

Ellen Stirling Primary School

AN INDEPENDENT PUBLIC SCHOOL



School Business Plan 2018 - 2020

Moral Purpose: Ellen Stirling Primary School will provide a safe, enriched learning and teaching environment driven by high expectations for success.

A Message from the School Board

At Ellen Stirling Primary School we pride ourselves with our motto “Explore, Discover, Grow”. As members of the Ellen Stirling Primary School Board, we thank you for entrusting us to provide a safe and happy learning environment where all children can strive to their greatest potential. *Sharon Craig – Board Chair*

Our School Emblem and Motto

The School Emblem was a result of a school and community competition held in 2008. Emblem designer and school parent, Eloise Verlaque, stated ‘I thought a lot about the emblem before I designed it and there is quite a bit of symbolism in the image. Firstly, the book stands for knowledge, education and reading, while the overall shape of the image in the emblem represents a fountain of knowledge. The blue wavy lines represent the Ellen Brook which Ellenbrook was named after. I used a Kangaroo Paw because there are many of them planted all around Ellenbrook and they are the floral emblem of Western Australia. Finally, the V shaped cup or spout at the top of the image represents Coolamon, which is an Aboriginal word to describe a vessel that holds water’.

Included in The School Emblem is The School Motto, developed by parent, Tarryn Penney.

EXPLORE - learning as it is a lifelong exploration.

DISCOVER - different cultures, diversity, tolerance and values.

GROW - in the knowledge of historical and modern day issues.

Our School Context

Ellen Stirling Primary School is an Independent Public School, providing quality education to students from Kindergarten to Year 6 in the locality of Coolamon in the suburb of Ellenbrook.

Ellen Stirling Primary School is a ‘local intake’ school, which means our students come from a designated area, an initiative to manage population growth in the Ellenbrook locality.

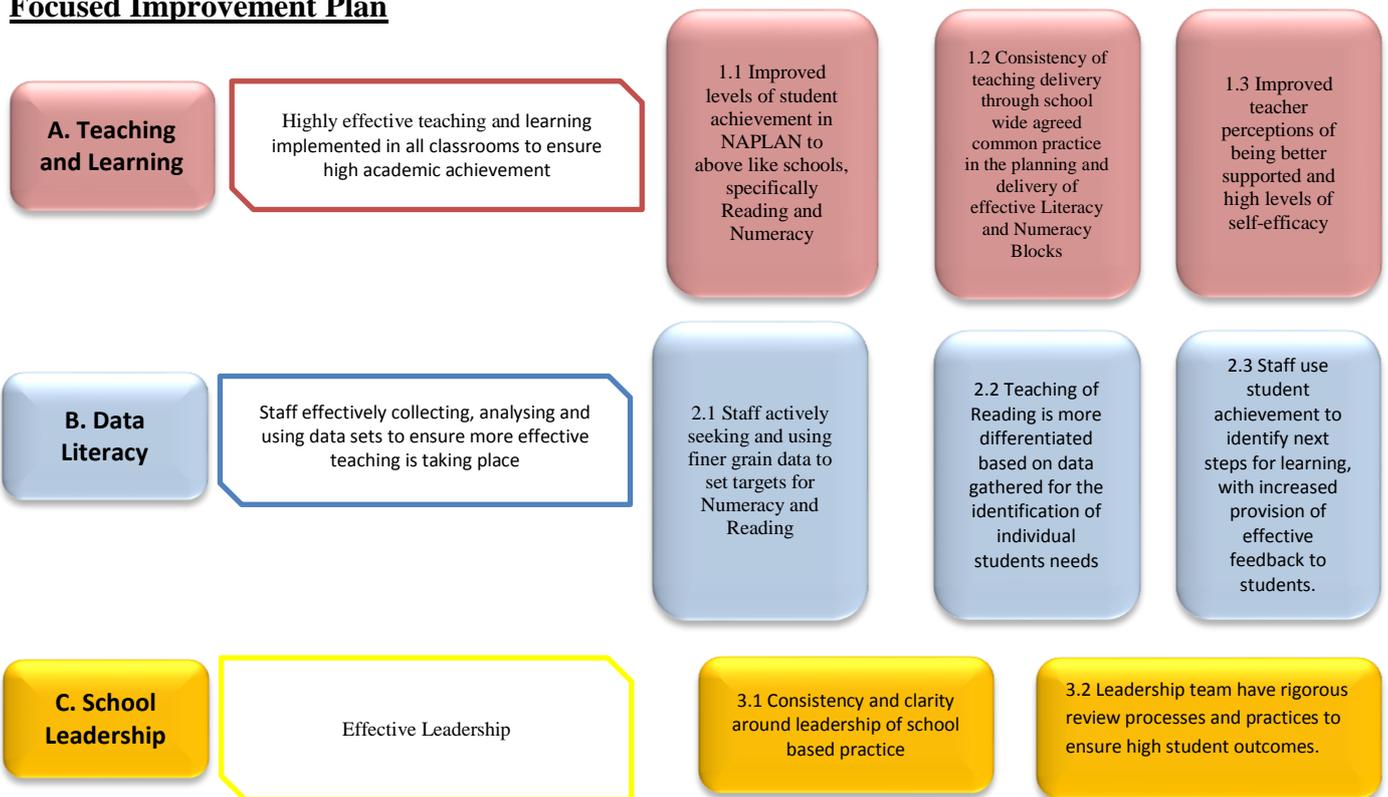
Ellen Stirling Primary School opened in 2008 with 235 students, 12 teaching staff and 10 support staff. In the years to follow, the student numbers have continued to increase with the current student population of over 800 with 42 teaching staff and 33 support staff. Ellen Stirling Primary School is included in the Ellenbrook Network of six public primary schools that feed into Ellenbrook Secondary College and Aveley Secondary College.

The student population at Ellen Stirling Primary School is diverse and includes over twenty ethnicities, with many students having English as their second language. The School also provides an inclusive curriculum that caters for students with identified disabilities or learning difficulties. The School brings together respect and acknowledgement of the pioneering spirit with a technology focus to equip our students for the future. The School Motto ‘Explore, Discover, Grow’ encapsulates the School’s beliefs in active and engaged student learning. The School encourages students to see themselves as learners and set individual learning goals. The School staff are willing and open to explore new ideas which support student discovery and growth, priding themselves on the provision of a safe, enriched learning environment driven by high expectations for success.

Ellen Stirling Primary School has engaged parents and the wider community in consultation and collaboration to provide an educational environment that reflects community expectations. This has led to an active and supportive School Board and P & C Association.

The School prides itself on using research based whole school ‘Evidence Based’ Literacy, Numeracy and Science programs alongside a social development program based on the ‘You Can Do It!’ principles of Persistence, Organisation, Getting Along, Confidence, Resilience and Manners.

Focused Improvement Plan



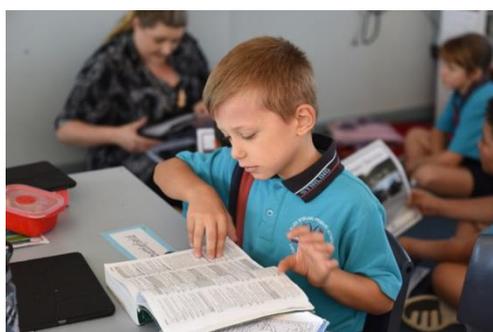
Aspiration for 2018 – 2020: To move from performing below 'Like Schools' to performing above 'Like Schools' and closer to 'State Average'.

Key Performing Indicators (KPI's) for Overall Aspiration:

Metric used to measure progress	Baseline Performance 2016/2017	2018 Interim Target	2019 Interim Target	2020 Final Target
NAPLAN scores for English and Maths to be at or above 'Like Schools' mean score.	Mean Difference: Yr3: N-14, R-21, S-5, G/P+10, W-3. Yr 5: N-3, R-10, S-19, G/P- 13, W-6.	Reduce the gap by half	Reduce the gap by half again	Mean difference 0 or positive with 'Like Schools'.
Progress of NAPLAN scores in English and Maths for the stable cohort Yrs 3 to 5 to be above 'Like Schools'.	Mean Difference: N+26, R+23, S+16, G/P+31, W+16	Maintain overall mean progress equal to or greater than "like Schools'.	Maintain overall mean progress equal to or greater than "like Schools'.	Overall mean progress equal to or greater than "like Schools'.
Increased % of students performing in NAPLAN at Yr 3 & Yr 5 at the top two bands to be equal to or above 'Like Schools'(LS). N – Numeracy R – Reading S – Spelling G/P – Grammar & Punctuation W - Writing	Percentage in Top Two Bands Yr 3: N15% LS25%, R26% LS35%, S34% LS38%, G/P39% LS36%, W39% LS37%. Yr 5: N15% LS13%, R18% LS26%, S15% LS319%, G/P19% LS26%, W8% LS8%	Equal to 'Like Schools'.	Equal to 'Like Schools'.	Above 'Like Schools'.

Key Performance Indicators Table

A. Teaching and Learning					
Objectives	Metric used to measure progress	Baseline Performance 2016/2017	2018 Interim Target	2019 Interim Target	2020 Final Target
1.1	See Overall Aspiration for NAPLAN KPI's				
1.2	Percentage of teachers using EI in class according to specified 'Framework for Learning'.	0% of teachers	30% of teachers	75% of teachers	100% of teachers
1.3	Teacher Perception of support and self efficacy as reported in OHI survey.	12 Bottom Quartile Practices	6 Bottom Quartile Practices	3 Bottom Quartile Practices	0 Bottom Quartile Practices
1.4	Percentage of students achieving high to very high progress		10% Increase	10% Increase	10% Increase
1.5	PAT Testing	TBE	TBE	TBE	TBE
B. Data Literacy					
Objectives	Metric used to measure progress	Baseline Performance 2016/2017	2018 Interim Target	2019 Interim Target	2020 Final Target
2.1	Percentage of teachers adhering to data expectations set within PM booklet	N/A	50%	75%	100%
2.3	Increased provision of feedback to students as reported in student surveys	Initial TTFM	Increase by 10%	Increase by further 10%	Increase by further 10%
C. School Leadership					
Objectives	Metric used to measure progress	Baseline Performance 2016/2017	2018 Interim Target	2019 Interim Target	2020 Final Target
3.1	Teacher perception of Role Clarity as reported in OHI Survey	Bottom quartile practice	Third Quartile Practice	Second Quartile Practice	Top Quartile Practice
3.2	Teacher Perception of Coordination & Control as reported in OHI Survey	School - 40 C4 - 54	Progressing towards C4 score	Level with C4 schools	Above C4 schools



Target Recommendations from IPS Independent Public School Review

NAPLAN

PROGRESS of Students from Year 3 to Year 5 – Stable Cohort

Average Progress and Achievement Compared with Like Schools

HPHA – Higher Progress - Higher Achievement

HPLA – Higher Progress – Lower Achievement

LPHA – Lower Progress – Higher Achievement

LPLA – Lower Progress – Lower Achievement

	2017		2018		2019		2020	
	Target	Baseline	Target	Actual	Target	Actual	Target	Actual
Numeracy	HPHA	HPHA	HPHA		HPHA		HPHA	
Reading	HPHA	HPLA	HPHA		HPHA		HPHA	
Writing	HPHA	HPHA	HPHA		HPHA		HPHA	
Spelling	HPHA	HPHA	HPHA		HPHA		HPHA	
Grammar and Punctuation	HPHA	LPLA	HPHA		HPHA		HPHA	

ON ENTRY to Year 3 NAPLAN Progress- Stable Cohort

	2017		2018		2019		2020	
	Target	Baseline	Target	Actual	Target	Actual	Target	Actual
Numeracy	Moderate to Very High Progress	49%	55%		60%		65%	
Reading	Moderate to Very High Progress	68%	75%		80%		85%	

NAPLAN ATSI Achievement (ATSI – Aboriginal and Torres Strait Islander) – Stable Cohort

	2017		2018		2019		2020	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Year 3 Numeracy	Good to Excellent Achievement	50%	60%		70%		80%	
Year 3 Reading	Good to Excellent Achievement	50%	60%		70%		80%	
Year 5 Numeracy	Good to Excellent Achievement	0%	20%		40%		50%	
Year 5 Reading	Good to Excellent Achievement	17%	30%		50%		60%	

NAPLAN LBOTE Achievement (LBOTE – Language background other than English) – Stable Cohort

	2017		2018		2019		2020	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Year 3 Numeracy	Good to Excellent Achievement	50%	60%		70%		80%	
Year 3 Reading	Good to Excellent Achievement	44%	50%		60%		70%	
Year 5 Numeracy	Good to Excellent Achievement	20%	30%		40%		50%	
Year 5 Reading	Good to Excellent Achievement	20%	30%		50%		60%	

Behaviour

Formal report – School Behaviour Attributes (Semester 2)

	2017		2018		2019		2020	
	Target	Baseline	Target	Actual	Target	Actual	Target	Actual
Lower Primary	Often and Consistently	81.7%	85%		90%		95%	
Primary	Often and Consistently	89.2%	90%		92%		95%	

NQS ({M} Meeting or {WT} Working Towards)

	2017	2018		2019		2020	
	Baseline	Target	Actual	Target	Actual	Target	Actual
QA 1 – Educational Program and Practice	M	M		M		M	
QA 2 – Children’s Health & Safety	M	M		M		M	
QA 3 – Physical Environment	WT	M		M		M	
QA 4 – Staffing Arrangements	M	M		M		M	
QA 5 – Relationships with Children	M	M		M		M	
QA 6 – Collaborative Partnerships with Families and Communities	WT	M		M		M	
QA 7- Leadership and Service Management	M	M		M		M	

Aboriginal Cultural Standards Framework

	Standard		Emerging	Developing	Capable	Proficient
Relationships	Foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.	Baseline				
		2018				
		2019				
		2020				
Leadership	Leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.	Baseline				
		2018				
		2019				
		2020				
Teaching	High expectations for Aboriginal Students and teach in ways that enable them to better reach their full education potential	Baseline				
		2018				
		2019				
		2020				
Learning Environment	Build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.	Baseline				
		2018				
		2019				
		2020				
Resources	Target resourcing to optimise the education outcomes for Aboriginal students.	Baseline				
		2018				
		2019				
		2020				

School Board Critical Review of School Business Plan (Based on National School Improvement Tool)

Domain 1: An Explicit Improvement Agenda				2018	2019	2020
The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.						
						
* the governing body, school principal and other school leaders are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school;						
* the school has made an effort to understand current student achievement levels, and how achievement levels have changed over time, including for students in social inclusion priority groups, students at risk of disengaging or who have disengaged from schooling, and students facing disadvantage, including students with a disability, those from non- English speaking backgrounds, Aboriginal and Torres Strait Islander students, those from low-SES backgrounds and regional and remote areas;						
* explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community;						
* school staff are united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school-wide improvement;						
* the school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes;						
* the school has clearly articulated strategies for improving levels of student achievement and wellbeing; and						
* progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.						

Domain 2: Analysis and Discussion of Data				2018	2019	2020
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.						
						
* the school has developed and is implementing a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments;						
* the school has identified and can demonstrate that it is using tests and other assessment tools to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science, cross-curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional development;						
* the school uses data to identify starting points for improvement and to monitor progress over time;						
* arrangements have been put in place for the collection and analysis of school-wide data and for summarising, displaying and communicating data, including to parents and the school community;						
* all teaching staff have access to a broad range of student achievement and wellbeing data and use it to analyse, study and display individual and cohort progress;						
* professional development is provided to build staff skills in analysing and interpreting data;						
* school leaders, as part of their responsibilities, regularly work with their teams to review achievement data relating to their areas;						
* time is set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes;						
* the school includes in its data gathering input and feedback from students and parents;						
* the school systematically monitors other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement;						
* data are used in building a culture of self-evaluation and reflection across the school; and						
* the school uses data to inform school-level decisions, interventions and initiatives.						

Domain 3: A Culture that Promotes Learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

✓	!	✗		2018	2019	2020
			* the school promotes and maintains an environment reflective of its high expectations that all students will learn successfully;			
			* the staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community;			
			* interactions between staff, students, parents and families are caring, polite and inclusive;			
			* the school views parents and families as integral members of the school community and partners in student learning;			
			* the school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs;			
			* the school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff;			
			* the school has clear strategies to promote appropriate behaviour – including agreed responses and consequences for inappropriate student behaviour – and the school provides sufficient support for teachers to implement these policies;			
			* the school works to create an attractive and stimulating physical environment that supports and encourages learning;			
			* the school promotes a culture of inquiry and innovation, where creative exploration and independent learning are valued; and			
			* all students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.			



Domain 4: Targeted Use of School Resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

✓	!	✗		2018	2019	2020
			* the school has processes to identify and respond to student needs through the allocation of staff and resources;			
			* staff are deployed in ways that best address the learning needs of all students in the school and that make best use of available staff expertise and interests;			
			* there are school-wide programs and approaches for students requiring additional or specialist support;			
			* in its use of discretionary school funds, the school gives priority to initiatives aimed at improving outcomes for students;			
			* flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners;			
			* the school effectively uses its physical environment and available facilities to maximise student learning; and			
			* the school budget aligns local and system priorities.			

Domain 5: An Expert Teaching Team				2018	2019	2020
The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.						
						
* the school places a priority on attracting, retaining and developing the best possible teachers;						
* the leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions;						
* teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices;						
* the school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning;						
* the principal and other school leaders lead and model professional learning in the school;						
* the principal and other school leaders build networked school relationships that support leadership development, including principal-principal mentoring relationships;						
* school leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities;						
* the school works to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers;						
* the school uses agreed formal processes to manage unsatisfactory performance; and						
* the school has in place a professional learning plan and associated budget to support local and, where appropriate, system priorities.						

Domain 6: Systematic Curriculum Delivery				2018	2019	2020
The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.						
						
* the school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn;						
* the plan for curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs;						
* staff of the school are familiar with and work within the school's shared curriculum expectations;						
* the curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing;						
* school leaders focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics,						
* the school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.;						
* a priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs;						
* the school places a priority on making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills;						
* assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg. gaps in knowledge and understanding), and to monitor learning progress across the years of school;						
* reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and						
* professional development is provided to build staff skills in curriculum planning and development.						

Domain 7: Differentiated Teaching and Learning				2018	2019	2020
The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.						
						
* teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support;						
* teachers work at understanding where students are in their learning – including their current knowledge, skills, learning difficulties and misunderstandings – to identify starting points for teaching;						
* teachers work to ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to meet students’ learning needs, levels of readiness, interests, aspirations and motivations;						
* teachers consult with parents and with students themselves to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the development of individual learning plans;						
* teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making;						
* teachers encourage and assist students to monitor their own learning and to set goals for future learning;						
* communication with parents and families provides information about where students are in their learning, what progress they have made over time, and what they might do to support their children’s further learning; and						
* tailored, early and sustained interventions are in place for students identified as requiring additional support, including students returning to school after a period of absence/disengagement.						

Domain 8: Effective Pedagogical Practices				2018	2019	2020
The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.						
						
* the school leadership team keeps abreast of research on effective teaching practices;						
* the school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school;						
* school leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies;						
* school leaders actively promote a range of evidence-based teaching strategies, including; <ul style="list-style-type: none"> – creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn – connecting new material to past learning and assisting students to see the continuity in their learning over time – demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring – promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time – setting high expectations for every student’s progress and ambitious targets for improving classroom performances – working to build students’ beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success – providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress – routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice; and 						
* school leaders provide teachers with ongoing detailed feedback on their classroom practices.						

Domain 9: School Community Partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children’s education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.

✓	!	✗		2018	2019	2020
			* the school builds partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students;			
			* the school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing;			
			* identified partners are involved in collaborative planning and are committed to the purposes and objectives of the partnership;			
			* the senior leadership teams in the partner organisations are involved, committed and play a role in achieving staff commitment and participation within their organisations;			
			* there is clarity around partner roles and responsibilities;			
			* major partnership decisions are made collaboratively and partnership activities are designed to make best use of partners’ expertise;			
			* goals, progress and achievements are systematically and regularly monitored and refined as required;			
			* adequate resources are committed to ensure the effectiveness and success of partnerships;			
			* the school collects evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students; and			
			* the school’s partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations.			

**Our thanks to:**

Midland Photographers, Farrell Road Midland.

The staff at Ellen Stirling Primary School for their dedication and care towards our children.

Miss Lauren Hannah – Cover Design