education.wa.edu.au

<http://www.annehamersley.ps.wa.edu.au>

Collated by Paula Bell - Deputy Principal