



TUARTRISE

Primary School

Belong and Become

2016 - 2018 BUSINESS PLAN



Belong and Become

OUR VISION

We are a school where children are at the forefront of everything we do. We value the whole child and believe children have a voice that should be heard. We believe in the importance of addressing both the academic needs and social emotional well-being of our students.

We actively involve our community and believe strong home and school partnerships lead to improved student learning.

We are staffed by a community of professionals. We value and respect the diversity of skills and knowledge we each bring to the school. We challenge and support each other to be effective educators who impact positively on the lives of all students within our school.

WE BELIEVE

It is important for students to:

- **Respect everyone**
- **Work together**
- **Be present**
- **Choose their attitudes**
- **Make someone's day.**

TARGETS

By the end of 2018 we intend to have:

- An increase from 75% to 90% of students attending 90% of the time
- A reduction in the number of instances of students being late to school from 985 to less than 490
- A reduction in the number of unauthorised absences from 30% to less than 10%
- 66% of Year 3 students at or above Band 5 as reported in NAPLAN Reading
- 75% of Year 5 students at or above Band 5 as reported in NAPLAN Reading
- 90% of Year 3 and 5 students at or above the minimum standard as reported in NAPLAN Reading
- 75% of Year 3 students at or above Band 4 as reported in NAPLAN Writing
- 75% of Year 5 students at or above Band 5 as reported in NAPLAN Writing
- 80% of Year 3 and 5 students at or above the minimum standard as reported in NAPLAN Writing
- 65% of Year 3 students at or above Band 4 as reported in NAPLAN Numeracy
- 70% of Year 5 students at or above Band 5 as reported in NAPLAN Numeracy
- 80% of Year 3 and 5 students at or above the minimum standard as reported in NAPLAN Numeracy

OUR FOCUS AREAS:





FOCUS AREA ONE: STUDENT SOCIAL AND EMOTIONAL WELL-BEING

We understand that being resilient and feeling valued and safe are enablers for students to be successful at school.

BROAD STRATEGY: IMPLEMENT A SOCIAL AND EMOTIONAL LEARNING PROGRAM

MILESTONES:

- Implement "You Can Do It" social and emotional learning program. Develop scope and sequence for this program.
- Resources to support "You Can Do It" are purchased.
- Lessons are evident at least once a fortnight.
- Social and Emotional Well-Being Committee in place.

BROAD STRATEGY: GIVE STUDENTS A 'VOICE'

MILESTONES:

- Implement "Morning Meetings" as a daily routine in every classroom.
- Classroom Climate Surveys completed and acted on annually in Years 3-6.
- Student leaders provided with leadership training.
- Students self-reflect/assess.
- Students have input into subject matter.

BROAD STRATEGY: EARLY IDENTIFICATION AND INTERVENTION

MILESTONES:

- Student identification and referral processes and practices are in place for students at educational request, including those with poor attendance.
- Playgroup on school site.
- Case Conference approach, involving the School Psychologist is evident in catering for students at risk.
- School Chaplain available to provide support for students and families.
- Implement "Rainbows" program.
- Implement Protective Behaviours program.
- Food is available for children as required.

BROAD STRATEGY: LEARN THROUGH PLAY AND GUIDED DISCOVERY

MILESTONES:

- Implement "The First Six Weeks"
- Before school Physical Education Programs.
- Lunchtime Clubs.
- Variety of play options available to students during recess and lunch times including 'loose parts' and 'nature' play.
- Play Committee.

FOCUS AREA TWO: HIGH QUALITY TEACHING

We understand that effective teachers and education assistants impact significantly on student success.

BROAD STRATEGY: USE DATA TO INFORM AND ENHANCE TEACHING

MILESTONES:

- Implementation of a school wide process for the systematic collection and analysis of data which includes English, Mathematics, Attendance, Social and Emotional Well-Being and feedback from students and peers.
- Data Walls used to monitor progress and inform planning.
- Utilise ICT to manage student data.
- All staff using Maths Tracker.
- Year 1 – Year 6 teachers using Running Records in Reading.
- Year 1 – Year 6 teachers using 'Words Their Way' assessments.
- Moderation processes in Maths and English are embedded.
- End of year/beginning of year student information handover processes are in place.

BROAD STRATEGY: TEACH USING EFFECTIVE PEDAGOGY

MILESTONES

- Implement school wide pedagogy – Numeracy and Literacy Teaching Framework across all years reflecting the 'Gradual Release' approach, the requirements of the Early Years Learning Framework and incorporating evidence based instructional strategies.
- Use of co-operative learning strategies where appropriate.
- Use of information technology to enhance learning opportunities.
- Teachers plan collaboratively at year levels.
- Performance and development processes are aligned to AITSL Teaching standards.
- Staff participate in professional learning aligned to effective teaching strategies in Maths and English, specifically:
 - The First Six Weeks
 - Promoting Literacy Development approach
 - Oxford Link
 - PROBE
 - Words Their Way
 - Guided Reading
 - Literacy and Numeracy Blocks
- Staff induction processes in place.
- Peer observation and feedback.
- Tuart Rise Teachers' Planner provided to all staff.
- Staff participation in CMS Professional Learning.

BROAD STRATEGY: SYSTEMATICALLY DELIVER THE CURRICULUM

MILESTONES:

- Develop and implement scope and sequence documents outlining the curriculum to be delivered in English and Mathematics. These are to reflect the Western Australian Curriculum PP-Year 6 and SCASA Kindergarten Curriculum Guidelines.

BROAD STRATEGY: UTILISE EXPERTISE OF STAFF

MILESTONES:

- Maths Committee in place.
- Literacy Committee in place.
- Staff provide professional learning to other staff.

BROAD STRATEGY: DIFFERENTIATED TEACHING AND LEARNING

MILESTONES:

- Student identification and referral processes and practices in place.
- Case Conference approach, involving the School Psychologist is evident in catering for students at risk.
- Intervention groups in place.
- Books promoting languages from other cultures purchased.
- High achieving students are being catered for.
- Reading Club.



FOCUS AREA THREE: SCHOOL-COMMUNITY PARTNERSHIPS

We understand that our impact on student success is enhanced when we work with our community.

BROAD STRATEGY: INVOLVE PARENTS IN CLASSROOMS

MILESTONES

- Parent workshops conducted.
- Multi-cultural events celebrated.
- Numeracy and Literacy Weeks celebrated with activities that include parent participation.
- Parent involved in classroom activities.

BROAD STRATEGY: ENGAGE PARENTS IN SCHOOL ACTIVITY

MILESTONES

- Parents represented on Children's Garden/Sustainability Committee.
- Parent helpers evident across the school.
- Parents represented on Student Play Committee.
- Coffee meetings with parents.
- Term 1 - Parent-Teacher meetings
- Term 3 - Learning Journeys
- End of year concert.

BROAD STRATEGY: ENGAGE WITH OTHER SCHOOLS

MILESTONES

- Participate in cluster and area networks.

BROAD STRATEGY: ENGAGE WITH THE BROADER COMMUNITY

MILESTONES

- Visiting authors.
- 0 to 4 Playgroup hosted at the school.
- Nominate Junior Councillors for the City of Rockingham's Junior Council.



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