

ELLEN STIRLING PRIMARY SCHOOL

Business Plan 2024-2026



23 Strathmore Parkway, Ellenbrook

6497 4200

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2024-2026 BUSINESS PLAN

This document has been constructed using a number of documents:

- Strategic Directions for public schools 2020–2024
- Building on Strength: Future Directions for the Western Australian Public School System
- Focus 2024
- Information and Communication Technologies (ICT) Vision for teaching and learning in Public Schools 2020–2024
- Information and Communication Technologies (ICT) Strategy 2020–2024
- Progressing Classroom First
- Aboriginal Cultural Standards Framework

Our ESPS School Business Plan 2024 – 2026 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 Teams.

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

Moral Purpose

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



SCHOOL CONTEXT

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. Ellen Stirling Primary School also provides an inclusive curriculum that caters for students with identified disabilities or learning difficulties. Ellen Stirling Primary 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. Ellen Stirling Primary 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.

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.



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.

Katie Vos – Chairperson



LEARNING ENVIRONMENT

Priority	Objectives	Core Strategies	Success Criteria
1	To provide optimum learning conditions in every classroom	<ul style="list-style-type: none"> Revise current 'conditions for learning' policy and update; <ul style="list-style-type: none"> -Behaviour Policy -Expectations for Learning Policy -Teaching Handbook Advertise updates on expectations to students, staff and parents. Following Classroom Policy guide. 	<ul style="list-style-type: none"> Conditions for learning in classrooms is clear and well publicised. Classroom Policy guide publicised / advertised at the beginning of the year. Posters about Behaviours displayed in every classroom (link to policy) Expectations sent out every term for new families and gives a reminder to all. ESPS rules displayed How to move around the school appropriately
2	Update/Review behaviour Policy to explicitly outline bullying procedures/anti bullying information. YCDI lessons	<ul style="list-style-type: none"> ESPS Behaviour Policy – regularly updated / reviewed Regular reminders in Daily Announcements / Connect Continue with this – include growth mindset with these. Use EDI format. 	<ul style="list-style-type: none"> Use of behaviour book in all classrooms / specialists PL for staff on effective practices Poverty/Trauma PL
3	Staff Wellbeing	<ul style="list-style-type: none"> Develop and implement processes to create a culture and environment where all members of the community feel supported and have the opportunity to flourish. Improve staff engagement and workplace satisfaction. Identify staff interested in supporting initiatives and planning to improve staff well-being. 	<ul style="list-style-type: none"> Staff wellbeing survey has high ratings.
4	Provide a balance of play based learning, direct instruction and enquiry approach in every classroom	<ul style="list-style-type: none"> Revise current expectations for curriculum delivery; Develop a play-based learning policy for ESPS. PL for all in Play Based Learning Inquiry Based Learning policy for HASS, Science and STEM. 	<ul style="list-style-type: none"> Curriculum delivery in every classroom is a good balance of play-based learning, direct instruction and inquiry approach. As per ESPS Teaching and Learning Handbook.

TEACHING QUALITY

Priority	Objectives	Core Strategies	Success Criteria
1	Maintain quality curriculum delivery in all learning areas, especially Literacy and Numeracy	<ul style="list-style-type: none"> Maintain Performance Development visits and increase peer observations to allow for a positive impact on teacher quality. Induction of new and returning staff to all school programs. 	<ul style="list-style-type: none"> Quality and balanced curriculum delivery in all learning areas.
2	To provide effective staff performance development	<ul style="list-style-type: none"> Revise current staff performance development (P&D) documents and update. Use (P&D) documents and meetings to provide feedback and career goals. Early Term 1 & 3. 	<ul style="list-style-type: none"> Staff performance development is effective with enhancing staff professional goals.
3	Use workforce planning to build capacity in the school.	<ul style="list-style-type: none"> Review current workforce and use re-structuring to enhance staff quality. Use Department of Education staffing processes to identify and retain quality staff members. 	<ul style="list-style-type: none"> Workforce planning matches student needs each year.
4	Establish classroom teacher peer coaching program	<ul style="list-style-type: none"> Allocate time within DOTT timetable to provide access to coaching PL and classroom visits. 	<ul style="list-style-type: none"> Coaching program in the school is well developed, supported and is having a positive impact on the teaching quality. Progression evaluated on rubric. Coaches meet with network regularly to review / share strategies.

STUDENT ACHIEVEMENT AND PROGRESS

Priority	Objectives	Core Strategies	Success Criteria
1	Maintain whole school approach to data analysis. Limited in K & PP – develop an ECE approach and 1-6 approach	<ul style="list-style-type: none"> Continue to Invest in Data PL for all staff. Use PM and line manager meetings to help understand use of data. Use data as part of parent information in progress meetings e.g. Numeracy monitoring tool etc. Use operational plans to budget for PL on data use. 	<ul style="list-style-type: none"> All staff understand and use student data effectively; and to inform parent / student/teacher meetings. Student achievement data is easily accessed and used to inform teaching and inform parents of student progress.
2	Student achievement (academic and behaviour) data tracked and discussed regularly. To embed teacher ownership and in-depth awareness of student achievement data	<ul style="list-style-type: none"> Student achievement data reviewed in collaborative teams, staff meetings and in meetings. Student achievement data reviewed as a whole school with Collab teams. Teacher ownership and discussion of data with Line Manager. Teacher / parent understanding of data. Process to share data with other teachers. 	<ul style="list-style-type: none"> Student achievement data is used to review impact of teaching and for future planning. (Bubble popping – classroom goals met)
3	Implement a whole school approach and expectations for the collection and use of student voice	<ul style="list-style-type: none"> ESPS Student Survey data to be used to provide student voice for planning. 	<ul style="list-style-type: none"> Student voice has a place in all teacher planning and curriculum delivery.



LEADERSHIP

Priority	Objectives	Core Strategies	Success Criteria
1	Develop School Assessment Cycles	<ul style="list-style-type: none"> Review and enhance current school assessment schedules. Leadership and Review Team to review and ratify assessment schedules. 	<ul style="list-style-type: none"> School Assessment schedules are advertised at the beginning of each year and followed each year. Provided to staff.
2	Develop Strategic Plan for School Review	<ul style="list-style-type: none"> Use ESPS Placemat for 5 weekly reviews. Use Review Team to review current progress every 5 weeks. ESPS School Board to discuss review conclusions and then ratify decisions at termly meetings. 	<ul style="list-style-type: none"> School Review processes are automatic and informative.
3	Enhance Operating procedures	<ul style="list-style-type: none"> Use Leadership Team, Level 3 teachers and aspirant staff to revise and update school policies ESPS School Board to discuss, adjust and then ratify updated school policies. 	<ul style="list-style-type: none"> All school policies are current and available to the school community.



RELATIONSHIPS AND PARTNERSHIPS



Priority	Objectives	Core Strategies	Success Criteria
1	Maintain communication channels with the broader community	<ul style="list-style-type: none"> • Use Connect, the school website, texts, emails and phone calls to provide clear communication to all parents and caregivers from all cultures. • Communication charts outside of classrooms • Term overviews 	<ul style="list-style-type: none"> • Parent and Caregiver communication is clear and consistent.
2	Further develop relationships with external agencies and other high performing schools	<ul style="list-style-type: none"> • Keep relationships and programs with ECU, Teach, Learn, Grow, Ballajura PS, Ellenbrook Network of Schools. • Kindy Hub 	<ul style="list-style-type: none"> • Relationships with all external agencies are positive and have a positive impact on student learning at ESPS. • Successful communication with feeder high schools. • Knowledge of events / orientation days.
3	Promote Early Learning Strategies (0 – 4 years)	Use Parenting Centre (Arbor Grove) as a source of services for parents and teachers.	<ul style="list-style-type: none"> • Early Learning Strategies and information is readily accessed through the Parenting Centre; • Make available for staff to access.

USE OF RESOURCES

Priority	Objectives	Core Strategies	Success Criteria
1	Human Resource Management & Workforce Planning	<ul style="list-style-type: none"> Strategically plan, recruit, develop and manage staff to ensure we have the capacity to successfully implement the school philosophy & pedagogy. 	<ul style="list-style-type: none"> Workforce Plan is successfully implemented to ensure succession planning to support school needs & priorities.
2	Finance Committee	<ul style="list-style-type: none"> A fully operational finance committee with representation across the staff, oversees budget allocations with a focus on resourcing priority areas and supporting school improvement. 	<ul style="list-style-type: none"> Learning area and priority area plans are suitably resourced with budgets that are strategically managed and adhered to as per DOE's policies and guidelines.
3	Asset Replacement	<ul style="list-style-type: none"> Asset replacement schedules are implemented with a focus on replacement and updating / upgrading assets and resources. School budgeting ensures financial resources are allocated to reserves annually. 	<ul style="list-style-type: none"> Assets and resources are strategically maintained and upgraded as specified in replacement schedules.
4	Financial Management is accurate and appropriate for ESPS	<ul style="list-style-type: none"> Principal and MCS provide Finance Committee with updated finance position for discussion and development on a regular basis. Continued PL in this area. 	<ul style="list-style-type: none"> Financial Management is accurate and focussed on student needs.



LITERACY AND NUMERACY ACADEMIC TARGETS

SUBJECTS	Year 3 Baseline – 2023	YEAR 3 Targets
NAPLAN Reading	Above Like Schools Below National Average	Above Like Schools Equal/Above National Average
NAPLAN Spelling	Above Like Schools Above National Average	Above Like Schools Equal/Above National Average
NAPLAN Grammar	Above Like Schools Above National Average	Above Like Schools Equal/Above National Average
NAPLAN Writing	Above Like Schools Above National Average	Above Like Schools Equal/Above National Average
NAPLAN Numeracy	Above Like Schools Below National Average	Above Like Schools Equal/Above National Average
SUBJECTS	Year 5 Baseline – 2023	YEAR 5 Targets
NAPLAN Reading	Above Like Schools Below National Average	Above Like Schools Equal/Above National Average
NAPLAN Spelling	Above Like Schools Below National Average	Above Like Schools Equal/Above National Average
NAPLAN Grammar	Above Like Schools Below National Average	Above Like Schools Equal/Above National Average
NAPLAN Writing	Above Like Schools Below National Average	Above Like Schools Equal/Above National Average
NAPLAN Numeracy	Above Like Schools Below National Average	Above Like Schools Equal/Above National Average



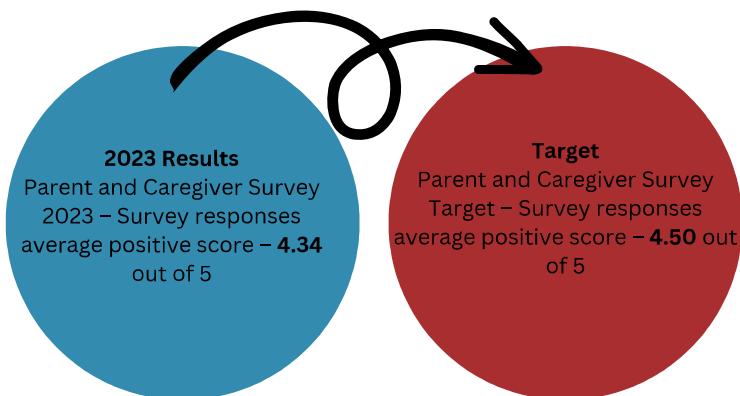
NON ACADEMIC TARGETS

Attendance Data

	At Risk			
	Regular	Indicated	Moderate	Severe
Baseline	67.1%	23.7%	5.8%	3.4%
Like Schools	47.5%	33.5%	14.3%	4.8%
WA State	51%	32.0%	13.0%	5.0%
ESPS	72.0%	20.0%	5.0%	3.0%

Behavioural Data

	Seldom	Sometimes	Often	Consistently
Lower Primary Attributes				
Baseline - 2023 – Semester One*	2.4%	11.0%	30.8%	51.5%
Targets for 2024 - 2026	0.0%	5.0%	25.0%	70.0%
Upper Primary Attributes				
Baseline - 2023 – Semester One*	0.4%	6.9%	29.8%	62.3%
Targets for 2024- 2026	0.0%	5.0%	25.0%	70.0%



Student Survey Target – Survey responses average positive score – 4.50 out of 5

Staff Survey Target – Survey responses average positive score – 4.50 out of 5

Parent and Community Thoughts

(Source: Parent & Caregiver Survey 2023)

“My son was new to the school last year, he transitioned very well and he loves it here. The teachers he has had so far are all amazing and he loves them, and I feel he has improved in pretty much every aspect of his schooling because of the great teachers he has. The school is great with organisation, the office ladies are always lovely. Just an all-round good school.”

“Loving everything about the school. Children are always excited to go to school every day.”

“Majority of my child’s teachers care for her happiness and safety within a learning area.”

“The communication and support that the teachers give the parents is great.”

“We love the P&C events, learning programs & attention that teachers provide to ensure my child continues to improve & grow.”

“Great communication between parents and teachers. Constantly upgrading the school.”

“Currently the ongoing support for my child in particular and dealing with his emotional support through the options of support therapy dogs and chaplain services have been outstanding.”

“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.”

Our thanks to:

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