

# Ellen Stirling Primary School Business Plan



2021—2023

This document has been constructed using a number of documents:

- Strategic Directions for Public Schools 2020 – 2024  
Every student, every classroom, every day;
- Building on Strength: Future Directions for the Western Australian public school system;
- Focus 2020;
- Progressing Classroom First;
- Classroom First;
- Aboriginal Cultural Standards Framework;
- Western Australian Public School Leadership Strategy 2018 – 2021.



Our ESPS School Business Plan 2021 – 2023 provides strategic direction for continued improvement and aligns with all of the current Department of Education Strategic Plans for Public Schools as listed above.

The Business Plan has six sections that also align with the Department of Education WA Electronic School Assessment Tool (ESAT) to allow review, evaluation and planning by the ESPS School Board, Review, Leadership and Executive Team.

- Leadership;
- Learning environment;
- Teaching Quality;
- Student Achievement and Progress;
- Relationships and Partnerships;
- Use of Resources.



## Moral Purpose

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

## A Message from the ESPS 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 – Chairperson*

## Our School Emblem and Motto

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. The Kangaroo Paw was used as 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 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 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.

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 social development programs based on Zones of Regulation and on the 'You Can Do It!' principles of Persistence, Organisation, Getting Along, Confidence, Resilience and Manners.



## Leadership

| Objectives                               | Core Strategies   |
|--|---|
| Enhance Leadership Roles Definitions     | <ul style="list-style-type: none"> <li>• Further clarify leadership roles within the school and redesign where appropriate;</li> <li>• Advertise all leadership role documents to current staff members;</li> <li>• Use role clarity when dealing with staff, students and parents.</li> </ul>  |
| Provide Leadership Team with time        | <ul style="list-style-type: none"> <li>• Use the DOTT timetable to provide Leadership Team with time to follow up directions for school;</li> <li>• Use extra Relief teacher time to support Leadership Team members.</li> </ul>  |
| Develop Strategic Plan for School Review | <ul style="list-style-type: none"> <li>• Use Fogarty Placemat for 5 weekly reviews;</li> <li>• Use Review/Leadership Team to review current progress every 5 weeks;</li> <li>• ESPS School Board to discuss review conclusions and then ratify decisions at termly meetings.</li> </ul>   |
| Enhance Operating procedures             | <ul style="list-style-type: none"> <li>• Use Leadership Team and aspirant staff to revise and update school policies;</li> <li>• ESPS School Board to discuss, adjust and then ratify updated school policies.</li> </ul>   |
| Develop School Assessment Cycles         | <ul style="list-style-type: none"> <li>• Review and enhance current school assessment schedules;</li> <li>• Leadership and Review Team to review and ratify assessment schedules.</li> </ul>  |
| <b>Success Criteria</b>                  | <ul style="list-style-type: none"> <li>• All staff are knowledgeable with the role clarity documents that are updated regularly.</li> <li>• School Leadership / Review Team are supported with time and training to provide enhanced outcomes.</li> <li>• School Review processes are automatic and informative.</li> <li>• All school policies are current and available to the school community.</li> <li>• School Assessment schedules are advertised and followed each year.</li> </ul> |



## Learning Environment

| Objectives   | Core Strategies  |
|--|--|
| To provide optimum learning conditions in every classroom  | <ul style="list-style-type: none"> <li>• Revise current 'conditions for learning' policy and update;</li> <li>• Advertise updates expectations to students, staff and parents.</li> </ul>  |
| Provide a balance of play based learning, direct instruction and enquiry approach in every classroom | <ul style="list-style-type: none"> <li>• Revise current expectations for curriculum delivery;</li> <li>• Develop a play based learning policy for ESPS.</li> </ul>   |
| Develop Growth Mindset and Mindfulness approaches for students and staff.                            | <ul style="list-style-type: none"> <li>• Revise current approaches in classrooms for Growth Mindset and Mindfulness lessons;</li> <li>• Continue to access professional learning in both areas for staff and students.</li> </ul>  |
| <b>Success Criteria</b>  | <ul style="list-style-type: none"> <li>• 'Conditions for learning' in classrooms is clear and well publicised;</li> <li>• Curriculum delivery in every classroom is a good balance of play-based learning, direct instruction and enquiry approach;</li> <li>• Growth Mindset and Mindfulness lessons are taking place in all classrooms.</li> </ul> |



## Teaching Quality

| Objectives   | Core Strategies   |
|--|---|
| To provide effective staff performance management  | <ul style="list-style-type: none"> <li>• Revise current staff performance management (PM) documents and update;</li> <li>• Use PM documents and meetings to provide feedback and career goals.</li> </ul>   |
| Use workforce planning to build capacity in the school                                       | <ul style="list-style-type: none"> <li>• Review current workforce and use re-structuring to enhance staff quality;</li> <li>• Use Department of Education staffing processes to identify and retain quality staff members.</li> </ul>   |
| Maintain consistency of EDI curriculum delivery across the school                            | <ul style="list-style-type: none"> <li>• Increase peer, coach and line manager visits to classrooms to review EDI curriculum delivery in classrooms;</li> <li>• Continue to access professional learning in EDI delivery.</li> </ul>  |
| Maintain quality curriculum delivery in all learning areas, especially Literacy and Numeracy | <ul style="list-style-type: none"> <li>• Increase PM visits to classrooms and allow coaching program to have an impact on teacher quality.</li> </ul>   |
| Build upon Classroom teacher coaches program   | <ul style="list-style-type: none"> <li>• Allocate time within DOTT timetable to provide access to coaching PL and classroom visits.</li> </ul>  |
| <b>Success Criteria</b>  | <ul style="list-style-type: none"> <li>• Staff performance management is effective with enhancing staff professional goals;</li> <li>• Workforce planning matches student needs each year;</li> <li>• Quality EDI curriculum delivery in every classroom;</li> <li>• Quality and balanced curriculum delivery in all learning areas;</li> <li>• Coaching program in the school is well developed, supported and is having a positive impact on the teaching quality.</li> </ul> |



## Student Achievement and Progress

| Objectives   | Core Strategies  |
|--|--|
| Maintain whole school approach to data analysis  | <ul style="list-style-type: none"> <li>Invest in Data PL for all staff;</li> <li>Use PM and line manager meetings to help understand use of data;</li> <li>Use data as part of parent information in progress meetings.</li> </ul>   |
| Schedule for targeted and budgeted PL based on school direction and needs                      | <ul style="list-style-type: none"> <li>Use operational plans to budget for PL on data use.</li> </ul>  |
| Implement a whole school approach and expectations for the collection and use of student voice | <ul style="list-style-type: none"> <li>Pivot data to be used to provide student voice for planning;</li> </ul>   |
| Embed teacher ownership and in-depth awareness of student achievement data                     | <ul style="list-style-type: none"> <li>Teacher ownership and discussion of data with Line Manager;</li> <li>Teacher / parent understanding of data.</li> </ul>   |
| Student achievement data tracked and discussed regularly with line managers                    | <ul style="list-style-type: none"> <li>Student achievement data reviewed in collaborative teams, staff meetings and in PM meetings;</li> <li>Student achievement data reviewed as a whole school.</li> </ul>   |
| <b>Success Criteria</b>  | <ul style="list-style-type: none"> <li>All staff understand and use student data effectively;</li> <li>School operational budgets allow for effective data analysis and teaching implementation;</li> <li>Student voice has a place in all teacher planning and curriculum delivery;</li> <li>Student achievement data is easily accessed and used to inform teaching and inform parents of student progress;</li> <li>Student achievement data is used to review impact of teaching and for future planning.</li> </ul> |





## Relationships and Partnerships

| Objectives   | Core Strategies   |
|--|---|
| Further develop relationships with external agencies and other high performing schools | <ul style="list-style-type: none"> <li>Keep relationships and programs with ECU, Teach, Learn, Grow and Fogarty, Dawson Park PS, Quinns Beach PS.</li> </ul>  |
| Investigate Early Learning Strategies (0 – 4 years)                                    | <ul style="list-style-type: none"> <li>Use Parenting Centre (Arbor Grove) as a source of services for parents and teachers.</li> </ul>  |
| Further develop communication channels with the broader cultural community             | <ul style="list-style-type: none"> <li>Use Connect, The School Website, texts, emails and phone calls to provide clear communication to all parents and caregivers from all cultures.</li> </ul>  |
| Enhance teacher – parent norms and communication protocols                             | <ul style="list-style-type: none"> <li>Communication and Meeting protocols developed and advertised to the wider school community.</li> </ul>   |
| Success Criteria   | <ul style="list-style-type: none"> <li>Relationships with all external agencies are positive and have a positive impact on student learning at ESPS;</li> <li>Early Learning Strategies and information is readily accessed through the new Parenting Centre;</li> <li>Parent and Caregiver communication is clear and consistent;</li> <li>All teacher – parent protocols are clear and outlined in current policies.</li> </ul> |





## Use of Resources

| Objectives  | Core Strategies   |
|---|---|
| Investigate resources and PL to enhance Mathematics curriculum delivery and content | <ul style="list-style-type: none"><li>• Leadership / Review Team to investigate.</li><li>• Principal and MCS provide Finance Committee with updated finance position for discussion and development on a regular basis.</li><li>• Business Plan and Operational Plans are developed according to current student needs.</li></ul> |
| Financial Management is accurate and appropriate for ESPS                           |   |
| Budget and resource management support student needs                                |   |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"><li>• Mathematics delivery is effective and evidence based;</li><li>• Financial Management is accurate and focussed on student needs;</li><li>• Current School policies support student needs.</li></ul>  |



### Literacy and Numeracy Academic Targets 2021 - 2023

| SUBJECTS        | Year 3 Baseline – 2019                       | YEAR 3 Targets                               |
|-----------------|--|--|
| NAPLAN Reading  | Above Like Schools<br>Below State Average    | Above Like Schools<br>Equal to State Average |
| NAPLAN Spelling | Above Like Schools<br>Above State Average    | Above Like Schools<br>Above State Average    |
| NAPLAN Grammar  | Above Like Schools<br>Above State Average    | Above Like Schools<br>Above State Average    |
| NAPLAN Writing  | Above Like Schools<br>Above State Average    | Above Like Schools<br>Above State Average    |
| NAPLAN Numeracy | Above Like Schools<br>Above State Average    | Above Like Schools<br>Above State Average    |
| SUBJECTS        | Year 5 Baseline – 2019                       | YEAR 5 Targets                               |
| NAPLAN Reading  | Above Like Schools<br>Equal to State Average | Above Like Schools<br>Above State Average    |
| NAPLAN Spelling | Above Like Schools<br>Above State Average    | Above Like Schools<br>Above State Average    |
| NAPLAN Grammar  | Above Like Schools<br>Above State Average    | Above Like Schools<br>Above State Average    |
| NAPLAN Writing  | Above Like Schools<br>Equal to State Average | Above Like Schools<br>Above State Average    |
| NAPLAN Numeracy | Below Like Schools<br>Above State Average    | Above Like Schools<br>Above State Average    |

## Non Academic Targets 2021 - 2023

### Attendance Data

|               |              | At Risk      |             |             |
|---------------|--------------|--------------|-------------|-------------|
|               | Regular      | Indicated    | Moderate    | Severe      |
| Baseline 2019 | 76.7%        | 17.5%        | 4.0%        | 1.8%        |
| Like Schools  | 69.6%        | 21.7%        | 6.8%        | 1.9%        |
| WA State      | 73.0%        | 19.0%        | 6.0%        | 2.0%        |
| <b>ESPS</b>   | <b>85.0%</b> | <b>12.0%</b> | <b>3.0%</b> | <b>0.0%</b> |

### Behavioural Data

| Lower Primary Attribute   | Seldom      | Sometimes   | Often        | Consistently |
|---|-------------|-------------|--------------|--------------|
| Is enthusiastic about learning  |             |             |              |              |
| Participates responsibly  |             |             |              |              |
| Sets goals and works towards them                                     |             |             |              |              |
| Baseline - 2020 – Semester One*                                       | 1.2%        | 9.5%        | 30.4%        | 51.8%        |
| <b>Targets for 2021 - 2023</b>  | <b>0.0%</b> | <b>5.0%</b> | <b>25.0%</b> | <b>70.0%</b> |
| Upper Primary Attribute   |             |             |              |              |
| Works to the best of his/her ability                                  |             |             |              |              |
| Shows self-respect and care   |             |             |              |              |
| Shows courtesy and respect for the rights of others                   |             |             |              |              |
| Participates responsibly in social and civic activities               |             |             |              |              |
| Cooperates productively and builds positive relationships with others |             |             |              |              |
| Is enthusiastic about learning  |             |             |              |              |
| Sets goals and works towards them with perseverance                   |             |             |              |              |
| Shows confidence in making positive choices and decisions             |             |             |              |              |
| Baseline - 2020 – Semester One*                                       | 0.6%        | 7.7%        | 24.1%        | 67.5%        |
| <b>Targets for 2021 - 2023</b>  | <b>0.0%</b> | <b>5.0%</b> | <b>25.0%</b> | <b>70.0%</b> |

\* Missing percentages attributed to N/A scores

### Survey Data

Parent and Caregiver Survey 2020 – Survey responses average positive score – 4.23 out of 5

Parent and Caregiver Survey **Target** – Survey responses average positive score – **4.50 out of 5**

|                             |                   |                |
|-----------------------------|-------------------|----------------|
| Pivot Student Survey 2020 - | Standard 1 – 4.04 | Target - +4.00 |
|                             | Standard 2 – 4.10 | Target - +4.00 |
|                             | Standard 3 – 4.10 | Target - +4.00 |
|                             | Standard 4 – 3.95 | Target - +4.00 |
|                             | Standard 5 – 3.92 | Target - +4.00 |

Staff Organisational Health Index (OHI) Survey 2020 - Score – 90

Staff Organisational Health Index (OHI) Survey Target - Score – 90 and above



### Parents and Caregivers Thoughts

(Source: Parent & Caregivers Survey 2020)

*Thank you to all of the teachers, admin staff, the housekeeping staff and the Principal for a safe environment and a great school culture at Ellen Stirling. My kids love going to school.*

*We absolutely love ESPS, as a parent I feel my kids are strongly supported in all areas of their school day. The staff, both teaching and administrative are the best I've come across. Thank you for taking my kids school experience to the next level.*

*Very happy with teachers my son has had at this school. Awesome to see.*

*This school should be so proud of both the principal and all of the staff. How they do it I'm not sure but they have achieved probably with hard work an amazing school with a feeling of education high standards for all and a caring and respectful community. Just watch the smiles as the kids of all ages arrive in the morning.*

*Our thanks to:*

*Midland Photographers, Farrell Road Midland & the staff at Ellen Stirling Primary School for their dedication and care towards our children*