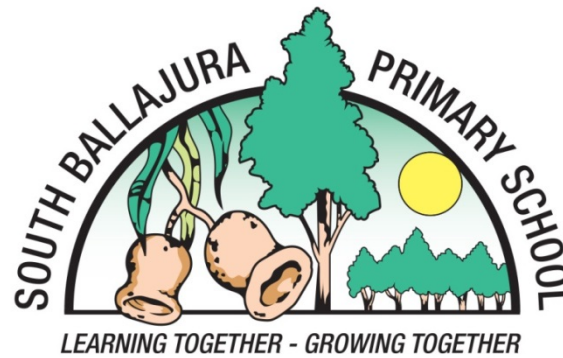


Our Vision

To build a school where students, parents and staff collaborate and develop partnerships with our community that foster life- long learning, supporting the Melbourne Declaration on Educational Goals for Young Australians that:

All young Australian's become:

- *Successful learners*
- *Confident and creative individuals*
- *Active, informed citizens*



School Purpose & Ethos

At South Ballajura Primary School, we focus on the provision of an environment which is intellectually, socially and physically supportive of learning. We work in collaborative teams to achieve our purpose.

At South Ballajura Primary School, we are committed to meeting the National Quality Standard, K-Year 2 and the Early Years Learning Framework, birth to transition to school, to extend, enrich and maximise children's learning potential in a safe and supportive environment that builds success for life.

School Plan 2015 – 2017

Focus Area 2017

Teaching & Learning	Literacy	Numeracy	Building Community
<p>There is a high expectation of students and staff to work collaboratively to improve the learning outcomes of all students. In order to improve the quality of teaching, literacy and numeracy lead teachers will support staff in developing best practices.</p> <p>Improvement Targets</p> <ul style="list-style-type: none"> • Professional learning teams and lead teachers working collaboratively towards growth. • More middle level leaders will lead colleagues in a variety of areas, drawing on expertise within and out of the school. • Each person is called to account for their performance. Staff feedback will be provided through class Walk Throughs and Classroom Observations <p>Key Strategies</p> <ul style="list-style-type: none"> • Teachers to utilise AITSL Professional 	<p>A real focus is to be made in literacy to ensure that student's individual needs are met. It is the belief of all staff that "virtually every student is capable of learning, given the right support and pace of learning."</p> <p>Improvement Targets</p> <ul style="list-style-type: none"> • By 2017, improve the achievement of students in Years 3 & 5, to meet or exceed the Australian Mean in NAPLAN tests. • The average score for Pre-primary students' achievement of 80% at Onset Rime and Phoneme level of Phonological Awareness. • Students by the commencement of Year 1 to meet or exceed the On Entry Data and Phonological Awareness mean scores. <p>Key Strategies</p> <ul style="list-style-type: none"> • Quarantine a daily two hour literacy block 	<p>The focus in Numeracy is problem solving, reasoning, understanding and fluency. As well, it is important that mental mathematics strategies are used to develop understanding and fluency, and Mathematics vocabulary.</p> <p>Improvement Targets</p> <ul style="list-style-type: none"> • By 2017, improve the achievement of students in Year 3 & 5 to meet or exceed the Australian Mean in the NAPLAN test. • Fine grain data to be obtained for Year 2 and 4 (2015), Year 3 and 5 (2016) students e.g. NAPLAN and PAT Tests to be used. Targets to be set and support provided to teachers with planning and deliver of lessons e.g. i) current Band 2 & low Band 3 students to move to Band 5 by Year 5, ii) current Band 5 students provided with extension work to move to Band 7 in 2017. • 80% of Kindergarten students will be 	<p>The school actively seeks ways to enhance student learning and well - being by partnering with parents and families, other education and training institutions, local businesses and community organisations.</p> <p>Improvement Targets</p> <p><u>Attendance:</u></p> <ul style="list-style-type: none"> • Maintain the attendance rate for the whole school at 92% or better and lift the rate in Kindergarten and Pre-primary. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Develop a whole school approach to bullying and conflict resolution. • Review the Behaviour Management Policy. <p><u>Parent Engagement:</u></p> <ul style="list-style-type: none"> • Increase the number of parent helpers in classroom reading • Introduce an after school Library Reading Club (K-Yr2) • Improve communication with parents • Increase the number of incursions

<p>Standards as a reflective tool</p> <ul style="list-style-type: none"> • Develop and support opportunities for lead teacher to plan, model and provide feedback to staff. • Use whole school curriculum scope and sequence guides • All staff to use explicit teaching of key concepts and skills with assessment used to check for student understanding. • Develop automaticity of key concepts and skills through Warm Ups. • Develop student knowledge and skills to engage in problem solving, thinking skills and cooperative learning strategies. • Provide a safe, supportive learning environment, including a print rich environment. • Use targeted intervention plans for individuals and small groups. <p>Milestones</p> <ul style="list-style-type: none"> • Professional learning teams are well established and effective • Teachers are using the AITSL Professional Standards to influence goal setting and teaching practices • Administrative Team and Lead teachers are involved in peer planning, modelling, observation and support. • EDI, Warm Ups, Problem Solving, Thinking Skills and Cooperative learning are regularly used as part of staff repertoire of instructional strategies. <p>Early Years Learning Framework & National Quality Standards</p>	<ul style="list-style-type: none"> • Develop a Phonological Awareness and Phonics program (K – Yr2) • Introduce phonic based readers • Provide professional development to all staff in Guided, Individual and Shared Reading, Warm Ups and EDI. • Focus on improving student vocabulary. • Develop a whole school Handwriting Policy and continue with modelled writing. • Consolidate First Steps Strategies • Students to reach the target of 80% understanding before staff move to the next task. • Develop whole school English teacher resources. <ul style="list-style-type: none"> ✓ E.g. Comprehension – Making Connections (Yr2-6) ✓ PA – NEMLDC Resources (K-Yr2) ✓ Individual Reading – Fitzroy (K-Yr3 & SAER to Yr6) ✓ Vocabulary ✓ Spelling – Words Their Way, Sound Wave and Use two Tier Words (K-6) ✓ Reading – MultiLit (SAER students) • Develop whole school English scope and sequence guides. • Explore oral language strategies. <p>Milestones</p> <ul style="list-style-type: none"> • Whole school Literacy Plan implemented • Staff to be using First Steps Strategies to improve student learning • Staff are incorporating PA, Vocabulary, Comprehension (Guided and Shared Reading), Fluency and 	<p>able to establish connections between number names, numerals and quantities up to 10 and for Pre-primary up to 20.</p> <p>Key Strategies</p> <ul style="list-style-type: none"> • Quarantine a one hour daily Mathematics session – preferred after recess 11.10am – 12.20pm. • Implement a whole school Mathematics program and provide the PD and classroom shoulder to shoulder support on a needs basis. • Develop whole school scope and sequence guides K-6 in Mental Calculations, Number and Algebra, Measurement and Geometry and Statistics, Probability strands and vocabulary and an assessment schedule. • Administrative Team to develop and staff to use a whole school Problem Solving Strategies for Year 3-6. • Provide professional development to staff on i) Mental Maths strategies to develop fluency, understanding and automaticity through EDI and Warm Ups, and ii) Think Aloud strategies to solve problems. <p>Milestones</p> <ul style="list-style-type: none"> • Whole School Numeracy Plan implemented • Staff are using EDI, Warm Ups and Think Aloud Strategies to develop problem solving, reasoning, understanding, and fluency in the numeracy block. • Lead teachers are involved in peer planning, modelling, observation and support • There is a high level of collegiality 	<p>and excursions</p> <ul style="list-style-type: none"> • Increase the number of community representatives on the School Council from two to four. • The school to build partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students. <p>Key Strategies</p> <p><u>Attendance</u></p> <ul style="list-style-type: none"> • Teachers to follow-up on daily absences with parents and inform administration when there is a concern • Provide a Triple P Workshop for Parents <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Continue faction reward system for good behaviour at recess and lunch. • Continue with the “You-Can-Do-It – Your 5 Keys to School Success” • Focus on a whole school bullying program with emphasis on conflict resolution. <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> • Conduct parent information sessions (include where possible the children) – Helping with Reading, Mathematics, Homework, Conflict Resolution and Triple P. • Engage parents in class reading support: 8.40-9.00 Wed, Thurs & Fri and after school Library Reading Club (K-2) • Involve parents in incursions, excursions, clubs and events e.g. Book Fair, Athletics Carnival, Easter Hat Parade, ANZAC, NAIDOC & Harmony Day. • Utilise the school website to inform
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The school is committed to meeting the EYLF (Birth to five years) and NQS (K-Year 2) requirements to extend and enrich children's learning, in a safe and supportive environment.

- Phonics in their literacy program.
- Lead teachers are involved in peer planning, modelling, observation and support
 - There is a high level of collegiality and mutual support
 - Data is regularly used to provide a comprehensive picture of student performance and individual student needs. This data is used to plan teaching and learning lessons.

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parents e.g. class blog. Teachers to be trained in uploading data onto the website.

- Improve communication with parents:
 - Teacher contact – diaries, phone calls, email, meetings
 - Website e.g. class blog
 - Whole School:
 - 1) Information Meeting T1, Wk2
 - 2) Reporting to Parents T2, Wk10
 - 3) Open Night T3 Wk 9

Partnerships:

- The School Council to extend the number of community members from two to four – an invitation will be extended to 1) Lions / Rotary, 2) Local Businesses e.g. Bunnings, Woolworths, Coles, YMCA, Local Church, Health Services
- Build local partnerships:
 - Ballajura Community Network – City of Swan, Lions and Rotary
 - Counselling & Rehabilitation – Therapy Focus, Pat Giles, Chaplain, School Psychologist, Smith Family, Aboriginal Groups, ESL – Malaysian Tourism
 - Education – ECU & Curtin University
 - Politicians – local Members of Parliament

Milestones

- Whole school attendance target reached – above 92%
- Implementation of the revised BMP
- Improved parent, student and staff national survey results in 2016.
- Increased number of parents involved in a range of school activities.
- All staff using the school website to enter class information at least once a term.

