



CARING AND SHARING



Inglewood Primary School

Business Plan 2021 - 2023



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OUR SCHOOL

Our History

Inglewood Primary School was first established in 1914 and opened with 8 students. The current site was purchased in 1921 and opened in 1927 as North Inglewood Primary School. The school was renamed Inglewood Primary School in 1986; however, both the Kindergarten and Pre-primary units remained off-site. Capital works programs at the school have resulted in ongoing improvements; notably in 1993, 2009 and 2011. In 2015 the school was recognised with Independent Public School status. In 2020, the school entered its centenary year but celebration plans were put on hold due to COVID-19.

The evolution of Caring and Sharing

On October 28, 1978, a fire started in the North Inglewood School Library after a beer carton containing flammable liquid was thrown through the Library window during the night. The fire caused damage in excess of \$20 000.

The Principal, Mr Greg Herron, who had only arrived at the beginning of that year, established the current 'Caring and Sharing' motto to spread this message across the school and the community to assist with the healing after the tragedy.

The motto 'Caring and Sharing' remains unchanged to this day. The 'Caring and Sharing' school creed was shaped by staff from student input using the students' own words. It has since been incorporated into the school's assembly format and is recited by the whole school at each assembly.

The current school crest was created in 1986 by Pauline Gibbs, a staff member at the time. The three figures on the crest represent sporting endeavour, academic endeavour and striving to achieve. The rising sun symbol behind the figures signifies the start of a new day.

The evolution of our new Business Plan

The arrival of COVID 19 at the start of 2020 had a significant impact in the school community as it did across the globe. With lockdowns, school closures and unprecedented changes to school operations, it seemed like an opportune time to revisit the role of the Caring and Sharing message given its original intention to help facilitate healing during a difficult time. As a result, the Business Plan 2021-2023 was organised around Caring and Sharing, operating as two domains under which the school priorities have been grouped. This recognises the significance of the school motto and the symbolism of its place in the context of the events of 2020.

Our Vision

At Inglewood Primary School, we care about the development of the whole child and we attend to this through our shared beliefs and practices. As a result of this, all students unlock and fulfil their learning potential and develop the personal and social attributes for future well-being.

Caring and Sharing

Our shared beliefs

SCHOOL CREED

This is our school

We learn to think, create and imagine

Our school is colourful, happy and bright

Learning is fun

We respect and believe in each other

Caring and sharing; friends for life

BELIEFS

At Inglewood Primary school, we believe in...

opportunities to innovate, create and problem-solve

a welcoming and safe learning environment

engaging, fulfilling and purposeful learning

respectful and trusting relationships with others

development of the whole child



TARGETS AND PRIORITIES

Targets

Academic

On-Entry

1. There will be a reduction in the number of students requiring Module 2 or Module 3 On-Entry testing.

Year 3 NAPLAN

By 2023:

2. The Numeracy positive achievement gap with like schools will be maintained.
3. Reading achievement will exceed that of like schools.
4. The representation in Band 6 for Reading will be consistently better than that of like schools.
5. Writing achievement will exceed that of like schools.
6. The total representation in Bands 5 and 6 for Writing will be similar to that of like schools.
7. The grade allocations in Numeracy, Reading and Writing will align closely with the NAPLAN achievement distribution.

Year 5 NAPLAN

By 2023:

8. Numeracy achievement will exceed that of like schools by at least 15-20 NAPLANs.
9. Reading achievement will exceed that of like schools by 10-15 NAPLANs.
10. Writing achievement will exceed that of like schools by at 15-20 NAPLANs.

Non-academic

11. By 2023, the percentage of 'consistently' ratings in categories 1, 6 and 7 will be above 85% for participating year levels.

Surveys

12. The survey results (NSOS) for community, staff and students will be positive with a rating of 4.0 or greater for each item.

Our Priorities

The priorities and associated focus areas have been informed by our self-assessment process, our identified needs, our vision for our students and Department strategic directions.

Caring about the development of the whole child

PRIORITY 1. Caring about our students' future

- 1.1 Impact in the Early Years
- 1.2 The new work capabilities
- 1.3 Personal and social attributes
- 1.4 STEM across the curriculum

PRIORITY 2. Caring about Learning

- 2.1 Learning environment
- 2.2 Student progress
- 2.3 Student well-being

PRIORITY 3: Caring about Community

- 3.1 School Community
- 3.2 Wider community

Sharing our professional capability

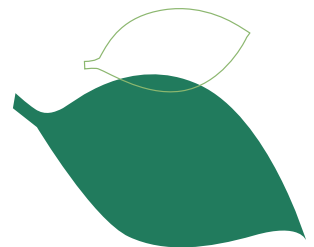
PRIORITY 4: Shared practices and approaches

- 4.1 Ensure effective teaching in every classroom
- 4.2 STEM across the curriculum
- 4.3 Sharing data analysis, planning and monitoring
- 4.4 Shared understanding of ABE
- 4.5 Shared approaches to curriculum delivery
- 4.6 Sharing resources
- 4.7 A culture of coaching

PRIORITY 5: Sharing leadership and success

- 5.1 Distributed and instructional leadership
- 5.2 Sharing our success

Caring and Sharing



OUR PLAN

Caring about the development of the whole child

PRIORITY 1: Caring about our students' future

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
1.1 Impact in the Early Years	Set up and build on strong foundations in the Early Years.	Adherence to the school's Early Years Operational Plan. Consistent and shared literacy and numeracy practice. Use of On Entry results and other data to inform next steps in learning. Ongoing improvement in the implementation of the National Quality Standards. Explicit Instruction in all classes as well as balanced play-based learning. Access to resources, such as Curtin Speech Pathology students.
1.2 The new work capabilities	Create opportunities for students to engage productively in teamwork, innovation and critical and creative thinking.	Staff developing shared understandings of what this may look like in the context of High Impact Teaching Strategies (HITS). Students provided opportunities to develop new skills, including technical, analytical, communication.
1.3 Personal and social attributes	Support students to develop confidence, resilience and self-efficacy.	School-wide delivery of programmes to enhance personal and social attributes. Student access to the school chaplain. Goal-setting and metacognitive strategies explicitly taught as part of the implementation of High Impact Teaching Strategies. Personal and Social Capability (General Capabilities) integrated in teaching and learning programmes. Out of classroom opportunities created for students through such things as Year 6 camp, Year 5 leadership excursion.

Caring about our students' future

PRIORITY 1: Caring about our students' future

WHAT WE WILL FOCUS ON

1.4

Technology across the curriculum

WHAT WE WILL DO

Support students to be confident and adaptive users of technology in learning.

WHAT YOU WILL SEE

Opportunities for students to participate in both school-based and external competitions and challenges (eg Robocup; STEM Academy).

Students from K-6 using devices to enhance learning.

Yr 4-6 classes sharing practices and knowledge with Yr 1-3 classes in buddy arrangement or similar model.

Student STEM ambassadors: student 'ambassadors' mentor students from network schools.

ICT General Capability increasingly evident in classes.

The TPAC model trialled in classrooms.

The school's iPromise guiding responsible use of devices.



Caring about our students' future

PRIORITY 2: Caring about learning

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
2.1 Learning environments	<p>Create learning environments that are safe, inclusive, positive and engaging.</p> <p>Create learning environments that are culturally responsive.</p> <p>Address ABE domains that compromise optimal learning.</p>	<p>Teachers adjusting the learning environment based on observations and student feedback.</p> <p>Students engaged in their learning.</p> <p>Strategies and processes outlined in the Responsible Behaviour Policy evident in classroom behaviour management.</p> <p>A uniform approach in response to behaviour breaches and bullying.</p> <p>Student behaviour referrals are logged and monitored using SIS.</p> <p>The needs of students working either below or above year level expectations are addressed through teaching adjustments and/or personalised plans. Extension opportunities through approaches such as 'passion projects'.</p> <p>Teachers accessing tools and resources to help meet the special learning needs of students:</p> <ul style="list-style-type: none">- Assessment data (including diagnostic)- ABE data- SEN planning tool- ASD support teacher- Student Services team. <p>Recognition and/or celebration of milestone events (eg NAIDOC; Harmony day; etc)</p> <p>Implementation of the Reconciliation Action Plan.</p> <p>Staff engagement and familiarity with the Aboriginal Cultural Standards Framework.</p> <p>Whole school approaches that target any ABE domains identified as hindering learning progress.</p>

Caring about learning

PRIORITY 2: Caring about learning

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
2.2 Student progress	Ensure there is year on year growth in literacy and numeracy.	Teachers using system-level and school-based data to identify student needs and inform planning. The development of common assessment tasks and moderation processes enabling sharing of judgements, practices and reflections on teaching impact (eg Brightpath writing cycles). Continue the focus on writing improvement through alignment of evidence-based programmes, such as T4W (P-2); Seven Steps (3-6); Brightpath.
2.3 Student progress	Support student health and well-being.	School Chaplain program available for students at risk. Communication with families and agencies to plan actions. Development of plans, including risk management, where required. Monitoring of student welfare. The continuation and strengthening of transition programmes within and across IPS sites, as well as with destination schools.

PRIORITY 3: Caring about community

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
3.1 School Community	Support students to feel a sense of belonging and connection to their school and community. Broaden the opportunities for student leadership.	Lunchtime clubs offered each term. Continuing with existing opportunities and exploring new initiatives to build belonging and connection. Responsibilities of elected student leaders broadened. Leadership opportunities for students not in elected roles, such as student ICT leaders hosting a showcase of projects or Year 5 students acting as Technology 'buddies' for junior classes.

Caring about community

PRIORITY 3: Caring about community

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
3.1 School Community	<p>Support staff health and well-being.</p> <p>Establish, nurture and maintain positive relationships with families and community.</p> <p>Provide opportunities for community participation in decision-making and feedback.</p> <p>Provide a variety of opportunities for the school community to engage with the school.</p>	<p>Opportunities for staff to access appropriate services to promote their health and well-being.</p> <p>Guided parent tours in Term 4 to facilitate Year 1 transition.</p> <p>Kindergarten Open Day to assist incoming students and parents to familiarise with the site.</p> <p>Assemblies and concerts (K and PP).</p> <p>Parent liaison representatives for each class.</p> <p>Teachers regularly using Connect / Seesaw to communicate with parents.</p> <p>Annual parent/teacher interviews and parent/teacher information sessions.</p> <p>Information sessions offered to parents related to areas of interest.</p> <p>Community expertise accessed and opportunities established to connect with the school.</p> <p>Reporting to parents that clearly communicates student achievement and progress.</p> <p>Surveys triangulated with other data to inform decision-making.</p> <p>P&C and School Board membership.</p> <p>Parent liaison meetings with Administration.</p> <p>The school hosting P&C events and other school initiated events to connect with the community.</p> <p>The school working closely with the P&C and School Board.</p> <p>The Board Participating with the school in self-assessment, policy reviews and analysis of satisfaction surveys.</p> <p>An induction programme for new Board members using online modules.</p> <p>Opportunities for parents to participate in decision-making and feedback through P&C meetings, School Board membership and National School Opinion Surveys (NSOS).</p> <p>'Chat with the Principal' parent forums.</p>
3.2 Wider Community	<p>Build positive partnerships with organisations, agencies and networks.</p>	<p>Existing and new partnerships continue to be fostered.</p> <p>Participation in the Mt Lawley Hub network.</p> <p>Social media marketing plan.</p>

Caring about community

Sharing our professional capability

PRIORITY 4: Shared practices and approaches

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
4.1 Ensure effective teaching in every classroom	All staff adopt High Impact Teaching Strategies (HITS) as part of a network-wide initiative.	Professional learning in HITS with transfer to teacher practice. Planned phased implementation of HITS progressing to consolidation. HITS incorporated into performance development planning. Shared and accountable application of HITS.
4.2 STEM across the curriculum	Build staff capacity to incorporate STEM across learning areas.	Teachers sharing and demonstrating practices through modelling, showcasing and collaborative sessions. Teachers upskilled through strategies such as: <ul style="list-style-type: none"> - Ipad coaching programme - Appy Hour - Sourced professional learning Use of DoE STEM curriculum resources.
4.3 Sharing data analysis, planning and monitoring	<p>Teams use assessment data to identify student needs, collaboratively plan instruction and monitor outcomes.</p> <p>Staff participate in school self-assessment processes.</p> <p>Ensure that quality assessments are planned across the school year.</p>	<p>Year level and phase of learning teams analysing and responding to data using a disciplined dialogue approach:</p> <ul style="list-style-type: none"> - What do we see in the data? - Why are we seeing what we are? - What, if anything, should we be doing about it? <p>Teachers in teams planning for improvement and reflecting on impact.</p> <p>A School Improvement Committee assisting in monitoring effectiveness of the school Business Plan. The school planning committee leading staff in school self-assessment:</p> <ul style="list-style-type: none"> - How well are we doing? - How do we know? - How can we improve? <p>A balanced and purposeful assessment schedule that outlines when identified assessments will be collected or conducted.</p>

Shared practices and approaches

PRIORITY 4: Shared practices and approaches

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
4.4 Shared understanding of ABE	Share our understanding of the ABE domains and assessing against them.	A collaboratively developed rubric for judging Attitude, Behaviour and Effort. Consistency in ABE judgements.
4.5 Shared approaches to curriculum delivery	Ensure quality curriculum delivery.	General Capabilities integrated into curriculum delivery. Operational plans that align to the Business Plan and the curriculum and which are reviewed annually. A curriculum committee to oversee and support curriculum integration and planning.
4.6 Sharing resources	Staff share resources and decision-making on resources aligned to student learning.	Staff reviewing resources and programmes and using evidence to justify discontinuation or retention. Staff contributing to decision-making on acquisition of new resources and programmes that address student need and align to Business Plan priorities. Staff sharing effective resources and knowledge with colleagues.
4.7 A culture of coaching	Classroom observations and peer coaching.	A continuation of the coaching culture that exists in the school with a focus on implementation of HITS. School leaders available to facilitate reflective conversations with teachers on classroom practice.

PRIORITY 5: Sharing leadership and success

WHAT WE WILL FOCUS ON	WHAT WE WILL DO	WHAT YOU WILL SEE
5.1 Distributed and instructional leadership	Share and distribute leadership to help deliver Business Plan priorities.	New leadership opportunities available for staff through distributed model. Instructional leadership encouraged and facilitated. Expansion of the Future Leaders programme.
5.2 Sharing our successes	Successes are shared and celebrated with the school community.	Successes and achievements shared with the community through a variety of modes (newsletter, Connect, showcase etc). Teachers sharing their successes with others (whole staff, phase of learning, year level). Whole school process(es) for recognising successes and sharing successful practices (eg observation).

Sharing leadership and success



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