Inspire To Grow

Business Plan, 2016-2017
From the Principal

Yanchep Beach Primary School is an aspirational new, Independent Public School serving the rapidly growing north-west metropolitan corridor of Perth.

Opening in February 2014 with 319 students, Yanchep Beach PS is located 60km north of Perth City. Yanchep itself is an internationally recognised location of great natural resource and beauty offering a quintessential Australian lifestyle. In 2015 our school commenced with 486 students and 567 students in 2016, the final year of our opening phase.

Since the initial parent consultations commenced in July 2013 YBPS set out to be recognised for being an environment where:

- Students achieve or exceed their own expectations;
- Students learn to think and are inspired to continuously seek improvement;
- Teachers are enabled and supported to professionally grow, work collaboratively and embrace the YBPS culture;
- Resilience is fostered and students are challenged;
- An inclusive and welcoming school environment actively seeks and values parental partnership combined with the empowerment of our Independent Public School status;
- A positive, energetic learning environment allows children to thrive and actively engage in their learning;
- Innovation is encouraged and common;
- Strong leadership, excellent standards and established expectations can be easily observed.

Our school has a clear vision and purpose as stated here within our Business Plan.

The priority areas detailed in this plan are drawn upon from the **DOE Strategic Plan 2016-2019.** Our priority areas and subsequent targets will be monitored and reported to our school board throughout each year, they are further explained through four core areas; learning environment, effective teaching, resourcing and leadership. Our priority areas are:

1. Success for all students
2. Excellence in teaching
3. Community partnerships

Welcome to our school.

Matthew Jarman, Principal, January 2016
Our Values Program
The internationally renowned FiSH philosophy is the basis of our values program. The philosophy is founded upon four simple principles:

- **Make their day**, consider at all times how we can offer our help or kindness to others
- **Play**, is a state of mind that brings new energy and sparks creative solutions
- **Choose your attitude**, recognising how we can be in control of our actions
- **Be there**, be thoroughly committed and engaged with everything you do

Yanchep Beach PS, (YBPS), believes these simple principles can be applied by students and their families across the many arenas within their lives and will act as a reference for the challenges that may lie ahead.

Shared Beliefs
A consultancy process was undertaken to assist in the preparation of this Business Plan. The following feedback has been collated from this process and then used to inform the development of this Business Plan:

- At YBPS learning is an exciting journey - fresh and innovative;
- The school is driven by an exceptional team of committed and innovative teachers who inspire students to grow;
- Welcoming, inviting and stimulating - our school environment benefits from modern facilities and is designed to engage the curious minds of our students;
- Our dynamic team brings a progressive and innovative approach to learning, utilising the latest in technology and teaching to challenge students;
- YBPS is a place where students, parents and staff are encouraged to work together for the best possible outcomes;
- YBPS has high expectations and standards - every member of the school community has a responsibility to demand the best of themselves and of the school;
- Nestled in the heart of the local community, out school is a positive and vibrant learning environments - it’s a place where people want to be.

(Marketing/Communication Strategy feedback, term 2 2014, conducted by Images Seven)

Information Communication Technology, (ICT)
At YBPS we value and recognise that technology already has a ubiquitous place in the lives of our students. We wish to support our students to become confident and adaptive users of technology to assist them with their future social and employment opportunities.

We aim to deliver curriculum using ICT tools wherever possible to enable students to not only become highly competent users but also appreciate the risks, their responsibilities and the adaptabilities of these learning tools. YBPS believes ICT tools and strategies complement and enhance quality teaching strategies but do not act as a substitute.

We also aim to encourage creativity and a solutions focused approach through the use of ICT tools further reflecting the firm belief that the lives of our students will be greatly influenced by technology.
‘Welcoming, inviting and stimulating – our school environment benefits from modern facilities and is designed to engage the curious minds of our students’.

- Parent feedback, 2014 consultancy surveying
**Priority 1 - Success for all students**

**Goal**
A combination of support, high expectations and clear standards engage students to achieve their potential.

**How will we achieve this goal?**

**Learning Environment**
- Students access an engaging and motivating curriculum;
- Students enjoy a differentiated curriculum, focussed intervention and strong SAER processes;
- Specialised learning programs in Visual Arts, Music and Physical Education support the growth of the whole child;
- A whole school approach to values (FISH!) and classroom management is implemented;
- Student behaviour data is managed using positive and proactive strategies;
- Care, compassion and support in all domains of YBPS
- A flexible learning space catering to the individual needs of learners.

**Teaching**
- A whole school approach to instructional strategies supports higher learning outcomes;
- Rigorous analysis of data is combined with teacher judgement to develop high expectations and specific learning targets;
- Develop and implement flexible, adaptive and innovative approaches to the outcome for Aboriginal students;
- Employee review processes and instructional rounds continuously refine and provide reflection supporting effective teaching and growth;
- Staff are supported by a professional learning program catered to the instructional needs of students;
- Specialist programs and initiatives are well resourced and supported to enable students to access a rich and diverse learning experience.

**Resourcing**
- A collaborative approach to pastoral care, maximising internal and external support;
- YBPS maintains a high level of resourcing through prudent and planned strategic planning;
- Targeted professional learning is provided and utilised to build the school’s capacity;
- Culturally appropriate training is available and provided;
- Resources are respectfully maintained.

**Leadership**
- A whole-school Positive Behaviour Program exists and is fully implemented;
- Moral purpose and shared agreement are decision-making platforms;
- A distributed leadership model is implemented to improve the capacity of all staff;
- Clear expectations are well communicated and constantly reviewed;
- A student leadership model beginning in year 4 through to year 6 is implemented;
- School executive team members are instructional leaders and classroom focussed;
- A framework for data interrogation and acceptable student work standards is well communicated;
- Attendance is regularly monitored with procedures immediately enacted where a student’s attendance rate falls below the school board endorsement minimum standard of 93.5%.
Priority 2 - Excellence in Teaching

Goals
- Teachers grow as instructional leaders and are able to address the context of our school;
- An evidence-based approach is adopted to support high quality instruction;
- The needs of all staff are regularly reviewed, addressed and aligned to student learning outcomes

How will we achieve these goals?

Learning Environment
- Continuous monitoring of student progress and achievement;
- A common, evidenced-based instructional agenda is evident utilising:
  - Identified pedagogy, including:
    - First Steps in literacy and numeracy;
    - Letters and Sounds;
    - Talk for writing;
    - Primary connections;
    - SAMR;
    - The Inquiry process
  - Cooperative learning strategies
- Learning environments are flexible, adaptive and responsive to student needs;
- Create and maintain a safe and supportive learning environment founded upon the principles of the FiSH philosophy.

Teaching
- Phase planning across all areas of the curriculum support teaching delivery;
- Develop and implement flexible, adaptive and innovative approaches to the address the needs of aboriginal students;
- Teaching staff apply creative, innovative and integrated learning technologies to support the delivery of curriculum outcomes;
- Opportunities are provided for ongoing teacher reflection, including:
  - Teacher observation or instructional rounds;
  - Teacher self-assessment strategies;
  - AITSL reflection tools and feedback;
  - A coaching and collaborative culture exists.
- The Early Years Learning Framework is evident across Kindergarten to Year 2;
- Teachers access professional learning targeting the flexible use of learning space and environments;
- The Australian Curriculum and National Quality Standards are rigorously implemented and reviewed.

Resourcing
- Professional learning and individualised growth strategies exist for all staff;
- Culturally appropriate training is available and provided;
- Coaching models are implemented to support teacher growth and improve staff capacity;
- Collaborative practices to support growth are implemented and strongly supported.

Leadership:
- Opportunities for leadership and career development linked to school targets are provided;
- Targeted professional learning for all staff;
- Data interrogation and analysis is evident and demonstrates ongoing improvement;
- Lead a culture of improvement and optimism for Aboriginal students;
- Audit staff knowledge and expertise annually and align to student performance.
Priority 3 - Community Partnerships

Goals
- To become an important tenant within the local community;
- Model to students and the wider community the value of contribution and cooperation.

How will we achieve this goal?

Learning Environment
- Through curriculum delivery students will be aware of their place within the local community, the resources of the local community and how they can contribute and support the needs of the local community;
- Cooperative learning strategies are widely and regularly applied;
- The ‘student voice’ is embedded and clearly evident in school decision-making and operations.

Teaching
- Parents are encouraged to share responsibility for their child’s learning progress;
- After school programs in areas such as the arts, physical education are available to extend and further engage students;
- Collaboration within and beyond the local network of schools are sought.

Resourcing
- Partnerships are explored and developed to improve and extend the services and programs offered by the school;
- The school engages in practices that are environmentally responsible;
- Cooperative pedagogy is supported through a professional learning program.

Leadership
- A communication charter exists identifying school and parental expectations and obligations;
- The interdependent relationship between parents/carers and the school are consistently developed by both parties to help each student realise their potential;
- Cultural diversity is regularly acknowledged and celebrated;
- Development of partnerships with Aboriginal families;
- The school board supports student activity and welfare;
- Partnerships with businesses and agencies that enhance the care and educational opportunities are explored.
'The school is driven by an exceptional team of committed and innovative teachers who inspire students to grow.'

'YBPS has high expectations and standards - every member of the school community has a responsibility to demand the best of themselves and of the school.'

'At YBPS learning is an exciting journey - fresh and innovative'.

- Parent feedback, 2014 consultancy surveying
Strategic Improvement Targets

Annual targets are built into phase operational planning and reviewed annually by the school’s leadership team and reported to the school board on a needs basis.

Whole School
- Students below statewide averages receive curriculum differentiation or individualised planning on a needs basis;
- Diagnostic tools show 80% of students or higher are achieving at expected cohort levels.
- In numeracy, diagnostic tools show 80% of students or higher are achieving at expected cohort levels;
- In science, diagnostic tools show 80% of students or higher are achieving at expected cohort levels.

Early childhood phase of learning, (Years Kindergarten to Year 2)
- From On-Entry Assessment student performance data is equal to or better than statewide averages;
- K-2 students acquire literacy according to recommended Letters and Sounds phases;
  - Phase 1, by the end of Kindergarten;
  - Phase 2, by the end of Pre-Primary;
  - Phase 4, by the end of Year 1;
  - Phase 5, by the end of Year 2;

Middle primary phase of learning, (Years 3 to 4)
- Students in year 3 acquire literacy according to recommended Letters and Sounds phases:
  - Phase 6, by the end of Year 3.
- NAPLAN:
  - Increase the number of students achieving reading, spelling, punctuation and grammar and numeracy scores in the top proficiency bands to higher than like schools.
- Initiate students to school based student leadership program;

Upper primary phase of learning, (Years 5 to 6)
- NAPLAN:
  - Increase the number of students achieving reading, spelling, punctuation and grammar and numeracy scores in the top proficiency bands to higher than like schools.
- In numeracy, diagnostic tools consistent with the Australian Curriculum show 80% of students or higher are achieving at expected cohort levels;
- In science, diagnostic tools consistent with the Australian Curriculum show 80% of students or higher are achieving at expected cohort levels.
Other school targets

- Cultural diversity in our community is valued and celebrated through formal recognition events, curriculum delivery and measured through positive behaviour analysis.

- A register identifying and monitoring all students at educational, behavioural and socio-emotional risk supports learning achievement and pastoral care needs. Analysis will include:
  - Number of School Psychologist referrals;
  - Participation rates in Rainbows program;
  - SEN, TAG, IEP, GEP, IBMP and ITP reporting;
  - Behaviour data analysis.

- Students participate in a minimum of two hours physical activity per week;

- High participation rates in specialist areas, during and out of hours, are maintained;

- The rate of voluntary financial contributions improves annually and is monitored with the support of the school board;

- 80% of all families annually pay their voluntary contributions;

- Dependent upon advised timelines, teaching staff implement the Australian Curriculum;

- Staff apply classroom management strategies;

- Staff satisfaction surveys reflect a high degree of satisfaction;

- Satisfied parent and student surveying is reported to the school board. Subsequent actions are developed through consultation and strategically planned and executed;

- Increasing proportion of Teachers attaining Senior Teacher, Level Three status or promotional opportunities;

- Governance and operational procedures reflect the needs of the school context.