



BUSINESS PLAN

2019 - 2022

Australind Primary School is a small school with a big heart. We seek 'To Inspire Learning for Life' in a safe, collaborative and inclusive teaching and learning environment. Our staff, students and their families share a sense of spirit and pride in our School. Through the implementation of consistent social and academic whole school approaches, we support students to develop the skills and understandings which will enable them to contribute meaningfully and ethically to society. Through fostering a culture of 'Choose Respect' our School is a great place to learn, work and develop strong relationships.



Relationships and Partnerships

Positive involvement, connection and collaboration between our school and the wider community

Targets:

- Positive involvement, connection and collaboration between our School and the wider community as reflected in Opinion Survey ratings and anecdotal evidence.

Strategic Directions	Broad Strategies
Foster positive and mutually beneficial relationships with organisations within the community.	<ul style="list-style-type: none"> • Foster the partnership with the Australind Baptist Church and provide a venue for playgroup activities to support a greater understanding of Australind Primary School in the wider community.
Promote the professional standards of staff and the quality of programmes using social media and the School website.	<ul style="list-style-type: none"> • Consolidate the existing partnership with Alcoa and SciTech and support identified staff to engage in the <i>Champions of Maths</i> programme, including all aspects of the community engagement element of the programme. • Commence a managed Facebook page to share school, staff, student and community activities supporting the objectives of the Business Plan.
Seek to have community representatives from diverse backgrounds involved in relevant Committees and activities.	<ul style="list-style-type: none"> • Make direct approaches to representatives of minority groups. • Formally invite Hands Up 4 Kids and Australind Baptist Church Mentors to incursions and events. • Collaborate with and engage volunteers in meaningful classroom activities.
Develop processes to support strong relationships with families from the outset following enrolment.	<ul style="list-style-type: none"> • Implement an Enrolment Interview process to determine key factors which will support students new to the School; facilitate communication of the outcomes to class teachers and assistants. • Review and standardise school routines (K&P) and communicate these clearly at the start of the school year. • Establish a Coffee and Chat strategy to raise parent awareness of initiatives and student readiness for School.



Targets:

- The physical and social environment supports teaching and learning as evidenced by Opinion Surveys, anecdotal evidence and audits.
- The requirements of the NQS for Early Childhood Care are met across all standards.
- *You Can Do It!* and Student behaviour indicators are maintained and/or improved.

Strategic Directions	Broad Strategies
Consolidate agreed whole of school behaviour management approaches, including the introduction of a Good Standing policy.	<ul style="list-style-type: none"> • Conduct a review of processes and strategies and refine documentation for staff, students and their families. • Use <i>Positive Behaviour in Schools</i> and <i>Choose Respect</i> as the basis for processes and strategies. • Communicate and promote the new Plan with the School Community.
Develop an <i>Advanced Standing</i> acknowledgement for students with exceptional commitment to their schooling.	<ul style="list-style-type: none"> • Identify criteria which will determine the <i>Advanced Standing</i> rating. • Determine in consultation with students desired rewards. • Communicate the criteria to students and their families.
Use student views to assist in shaping school activities, policies and processes.	<ul style="list-style-type: none"> • Use an iPad based survey app on a regular basis to determine student views on a variety of issues. • Communicate to students the outcomes and plans to address issues they have raised.
Continue to implement <i>You Can Do It!</i>	<ul style="list-style-type: none"> • Teachers plan using the YCDI Scope and Sequence, teaching specific lessons using the programmes resources or adapted resources as appropriate. Continue the three yearly survey cycle and consider responses/changes to the programme based on the outcomes.
Maintain a strategic collaborative approach to supporting Students at Risk.	<ul style="list-style-type: none"> • Administration staff to support the timely completion of referrals and consistent processes utilising guidelines set out by SSEN. • Engage parents in the development of IBP and IEP plans. • Use restorative practices to support students experiencing behavioural challenges.



Targets:

- School leaders are proactive and responsive in their endeavour to support staff and students in teaching and learning as evidenced by survey ratings and audits.

Strategic Directions	Broad Strategies
Ensure staff and the Board are regularly directed back to the Business Plan in order to support their decision-making.	<ul style="list-style-type: none"> The weekly communication memo to be used to reinforce and focus staff on the Business Plan. School Development Days and extended staff meetings focussed on developing elements within the Business Plan. Principal reports against the Business Plan at each Board meeting.
Use a consistent framework when reviewing plans, programmes and activities to focus on improvement.	<ul style="list-style-type: none"> Adopt as a framework the key questions from the Public School Review (PSR). These are: <i>How are we going?</i> (Judgement); <i>How do we know?</i> (Evidence) and <i>What are we doing to improve?</i> (Planning)
Administration leaders support staff to engage in data analysis and review and to refine strategies which are responsive to student needs.	<ul style="list-style-type: none"> Data is collated for ease of reference for staff. e.g. Data walls Regular assessment is prioritised and valued above one off / snapshot assessments. Time is allocated to support deep analysis and planning for improvement.
Seek to provide time for project leaders / committee chairs to carry out their roles.	<ul style="list-style-type: none"> The Finance Committee review the School budget and identify available funds which can be directed to release relevant staff.
Consider the existing roles of key staff and any modifications/adaptions that may improve curriculum initiatives.	<ul style="list-style-type: none"> Redefine the role of the Aboriginal and Islander Education Officer (AIEO) to specifically support all classes with learning experiences. Timetable the AIEO into classes for lessons to support teachers in the delivery of Aboriginal Cultural perspectives.
Seek staff opinions on aspects of school operations affecting their work.	<ul style="list-style-type: none"> Initiate a formal process whereby staff can regularly feedback directly regarding issues affecting their work. (STOP, START, CONTINUE model)
Support identified staff to achieve their leadership aspirations.	<ul style="list-style-type: none"> Promote with staff the new Department Leadership strategy and implement support structures and processes for those staff who choose to engage in the strategy.



Use of Resources

Resources are allocated with preference to identified needs

Targets:

- The Student Centred Funding minimum expenditure requirement is met (>96%)
- IT device ratios support teaching and learning as evidenced by audit.

Strategic Directions	Broad Strategies
Review resources to ensure they are commensurate with the size of the School.	<ul style="list-style-type: none"> • When giving consideration to resource purchases, particularly in relation to more expensive items such as computers, iPads and photocopiers, give consideration to student numbers and ratios to ensure there is not an unnecessary oversupply of equipment.
Use no less than 96% of Student Centred Funding in the year it was provided.	<ul style="list-style-type: none"> • The Finance Committee and Board to review at each meeting the projected expenditure and identify cost centres requiring review. • Identify and publish for staff specific budget cost centres they can access to support their curriculum and resource needs. Provide an updated balance following each Finance Meeting.
Seek to allocate funds in areas of priority as identified through data and strategy reviews.	<ul style="list-style-type: none"> • Administration staff and the Finance Committee regularly review available data and monitor for areas requiring additional funding to support their growth
Further develop the use of ICT to support operational needs.	<ul style="list-style-type: none"> • Access professional learning to upskill identified staff in the use of relevant software features. e.g. Office 365, Connect.
Maintain resources to a high standard.	<ul style="list-style-type: none"> • Use school and strategy review processes to identify resource replacement or upgrades required. • Budget for the replacement and upgrades of class and general resources.



Targets:

- All teaching staff are engaged in Performance Management processes based on the AITSL Standards and are at a minimum proficient level.
- All Education Assistants are engaged in performance management.
- There is an alignment between professional learning, performance management and the Business Plan.

Strategic Directions

Broad Strategies

Facilitate the sharing of best practice and the implementation of whole of school strategies.

- Use time allocated to professional learning (School Development Days and Staff Meetings) to support a continued focus on the implementation of these programmes.

Align professional learning to needs identified through the Business Plan, data and programme reviews and the Australian Professional Standards for Teachers (AITSL).

- Plan for professional learning activities to be aligned with identified school and individual needs.
- Implement standardised performance management processes and documentation with all staff and use the outcomes of meetings to assist in future professional learning plans.
- Focus on evidence as the catalyst for reviewing and modifying approaches.

Maintain the focus on developing and supporting key whole of school strategies.

- All teachers adjust their planning in order to implement the agreed whole of school approach.
- Use the 'Walk Through' process to support collaboration and sharing and to showcase and celebrate approaches employed by class teachers.

Teachers have specific understandings and skills required to support students with a history of challenge in their lives.

- All staff to access Professional Learning in teaching students who have experienced trauma in their lives
- All staff to attend an Understanding poverty workshop.



Student Achievement and Progress

Students are motivated and engaged in the learning program to achieve their personal best

Targets:

- Maintain and/or improve opinion survey ratings.
- Student attendance in each year level will be at or above the state average.
- The value added (progress) from On-entry to year 3 and year 3 to 5 NAPLAN Data meets or exceeds expectations in all areas tested.
- Whole School longitudinal data maps student progress to inform teaching.

Strategic Directions	Broad Strategies
Adopt strategies and/or specific programmes to develop student resilience and goal setting.	<ul style="list-style-type: none"> • Support the continued implementation of You Can Do It! and the Choose Respect Initiative. • Implement the Sporting Schools Physical Literacy Programme (Kiddo) in K – 2.
Adopt a whole of school approach to the teaching of Mathematics.	<ul style="list-style-type: none"> • Review all aspects of the teaching of Mathematics, including pedagogy, resources, leadership, teacher curriculum knowledge and understanding, scope and sequence, coaching for staff development and assessment. • Develop an improvement plan and ensure appropriate support and structures to implement the plan.
Engage in the Scitech/Alcoa <i>Champions of Maths</i> Development Programme.	<ul style="list-style-type: none"> • Two staff to engage in the programme, share their understandings formally with staff through workshops and conduct community/parent workshops.
Focus on improving the percentage of students who attend regularly. i.e. (>90%)	<ul style="list-style-type: none"> • Introduce an <i>Advanced Standing</i> strategy which includes attendance as a key criterion. • Review and adjust attendance follow-up processes. • Motivate and engage students through appropriate curriculum and delivery.
Track student progress to inform teaching and/or the quality of programmes and strategies employed.	<ul style="list-style-type: none"> • Establish and maintain consistent and relevant data collection schedule focussed on tracking progress and informing teaching. • Use evidence to analyse programmes and strategies and as the basis to modify approaches as necessary.



SCHOOL SONG

WE'RE LOOKING BRIGHT

We are the kids Of Australind
Standing proud in red and black
We show pride as we learn and play every day
There'll be no turning back.

We are the kids Of Australind
Stand up and shine your light
There's so much we can achieve when we're strong and we believe
Rise up Australind we're looking bright
Rise up Australind we're looking bright

CHOOSE RESPECT

RESPECT IS TO TREAT WITH CARE AND CONSIDERATION

CODE OF BEHAVIOUR

Every member of our community is encouraged to **CHOOSE RESPECT**.

To **CHOOSE RESPECT** is to make a conscious effort to:

- Treat others with Respect, no matter how they treat you.
- Treat yourself with Respect.
- Forgive others who do not treat you with Respect.
- Resist your natural desire to pay back or take revenge.
- Apologise when you do not treat others with Respect.
- Support others who are not being treated with Respect.
- Ask for support when others do not treat you with Respect.

"Fostering a Culture of Respect in our community."