



Queens Park *Primary*

Business Plan

2024 - 2027



Strength Through Knowledge

An Overview of Our School

The School Improvement & Accountability Framework - Conceptual Model



Welcome to the Queens Park Primary School Business Plan 2024 - 2027. 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 around 50 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. 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 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 Additional Needs** who may require extra assistance to achieve socially and 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**
To implement planned strategies
- **PLAN**
To improve the standards of student achievement
- **ASSESS**
Data and other evidence related to student achievement and school operations

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

1. How are the students going?
2. How do you know?
3. What are you doing to improve?

Vision Statement

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.

Moral Purpose

To empower every student to achieve academic and social success.



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 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.

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.

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.

School Targets

- 1 Annually, students will achieve at or above 'like schools' in all NAPLAN areas.
- 2 Annually, students will achieve at or above ICSEA Decile Median for all On Entry assessments from Pre-primary to Year Two.
- 3 Annually, students will achieve at or above progress against Australian Normed Data for all areas of ACER testing.
- 4 Annually, Student Academic Achievement will be at or above 'like schools' in grade allocation.
- 5 Staff will embed highly effective teaching practice in every class.
- 6 We will build a collective culture of knowledge, understanding, responsibility and accountability.
- 7 Annually, student attendance will be 90% or above.

Strategies & Milestones

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> Review and update the existing whole school explicit lesson structures in line with current research. Embed, with fidelity, whole school explicit lesson design. Increase staff capacity to implement High Impact Teaching Strategies. Create a culture of 'high expectations' for students, staff, and community. 	<ul style="list-style-type: none"> Staff discuss a variety of lesson structures and designs based on evidence and research. Staff select and implement a whole school explicit lesson design/structure with fidelity. A culture of collaborative practices is established, with meetings fortnightly, focusing on whole school practice, data, planning and reflection (PLAN-ACT-ASSESS).
<ul style="list-style-type: none"> Embed the Thinking Skills Framework to reflect deep learning. 	<ul style="list-style-type: none"> Staff share strategies during staff and collaboration meetings on how they embed the Thinking Skills Framework to reflect student deep learning. NAPLAN, ACER and On Entry Data reflects the critical thinking used by students. Staff attend Professional Learning to develop their understanding of Bloom's Taxonomy and the Thinking Skills Framework.
<ul style="list-style-type: none"> Embed Lighthouse Maths across the school to support problem solving. 	<ul style="list-style-type: none"> Peer coaching is provided to support Lighthouse Maths Program. All staff implement Lighthouse Maths before the end of the Business Plan cycle. An improvement in Mathematics results across the school is measurable.
<ul style="list-style-type: none"> Strengthen staff capacity to analyse data to inform planning and monitoring of student progress. Introduce a whole school data tracking program. Build staff capacity to identify and plan for Tier 2 and Tier 3 students. Develop and implement a process for supporting middle and high performing students. 	<ul style="list-style-type: none"> Staff have a clear understanding of all the data available and use this data for class and school planning. Moderation is reflective of student academic performance. Differentiation is embedded across all classes based on student data. All students make measurable progress within 12 months; one year's progress (growth) for one year's schooling (input).
<ul style="list-style-type: none"> Develop and implement a process of coaching to support effective instructional practice. 	<ul style="list-style-type: none"> Professional Learning in Growth Coaching for all teaching staff. Growth Coaching, peer to peer coaching is embedded throughout the school. Leadership coaching is established to support instructional practice, differentiation, and Kagan.
<ul style="list-style-type: none"> Review and update whole school approaches to Literacy instruction. Develop a whole school framework for teaching Literacy using the Big Six. 	<ul style="list-style-type: none"> English block will reflect the Big Six- Comprehension, Fluency, Vocabulary, Phonological Awareness, Phonics and Oral language.
<ul style="list-style-type: none"> Develop year level guaranteed and viable curriculum in English and Mathematics. 	<ul style="list-style-type: none"> Scope and Sequence Documents for English and Maths are developed and implemented in every class.
<ul style="list-style-type: none"> Embed Aboriginal Cultural Standards Framework. 	<ul style="list-style-type: none"> AIEO supports all staff in the implementation of the Aboriginal Cultural Framework. AIEO works with individual staff members to develop their Cultural Awareness.
<ul style="list-style-type: none"> Review Staff, Student and Parent responsibilities and expectations. Review, update, and implement with fidelity a Behaviour Management Program across the school. 	<ul style="list-style-type: none"> Student Behaviour Management plan is reviewed by all staff. Parents review the plan and have input. All staff manage student behaviour consistently across the school. Staff do not walk past any student behaviour that requires positive or negative intervention.
<ul style="list-style-type: none"> Review the use of the Promoting Alternative Thinking Skills (PATHS) Program. 	<ul style="list-style-type: none"> Form a committee to review the PATHS program and seek alternate evidence-based social and emotional programs. During the review process staff continue to implement the PATHS program.
<ul style="list-style-type: none"> Build a consistent, supportive, and inclusive school culture. 	<ul style="list-style-type: none"> All staff embed inclusive practices that recognise the school's diversity. Effective, respectful, and ongoing communication is maintained between staff, staff and parents, and staff and students. Opportunities for children to have a 'voice' are provided consistently. All staff listen to the students. Zones of Regulation are embedded and visible in all classes.

Strategies & Milestones

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> Follow up on individual student attendance. Implement Whole School Attendance Incentives. Implement Class Attendance Incentives. Analyse Student Attendance Monitoring (SAM) data. Create a culture of 'high expectations' for students, staff, and community. 	<ul style="list-style-type: none"> Fortnightly attendance reports are followed up by teaching staff for students with unexplained absences. Teachers meet with parents to develop attendance plans for students under 90%. AIEO and Para-Professional (Ethnic Assistant) support attendance concerns. Letters are sent home for unauthorised absences. Reward Day attendance increases, as children attend more often. Book awards are presented at fortnightly assemblies. Incentives for 100% attendance are awarded each term. Staff analyse SAM data during collaboration meetings.
<ul style="list-style-type: none"> Provide a psychologically safe learning environment, that is highly engaging and culturally sensitive. 	<ul style="list-style-type: none"> AIEO and Ethnic Assistant work with staff to develop a culturally safe and inclusive classroom. All staff create a positive and safe class environment where a consistent approach in managing student behaviour is maintained.



“How people
are nice here”

Areebra - Year 4

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

Samantha - Year 1

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

Venkat - Year 6

“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