
BUSINESS PLAN 2021 - 2024




SORRENTO
PRIMARY SCHOOL



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Every student, every classroom, every day



The Business Plan sets the direction for a targeted improvement agenda for Sorrento Primary School 2021 - 2024. The plan has been developed with input from staff and our School Board. It incorporates findings of the 2019 Public School Review and strong processes that are ongoing in our existing strategic plans. The plan is aligned with the Department of Education's strategic direction, Building on Strength, and strategic directions for public schools 2020 - 2024 Every Student, Every Classroom, Every Day.

Our vision and values

We provide a nurturing environment based on excellence, tolerance and resilience.

We pursue excellence.

We have mutual respect for one another.

We support each other with care and consideration.

We value open and honest communication.

Be True

Our school culture is built on trust, credibility and open and honest communication. We are well respected for our values evident in the academic, physical, social and emotional success of our students. We stand together as a community to instil the four pillars that make up our school motto.

Be Tolerant

understanding, encouraging, accepting



We accept differences in others, listening with empathy, accepting mistakes and learning from them. We encourage others, use Zones of Regulation, and celebrate others' achievements. We show patience towards others and tolerance towards differences in abilities, accepting others' digital choices.

Be Respectful

responsible, polite, kind



We understand teachers have the right to teach and learners have the right to learn. We use manners and greet others, and we care for personal, others' and school property. We represent our school positively and we make informed decisions about how we use technology safely and respectfully.

Be United

helpful, collaborative, trustworthy



We are inclusive of others, and use a *good friend* philosophy. We cooperate with others, and help them in need. We include everyone, and we wear our school uniform with pride. We are waste wise. We consider others before sharing online, and help others when communicating in online environments.

Be Excellent

organised, persistent, excelling



We embrace new challenges as we strive for excellence. We set SMART goals, and reflect and respond to feedback. We are organised and prepared, punctual, aiming to leave a good impression. We are role models and leaders, and take pride in our work. We maintain our digital reputations for the future.

Focus Area 1

Success for All Students

Achievement Targets

- Increase and maintain performance of the positive trends in the percentage of students in the moderate, high and very high progress bands in NAPLAN.
- Students at Educational Risk (SAER) to demonstrate at least one year's growth determined by progress measured through the collection and analysis of assessments.

Focus	Strategies	Milestones
Analysis of student data	Data club to analyse whole school and year level data.	<ul style="list-style-type: none"> • Student performance data is used to inform teaching and learning at a whole school level, at a year group level and at a classroom level.
	Continue to support staff to rigorously analyse data to develop high expectations and specific learning targets to improve student achievement from Kindergarten through to Year 6.	<ul style="list-style-type: none"> • Teachers are supported to set measurable goals for students and to plan for teaching and learning adjustments.

Focus	Strategies	Milestones
Use of quality researched and evidence based assessments to track and plan for student learning and progress	Continue to embed quality research and evidence-based strategies and diagnostic assessments.	<ul style="list-style-type: none"> • Student assessment is regular, rigorous and is tracked and analysed to ensure progress of at least one year's growth. • Student data is used to differentiate the curriculum for individual needs.
	Continue to implement the Response to Intervention (RTI) model to target academically capable and students at education risk.	<ul style="list-style-type: none"> • Research-based instruction, interventions and strategies are used to meet student needs. • Students requiring remediation are provided with targeted intervention. • Gifted and talented students, and academically capable students, are provided with targeted extension programs. • Teacher capacity has been built to differentiate and meet the needs of all students. • Teachers use a collaborative approach to develop, implement and monitor intervention.
	Support staff with case management approaches to planning and assessment for identified students with additional educational needs.	<ul style="list-style-type: none"> • Ongoing quality professional learning is undertaken and implemented by staff. • Collaborative planning focuses on learning programs and improved achievement in literacy and numeracy. • Teacher capacity is built in creating and embedding documented Individual and Group Education Plans.



Focus Area 2

Excellence in Teaching and Learning

Literacy and Numeracy**Achievement Targets**

- Set an upward trend in the top 20% of students in all NAPLAN areas as compared to those in like schools.
- Continue to improve student achievement and progress in Literacy and Numeracy to consistently match or exceed performance against that of like schools in all areas of NAPLAN.
- Demonstrate improved performance in year-level ACER Progressive Achievement Tests (PAT) to demonstrate at least one year's growth or achieve above the national mean.



Focus	Strategies	Milestones
Improving Literacy and Numeracy instruction	Consolidate whole school approaches in literacy and numeracy.	<ul style="list-style-type: none"> • Ongoing professional learning is undertaken and implemented by staff. • Planning, lesson delivery and assessment is guided by the use of the Western Australian Curriculum. • Teachers reference whole school scope and sequence documents, consistent planning documents and whole-school resources in literacy and numeracy. • Collaborative teams reference whole school scope and sequence documents, consistent planning documents and whole school resources to ensure consistent year-level practices.

Focus	Strategies	Milestones
Building teacher capacity	Establish a whole school instructional framework, informed by High Impact Teaching Strategies (HITS).	<ul style="list-style-type: none"> Professional learning builds and sustains the capacity of teaching and non-teaching staff. Teacher planning documents reflect all the elements of lesson design.
	Strengthen support for staff to ensure a culture that expects and supports improved teaching practices.	<ul style="list-style-type: none"> A coaching and mentoring approach has been developed across the whole school. Peer observations are used to reinforce connected practice for models of practice and consistent lesson delivery. An effective model of feedback is used to guide classroom observation reflections. Professional Learning Communities (PLCs) continue to collaborate with a focus on using achievement data and examining the impact of different teaching strategies on student progress.
Instructional Leadership	<p>Provide opportunities for staff to lead committees, year-level meetings and Phase of Learning (POL) teams.</p> <p>Support individual leadership pathways for aspirant leaders.</p> <p>Devise and implement a school-based leadership model to mentor staff to take on leadership roles beyond the classroom.</p>	<ul style="list-style-type: none"> Teachers leading year-level team meetings, POL and committee meetings. Performance and development plans reflect pathways for aspirants. Staff taking on Senior Teacher, Level 3 Teacher status or leadership opportunities as Level 3 Deputy Principal.
Early years education to develop strong foundational skills	Continue to embed high quality, evidence-based learning opportunities in the early years to build strong foundations in literacy and numeracy.	<ul style="list-style-type: none"> Professional learning builds and sustains the capacity of teaching and non-teaching staff. Diagnostic assessment is used for early intervention. Consistent approaches in the early years are consolidated to accelerate and maximise learning outcomes. School practice in the early years is informed by the Early Years Learning Framework, National Quality Standards and the Western Australian Curriculum.

Focus Area 2

Excellence in Teaching and Learning

STEM and Digital Technologies

Achievement Targets

- At least 50% of all technology usage in classrooms targets the Transformation tiers (modification or redefinition) of online learning, as measured via the SAMR model.

STEM - Science, Technologies, Engineering, Mathematics

SAMR - Substitution, Augmentation, Modification, Redefinition

Focus	Strategies	Milestones
Deliver STEM skills across the curriculum to build real life learning	<p>Continue to implement and integrate STEM skills across the curriculum to build critical and creative thinking, problem-solving, teamwork and innovation skills.</p> <p>Develop a whole school approach to sustainability practices.</p>	<ul style="list-style-type: none"> Teachers design programs of work that embed aspects of STEM for students. Regular involvement in sustainable practices and programs to reduce the school's carbon footprint.
ICT integration across the curriculum	<p>Continue the effective integration of digital technologies across all year levels.</p>	<ul style="list-style-type: none"> Teacher capacity is developed and strengthened in the use of ICT. The use of ICT is embedded across all areas of the curriculum.



ICT VISION FOR TEACHING AND LEARNING IN PUBLIC SCHOOLS 2020 - 2024

Our students need to be ready for a future where technology rapidly evolves and creates an ongoing transformation in workplaces and job roles. This means young people must have the capability to adapt and transfer their knowledge and skills across a range of learning and work environments.



Focus Area 3

Supportive and Inclusive School Environment

Achievement Targets

- Implement survey tools to measure student social and emotional wellbeing to inform and use data to further plan and meet the needs of students.
- Track and increase the percentage of students achieving *consistently* in the Attitude, Behaviour, Effort (ABE) on semester reports.

Focus

Student social and emotional growth

Strategies

Continue to strengthen Social and Emotional Learning (SEL) programs to create learning environments that promote resilience, optimism, confidence and self-efficacy.

Milestones

- Every student feels a strong sense of connection and belonging where they are valued and acknowledged for their contribution to the school community.
- Teacher capacity is strengthened to deliver Positive Behaviour Support (PBS) across the whole school.
- Continuation of the building of SEL frameworks such as *Be You*.
- *Zones of Regulation* use is embedded across the whole school.
- A strengthening of mindfulness programs throughout the school.
- Review of current programs and a development of a whole school explicit approach to strength and resilience.

Focus	Strategies	Milestones
Student wellbeing	<p>Maintain chaplaincy program to support students' social and emotional wellbeing, and SEL programs.</p> <p>Implement School Volunteer Program.</p> <p>Strengthen Physical Education program in the school to support students' physical health, fitness and wellbeing.</p>	<ul style="list-style-type: none"> Continuation of the in-school chaplaincy program. Chaplaincy runs programs for students in addition to individual student support. Chaplaincy program is valued by all stakeholders. School Volunteer Program is successfully implemented. Staff collaborate to implement programs and clubs to support the Physical Education program.
Student engagement	<p>Provide teaching and learning opportunities that celebrate differences and recognises, respects and embraces cultural diversity, including the Aboriginal Cultural Framework.</p>	<ul style="list-style-type: none"> Student surveys are implemented and reviewed to ensure all students feel valued and supported.
Students at Educational Risk	<p>Use increased flexibility to provide students at risk with strategies and programs to meet their needs.</p> <p>Continue the scheduled Student Services portfolio for individual case management.</p>	<ul style="list-style-type: none"> Connections and partnerships with support agencies developed to support student needs. Individual management plans suit students at risk, with resources allocated accordingly. Processes to identify and monitor students at education, behavioural and social-emotional risk are reviewed and improved. Learning achievement and pastoral care needs of students at risk are supported.
Student attendance	<p>Maintain school processes for monitoring attendance and absences.</p>	<ul style="list-style-type: none"> A monthly audit of attendance is conducted.
Staff wellbeing	<p>Develop and implement strategies for staff health and wellbeing.</p>	<ul style="list-style-type: none"> Health and Wellbeing Action Plan is implemented. Staff access chaplaincy services.
Student behaviour	<p>Review and implement a behaviour management policy aligned to Positive Behaviour Support (PBS).</p>	<ul style="list-style-type: none"> All staff use PBS language and processes to manage student behaviour. Data analysis of behaviour is conducted regularly. Explicit teaching of expected behaviours and re-teaching to unexpected behaviours occurs across the whole school.



Focus Area 4

Building a Strong School Community

Achievement Targets

- Maintain or exceed the percentage of parent satisfaction on the National Schools Opinion Survey (NSOS) biennial results.
- Analyse NSOS data and devise action plans to implement in order to address areas of need.

Focus	Strategies	Milestones
Promote student leadership	<p>Explore further opportunities to build students' leadership and decision making.</p> <p>Review current Student Councillor process.</p> <p>Provide students with leadership opportunities within the school.</p>	<ul style="list-style-type: none"> • Use of student survey information. • Information from biennial student National School Opinion Survey (NSOS) utilised to address areas of concern. • Number of students seeking roles increase.
Parents and Citizens (P&C)	<p>Strengthen parent and community partnerships within the school.</p>	<ul style="list-style-type: none"> • Community events are organised and supported in collaboration with staff and the Parents and Citizens' Association (P&C).

Focus	Strategies	Milestones
School Board	Strengthen governance processes and functions of the School Board.	<ul style="list-style-type: none"> • Comprehensive induction processes are held for School Board members. • School Board members are recruited who are representative of the wider school community. • School Board members are encouraged to offer their expertise to their role. • Annual effectiveness survey results are considered, with feedback acted upon. • School Board members are included in community events and whole school ceremonies.
Links to secondary school	<p>Maintain positive partnerships with the Duncraig Partnership.</p> <p>Continue to build a strong and seamless transition from primary to secondary school to assist with student retention.</p>	<ul style="list-style-type: none"> • Instigation of programs for student involvement across campuses. • Support is maintained for moderation processes and professional learning opportunities within the Partnership.
Fathering Project	<p>Develop and strengthen the <i>Fathering Project</i>.</p> <p>Build links with other school communities through the <i>Fathering Project</i>.</p>	<ul style="list-style-type: none"> • Regular involvement in community and student events. • Enhanced relationships with parents and families through engagement in planned activities.



