



Queens Park *Primary*

Business Plan
2021 - 2023



Strength Through Knowledge

Welcome to the Queens Park Primary School Business Plan 2021 - 2023. Queens Park Primary School is an Independent Public School with a rich history of providing quality public schooling since 1905. It is a vibrant school, celebrating the rich and diverse background of students from thirty nine different cultural groups. We are proud to be acknowledged as a family friendly school, providing a supportive learning environment that empowers students to achieve both academically and socially. Our school motto **'Strength through Knowledge'** reflects Queens Park Primary School's strong work ethic and our vision to see our students achieve in a globally challenging environment. We offer a comprehensive support program for new arrivals to the school and our teaching and learning programs and school community events actively encourage the sharing of all cultures.

This is a school that believes children learn best when they feel safe, so we will support your child through their mistakes, and then help them understand what can be learnt from their experience. Most importantly, we are quick to applaud all children's success.

We will nurture the 'whole' child, and equip your child for life.

Literacy and numeracy are of critical importance, and we have made teaching these a whole school focus. Our curriculum also recognises that your child's health and well-being, decision-making skills and ability to take responsibility is vital. We teach these through empowerment and positive reinforcement.

Queens Park Primary School has a range of motivating programs for all children including Science, Humanities and Social Science, Music, Health and Physical Education and Oral Language and Drama. We also cater for children who are academically **Gifted and Talented** through the **PEAC Program** and musically talented through the **School of Instrumental Music**, where selected children are taught classical guitar. We also support **Children with Special Needs** who may require extra assistance to achieve academically. Sport is promoted through our Physical Education Program and a focus of Oral Language and Drama is a strength within the school. Our annual **Art Exhibition** is always received very positively by our community and local businesses.

Early Childhood Philosophical Statement

Queens Park Primary School recognises and values early childhood education as the foundation for lifelong learning. We believe that each child is unique and brings their own culture, interests, creativity and early life experiences. We recognise children as being successful, capable and resourceful learners who are active contributors to their own learning. We create

an inclusive, safe and supportive environment where children can develop their problem-solving and risk-taking skills, and where their individuality is valued and promoted. Our team of educators believe children thrive by participating in rich learning experiences that support the development of the whole child.



The School Improvement & Accountability Framework is structured around the following conceptual model.



- **ACT**
Implementation using evidence to implement best practice
- **PLAN**
 - To improve the standards of student achievement
- **ASSESS**
Communication evidence to key Stakeholders & analysing evidence to determine best practice
 - Measure progress against targets
 - Assess the impact of policies program & the effectiveness of implementation strategies & resources using evidence to implement best practice

As part of an effective school improvement cycle, the staff will address the following questions:

- What are our students achieving?
- Are these achievements good enough?
- What areas should be the focus for improvement?
- What will we do to improve these focus areas?
- How will we know if we have been effective in improving student achievement?

Our Vision

To empower our students to be creative, positive and independent people, who strive for academic excellence and are committed to value our society and environment.

We Value Respect & Tolerance

We will respect other cultures, beliefs and values and accept differences. We will have self respect and respect for our belongings and those of others. We will respect the environment and each other and understand that there are boundaries (rules) that must be followed.

“We get to learn new things and we get to play on the oval. I enjoy maths!!”
Archie - Year 1

We Value Resilience

We will provide learning opportunities to self regulate - to bounce back and learn that a range of emotions is normal. We promote a 'can do' approach to tasks, recognising that it's OK to make mistakes and to try again.

“Very kind people who help everyone.”
Bruce - Year 3

“I get to learn lots here. My teachers are really nice.”
Tyreece - Year 1

Strength through Knowledge

High performance in literacy and numeracy

Integrated teaching and learning practices
STEM, Health
Arts, Science, PE

High Performance

High quality teaching and learning and effective leadership.



Supportive and inclusive culture where all staff, children and community are valued

High Care

Strong culture of student attendance

Strong, positive Community Partnerships

Resilience

Respect

Honesty

Tolerance

“The size of the oval is great and the play equipment and sports equipment. It's a very nice school. I like the people.”
Ishmael - Year 4

We Value Honesty

We will have integrity and be supported to 'own our actions' and understand that there are consequences for our actions. We will accept and grow from constructive feedback in a positive way. We will keep our promises and act responsibly. We will communicate openly and instil confidence in our stakeholders and the community.

“The principal is caring. The teachers are loving and my friends take care of me.”
Lansana - Year 3

“The people are nice, the teachers and students. I have made good friends.”
Nora - Year 4

We Value Independence

We will be self-motivated and take positive risks. We will be problem solvers and show innovation and initiative. We will take on board leadership opportunities, make considered choices and display our inner strength by being true to ourselves and our beliefs.

Academic Targets

- To increase the percentage of students achieving moderate, high and very high progress in NAPLAN Years 3 and 5 in Writing, Reading and Numeracy before 2023.
- To increase the percentage of students achieving moderate, high and very high progress from On-Entry to year 3 NAPLAN in Writing, Reading and Numeracy before 2023.
- To increase the percentage of students achieving a score of 451 or above in the Reading On-Entry assessment who attended a Kindergarten program in a WA school.
- To ensure a stable cohort moving from Kindergarten to Year 2 in On-entry will make average or above average progress in Reading, Writing, Speaking and Listening, and Mathematics.
- Students in years 1 – 6, will achieve a minimum of 5% growth per year, on ACER Progressive Achievement Test (PAT) in Reading and Numeracy between 2021 – 2023.
- Students in years 3 – 6, will achieve a minimum of 5% growth per year, ACER PAT in Vocabulary, Science and Punctuation and Grammar between 2021 – 2023.
- To ensure stage one EAL/D students achieve level 2, across all language modes, when reported on the progress maps within 12 months of enrolment.
- To ensure stage two EAL/D students achieve level 4, across all language modes, when reported on the progress maps within 24 months of enrolment.

High Performance in Literacy & Numeracy

Students' Literacy and Numeracy performance is strengthened by teaching that is informed by rigorous data. We have high expectations of success for every child.

STRATEGIES	MILESTONES
Explicitly teach problem-solving and reasoning skills.	<ul style="list-style-type: none"> • Problem-solving and proficiency strands from the Western Australian Curriculum are embedded in teaching and evident in student learning • Inquiry-based learning processes in Maths is planned for and evident in the Maths Block. • CUBES (Years K-2) and COSIC (Years 3-6), problem-solving strategies are embedded.
Explicitly teach higher order thinking skills from the Bloom's Taxonomy Thinking Skills Framework.	<ul style="list-style-type: none"> • Higher order thinking skills from Bloom's Taxonomy Thinking Skills Framework are embedded in teaching and evident in student learning, and will be reviewed annually during Performance Management and during classroom observations. • All staff attend professional learning to embed Bloom's Higher Order thinking skills into everyday pedagogy.
Embed Kagan cooperative learning across all year levels and curriculum areas.	<ul style="list-style-type: none"> • All new staff attend professional learning to support the implementation of Kagan into their teaching • Staff will embed Kagan structures in their planning and teaching. • Staff respond to evidence-based feedback; including classroom observations, peer observation, student data and student surveys to improve teacher practice.
Analyse and use student performance data to: <ul style="list-style-type: none"> • Inform teaching and learning; • Differentiate the curriculum; • Identify trends at the whole school, classroom and individual level; • Ensure resources allocation. 	<ul style="list-style-type: none"> • All students, including EALD students, SAER and extension students make measurable progress within 12 months, determined by the collection and analysis of ongoing individual assessment. A year's worth of progress (growth) for a year's worth of schooling (input). • Collaborative phases of learning discussions occur a minimum of fortnightly with a focus on planning, assessment and growth in all learning areas. • All students on documented plans are monitored. Progress is measured through the collection and analysis of ongoing individual assessment, SEN Reporting, SAER tracking profiles, end of year transition files, and disability data. • Staff to dabble in using an online transition data file. • Year 1 - 6 students demonstrate growth identified via pre and post PAT Reading and Maths. • Year 3 - 6 students demonstrate growth identified via pre and post PAT Grammar and Punctuation and PAT Vocabulary • Schedule semester reviews of PAT Numeracy and English data, is used to identify areas of focus, inform teaching and learning and track students' progress. • Students' writing progress is tracked using the Brightpath ruler and EALD Progress Maps and used to inform planning and teaching. • Students begin to explore writing self-assessment using Brightpath. • Whole school Writing Data Wall using Brightpath Ruler checkpoints from Recount to Narrative. • Class teachers will experiment in creating a visual Brightpath ruler in class with work samples for students to follow.

High Performance in Literacy & Numeracy Cont.

STRATEGIES	MILESTONES
Embed evidence-based whole-school approaches to teaching English and Mathematics.	<ul style="list-style-type: none"> • Teachers follow the Whole School English and Numeracy Block structures, which is evident in class planning and teacher observations and feedback, and peer to peer observations. • Teachers plan and report using EALD Progress Maps for EALD students. • New staff attend professional learning for the implementation of Progress Maps. • Staff participate in regular reflection and moderation sessions through their phase of learning collaboration on teaching and learning practices, use of school resources, Operational and Business Plan targets and ACER/NAPLAN/On-entry/Brightpath data, and EALD progress Maps. • Gradual Release Model and QPPS explicit lesson structure are embedded in everyday practice (see school policies). • QPPS writing structure to be embedded in writing sessions.
English and Mathematics Instructional Leader to coach teachers in English and Mathematics.	<ul style="list-style-type: none"> • Whole school practices are embedded in everything we do. • Visible growth in NAPLAN, ACER, On-Entry and Brightpath.

Integrated Teaching & Learning Practices

Critical Thinking, Communication, Collaboration and Creativity.

STRATEGIES	MILESTONES
Integrate the Technologies curriculum across all year levels and learning areas eg. Science, Mathematics and The Arts.	<ul style="list-style-type: none"> • Teachers plan their integrated programs using SAMR and revised Blooms Taxonomy. • All staff implement The Technologies curriculum as per the school policy. • Technologies General Capabilities are embedded in all curriculum areas. • Technologies Scope and Sequence developed and followed.
Implement relevant and engaging learning experiences with a focus on Science, Technology, Engineering and Maths.	<ul style="list-style-type: none"> • Integration of STEM is evident in teaching and learning. • The Technologies School Policy is embedded and reviewed yearly. • Continue to upskill staff through Connect, Teacher Development School's and expertise of current staff.
Full implementation of the languages curriculum from Years 3 to 6	<ul style="list-style-type: none"> • Students from Year 3 to 6 will be studying Indonesian by the end of 2021.
Explicitly teach Inquiry-based Learning Processes across Science, Maths, Digital Technologies and HASS. Explicitly teach problem solving and higher order and thinking skills across all learning areas.	<ul style="list-style-type: none"> • K-6 implementation of Primary Connections is embedded. • Professional Learning in Primary Connections either online or face to face. • Year's 3-6: 12 students demonstrate 12 months' progress identified through pre- and post PAT Science Assessment. • STEM committee to explore BrightPath Science for EC as a measure of progression.



We have a culture of collaboration, trust, feedback and self-reflection to strengthen staff capacity in meeting the diverse and challenging needs of our students.

STRATEGIES	MILESTONES
Implement the Whole School Explicit Lesson Design, embedding consistent structure and language across the school.	<ul style="list-style-type: none"> Staff embed the schools Explicit Teaching Lesson Design for all lesson. Staff embed the QPPS Explicit Writing Structure.
Build a culture of classroom observations and evidence-based feedback.	<ul style="list-style-type: none"> Classroom teachers use the data from the classroom observations, feedback, student data and student surveys, to improve teaching practice.
Self-assess teacher practice against national standards and student achievement to improve performance.	<ul style="list-style-type: none"> Staff self-assess and track their professional practice using the AITSL Professional Standards for Teachers. Classroom planning is aligned to business, operational plans and school policies which are measured by performance and development processes. Phase planning groups will plan collaboratively to develop class plans, long term plans and assessment schedules. Positive results from biennial Staff National Schools Opinion Survey. Student surveys used for feedback to teachers on performance and classroom climate.
Undertake self-reflection against the Principal Performance Improvement Tool to make judgements about personal performance and to plan for improvement.	<ul style="list-style-type: none"> Performance management document presented to the Director of Education.
Engage teachers in Performance Management processes and professional learning to support quality teaching and student outcomes.	<ul style="list-style-type: none"> Performance Management and review is linked to the Business Plan, Operational Plan and QPPS policies.
Consolidate practices to ensure ongoing use of relevant data and use this data to inform and analyse teaching practice.	<ul style="list-style-type: none"> Network and phase planning teams focusing on interpreting data and moderation meeting are scheduled. Annual self-assessment review using resources such as ACER data, EALD Progress Maps, Brightpath, NAPLAN, On-Entry data and Operational Plans.
Embed Aboriginal Cultural Standards Framework into teaching and learning.	<ul style="list-style-type: none"> All staff implements the plan in their teaching and learning evidence by class planning and classroom observations. Cultural Awareness professional learning opportunities to ensure cultural understanding.



A supportive and inclusive school culture where all staff, children and community are valued. Students are valued, supported and empowered to succeed. They are actively connected to their learning, have respectful and inclusive relationships and experience a sense of belonging.

STRATEGIES	MILESTONES
Provide teaching and learning opportunities, which celebrate differences and diversity, and recognise, respect and respond to identity and cultural background.	<ul style="list-style-type: none"> Inclusive practices that recognise the whole schools' diversity is demonstrated by all staff. School values are embedded throughout the curriculum. Recognition of diversity through a print rich environment in different languages is evident. Effective communication occurs between teachers and parents eg. regular discussions about how cultural celebrations impact student's schooling. Aboriginal Cultural Framework is embedded in all classes.
Explicitly teach strategies that support positive mental health and well-being.	<ul style="list-style-type: none"> PATHS is explicitly taught and embedded across the curriculum. Staff to attend Professional Learning and PATHS Network meetings. PATHS questions are presented at each assembly. Implementation of the ACER Social-Emotional Wellbeing Survey for years 2 – 6. Commissioner for Children Speaking out survey will be completed in 2021 for years 4 – 6. Student survey results are reviewed celebrating improvement and acting on concerns. School Psychologist and Chaplain are involved if significant concerns are identified. PATHS suggestion box is placed in each classroom. Teachers address celebrations and concerns from the suggestion box. Smiling Minds, guided breathing strategies, embedded in all classes. Health and PE policy incorporates health and well-being strategies for staff and students.
Implement the revised Child Protection Policy.	<ul style="list-style-type: none"> All new staff complete the online Child Protection professional learning. All staff to know and follow the Child Protection Policy.
Explicitly teach the Protective Behaviours Curriculum.	<ul style="list-style-type: none"> All staff implement the Protective Behaviours Curriculum from the Department of Education.



Strong Sustainable Partnership

Attendance Targets

Strong community and parent partnerships support our children.

STRATEGIES	MILESTONES
Use a range of strategies to communicate, connect and inform parents and the wider community.	<ul style="list-style-type: none"> • Translation services are used for communication if required. • Parents are encouraged to use the translator tool on our webpage to keep informed. • All staff, parents and students use Connect to communicate online.
Provide opportunity for families to engage with the school community.	<ul style="list-style-type: none"> • More parent volunteers are involved across the school. • Promotion of in school events eg. Science Tabloids is increased.
Conduct the biennial student, staff and parent satisfaction surveys and use the data to inform school direction.	<ul style="list-style-type: none"> • Survey results are presented to School Board, Parents, Students and Staff. Actions are planned for, implemented and shared with the community.
Ethnic assistant to support some parents to complete the survey.	<ul style="list-style-type: none"> • Survey responses will increase with support from staff.

Consistent attendance (over 90%) at school is an essential in achieving positive social and academic outcome

- Increase the percentage of regular attendance from 2021 to 2023.
- Decrease the percentage of students' at indicated risk 80 - 89% from 2021 to 2023.
- Decrease the percentage of students at moderate risk 60 - 79% from 2021 to 2023.
- Decrease the percentage of students at severe risk 0 - 59% from 2018 to 2020.
- Decrease the number of students who are consistently late.
- Decrease the number of 'unapproved' absences.

STRATEGIES	MILESTONES
Undertake regular follow up of individual student absences. Refer ongoing individual attendance concerns to Administration.	<ul style="list-style-type: none"> • Fortnightly attendance reports are followed up by teachers. • Parent meetings are held to develop an Attendance Plan for students under 90%. • AEIO and Ethnic Assistant will support attendance concerns. • Administration will send follow up letters if attendance does not improve and at the end of term for all students under 90%. • Principal will meet with parents/caregivers if attendance is still a concern.
Promote Whole School Attendance Incentives	<ul style="list-style-type: none"> • Numbers of students attending Reward Day for over 90% attendance will increase. • Book Awards once a fortnight are presented at assembly for the class with the highest attendance. • Incentives are provided for students with 100% attendance at the end of each term.
Provide a learning environment that is safe, motivating and engaging.	<ul style="list-style-type: none"> • Student surveys focusing on safety, engagement and motivation of students in class are completed. • e-Safety is a focus in all classes.
Analyse the SAM data with staff.	<ul style="list-style-type: none"> • Staff will analyse Student Attendance Monitoring Data and continue to review, develop and if required, strategies to continue to increase regular attendance each semester.



“ I like the work we do the way we play and learn. ”

Evelyn - Year 1

“ How people
are nice here ”

Areebra - Year 4

“ We have waste free
Wednesday's that
helps the environment
and rules that keep
everyone safe. ”

Venkat - Year 6

“ The
playground is
so much fun,
especially when
we get the
smiley faces. ”

Samantha - Year 1

“ School has a big
oval to play on. ”

Raihan - Year 5



**Queens
Park**
Primary

202 Treasure Road Queens Park WA 6107 T: +61 8 9458 2837

QueensParkps.wa.edu.au