



INDEPENDENT PUBLIC SCHOOL

Business Plan

2020 - 2022

Our best - for every learner, every day.





Moral Purpose

Our best – for every learner, every day.

For every child to **be** themselves, **be** present, **be** fair, **be** safe, **be** kind and **be** a learner.

For every child to know and feel they **belong** in our school, local and global community; and contribute to those communities.

For every child to have the opportunity to **become** their best self to make the most of the possibilities of the future.

Mission

We collaborate with our community to:

- Sustain a positive, caring and aspirational environment in which students, families and staff can each be their best.
- Ensure every student matters everyday as they work towards achieving their academic, creative, social, emotional and physical potential. We work with rigour and aim for excellence.
- Maintain a strong sense of belonging for all and contribute responsible, self-assured and compassionate individuals to the world.

Our Values

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

Our Expectations

For each member of our school community to

- Be Fair
- Be Safe
- Be Kind
- Be a Learners



We sustain a positive, caring and aspirational environment in which students, families and staff can each be their best.

Context

Learning Since 1934

Small numbers, big heart – Located in the centre of Morley, our school of 175 Kindergarten to Year 6 students is at the heart of the community and has been for over 80 years. We celebrate a culturally diverse community which is united by high hopes and expectations for our students and school. Our dedicated staff are committed to ensuring all students achieve their potential through excellence in teaching and support them to be their best in a safe, friendly and inclusive environment.

Knowing strong relationships between all members of our school community support student learning and wellbeing, we work hard to develop and sustain genuine partnerships with our families and the wider community.

We are actively involved in the Morley School Network and collaborate with neighbouring schools to ensure we deliver opportunity and best practice to our students.

Morley Primary School offers Mandarin lessons across the school and has done for many years. Situated in lovely grounds, our buildings reflect our heritage while being equipped with contemporary equipment and technology. We have a well-resourced library and purpose-built Art Centre which hosts classrooms for specialist Music, Visual Arts and Science. Our early childhood students enjoy a nature learning space and we are currently developing outdoor spaces for older students.



Our School Affirmation



At Morley Primary we are safe, fair and kind.

We include everyone and value our diversity.

We are learners, with curious and creative minds.

We persist when challenged and grow from our mistakes.

We are always the best that we can be.

At Morley Primary our community comes together to achieve and inspire, for we know that with knowledge we grow.



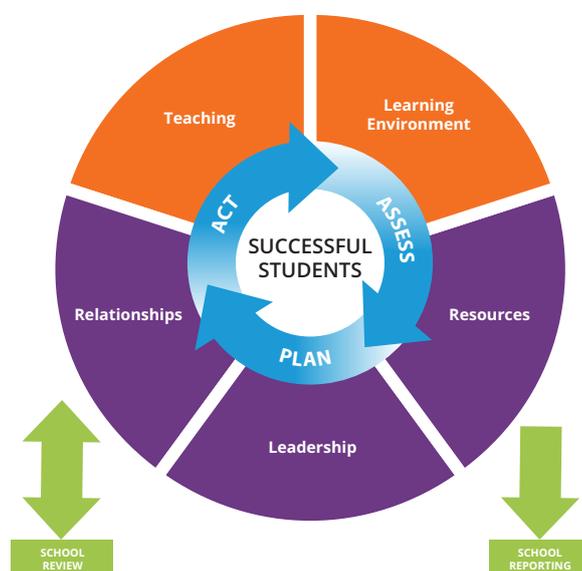
School Self-assessment

Our best – for every learner, every day.

Morley Primary School uses a range of review and evaluation measures including the National School Improvement Tool to monitor our school improvement progress.

By engaging in effective school self-assessment practices, Morley Primary School addresses the three fundamental accountability questions:

- How are we going? (judgement)
- How do we know? (evidence)
- What are we doing to improve? (planning)



Student Achievement Targets

English

- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from On-entry to Year 3 NAPLAN.
- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from Year 3 to Year 5 NAPLAN across all Literacy areas.
- Achieve above ‘like schools’ for stable cohort in all areas of Literacy in Year 3 and 5 NAPLAN.

Mathematics

- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from On-entry to Year 3 NAPLAN.
- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from Year 3 to Year 5 in Numeracy.
- Achieve above ‘like schools’ for stable cohort in Numeracy in Year 3 and 5 NAPLAN.

Engagement and Wellbeing

- Improve student attendance to above ‘like schools’.
- Achieve meeting all 7 Quality Areas of the National Quality Standards.
- Improve average rating in student, staff and parent responses to the National School Opinion Survey from 2018 baseline.



To achieve our targets we will...

Collective Efficacy and Connected Practice		High Impact Teaching	
Broad Strategies	Milestones	Broad Strategies	Milestones
<i>What we will do</i>	<i>What this will look like</i>	<i>What we will do</i>	<i>What this will look like</i>
<p>Work as a team to influence student outcomes and improve student learning.</p> <p>Align operational and strategic plans.</p> <p>Embed School Improvement Cycle – Assess- Plan-Act.</p> <p>Ensure an expert staff leads and delivers the school improvement agenda and improves student learning together.</p>	<p>Whole school pedagogy, programs and assessment practices particularly in English and Mathematics embedded. All students engaged in STEAM.</p> <p>Implement a whole school data collection system to track progress and achievement.</p> <p>Clear links between strategic, operational and classroom planning. Resources directed to focus areas.</p> <p>Whole school self-assessment plan developed and embedded.</p> <p>The National School Improvement Tool used to monitor progress against all 9 Domains.</p> <p>Capacity of the staff team developed through targeted professional learning, coaching and peer/leader observation and feedback.</p> <p>Identification and development of teacher leaders.</p> <p>A Workforce Plan which recognises strengths and challenges and informs staff development, recruitment and career building /leadership development.</p> <p>All staff engaged in a regular cycle of performance and development. Teacher cycle aligned with the AITSL standards.</p> <p>A thorough induction process supported by a peer mentor.</p>	<p>Use evidence-based high impact strategies;</p> <ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit teaching 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching <p>Enhance teacher expertise.</p>	<p>Phase of Learning (PoL) teams providing consistent and accountable opportunities for collaboration on planning, assessment and moderation.</p> <p>Regular meetings between PoL leaders and school leaders.</p> <p>Development and embedding of agreed lesson design to ensure a cohesive approach to learning and teaching.</p> <p>Embed the Teaching Sprints process using evidence-informed practices to enable teachers to collectively plan, act and evaluate their impact.</p> <p>Collaboration and moderation with other small schools.</p>

Conditions for Learning		Productive Partnerships	
Broad Strategies	Milestones	Broad Strategies	Milestones
<i>What we will do</i>	<i>What this will look like</i>	<i>What we will do</i>	<i>What this will look like</i>
<p>Identify all students at educational risk and provide appropriate intervention and monitoring.</p> <p>Address attendance and punctuality by developing a whole school strategy.</p> <p>Develop a whole-school positive behaviour curriculum.</p> <p>Ensure the Aboriginal Cultural Standards Framework underpins expected practice.</p> <p>Ensure student agency is the foundation of our work and decision making.</p> <p>Develop a wellbeing strategy for students and staff.</p> <p>Ensure the physical environment supports student learning and wellbeing.</p>	<p>Case-management approach. Intervention and extension opportunities. Thorough enrolment practices. EAL/D students - Use of interpreters and progress maps. Knowledge of additional language acquisition informing practice.</p> <p>Communication of expectations to all families. Strategies to encourage engagement and compliance. Monitoring and case management of at risk students.</p> <p>Positive behaviour plan and expectations with embedded language, procedures and resources. Expectations celebrated through whole school approach to recognition.</p> <p>Cultural awareness training for staff. Expansion of NAIDOC activities. Framework evident in whole school plans. Case management of Aboriginal students.</p> <p>Authentic opportunities for student voice through feedback on learning, environment and other areas. Explore and experiment with rich, inquiry tasks. Develop student leadership roles. Regular policy review.</p> <p>Establish a Wellbeing Committee to investigate options. Select strategies and develop whole school plan.</p> <p>Development of Outdoor Learning Space. Provide alternative play opportunities for all students.</p>	<p>Support student learning and wellbeing through strong relationships and networks.</p> <p>Ensure effective and strong governance.</p> <p>Be a community hub and school of choice.</p>	<p>Early intervention in K and PP. Use of interpreters. Increased participation in school surveys. Being active in the Morley Schools Network.</p> <p>'Partners in Learning' program development including:</p> <p>Adult / Families</p> <ul style="list-style-type: none"> • Parental engagement in school activities • Parents and Citizens' Association • Parent workshops • Morley Primary Playgroup • Preservice teachers • Workplace learning <p>Students</p> <ul style="list-style-type: none"> • Children's University Australia • Science Club • Rotary Four Way Test <p>School Board reflects the school's diversity and engages in self-reflective practices and training. Schedule of Board activities developed and embedded.</p> <p>Marketing of the school in line with shared vision. Expand the use of social media and website to communicate. Continue to seek opportunity to engage with local community agencies, businesses and service organisations.</p>



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