



# ANNE HAMERSLEY PRIMARY SCHOOL

— An Independent Public School —

## BUSINESS PLAN 2016 - 2018

# PREAMBLE

The Melbourne Declaration on Educational Goals for Young Australians underpins all our endeavours. These seven major goals have influenced the Anne Hamersley Primary School mission, aspirations, strategies, monitoring and the high expectations we have for each child. Our culture embodies the ethos of high performance and high care, but also strong community partnerships.

# THE GOALS

- Australian schooling promotes equity and excellence.
- All young Australians become successful learners, confident and creative individuals, and active informed citizens.
- To develop stronger partnerships.
- Supporting quality teaching and school leadership.
- Strengthening Early Childhood Education and enhancing middle year's development.
- Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socio-economic backgrounds.
- Strengthening accountability and transparency.



# OUR MISSION

- To develop responsible citizens who are SUCCESSFUL, confident, creative problem solvers, accountable for their learning.
- To inspire a passion for learning, built on a foundation of respect for each other, teachers, and all significant adults.
- To provide each child with a safe, educative and nurturing environment, enabling them to thrive in our modern world.
- To explicitly model and teach virtues and values, such as resilience, creativity, happiness and respect for all.
- To provide exemplary, innovative and authentic functional learning opportunities through the mandated National Curriculum.
- To establish and continually promote the ethos of high expectations, high care, and celebrate excellence in teaching and learning.
- To create a learning environment that is collaborative and inclusive through the provision of unique learning programmes, providing opportunities for all children to excel and meet their potential.
- To provide strong and empowering leadership.
- To undertake self-assessment that results in judgements about the standards of student and teacher achievement.
- To create and maintain a culture that preserves and sustains the environment, creating students who are informed community members.
- To celebrate diversity in our school community and foster a sense of belonging by ensuring that our community is well informed on all matters pertaining to student achievement.
- To employ and retain staff that are passionate, collaborative, knowledgeable and innovative, building staff capacity through the culture of life-long learning.

## SUCCESSFUL STUDENTS

Success for all students is possible at AHPS through our continuous self-assessment, planning and improvement cycle

Assessing the data

Planning for improvement

Actioning the plan

## AHPS PRIORITY AREAS

WELL-BEING AND ENGAGEMENT

EARLY CHILDHOOD

ENGLISH

SCIENCE, TECHNOLOGY,  
ENGINEERING & MATHEMATICS

SUSTAINABILITY

# WELLBEING AND ENGAGEMENT

At Anne Hamersley Primary School, a whole school approach is used to promote student wellbeing and engagement. It is our belief that all students should feel safe, valued, supported, and respected. This is achieved through creating learning spaces that are fun, positive, and highly engaging.



## Aspirations

## Strategies

## Monitoring

- To develop values of positive relationships, respect, integrity, loyalty, perseverance, compassion, diversity, inclusivity, equality and honesty.

- Each of the AHPS values to be individually focused on during the school year.
- Promotion of the focus value at assemblies (via student leaders) and in classrooms (via teacher-led discussions and posters).

- 90% of students to achieve consistently or often in each component of the 'Attitude, Behaviour and Effort' section of Student Achievement Reports.

- To reward students who strive for personal excellence.

- Positive whole-school incentive program – Student Achievement Passport
- Positive classroom incentive programs
- Honour Certificates at assemblies

- Increase the percentage of student each year receiving a 'high achiever' passport badge.
- Classroom reward systems to be made known to parents via class meetings, handbooks and/or website.

- To implement restorative practices to improve relationships that have been damaged through conflict.

- Restorative practice will be undertaken to resolve conflict throughout the school.
- A school-wide reflection process will be utilised to promote self-managing behaviour.
- Analysis of Student Behaviour data from Integris

- All staff are trained and implementing restorative practices.
- Posters outlining the stages of the self-reflection process are visible in classrooms and in the playground.

- To implement and embed a whole-school program of social and emotional learning.

- The 'Friendly Schools' program is implemented K- 6 and taught in each classroom. The five key areas are taught both explicitly and implicitly to every child in every year.

- The five key areas - self-awareness, self-management, social awareness, relationship skills and social decision-making, are being taught explicitly in classrooms within the SCASA Health Curriculum.

- Students will be highly engaged in their learning and there will be a low rate of off-task behaviour.

- Cooperative Learning – teachers use cooperative learning structures for class-building, team-building, and academic purposes.

- Cooperative learning strategies are evident in planning documents and student work.

- To ensure that our students feel physically and psychologically safe at all times.

- Explicit teaching of the Protective Behaviours Program to all students in every year.
- Chaplaincy program introduced and embedded.

- All teaching staff are trained in teaching the Protective Behaviours Program.
- The Protective Behaviours Program will be explicitly taught in classrooms within the SCASA Health Curriculum.

- Strong communication between school and home

- Classroom information sessions at the beginning of each school year.
- Parent-teacher meetings (bi-annually and as needed)
- Parent volunteers in the classroom
- Parents sharing expertise (e.g. parent involvement in choir, school sport)
- School and class Facebook pages
- School 'Update-ed' app
- Class newsletters
- School open nights

- Positive feedback regarding communication from parents in annual school survey. Statistical data maintained to monitor parent engagement.
- Attendance at classroom information sessions & parent-teacher meetings and open nights.
- Increase the percentage of parents accessing information digitally.

# EARLY CHILDHOOD

At Anne Hamersley we pay special attention to each child's physical, personal, social, and emotional wellbeing. Early Childhood programs allow each child to learn and achieve at their own level in a play-based environment, where they feel safe, yet challenged to learn and try new experiences. Play is thoughtfully planned to motivate the children to explore, interact, and use all of their senses. Demonstrations and small group activities are employed to explicitly teach and practice new skills and concepts.



## Aspirations

- Use National Quality Standards (NQS) to inform program improvements as part of whole school planning procedures.
- Consistently meet the Quality Area Standards and Elements.

## Strategies

- Kindergarten-Year 2 teachers to attend and participate in all NQS collaborative meetings (2-3 per term).
- Teachers complete professional reading prior to collaborative meetings. Text 'Guide to the National Quality Standard'.
- All staff to cooperate and provide evidence for each of the quality areas.

## Monitoring

- Kindergarten to Year 2 teachers to complete the Early Year Reflection tool collaboratively and individually.
- Deputy Principal to conduct and complete the audit process.

- Facilitate optimal learning and development of Early Childhood students by drawing on the Early Years Learning Framework.
- Provide optimal learning experiences that include:
  1. Differentiation and inclusion
  2. Positive, safe, and multi-modal environment
  3. Balanced content and experiences
  4. Active participation
  5. Consideration of the whole child

- Use the Kindergarten Curriculum Guidelines to inform principles and practice pedagogy and learning outcomes.
- Use the Western Australian Curriculum to plan and teach learning area programs P-2.
- To further develop our professional learning communities through collaborative planning, teaching, and moderation of assessment.
- Teachers to meet weekly to plan collaboratively to ensure consistency of approach and direction.

- Create and use Kindergarten student monitoring tool based on the Kindergarten Curriculum Guidelines.
- Report to parents using the content presented in the Kindergarten Curriculum learning outcomes.
- Reporting against the Western Australian Curriculum achievement standards.
- Teacher observations and sharing planning documents for professional enhancement procedures.

- Provide support to students and families through early identification and intervention.

- All students to be identified and assessed using school based screening tools in the areas of:
- Speech and language
  - Literacy
  - Numeracy
  - Health
  - Fine and Gross Motor Skills

- Speech screening
- Kindergarten Assessment Tool
- Pre-primary On-Entry Assessment
- EAL/D Progress Map
- Connected Assessment
- School Nurse
- School Psychologist
- Provision and review of individual and group, education and behaviour plans (IEP, GEP, IBP's)
- Early Years Extension Program
- Child Development Service
- Phys-Ed and Fundamental Movement Skills



# ENGLISH

At Anne Hamersley Primary School, we strive to achieve the best possible English outcomes for all students by providing balanced English programs that support students to achieve their maximum levels of progress and achievement. Whole school Literacy approaches that are explicit and systematic, reflecting research and best practice are used to plan for learning, instruction and assessment. Teachers have a shared understanding of effective instructional approaches, cooperative learning structures and collaborative opportunities.



## Aspirations

## Strategies

## Monitoring

- Consolidate and embed English Phase 1 take up as per the Western Australian Curriculum.

- Curriculum delivery through collaborative planning and explicit teaching that includes moderated assessment and reporting practices.
- Develop a Literacy leadership group.
- Review and increase English resources.

- Reporting against the Western Australian English Curriculum achievement standards.
- Ongoing assessment using school based tracking tools (Connected Assessment).
- Audit resources required to cater for expansion of student numbers in the future.

- Explicit and systematic teaching that reflects best practice.
- Literacy Blocks to contain an explicit teaching structure that include; whole class warm ups, teacher modelling, shared practice, guided practice, independent practice and review.

- Teachers work collaboratively in phase groups, with well-established routines utilising a daily standard Literacy Block and extensive use of hands-on materials that include written and digital texts, laptops, iPads and the Interactive White Board.
- Teachers participate in peer observation to share, and develop best practice.

- Whole school prescribed assessments and ongoing monitoring tools including NAPLAN, and Connected Assessment. Data tracking is used to diagnose learning needs and drive instruction.
- Administration to provide feedback to teachers during the classroom observation process.

- To increase the percentage of students achieving 0.6 progression points and above for the Pre-primary On-entry Assessment in Speaking and Listening, Reading and Writing.

- Analyse On-entry data to identify and plan for individuals and groups of students.
- Use the Kindergarten Curriculum Guidelines and the West Australian Curriculum – Foundation Level to identify English skills to be taught.
- Identify student focus groups during the class Literacy Block to target and explicitly teach.

- Assessment in February against the On-entry Assessment Foundation Planner.
- Target students who have demonstrated limited understandings, are to be retested in October.
- Success of students achieving outcomes listed in individual and group education plans.

### TRIENNIAL NAPLAN TARGETS

- Year 3 & 5 Reading - To move the percentage of students from the middle band to the top band in order to exceed *like* schools.
- Year 3 Writing - To move the percentage of students from the middle band to the top band in order to exceed *like* schools.
- To move the percentage of students in Band 1 to bands 2 and 3.
- Year 5 Writing - To reduce the percentage of students in the bottom 20%.
- To increase the percentage of students in Bands 6 to 8 to equal State schools.
- Year 3 & 5 Spelling - To reduce the percentage of students in the bottom 20%.
- Year 3 Grammar & Punctuation - To reduce the percentage of students in the bottom 20%.
- Year 5 Grammar & Punctuation - To move the percentage of students from the middle band to the top band in order to exceed *like* schools.

- Analyse NAPLAN data to identify and plan for individuals and groups of students.
- Use Western Australian Curriculum documents to identify the knowledge, understanding, and skills to be taught.
- Teaching and learning programs are differentiated and include targeted groups.
- Daily Literacy Block to target and explicitly teach; Listening and Speaking, Phonemic Awareness, Phonics, Spelling, Shared Reading, Guided Reading, Independent Reading, Talk for Writing, Writing Texts, Grammar, Punctuation, and Vocabulary Enrichment.
- Establish and develop a before school Writing enrichment club.
- Integrate the use of information technology by using online programs such as: Bug Club and Soundwaves. Students to have individual profiles that can be accessed at home and school.
- Provide individual support using the Accelerated Reading Program for students most at risk in reading. Education Assistant to read daily with teacher nominated students and monitor and record reading level progress.

Analysis of data that includes:

- NAPLAN Years 3 & 5
- Connected Assessment Tasks K-6
- Connected Assessment Targets as per Delivery Performance Agreement
- Connected Assessment Data Entry Tool (CADET)
- Kindergarten Assessment Tool
- PP On-entry
- Progress made with individual and group education plans
- SCASA Judging Standards
- End of Semester Reports
- ACER Progressive Achievement Tests (PAT-Reading)

### ASPIRATIONS

- To equal the NAPLAN State performance in 2017.
- To exceed NAPLAN National standards in 2018.



# Numeracy

At Anne Hamersley Primary School, we are committed to achieving the best possible numeracy outcomes for all students. Students are supported to show maximum progress and levels of achievement. A whole school Numeracy approach that is explicit and systematic, reflecting research and best practice is used to plan for learning, instruction and assessment. Students' prior knowledge is valued and teachers are dedicated to creating the best learning environment in which to learn numeracy skills.



## Aspirations

- Consolidate and embed Mathematics Phase 1 take up as per the Western Australian Curriculum.

- Explicit and systematic teaching that reflects best practice.

- To increase the percentage of students achieving 0.6 progression points and above for the Pre-primary On-entry Assessment.

### TRIENNIAL NAPLAN TARGETS

- To move the percentage of Year 3 students from middle band to the top band in order to exceed *like* schools.
- To move the percentage of Year 3 students in Band 3 to Band 4 to exceed *like* schools.
- To move the percentage of Year 3 students in Band 5 to Band 6 in order to exceed *like* schools.
- To move the percentage of Year 5 students from middle band to the top band in order to match *like* schools.
- To increase Year 5 student achievement by 4% throughout the Proficiency Bands.
- To increase the number of Year 5 students in bands 6 to 8 and equal State schools.

### ASPIRATIONS

- To equal the NAPLAN State performance in 2017.
- To exceed NAPLAN National Standards in 2018.

## Strategies

- Curriculum delivery through collaborative planning and explicit teaching that encapsulates moderated assessment and reporting.
- Develop a Mathematics leadership group.
- Review and increase Mathematics resources.

- Teachers work collaboratively in phase groups, with well-established routines utilising a daily standard Numeracy Block and extensive use of hands-on materials and the Interactive White Board.

- Analyse On-entry data to identify and plan for individuals and groups of students.
- Use the Kindergarten Curriculum Guidelines and the West Australian Curriculum – Foundation Level to identify the mathematic skills to be taught.
- Set up student focus groups during the class Numeracy Block

- Analyse NAPLAN data to identify and plan for individuals and groups of students.
- Use West Australian Curriculum to identify the mathematic skills to be taught.
- Setup student lower, middle and upper focus groups during the class Numeracy Block to target and explicitly teach.
- Establish and develop a before school Mathematics enrichment club.
- Integrate the use of information technology by using online programs such as: Mathletics. Students to have individual profiles that can be accessed at home and school.

## Monitoring

- Reporting against the Western Australian Mathematics Curriculum achievement standards.
- Ongoing assessment using school based tracking tools.
- Audit resources required to cater for expansion of student numbers in the future.

- Whole school prescribed assessments and ongoing monitoring tools including NAPLAN, Ballard & Westwood Timed Arithmetic Test and Mathletics assessment tools that include data tracking to diagnose learning needs and drive instruction.

- Assessment in February against the On-entry Assessment Foundation Planner.
- Target students to be retested in October who have demonstrated limited understandings.
- Success of students achieving outcomes listed in individual and group education plans.

Analysis of data that includes:

- NAPLAN Years 3 & 5
- Connected Assessment Tasks K-6
- Connected Assessment Targets as per Delivery Performance Agreement
- Connected Assessment Data Entry Tool (CADET)
- Kindergarten Assessment Tool
- PP On-entry
- Progress made with individual and group education plans
- SCASA Judging Standards
- End of Semester Reports
- Progress made with Mathletics Courses 1-6
- ACER Progressive Achievement Tests (PAT-Maths)

# SCIENCE

The content of Science is divided into three strands; Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. Science at Anne Hamersley Primary School includes the integrated learning area of STEM, (Science, Technology, Engineering and Mathematics).



## Aspirations

## Strategies

## Monitoring

- To provide opportunities for students at all year levels to be engaged, motivated and challenged by Science understandings, skills and processes, while behaving in an ethical manner.
- To raise the overall standards in Science skills and content knowledge.
- To develop our students' ability to investigate through hands on experiences and real world understanding.
- To promote and embed Science, Technology, Engineering and Mathematics (STEM) as an integrated and cohesive learning area, based on real world applications.

- Use the Kindergarten Curriculum Guidelines and the Western Australian Curriculum to identify Science skills to be taught.
- Use Primary Connections (PP – 6) and Planting the Seeds of Science (K) to guide sequential teaching programs.
- To integrate Science understandings into Literacy and Numeracy blocks K – 6.
- To use cooperative learning strategies to ensure active participation of all students in the learning process.
- Investigative skills to be explicitly taught and modelled.
- To incorporate the use of technology in class science activities particularly in the presentation of ideas and the recording and sharing of findings.
- Investigate and develop learning programs that are inquiry-based and include real world applications of problem solving and computational thinking, e.g. coding.

- Teacher assessment to inform teaching and set school priorities.
- Formative and summative assessment strategies that include reporting against the SCASA Achievement Standards and the SCASA Judging Standards. These are used to track progress, and report to parents.
- Monitor the extent of resource usage.
- Audit resources required to cater for expansion of student numbers in the future.
- Use our Network of Schools to moderate student performance and share ideas.

# SUSTAINABILITY

Sustainability addresses the ongoing capacity of Earth to maintain all life. Our actions to improve sustainability are both individual, and collective and shared across the community.



## Aspirations

## Strategies

## Monitoring

- To promote sustainability through our actions by involving students in a range of practical environmental programs.
- To ensure that all of our students gain the knowledge, skills, values and motivation to respond to the sustainability issues they will encounter in their everyday lives.
- To maintain our school buildings and the surrounds to provide an attractive and comfortable environment for students, staff and parents.

- Establish a Sustainability Committee to oversee the development of teaching strategies to raise student understanding and knowledge in this area.
- To encourage staff, parents and students to Rethink, Reduce, Reuse, Recycle strategy.
- To develop and implement whole school sustainable strategies to reduce power consumption and waste i.e. paper recycling, 'Power Rangers', no-waste lunch days, composting / worm farms.
- Solicit support and engage in community organisations.
- Upkeep and minor works to be completed by the Facilities Manager.

- Sustainability Action Plan linked to the Schools Science Operational Plan and developed by the Sustainability Committee.
- All staff are trained in Waste Wise, Waterwise and Clean School practices.
- Facilities Manager to report directly to the Principal.

## SCHOOL CONTEXT

Anne Hamersley Primary School is situated in Annie's Landing, the newest village at Ellenbrook. Annie's Landing takes its name from Anne (Annie) Frances Elizabeth Hamersley, the wife of William Brockman, a pastoralist and stockbreeder, who together with Ensign Dale, discovered the Avon Valley in July 1830.

In our quest for a suitable name for our school, the community decided on Anne Hamersley Primary School. She played a significant role in the development of the area. The family's principal means of livelihood was through horse breeding and the planting of oranges called Cheriton oranges, named after the hometown of William Brockman. Both of these elements are represented on our school crest. Our school opened its doors on 1 February, 2016, determined to justify a capital investment of \$16M.

At Anne Hamersley Primary School, we are very proud of our rich diversity, with children from fifteen countries being represented. Our staff, guided by our National Curriculum and school focus, is in the process of developing an inclusive, diverse and exciting range of programs and community initiatives. All staff in our Independent Public School are merit selected and have worked with our community to develop a School Vision and Mission. These have been included in this Business Plan.

Carefully selected programs in Literacy, Numeracy, Science and Pastoral Care have been chosen as the "golden threads" in our learning processes. The use of Information Technology in education is supported through the provision of interactive whiteboards in every classroom. Laptops and tablets provide frequent hands-on experiences for children.

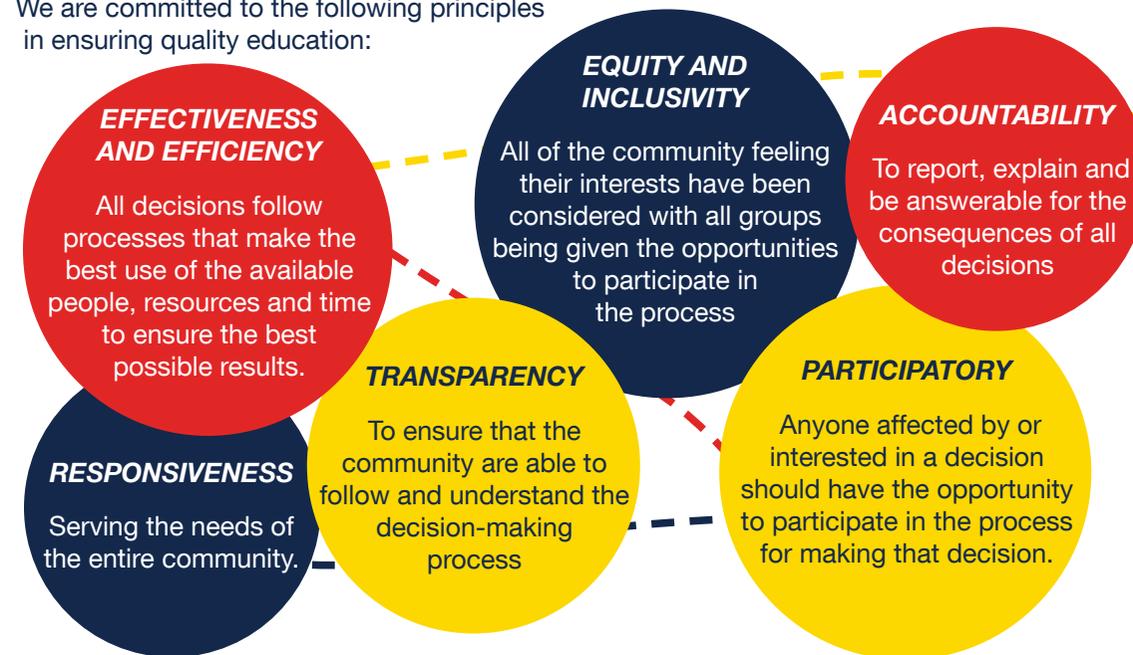
From the onset, we have had a group of dynamic and selfless parents who have worked together as a P&C Association and School Board to ensure that we provide the very best for our children.

High expectations by our community and teachers provides the catalyst to grow and develop our school as a 'School of Excellence', where children can be the best they can be and where teachers enjoy respect, impart knowledge and develop skills in a supportive environment.



## GOVERNANCE

An essential part of our school culture is good governance. We are committed to the following principles in ensuring quality education:



These principles are applied and are visible in the structure and conduct of:

- Our School Board
- Our P&C Association
- The appointment and opportunities provided to all staff to develop and be suitably prepared for leadership roles.
- The manner in which we ensure that students have a "voice" that affords them with an opportunity to say how our school should look like, feel like and sound like.
- Our school structure - that provides opportunities for senior students to be appointed to the positions of Captains, Councillors, Sports Captains and Vice Captains.

