

BUSINESS PLAN 2019-2021

*Strive to Achieve*



NEERIGEN  
BROOK  
PRIMARY SCHOOL

# Strive to Achieve





## Our Vision

### **Strive to achieve.**

“Strive to Achieve” encompasses our strong culture focused on high expectations, academic excellence and ensures that all children have the skills needed to be active and resilient citizens.

## Our School

Neerigen Brook Primary School is an Independent Public School located in Armadale, 36 kilometres south east of Perth. The school has a rich tapestry of diverse cultures, which contributes to the dynamic school community. As a school, we are committed to building a genuine sense of community partnership and parent engagement. Staff, students and families all enjoy the mutual respect and support essential for growth and learning. We are committed to explicit teaching and learning with an emphasis on academic excellence and social and emotional growth in a strong and safe school community.



## Our Business Plan

The Business Plan references the Department of Education’s Corporate Framework including the Strategic Plan for WA Schools; the Classroom First Strategy; and Focus 2019. The Plan outlines the strategic intent of Neerigen Brook PS to develop and embed quality improvement strategies within academic and non-academic areas.

The Plan has been informed by school performance data, Australian Early Development Census (AECD). National Quality Standards (NQS) verification, Advancement Via Individual Determination (AVID) Certification Assessment and staff, student and community feedback. The Plan is aligned to school implementation documents including annual Operational Plans, Workforce Plan, Annual Report and the Delivery and Performance Agreement. The school’s Operational Plans provide fine detail planning that supports the achievement of the Business Plan’s Targets and Milestones. These Operational Plans also form a clear link between the teachers’ classroom planning and the overall strategic direction set out in the Business Plan. Through the Business Plan and the Delivery and Performance Agreement, we will be accountable for our student performance Targets, Milestones and the Operational Plan strategies for 2019-2021.

## Our Self-Assessment

At Neerigen Brook Primary School we utilise the National School Improvement Tool (ACER 2013) to make judgements about our progress, set goals and develop strategies for improvement; and to monitor and demonstrate improvements over time. Our Targets are explicitly aligned to the nine domains from the National School Improvement Tool (NSIT). We recognise that the domains within the NSIT are interconnected and that positive progress toward achieving the Milestones is a prerequisite for the achievement of the Targets in the Business Plan.

Neerigen Brook PS is committed to building a robust coaching culture to drive improvement and utilises a growth coaching model aligning with AITSL Standards (Australian Institute for Teaching and School Leadership).



## Our Targets

### Student Academic Improvement Targets

<b>Reading</b>
<ul style="list-style-type: none"> <li>Year 5 students will achieve at or above Like Schools in Reading.</li> <li>Improve the Year 3 and Year 5 trend lines in Reading relative to the 2018 data.</li> <li>Increase the percentage of student progress in the moderate to very high categories in reading from On-Entry to Year 3.</li> <li>Reduce the gap between Neerigen Brook Primary School and Like Schools in Year 3 NAPLAN Reading.</li> <li>By the end of 2021 80% of Year 2 students will achieve PM Benchmark Level 18 or above.</li> <li>By the end of 2021 80% of Year 4 students will achieve PM Benchmark Level 26 or above.</li> <li>By the end of 2021 80% of students will average progression or above in on Entry Reading.</li> </ul>
<b>Writing</b>
<ul style="list-style-type: none"> <li>Year 1 to Year 6 students will make a minimum of 20 points progress each year in Bright Path Narrative writing.</li> <li>Increase the percentage of students achieving at or above National Minimum Standard NAPLAN Writing in 2021 relative to 2018.</li> <li>Increase the percentage of Aboriginal students making moderate achievement in Year 3 and Year 5 NAPLAN Writing.</li> </ul>
<b>Numeracy</b>
<ul style="list-style-type: none"> <li>Improve the Year 3 and Year 5 trend lines in Numeracy by 2021 relative to the 2018 data.</li> <li>Increase the percentage of students who make average progression or above in On Entry to Year 3 NAPLAN Numeracy relative to 2018.</li> <li>Increase the percentage students making moderate or higher progress for On Entry to Year 3 NAPLAN Numeracy relative to 2018.</li> <li>Reduce the gap between Neerigen Brook Primary School and Like School in NAPLAN Numeracy for both Year 3 and Year 5.</li> <li>The Year 2 cohort will achieve an average score of 9 or higher in the Westwood Basic Facts for addition and subtraction.</li> <li>The Year 4 cohort will achieve an average score of 9 or higher in the Westwood Basic Facts for addition, subtraction and multiplication.</li> </ul>
<b>Science / STEM</b>
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving a 'C' grade or higher in Science Inquiry Skills.</li> <li>Students will have opportunities to participate in Stem projects.</li> <li>Deliberate opportunities will be provided for students to participate in critical thinking and creativity in coding.</li> </ul>



Digital Technologies
<ul style="list-style-type: none"> <li>• Increase infrastructure so each student can access an Ipad or computer for 30% each school day.</li> <li>• Implement a Scope and Sequence for ICT Skills</li> <li>• 80% of students will demonstrate an understanding of NBPS selected Power Apps.</li> </ul>
English as an Additional Language/Dialect (EAL/D)
<ul style="list-style-type: none"> <li>• Increase the percentage of students making 'moderate' progress from On Entry to Year 3 Reading.</li> <li>• By the end of 2021 all teachers will use EAL/D Progress Map for reporting to parents.</li> </ul>
Health and Wellbeing
<ul style="list-style-type: none"> <li>• Staff and students will engage in professional learning with a focus on mental health.</li> <li>• Implement a Scope and Sequence for Protective Behaviours.</li> </ul>
Positive Behaviour Support (PBS)
<ul style="list-style-type: none"> <li>• 80% of Pre Primary to Year 6 students can demonstrate an understanding of the positive behaviours associated with BEST</li> </ul>
Attendance
<ul style="list-style-type: none"> <li>• Decrease the percentage of students who are categorised as 'at risk'</li> <li>• Increase the percentage of regular attendance</li> <li>• Decrease the percentage of unexplained absences of Aboriginal students</li> </ul>
Sustainability
<ul style="list-style-type: none"> <li>• Increase the number of energy saving strategies being implemented in the school each year.</li> <li>• Students will be given opportunities to interact, protect, enhance and care for their environment.</li> </ul>
National Quality Standards (NQS)
<ul style="list-style-type: none"> <li>• Meet all seven quality areas in NQS by 2020 and maintain in 2021 .</li> </ul>
Advancement Via Individual Determination (AVID)
<ul style="list-style-type: none"> <li>• 80% of Pre-Primary to Year 6 students will participate in an AVID survey which will be used to inform Operational Planning.</li> <li>• By the end of 2021 Neerigen Brook Primary School will maintain AVID site of distinction.</li> <li>• Provide opportunities to develop partnerships with local community.</li> </ul>
Finance
<ul style="list-style-type: none"> <li>• Meet the goals as outlined in the Building, Fabric and Infrastructure plan.</li> <li>• Maintain or increase the percentage of families paying the voluntary contributions and charges.</li> </ul>
Community
<ul style="list-style-type: none"> <li>• School Board Effectiveness Survey continues to be positive</li> <li>• The 2020 National School Opinion Survey shows positive parent satisfaction i.e. each item has a rank of at least 3</li> </ul>

# Strive to Achieve



## 1. An explicit improvement agenda

**We will:**

**Set explicit and clear targets for improvement driven by evidence based data and communicate these to teachers, students, parents and the community.**

**Milestones**

Annual Operational Plans are developed that are aligned to the Improvement Agenda.

Progress against the school's Targets for improvement is communicated in the school's Annual Report.

Staff, student and community surveys provide timely feedback.

## 2. Analysis and discussion of data

**We will:**

**Collect, analyse and use data to track individual student achievement and progress.**

**Use data to inform Plan, Teach, Assess cycle.**

**Build staff capacity in analysing and interpreting school data.**

**Milestones**

Implement a whole school data collection schedule which includes English, Mathematics, Science and AVID.

A Plan, Teach, Assess cycle which encompasses diagnostic, formative and summative assessment is utilised in every classroom.

Teachers participate in professional learning focused on improving data literacy.

Teachers are engaged in a Disciplined Dialogue process and use the data analysis to inform priority areas for teaching and learning linked to Operational Plans.

Teachers inform parents about student progress both formally and informally at least twice a term.



All teachers engage in moderation of student work each term to ensure that assessment data is transparent, accurate and relevant to decision-making.

### 3. A culture that promotes learning

**We will:**

**Promote and embed the belief that every student is capable of successful learning.**

**Place a high priority on building and maintaining positive respectful relationships between staff, students and parents.**

**Milestones**

All teaching staff and education assistants participate in professional learning in Advancement Via Individual Determination (AVID) as part of a whole school approach focused on developing a culture of high expectations.

All staff members consistently implement Positive Behaviour Support (PBS) strategies and promote the school's expectations of Be Safe, Excel, Show Respect and Take Responsibility (BEST).

All students will be explicitly taught lessons in the Zones of Regulation and staff will support students using emotional coaching.





Staff will promote well-being and engagement in the school and wider community.

All teachers and school leaders take part in a school-based coaching model that involves classroom observations, peer feedback and conferencing with an assigned coach.

Teachers will participate in but not be limited to the following ongoing professional learning:

Teachers will participate in the following ongoing professional learning:

- Weekly collaborative meetings in phase of learning teams focused on embedding the priorities in the Business Plan and Operational Plans into classroom practice.
- Disciplined dialogues about student data
- Modelled Lessons
- 1,2,3 Magic
- Zones of Regulation
- AVID Coaching
- Positive Behaviour Support (PBS)
- Differentiating the curriculum to cater for student needs
- Embedding Digital Technologies into teaching and learning

Teachers and education assistants participate in a range of professional learning workshops aligned to school priority and focus areas.

## 4. Targeted use of school resources

**We will:**

**Apply human, physical and financial resources in a targeted manner to meet the learning and wellbeing needs of all students in alignment with the Business Plan**

**Engage lead agencies, community groups and professional organisations to assist in identifying and addressing student needs.**

### Milestones

The Executive and Senior Leadership Team will work in partnership with other schools in the Armadale area including:

- Upper school students transition programs with local secondary schools
- Shared professional learning programs with Network schools

The school will engage with individuals, agencies and organisations including school psychologist, social worker, chaplain, speech and occupational therapists; Child and Parent Centre; and government and non-government agencies to assist in identifying and addressing student needs.

A 0-3 years playgroup will continue to provide school readiness skills for children in the local area.

## 5. An expert teaching team

**We will:**

**Develop a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching.**

### Milestones

Staff members are provided with the opportunity to engage in authentic leadership opportunities through a distributed leadership model.

Continue to develop a Level 3 Classroom Teacher / Senior Teacher/ Deputy Principal Aspirant program to provide staff with support in their professional growth and the application process.

All teachers implement the whole school approach towards teaching and learning using evidence based instructional strategies and skills:

- AVID instructional strategies



- Peer Observations
- Team Teach
- Responsive Classrooms: Morning Meetings and the First Six Weeks of School
- Explicit Teaching
- Gradual Release Model
- Student centred learning

Staff capacity to implement high level instructional skills and strategies is supported through:

- Performance and development processes which are aligned to the AITSL Standards and the Education Department's Performance Management and Staff Development policy.

## 6. Systematic curriculum delivery

**We will:**

**Develop a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.**

**Milestones**

Embed a whole school approach toward the teaching of English and Mathematics that feature daily Literacy and Numeracy Blocks for all classes that are aligned to the Western Australian Curriculum, National Quality Standards and the Early Years Learning Framework:

- Warm Ups
- Learning Purpose (WALT, WILF, TIB); Success Criteria, Gradual Release Model
- Plenary

All teachers engage in professional learning, coaching, peer observation feedback and a Performance Development process to increase instructional capacity across all learning areas.

Common assessment tasks are collaboratively developed that align to the Western Australian Curriculum.

The Western Australian Curriculum cross-curricula priorities are evident in teaching and learning programs.

Every Block of classrooms has daily access to a bank of iPads and laptops.



## 7. Differentiated teaching and learning

**We will:**

**Place a high priority on ensuring that teachers identify and address the learning needs of individual students.**

**Ensure that teachers are supported to closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to cater for all students.**

**Milestones**

The Student Services Team is utilised to provide support to students at risk:

- All staff are provided with professional learning opportunities to address the social, behavioural and academic needs of the students.
- A Response to Intervention approach is implemented for all students identified as being at educational, behavioural or social-emotional risk which includes the writing of documented plans. These plans will be developed in collaboration with parents/carers, are monitored and progress reported to all stakeholders.
- An Intervention Program is developed to meet the academic needs of students who have been identified as being at risk including imputed and formally diagnosed with a Learning Disability.

All teachers to embed Zones of Regulation as a whole school approach to teaching, modelling and reinforcing social self-regulation skills.

All teachers will cater for students who speak English as an Additional Language/Dialect (EAL/D). Students will be identified through enrolment processes and teachers will utilise EAL/D reporting in accordance with whole school expectations.

The School's Chaplain and Social Worker will implement a range of programs for groups or individuals to support social and emotional growth.



# Strive to Achieve



## 8. Effective pedagogical practices

### We will:

Encourage the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

### Milestones

Executive Leadership and Senior Leadership team work with teachers, providing feedback on teaching and modelling effective teaching and cooperative learning strategies.

All staff members articulate the school vision and its focus on high expectations.

Results of biennial parent, staff and student survey data is positive.

The Advancement Via Individual Determination (AVID) committee monitors that AVID strategies are embedded in all classes.

The Positive Behaviour Support committee develops, implements and monitors whole school approaches to positive behaviour education.

## 9. School-community partnerships

### We will:

Continue to develop partnerships to support improved student achievement and well-being.

Provide opportunities for the school community to participate in the school decision making processes.

Establish and maintain respectful supportive relationships between parents, carers, community members and staff.

### Milestones

The community is informed of school events through newsletters, Facebook, SMS, the electronic sign and school website.

The School Board is elected and representatives participate in training and induction.

Biennial survey results are analysed by the Board, communicated to the community in the Annual Report and plans for improvement are acted upon.

The school's Parents and Citizens (P&C) continue to support sun safe hats and operate the school canteen.

The Chaplain acts as a support and liaison for students, parents and staff.

Aboriginal and Torres Strait Islander girl and boy groups will be endorsed and supported by members of the Aboriginal and Torres Strait Islander community.

Annual events such as Harmony Day, Book Week and NAIDOC are acknowledged.



NEERIGEN  
BROOK  
PRIMARY SCHOOL



Seventh Road, Armadale, Western Australia 6112

T: 08 9399 3422 F: 08 9497 3831 E: [NeerigenBrook.PS@education.wa.edu.au](mailto:NeerigenBrook.PS@education.wa.edu.au)

[www.neerigenbrookps.wa.edu.au](http://www.neerigenbrookps.wa.edu.au)