



Joondalup Primary School

**2016 Strategic
Plan**

School Vision

Joondalup Primary School strives to provide opportunities through positive, enjoyable and diverse learning experiences to enable our students to become resilient, respectful, active, life-long learners who contribute positively to society.

This will be accomplished by integrating the Six Key Elements of Classrooms First

- To make every student a successful student
- To have sound teaching in every classroom
- To ensure every public school is a good school
- To provide practical support for teachers and staff
- To deliver meaningful accountability
- To build public confidence in school

School Values

SELF ACCEPTANCE AND RESPECT OF SELF

The acceptance and respect of self, resulting in attitudes and actions that develop each person's unique potential-physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS

Sensitivity to and concern for the well-being of other people; and respect for life and property. Encouragement is given to each person to be caring and compassionate, to be respectful of the rights of others, and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

School Priorities

Joondalup Primary School staff will implement the following priorities in 2016. These priorities are aligned to Focus 2016.

Improved Results/Outcomes

To improve the results/outcomes that students achieve in classrooms and specialist areas through analysis teaching and learning programs and data, moderation and target setting. Staff will assist in planning at a whole school, POLT, year and classroom level. Continue with Phase of Learning Teams (POLT) and Specialist Area learning Teams (SALT) to analyse data, set targets, plan learning activities, focus on priority areas and self-reflect.

Examples of data to be analysed could be

- Classroom assessments/tests
- NAPLAN
- ACER
- Pre Primary On Entry Assessment
- National Quality Standards (NQS) for Kindy-Year 2
- Rainbow Assessment tool (RAT) assessment task
- Words Their Way assessment task
- Kindy Assessment tool (KAT) and RAT assessment tasks

Implement Mathematics, English and Science Whole School Plans

- The implementation will be documented in POLT/SALT strategies, plans and targets.

Building a culture that promotes learning across the school

- Staff will assist and build a culture that promotes learning across the school that is directly related to the National School Improvement Tool (Number Three)

Implement Focus 2016

Staff will implement identified priority areas of Focus 2016.

Success For All Students

- Define as a staff what student progress is expected over a school year in each learning area of phase 1 of the Western Australian Curriculum.
- Emphasise instruction in science, technology, engineering and mathematics (STEM).
- Emphasise instruction in synthetic phonics in the early years.
- Target age-appropriate classroom instruction to strengthen student performance in writing.
- Promote the explicit teaching of information technology across the curriculum.
- Establish targets to improve the proportion of students with more than 90% attendance.
- Use ABE data to monitor whole-school positive student behaviour.
- Self-assess against the National Quality Standard in the early years.
- Develop opportunities for student leadership roles together with activities to show care and respect to others.
- Develop, review and administer intervention and support programs for students at risk.
- Implementation and review of SPIN/SPIL documents
- Implementation of the K-10 Australian Curriculum reporting format for English, History, Mathematics and Science
- Develop further expertise in education assistants and Aboriginal and Islander education officers to support student learning more directly.
- Focus on analytical teaching practices featuring diagnosis of the impact of teaching, including feedback from students and other staff.
- Prepare for full implementation of the Western Australian Curriculum humanities and social sciences, and health and physical education for Semester 1, 2017.

Effective Leadership

- Staff to lead and promote a culture of analysis in which staff routinely diagnose the impact of their teaching.
- Implement distinctive school approaches to improving classroom practices.
- Plan to specifically support student and staff wellbeing and positive health.
- Use national teacher standards for self-reflection, performance management and classroom observation.
- Begin whole-school self-reflection against the new Aboriginal Cultural Standards Framework.
- Increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation.

Improved Student Attendance, Engagement and Behaviour

- Improve student attendance by revising and implementing a whole school, selected cohort and individual approach to attendance and support families of Aboriginal children to increase attendance and participation.
- Ensure parents of all students with attendance and late issues are informed, assisted and supported to improve their child's attendance.
- Revise and implement changes to the school's Behaviour Management Guidelines to align with Behaviour Management Policy, January 4, 2016 Version 2.

School Priorities Implement Focus 2016-Staff will implement identified priority areas of Focus 2016.

Priorities	Strategies/Who	Resources/Finances	Milestones/Targets/Assessment
To improve the results/outcomes that students achieve in classrooms and specialist areas.	<p>All staff to</p> <ul style="list-style-type: none"> analyse data (SAIS, NAPLAN, ACER, Attendance etc) set targets, explicitly teach areas of need and self-reflect. analyse teaching and learning programs and data, participate in moderation and set SMART targets. participate in planning at a whole school, POLT, year and classroom level. POLT Moderation Documented plans and differentiated curriculum 	<ul style="list-style-type: none"> POLT/SALT Budgets SSEND-Statewide Services Padbury School Psych Tom Gigg PD 	<ul style="list-style-type: none"> Staff to reflect on teaching and learning programs and targets at POLT/SALT meetings and at the end of each term. Targets to written in POLT/SALT Plans Staff to participate in moderation in English and Mathematics and Science.
<p>Implement Mathematics, English and Science Whole School Plans</p> <p><i>The implementation of whole school plans are directly linked to the teachers' performance management.</i></p>	<ul style="list-style-type: none"> All teachers to implement whole school Mathematics, English and Science plans into their teaching and learning programs and POLT plans. Committee leaders to assist POLTs with implementation POLTs to have a representative on the committees 	<ul style="list-style-type: none"> Maths Online Assessment Trial from Years 1-6, terms 1&2 Approx \$2000 West Coast Outreach Team 	<ul style="list-style-type: none"> Individuals and POLTs to reflect and formally analyse the implementation of whole school plans twice a year. Analyse Maths Online data end of Semester one. Decide whether to continue for whole school or find a different product.
Building a culture that promotes learning across the school	<ul style="list-style-type: none"> All staff to participate in professional learning and implement strategies that builds a culture that promotes learning. Form a committee to work on building a culture that promotes learning Develop plans/strategies to assist staff in building a positive culture 	<ul style="list-style-type: none"> Greg Mitchell Professional development Approx cost \$2000 Student, staff and community surveys in term 4 Student survey 	Achieve the majority of indicators in the outstanding area and the rest in the high area of the National Improvement Tool (see tool for indicators).

Success For All Students			
Priorities	Strategies/Who	Resources/Finances	Milestones/Targets/Assessment
Define as a staff/school what student progress is expected over a school year in each learning area of phase 1 of the Western Australian Curriculum.	<ul style="list-style-type: none"> • Set up Data Analysis Committee as part of Senior Teacher roles • Staff to define progress in English, Mathematics, History & Science <ol style="list-style-type: none"> 1. Classroom 2. POLT 3. SALT • Targets to be written into Business, POLT and SALT Plans 	<ul style="list-style-type: none"> • http://k10outline.scsa.wa.edu.au/home/judging-standards • http://k10outline.scsa.wa.edu.au/home/reporting/requirements 	<ul style="list-style-type: none"> • Analyse Semester 1&2 reports to monitor student progress • Analyse data sets at staff meetings • Reflect on targets at school board & staff meetings and POLT & SALT meetings
Emphasise instruction in Science, Technology, Engineering and Mathematics (STEM).	<ul style="list-style-type: none"> • Each POLT to have a member in the Mathematics committee. • Digital Technology Committee to devise a whole school plan for digital technology skills. • Continue with TAGS Science Group • Continue with incursions and excursions 	<ul style="list-style-type: none"> • Senior Teacher Role-Science Leader • Network based and organised professional learning 	<ul style="list-style-type: none"> • Data Analysis Committee to analyse semester 1&2 reports to monitor student progress • Implementation of draft Digital Technology Whole School Plan at the beginning of semester 2 and full implementation semester 1 2017
Emphasise instruction in synthetic phonics in the early years.	<ul style="list-style-type: none"> • Synthetic phonics to be taught from kindy to year 6 • Professional development from Language Development Centre • West Coast LDC Outreach Team 	<ul style="list-style-type: none"> • Network professional development • Whole school English Plan 	<ul style="list-style-type: none"> • Analysis of RAT Assessment, PAT Assessments, POLT targets, moderation and assessment tasks from Language Development Centre
Target age-appropriate classroom instruction to strengthen student performance in writing.	<ul style="list-style-type: none"> • Continuation of NAPLAN skills. • Staff to analyse writing students' skills 		<ul style="list-style-type: none"> • Analyse NAPLAN Writing data for Years 3&5

Priorities	Strategies/Who	Resources/Finances	Milestones/Targets/Assessment
Promote the explicit teaching of information technology across the curriculum.	Emphasise instruction in Science, Technology, Engineering and Mathematics (STEM) section.	<ul style="list-style-type: none"> • http://www.acara.edu.au/verve/resources/ScienceSequence_of_content.pdf • http://www.acara.edu.au/verve/resources/Science_Sequence_of_achievement.pdf 	
<p>Establish targets to improve the proportion of students with more than 90% attendance.</p> <p>Acknowledgement of students achieving 100% attendance</p>	<p>Continue with weekly monitoring of students that</p> <ul style="list-style-type: none"> • are late 5 times in a term, they receive a letter and/or telephone call from the principal • have an absentee rate below 85% for a term or have numerous unexplained absences 		Analysing data at school development days and staff meetings
Ensure parents of all students with attendance and late issues are informed, assisted and supported to improve their child's attendance.	<ul style="list-style-type: none"> • There are four attendance officers (admin & AIEO) at school who visit families. • Attendance target set for students with attendance issues • SMS reminders for parents of students that are late on a regular basis 		<ul style="list-style-type: none"> • Reduce the number students with late issues. • Continue to improve the attendance of all students. Percentage to be above state average
Use ABE data to monitor whole-school positive student behaviour.	Data Analysis Committee to analyse ABE data	Analysing data at school development days and staff meetings	Data to be presented and analysed at staff meetings (2 x per term)
Self-assess against the National Quality Standard in the early years.	National Quality Standard Committee to meet at least once per term to assess and inform staff of areas of improvement and/or need.	Analysing data at combined K/PP & Yr1 & 2 POLT meetings	Timeline for implementation to meet NQS standards

Priorities	Strategies/Who	Resources/Finances	Milestones/Targets/Assessment
Develop opportunities for student leadership roles together with activities to show care and respect to others.	<ul style="list-style-type: none"> • Revamp the student councillor and Faction Captains' selection process and their roles • Student Councillors to visit Parliament House 		Review the leadership Camp and the selection processes
Develop, review and administer intervention and support programs for students at risk.	Continue with Students Services Program, IEPs & IBMPs writing, case conferences, attendance plans, EWOCC, Chaplaincy role and School Psychology Services	<ul style="list-style-type: none"> • Chaplain 2 days per week • Pysch services • Educational Well-Being of Children Committee • More Support for Students with Disabilities MSSD PD 	
Implementation and review of SPIN/SPIL documents	Committees Revamp SPiL/SPiN to align with Australian Curriculum	School Officer to work with teams to improve connectivity	Complete and review twice a year
Develop further expertise in education assistants and Aboriginal and Islander education officers to support student learning more directly.	AEIO to work in classrooms with students. AEIO to participate in home visits with Admin	<ul style="list-style-type: none"> • Moorditj Kadadjiny Group • PALs Funding 	Review at the end of semester one and two
Focus on analytical teaching practices featuring diagnosis of the impact of teaching, including feedback from students and other staff.	Student survey of teachers Peer Observations Across the network classroom observations		Student survey by end of term two
Prepare for full implementation of the Western Australian Curriculum Humanities and Social Sciences, and Health and Physical Education for Semester 1, 2017.	All staff to familiarise themselves with HASS and phase one learning areas.		Staff to report on <ul style="list-style-type: none"> • History semester one • Geography in semester two

Effective Leadership

Priorities	Strategies/Who	Resources/Finances	Milestones/Targets/Assessment
<ul style="list-style-type: none"> • Staff to lead and promote a culture of analysis in which staff routinely diagnose the impact of their teaching. • Implement distinctive school approaches to improving classroom practices. 	<ul style="list-style-type: none"> • POLT/SALT • Performance Management • Data Analysis Committee • Staff meetings • Classroom visits/observations by admin 		Discussion at formal/informal performance management meetings
Plan to specifically support staff wellbeing and positive health.	<ul style="list-style-type: none"> • Performance Development • Workload Committee 	<ul style="list-style-type: none"> • Mental Health kit • Brain Ambulance kit • Chaplain • DoE Counselling Services 	
Use national teacher standards for self-reflection, performance management and classroom observation.	Performance Management staff to reflect against standards Staff to reflect on day to day teaching and learning programs	AITSL Standards	Performance Management stage one completed end of semester one stage two completed end of semester two
Begin whole-school self-reflection against the new Aboriginal Cultural Standards Framework.	Unpack the Aboriginal Cultural Standards Framework to gain understanding and implications for the classroom and/or school at an individual, year level, POLT and whole school	New Aboriginal Cultural Standards Framework emailed to all staff Continue with Moodjit Kadadjiny Group	

Improved Student Attendance, Engagement and Behaviour

Priorities	Strategies/Who	Resources/Finances	Milestones/Targets/Assessment
Improve student attendance by revising and implementing a whole school, selected cohort and individual approach to attendance and support families of Aboriginal children to increase attendance and participation.	AEIO visits households and assist with travel to school Admin visits to homes		Aboriginal cohort to have 85% attendance by the end of semester
Revise and implement changes to the school's Behaviour Management Guidelines to align with Behaviour Management Policy, January 4, 2016 Version 2.	Admin to revise Student Behaviour Guidelines, staff to comment and then ratified by school board		New Student Behaviour Guidelines in operation term one

Major Financial Planning for 2016

The school has embarked on continual refurbishment of buildings, equipment and teaching & learning materials/equipment. Listed below are projects that will be started and/or completed in 2015.

- Purchase and installation of play equipment to support National Quality Standards \$10K
- Refurbishment of grounds and gardens salaries and consumables \$5K
- Funding of Network Executive Officer to assist in the operation of the Network \$22K
- Funding of Play and Learn Group and Early intervention Strategy \$25K in salaries and equipment
- Campus Vegetable Garden 5K
- Information Technology Grants that match dollar for dollar-school \$20470 + DoE \$20470=\$40940. The school will purchase 30 laptops to replace 30 desktops.
- Terminal Server (SIS) approx. \$4000

Mathematics, Science & English Curriculum Planning

The Joondalup Primary School has three whole school Curriculum Teams one for Mathematics, Science and English. The members are from the Administration and from each of the four Phase of Learning Teams.

The Curriculum Teams responsibilities are

- Planning, writing and implementation of the Whole School Mathematics, Science and English Plans.
- Organising and facilitating Mathematics, Science and English planning across the school.

The Curriculum Teams meets a minimum of twice a term and when planning is necessary.

Phase of Learning Team Plans

The school is divided into five (5) teams, Phase of Learning Team & Specialist Area Learning Team. Their role is to collect data, plan collaboratively, implement plans, assess plans/targets and self-reflect on the targets and data gathered and continue the planning cycle again.

- Kindy and Pre Primary
- Years One and Two
- Years Three and Four
- Years Five and Six
- Specialist Teachers

The POLTs and SALTs meet formally three times a term to discuss, plan and assess the teaching and learning needs of the students in the POLT.

Each POLT and specialist teachers writes a yearly plan that outlines their 2016 focuses, target setting, strategies, assessment and resources & finances required.

Strategic Planning Process

Stage One-Data Collection

Data is collected by staff from a variety of areas, school reports, SAIS, NAPLAN, teacher judgements, KAT & RAT Assessments, On Entry Assessment data, teacher assessments.

Staff work as individuals, in Phase of Learning Teams and whole school to collect data.

Stage Two-Strategic Planning and Analysis/Recommendations

The Principal, Deputy Principals, Curriculum Teams, POLTs, Senior Teachers and individual staff analyse data, outline areas of need, set targets and make recommendations that are aligned to the Joondalup Primary School Plan Business Plan, Strategic Plan, POLT & SALT Plans, Classrooms First and Focus 2016.

Stage Three-Draft Planning

The Administration, Curriculum Team, POLTs and individuals use data and recommendations to develop teaching and learning programs, POLT Plans, Strategic Plan and Business Plan to facilitate improved student outcomes.

Stage Four-Whole School Verification

Final Plans are distributed to staff. School Board ratifies the Business Plan. Strategic Plan and Business Plan are posted on Joondalup PS Webpage for community to view.

Stage Five

Implementation, reflection and adjustment of plans and programs to suit the learning needs of students to improve their social, emotional and academic outcomes.

Senior Teacher Roles

Michelle Goodridge [EWOCC- Emotional Well-being of Children Committee](#)
[Edith Cowan Occupational Therapy Students \(8 Week practicum\)](#)

Angela Zyrucha [Whole School Data Analysis](#)

Joe Ferraloro [PEAC](#)

Helen Sweet [Social Justice/Cambodian Sister School Promotion/SALT](#)
[Timetable](#)

Libby Gawned [NAPLAN/Swimming](#)

Zelma Knobbe [Whole School Data Analysis.](#)

Maureen Lahti [Whole School Data Analysis and Time Out](#)

Karen Tucker [Business Plan and IPS Review.](#)

Mike Bibby [Leader of Science Committee](#)

Shirley Holthouse [Environmental Sustainability.](#)

Lyn Robcke [ECU Compact/Leader of Numeracy Committee](#)

Sonya Strating [Values Education implementing and reviewing values](#)
[throughout the school/Volunteer Program](#)

Special Responsibility Allowance

Ashbey Polson [Science Academic Extension](#)

Level Three Teacher Rolls

Cathy Scott [Leader of the English Committee, Mentoring of Graduate](#)
[Teachers and NQS](#)

Special Programs/Staff

The school also runs these programs

- Science extension program for students from Yr 2-6 SRA funded
- Early Childhood Intervention Program-Literacy school funded
- Play & Learn Three Year Olds Group 0.2 FTE school funded
- Choir for middle and upper school students school funded
- English as an Additional Language/Dialect EAL/D 0.4 FTE central funded
- Instrumental Music-School of Instrumental Music Private Tuition
- Aboriginal Program and AIEO Program 0.6 FTE

Joondalup Primary School has a five specialist teachers:

- Physical Education 0.8 FTE
- Languages Other Than English-Indonesian 0.4 FTE
- Visual Arts 0.8 FTE
- Performing Arts-Music 0.8 FTE
- Library and Literacy 0.8 FTE

