

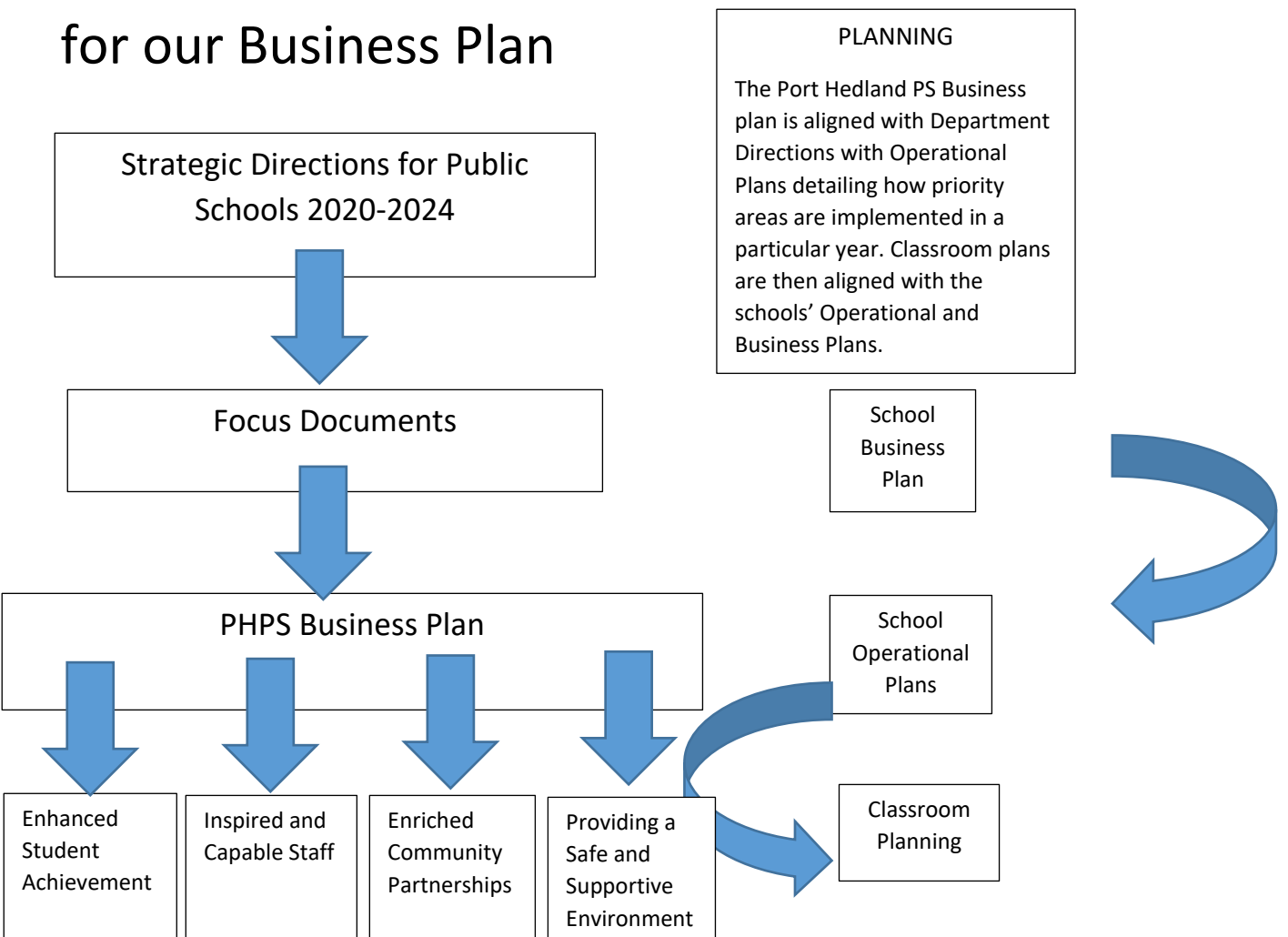


School
Business
Plan

2022-2025



Foundation for our Business Plan



Message from the Principal

It gives me great pleasure to present to you our school Business Plan for Port Hedland Primary School for 2022-2025. Over the four-year period we will continue to focus on four priority areas as identified through school self-assessment and the Department’s Strategic Plan for WA Public Schools.

Strategic Directions for Public Schools 2020-2024	1. Provide every student with a pathway to a successful future	2. Strengthen support for teaching and learning excellence in every classroom	3. Build the capability of our Principals, our teachers and allied professionals	4. Support increased school autonomy within a connected and unified public school system	5. Partner with families, communities and agencies to support the educational engagement of every student	6. Use evidence to drive decision making at all levels of the system
						Enhanced Student Achievement
						Inspired and Capable Staff
Port Hedland PS Business Plan	Enhanced Student Achievement Providing a Safe and Supportive Environment		Inspired and Capable Staff		Enriched Community Partnerships	

OUR VISION

“Working together to encourage lifelong learning in an inclusive, safe and respectful environment”

OUR MOTTO

“The future is in our hands”



OUR VALUES

Resilience, Inclusion, Confidence, Persistence, Independence

Our Pedagogy

At Port Hedland Primary School staff collaborate to deliver the WA Curriculum incorporating the gradual release of responsibility model, using explicit direct instruction within a cooperative learning environment. This includes the use of CMS strategies, multi-modal learning and differentiation within Literacy and Numeracy Blocks including Responding to Intervention Strategies.



FOCUS AREAS

Enhanced Student Achievement

We believe ...that every student
is able to experience success and personal growth.

We believe.... every child has the
opportunity to achieve to the best

What we will do	What this looks like
We will undertake diagnostic assessments of each child when they commence at our school or at designated time periods.	On-Entry testing in Pre-Primary, InitialLit Screening in K-2, NAPLAN Testing in Years 3-5 Conducting of I-Maths Readiness Tests
We will provide differentiated learning plans to cater for different abilities within our classrooms	Identified children will have IEPs including those children who require extending.
We will provide intervention programs to address learning needs.	Extension and Intervention Programs taking place during the school day.
We will provide extra-curricular activities to cater for student interests.	Eg: After School Clubs, Choir, Musical
We will cater for the whole child	Running programs that cater for identified needs eg: Zones of Regulation, Boys/ Girls' Groups
Explicit Direct Instruction will be the basis of class teaching	EDI norms implemented in all classrooms, Learning Intentions and Success Criteria clearly articulated in lessons
We will have high expectations	Clear articulation of standards expected including those for book work, presentation etc.
We will provide Tier 3 Intervention to identified students	Continued implementation of MiniLit, MacqLit, Reading Tutor – 1-1/Small group Intervention
We will ensure consistency of delivery and planning within teams and across the school	Talk4 Writing, Talk4 Reading, EDI,, I-Maths, Top Ten Maths
We will provide opportunities for moderation	PLCs will have a specific focus on moderation.

School Review Findings – September 2021

“There is a genuine sense of collective responsibility and acknowledgement by staff of student achievement data, which is building momentum in the development of a shared focus on improving student progress and achievement”

FOCUS AREAS

Inspired and Capable Staff

We believe ... that all staff are passionate and committed and facilitate a school culture that promotes success for all.

We believe... our staff have collective efficacy and strive to work together to provide safe, inclusive and responsive learning environments.

What we will do	What this looks like
We will plan collaboratively to teach, plan and assess.	Staff meeting in teams to plan together.
Leadership will be distributed across the school.	All staff given the opportunity to nominate for leadership positions
All staff will have the skills and expertise to successfully implement school –wide programs	Opportunities for staff to participate in T4W, RTI, Initialit, CMS,IS professional learning as applicable
All staff will engage and be provided with professional learning	Professional learning is applied as required. New staff will be trained in CMS and IS. Graduates will undertake graduate modules as required.
Staff will share their expertise	Mentors identified and allocated to new staff, staff participate in coaching sessions
All staff participate in a school induction program and/or DOE induction.	Staff having knowledge of the school context.
Build the capacity of staff to attain Level 3 status and/or Senior Teacher status.	Increase in the number of Level 3 and Senior Teachers in the school in addition to increasing the number of staff successful in applying for leadership positions.
Provide support for teachers in assessment and planning for intervention.	Targeted professional learning to be provided to assist teachers to better cater for children at educational risk.
Liaise with the Universities to facilitate practicum placements at PHPS.	Practicum students encouraged to come to Port Hedland.

FOCUS AREAS

Providing a Safe and Supportive Environment

We believe..... every child and staff member
Has the right to feel safe and supported at PHPS.

What we will do	What this looks like
We will implement a comprehensive pastoral care program.	We will provide (if necessary) uniforms, stationery, emergency breakfasts/lunches to ensure all children can access the curriculum. Continue to provide opportunities for identified students to participate in Zones of Regulation.
We will ensure that there is a comprehensive school-wide Behaviour Management Plan including a school-wide response to tackle bullying.	A clear process for dealing with both positive and negative behaviours. Behaviour Management Policy to be available on School Website.
Implement Check In- Check Out for identified students	Check-In , Check-Out implemented
We will establish meaningful relationships with each of the children and their families in our classrooms.	Children welcomed to class in the morning. Open Night, End of Year Concert, Assemblies
Classrooms will be welcoming and have children's work neatly displayed.	Attractive, tidy and organised classrooms
We will promote the positive.	WOW Work, Faction points, Literacy and Numeracy Stars, End of Year Awards, Attendance Awards
Encourage for "Student Voice" to be listened to and heard.	Facilitate regular Student Councillor Meetings. Survey senior students each year.

Public School Review Findings – September 2021

"Strong advocacy for, an understanding of, each student's personal circumstances is leading to a collective staff responsiveness in establishing a safe and welcoming place for all"

FOCUS AREAS

Enriched Community Partnerships

We believe ... that strong partnerships are essential to support students' learning.

What we will do	What this looks like
We continue to provide opportunities for parents to participate in school activities.	Parent participation in interviews, attendance at open night, information sessions at the commencement of the year, end of year concert nights, sports days etc
Forge close relationships with organisations that support our school eg: P & C, School Board	Active involvement of the P & C/School Board in school activities. Key personnel including school staff to be introduced via website & updated often.
Ensure communication pathways are clear between school and wider community.	Distribution of a Class Broadsheet by Week 3 of each term outlining concepts to be covered in the class. Publication of a termly newsletter. Weekly notices distributed in the Wednesday Wrap-Up Term planner distributed at the commencement of each term
Encourage allied health services to provide tailored services to identified students.	Allied health services actively engaged with identified students during the school day eg; Speech Therapy, OT Services, Earbus, Patches, School Health Nurses, Dental Services Develop a parent information booklet re the referral process and services available.
Enable students to access various sporting clinics, in addition to various incursions eg; Foodbank, Constable Care	An opportunity for children to participate in various incursions and sporting clinics.
Recognise and Celebrate the different Cultures within our community , with particular reference to the Aboriginal Cultural Standards Framework.	Celebration of Harmony Day, NAIDOC Week Development of Reconciliation Action Plan.
Maintain partnerships with Key Stakeholders	Implementation of Early Learning Program 0-3yrs supported by BHP.
Maintain regular communication with families	Regular updates posted on SeeSaw.

Public School Review Findings – September 2021 “A commitment to building a culture founded on mutual respect and trust has been prioritised, contributing to positive relationships between staff, students and families, and high reputational acknowledgement from the whole community”

TARGETS

Focus: Enhanced Student Achievement

Literacy & Numeracy

On-Entry

- 80% of children in Pre-Primary to achieve at or above median score for a Decile 5 school.

Baseline Data

2021– Reading 63%

Writing 80%

Numeracy 79%

NAPLAN

- To raise the performance of Year 3 and Year 5 students in NAPLAN Writing, Reading and Numeracy to above Like Schools.

Baseline Data

2021 – Year 3 Reading Below Year 5 Reading Below

Year 3 Writing Below Year 5 Writing Below

Year 3 Numeracy Below Year 5 Numeracy Below

Focus: Enriched Community Partnerships

- Increase average rating from parent surveys to above 4.0

Baseline Data

2020 Semester 2- Average Rating 3.58

- Increase number of families responding to the biannual parent survey

Baseline Data

2020 Semester 2 – 14 Respondents

Focus: Providing a Safe and Supportive Environment

Attendance

- Maintain overall attendance rate above 90%

Baseline Data

2021 Semester 1 – 90.3%

- Increase Regular attendance to 70% (ie: Regular attendance is when children attend 90% Of the time)

Baseline Data

2021 Semester 1 – 64%

- Decrease percentage of unexplained absences

Baseline Data

2021 Semester 1 – 28%

Student Wellbeing

- Maintain average rating from student surveys above 4.0

Baseline Data

2020 Semester 2 – Average Rating 4.39

Focus: Inspired and Capable Staff

- Maintain the average rating from staff surveys to above 4.0

Baseline Data

2020 Semester 2 – Average Rating 4.31

- Increase the number of Senior Teachers and Level 3 Teachers at PHPS

Baseline Data

2020 Semester 2 – 0 Level 3 Teachers, 3 x Senior Teacher