



NORTHAM PRIMARY SCHOOL

WE STRIVE FOR EXCELLENCE



**Business Plan
2021-2023**

About Northam Primary School

Our Story

As a public school with a clear vision, we strive to create a culture where every student from Kindergarten to Year Six feels a sense of belonging to the school and is valued as an individual.

Our school caters for an ever-changing student population, reflective of the town's farming community and wide range of industries. Northam Primary School delivers evidenced based curriculum programs, focused on developing student's academic and non-academic capabilities. We practice a collaborative and innovative approach to education which informs and guides teaching and learning, and student achievement.

We are confident that our focus on the development of each individual student ensuring they are treated as an individual and all are encouraged to reach their potential in a caring and supportive environment. This only comes about when we all join together as a community with positive aims and purpose in mind. Together as a community we are building the learning foundations and futures of our children.

Northam Primary School is supported by a very active and progressive School Council and a highly motivated and focussed Parents and Citizens Association that not only fund additional resources but assist in creating a positive community culture.

Together, we work to ensure that the days spent at Northam Primary School are some of the best days of a student's life.



Our Vision

At Northam Primary School our vision is "We strive for excellence". We will be unrelenting in the pursuit of our vision and ensure every student is given the opportunity to reach it.

Our Moral Purpose

Providing a high quality education that fosters a love of learning and empowers students to succeed.

Our People

The dedicated teaching and non-teaching staff at Northam Primary School come with a range of experience levels. Like our students, our staff are constantly learning and reflecting on their practice. High quality support and training is provided to staff in order to ensure the most effective programs and learning environment are afforded to the students at our school to achieve success.

Partnerships

Northam Primary School actively seeks ways to enhance student learning and well-being by partnering with parents and families, other educational and training institutions, local business and community organisations. Parents and families are recognised as integral members of the school community and partners in their child's education. Partnerships are strategically established to address student needs. We embrace all members of the community and strive to maintain a nurturing and welcoming environment that promotes community partnerships through our child focused vision.

Our Beliefs

Every child has the right to the best education and the right to be heard: We strongly believe that all children have the right to be provided with the best education possible, combined with their right for their thoughts to be listened to.

Safe, inclusive, happy, positive environment: We believe in creating an environment where children feel safe, included, happy and positive to come each day and learn.

Every child will succeed, just not at the same time: We believe that every child has the ability to succeed, but understand that each child takes a different amount of time to learn new concepts and require different approaches to develop their understanding on their pathway to success.

Engaging for all students: We believe in providing a learning environment that engages and motivates all students to learn and achieve academic success.

Staff passion: We believe that teachers and education support staff need to be passionate about their role in educating children and that passion should translate into all aspects of their role as educators.

Staff accountability: We believe that teachers and education support staff need to be accountable for their responsibilities, through developing effective teaching and learning plans, the way they engage with students, parents and their peers, and through the creation of a positive learning environment where all student's needs are met through differentiation of teaching.

Whole School Approaches: We believe in and value consistent school-wide approaches that provide a platform for all students to build on from one year to the next.

Our School Values

Responsible - Always being accountable for our own actions to achieve our academic and personal best.

Respectful - Building relationships by working together with students, parents, staff, community and stakeholders.

Persevering - We keep trying to achieve our outcomes no matter how difficult it is, we will not give up.

Care - To demonstrate, care, consideration and be courteous to ourselves, others and the environment.



Our Teaching & Learning Commitments

At Northam Primary School we are committed to:

Providing a safe inclusive environment that values each student's individual needs and promotes their independence as learners.

Creating meaningful experiences that builds a student's desire to learn.

Creating a collaborative approach between staff that promotes the sharing of effective practice within the school.

Building resilience by promoting the belief that making mistakes leads to a new learning opportunity and creates challenges for learning and growth.

Strengthening positive relationships between staff, students, parents and community members to enhance a sense of belonging.

Supporting students to be creative, critical and reflective learners preparing them to make positive contributions to society.

Our Integrated Priorities

Aboriginal Cultural Standards Framework

Comprehensive ICT Strategy

Evidenced Based School Improvement Strategy

Professional Learning Community

Improvement Targets & Milestones

None of us like to fail, so to avoid failure, we over time have learnt to set easily achievable targets. Research has demonstrated that by aiming high and setting aspirational targets produces higher performance overall and builds confidence in your team to deliver outcomes that go way beyond the results from setting safe mediocre targets. It is important to note that the targets set in this Business Plan are aspirational targets, done to encourage all staff to be ambitious and strive for excellence in outcomes.

Academic Targets

On-Entry

- By 2023, 75% of students in PP will achieve between 341 – 360 points or higher in Numeracy when tested in On Entry at the start of the year.
- By 2023, 75% of students in PP will achieve between 471 - 480 points or higher in Reading and between 451 to 460 points or higher in Speaking and Listening when tested in On Entry at the start of the year.

NAPLAN Literacy and Numeracy

- By 2023, consistently match or exceed WA Schools means in all areas tested.
- By 2023, Improve on Year 3 – 5 progress of stable cohort compared to 2019.
- Increase the correlation between teacher judgement grade allocation and NAPLAN Band results.

Whole School Specific Data

- By 2023, 80% of students tested in Pat-M will be at Stanine 5 or higher at the end of the year when tested for their relevant year level.
- By 2023, 80% of students in Years 2-6 will be achieving a level of Proficient for their year level when tested in Literacy Pro (Lexile).
- By 2023, 80% of students in PP, Year 1 and Year 2 will be at level for their relevant year level when tested for Letters and Sounds at the commencement of each year.



Non-Academic Targets

Attendance & Behaviour

- By 2023, 93% of all students will have 90% or higher regular attendance.
- By 2023, 90% of ATSI students will have 90% or higher regular attendance.
- By 2023, less than 5% of all students will be below 60% regular attendance.

ACSF

- By 2023, all ACSF standards will be at or above proficient on the continuum.
- By 2023 the Noongar Language will be embedded within the curriculum for students in Years 3-6

NQS

- By 2023, all seven quality assessment areas will consistently be achieving a minimum standard of Meets National Quality Standards.

Staff Milestones

- Maintain or increase the staff satisfaction levels when compared to the 2019 staff survey data.
- Improved consistency in the teaching of whole-school programs.

Community Milestones

- Increase the positive parent satisfaction data when compared to the 2019 parent survey data, in relation to the school's capacity to meet the needs of their child.
- Parent helpers in all classrooms as applicable to year level needs.
- Community representatives are coopted to be a part of the School Council on a needs basis.

School Self-Assessment

Our Self-Assessment

Successful students are at the core of our school improvement, with both academic and non-academic standards the central focus. All operations and processes at Northam Primary School are evaluated in relation to their impact on student achievement. We structure our self-assessment according to the School Improvement and Accountability Framework (image) combined with the Public School Review process.

Our school improvement cycle is an ongoing process encompassing three components:

1. We assess data and other evidence related to student achievement and school operations.
2. We plan to improve the standards of student achievement.
3. We act to implement planned strategies.

All staff are involved in the regular collection and analysis of school-wide data and work together to develop and implement improvement plans.

As a part of our self-assessment we encourage members of the School Council to participate in the analysis of key data with the staff.



Progress and Monitoring

Northam Primary School will continue to monitor the progress of each of six the focus areas throughout the year. To inform progress the traffic light system as shown below, will be used as a regular check by the School Leaders, Staff and School Council.

Status

- On schedule
- Behind schedule – Low Risk
- Behind schedule – High Risk



Student Achievement and Progress

Priority One - We will provide every student with a pathway to fostering excellence in learning

Our Action (we will)	Our Impact (what we will see)
We will embed synthetic phonics as a whole school approach for K-2	<ul style="list-style-type: none"> • Improvement in the number of students achieving at or above the WA Year 3 NAPLAN Reading benchmark • Improvement in the number of students achieving At or Above the WA Year 3 Spelling NAPLAN benchmark
Embed an evidenced based spelling approach in Years 3-6	<ul style="list-style-type: none"> • Improvement in the number of students achieving At or Above the WA Year 3 Spelling NAPLAN benchmark
Embed a guided reading approach from PP-year 6	<ul style="list-style-type: none"> • Improvement in the number of students achieving at or above the WA Year 3 & 5 NAPLAN Reading benchmark
Embed the use of Lexile (Literacy Pro) from years 2-6 as part of the whole school guided reading approach	<ul style="list-style-type: none"> • Improvement in the number of students from years 2-6 achieving the Proficient band or higher in Lexile (Literacy Pro)
Embed Talk For writing from K-6	<ul style="list-style-type: none"> • Improvement in the number of students achieving at or above the WA Year 3 & 5 NAPLAN Writing benchmark • Students being more engaged in writing activities • Improvement in the student's use of vocabulary through their writing
Implement the use of Brightpath as whole school writing data set and moderation tool from P-6	<ul style="list-style-type: none"> • More consistent teacher judgements made across the writing strand
Implement Heggarty into K-2	<ul style="list-style-type: none"> • Improved student phonemic outcomes
Implement whole school Literacy Scope & Sequence documents	<ul style="list-style-type: none"> • A greater explicit, systematic and cumulative approach for student learning across the Literacy strands
Implement Literacy Block structures from P-6	<ul style="list-style-type: none"> • A greater degree of consistency amongst like year levels when delivering Literacy sessions • Improved student engagement across the Literacy strands
Implement the Topten Numeracy program from K-6	<ul style="list-style-type: none"> • Greater levels of engagement by students through the real life and hands on approach • Improvement in the number of students achieving at or above the WA Year 3 & 5 NAPLAN Numeracy assessments
Implement JMM/JEMM/EMM into Years 1-6	<ul style="list-style-type: none"> • Improvement in the students fluency and automaticity in Fundamental Maths skills
Implement whole school Numeracy Scope & Sequence documents	<ul style="list-style-type: none"> • A greater explicit, systematic and cumulative approach for student learning across the Numeracy strands
Implement Numeracy Block structures from P-6	<ul style="list-style-type: none"> • A greater degree of consistency amongst like year levels when delivering Numeracy sessions • Improved student engagement across the Numeracy strands
Implement the Noongar Language in years 3-6 Language curriculum	<ul style="list-style-type: none"> • A culturally enriched environment • A greater sense of belonging by our Aboriginal students

Teaching Quality

Priority Two - We will provide quality teaching in every classroom through empowering excellence in teaching.

Our Action (we will)	Our Impact (what we will see)
Develop shared beliefs about teaching and learning	<ul style="list-style-type: none"> • A greater degree of teacher collaboration in the planning and delivery of the curriculum
Embed a whole school Literacy and Numeracy Instruction design based on the gradual release explicit instruction model of “I do”, “We do” and “You Do”	<ul style="list-style-type: none"> • Students will demonstrate more confidence in their learning abilities • Greater student motivation and engagement in Literacy and Numeracy sessions • Improved student behaviour • Increased cooperation among students in class
Embed year level and phase of learning collaborative planning where teachers plan for, act on and assess student learning	<ul style="list-style-type: none"> • Improved teaching practices • Greater levels of consistency in teaching practices • Shared responsibility in the development of teaching resources • Increase in student’s overall achievement levels • A greater sense of teacher accountability
Implement a whole school data collection and analysis schedule that clearly outlines out what data is to be collected by when, when the analysis is to be completed and by who	<ul style="list-style-type: none"> • Whole school and classroom level planning being driven by data to inform school practice
Develop data literate practices where teachers analyse student whole school and system data to inform their planning and teaching practices	<ul style="list-style-type: none"> • Student individual and group needs being met through targeted teaching at point of student needs • Differentiation in student learning to cater for the individual needs of students
Implement whole-school moderation practices using the SCASA Judging Standards documents, Brightpath, ACER Reading & Numeracy, Letters and Sounds testing, TopTen pre & post testing for P-6 that inform teaching and learning	<ul style="list-style-type: none"> • Teachers making consistent judgements about student academic progress
Implement a Case Management approach where all students needs are catered for and enable differentiation across the Literacy and Numeracy strands	<ul style="list-style-type: none"> • Differentiation of student learning to meet the individual and group needs • Improved student academic outcomes across the Literacy and Numeracy strands • Greater levels of teacher accountability for student outcomes • Relevant assessment being conducted to identify specific areas for improvement • Collaboration between teachers and admin to analyse data to drive individual improvement • Students setting their own learning goals in collaboration with the classroom teacher
Implement minimal variation in teaching practices and High Impact Teaching Strategies	<ul style="list-style-type: none"> • Mirrored teaching and assessing practices within the same year level classrooms • Students at the same year level receiving the same opportunities for academic advancement
Fully embed all aspects of the WA Curriculum across K-6	<ul style="list-style-type: none"> • Compliance with DoE directives • Students being exposed to the expected curriculum outcomes
Professional Learning to be linked to whole school programs and practices	<ul style="list-style-type: none"> • Development of teacher’s knowledge of whole school programs • Greater levels of fidelity with whole school programs and practices • Greater levels of teacher accountability
Utilise student assessment data to inform students and parents on both academic and social progress	<ul style="list-style-type: none"> • Factual communication on student progress from teacher to parent. • Student feedback provided being based on data that enables student goal setting to achievement academic and social progress
Provide teachers feedback from student perspectives through regular student surveys	<ul style="list-style-type: none"> • Student voice used to inform teacher practice

Learning Environment

Priority Three - We will provide a safe, caring, inclusive, orderly learning environment where students can thrive both academically and socially.

Our Action (we will)	Our Impact (what we will see)
Fully embed PBS across the whole school	<ul style="list-style-type: none"> • Positive language used when managing student behaviour • Improved student behaviour outcomes • Consistency in behaviour management across K-6
Train selected staff as PBS Internal Leader and Coach	<ul style="list-style-type: none"> • Teacher leadership opportunities • Greater teacher ownership of behaviour management processes • PBS strategies that are contextual to the classroom and playgrounds
Provide CMS PL for teachers and EA's not previously trained in CMS	<ul style="list-style-type: none"> • All teachers and EA's understanding of classroom management strategies are clear and support whole school practices • Low key CMS strategies being used across the school to manage classroom behaviour
Review the Behaviour Management Policy and ensure all staff fully comply with it	<ul style="list-style-type: none"> • Staff input into behaviour management within the school • Consistent application of the behaviour management processes across the school • Clear behaviour guidelines for students • Clear behaviour guidelines for parents to understand
Review behaviour data twice a term and identify areas that require improvement	<ul style="list-style-type: none"> • Behaviours identified by type and frequency • Behaviour hot spots identified • Implementation of strategies to reduce the negative behaviours evident within the data
Implement the In Real Life, Real Friends program for female students in Years 4-6	<ul style="list-style-type: none"> • Improved social behaviours • Development of student's abilities to manage social conflict appropriately • Manage student mental health based on social issues
Implement the In Real Life, Equip program for boys in Years 4-6	<ul style="list-style-type: none"> • Improved social behaviours • Development of student's abilities to manage social conflict appropriately • Manage student mental health based on social issues
Implement whole school strategies for the academic and social growth of students with special needs	<ul style="list-style-type: none"> • Improved self regulation by students with special needs • Improved social interaction for students with special needs • Build community awareness of social needs for students with special needs
Embed practices that identify and support Students At Educational Risk	<ul style="list-style-type: none"> • Improved academic outcomes for SAER • Differentiated learning targeted at the individuals' needs • Consistency in applying wholes school practices for SAER • Greater teacher accountability for SAER
Conduct annual student surveys	<ul style="list-style-type: none"> • Student voice is heard • Teachers receive and act on student feedback to improve learning outcomes • Positive relationships between students and teachers are enhanced
Improve the level of Regular Attendance for all students to at or above 95%	<ul style="list-style-type: none"> • Improvement in the number of students in the "Severe Risk" category decreasing • Greater engagement by those students "At risk" due to low attendance

Leadership

Priority Four - We will provide strong leadership that is collaborative, shared and focused on student academic and social development.

Our Action (we will)	Our Impact (what we will see)
Align the school vision/priorities and directions with those of the DoE expectations	<ul style="list-style-type: none"> • Compliance in meeting the DoE expectations • Development of the communities understanding of public schooling vision/priorities and strategic direction
Implement a distributive leadership model that creates shared ownership of the school's strategic direction and outcomes	<ul style="list-style-type: none"> • Aspirant leaders identified and given opportunities to develop leadership skills • Greater levels of ownership amongst staff for curriculum and social outcomes • Collaborative processes being built upon
Embed the use of strategic and operational planning to inform classroom practice	<ul style="list-style-type: none"> • Classroom planning directly linked to the school's strategic direction • Evidence of progress towards achieving the targets with the school's strategic direction • Greater teacher accountability towards implementing the outcomes and targets within the school's strategic and operational plans
Embed the use of Classroom observations by line managers and peers to provide teacher feedback and improve teaching quality	<ul style="list-style-type: none"> • Development of a performance improvement culture • Improved teacher effectiveness • Enhanced student outcomes through improving teacher quality
Teacher Performance Management to focus on AITSL Standards. This to occur across the three years in semester blocks. Focused Standards are 1, 2, 3, 4 and 5 (The schedule of when each element will be focused on is listed in the PM Policy)	<ul style="list-style-type: none"> • Teachers take ownership of their own professional growth • Teachers self-reflect on their practice and its impact on student outcomes • Build professional collaboration and discussions among teaching staff
Provide instructional leadership through the school leaders modelling appropriate lessons and providing guidance in the implementation and delivery of whole school practices	<ul style="list-style-type: none"> • Expectations for delivery of programs become clear for all staff • Enhance teacher quality through coaching and mentoring • Improved collaboration between school leaders and teachers
Develop a PL Calendar to ensure PL meets the school priority areas	<ul style="list-style-type: none"> • PL based on the school's strategic direction • Staff development in whole school programs • School funds expenditure linked to the strategic direction and priorities
Align self-assessment processes with the Public School Review program	<ul style="list-style-type: none"> • School's self assessment processes reflect the DoE expectations • Evidence gathered to demonstrate meeting the PSR standards • Improved level of accountability and governance achieved
Develop a timeline for self-assessment and reporting to the School Council	<ul style="list-style-type: none"> • Improved governance and accountability • School Council enhanced through the provision of knowledge on the school's progress towards achieving the strategic and operational outcomes
Develop opportunities for student voice to inform school decision making	<ul style="list-style-type: none"> • Increase student engagement • Increase in student ownership of the school's vision and values
Achieve a rating of Cultural Responsiveness across all five standards within the ACSF	<ul style="list-style-type: none"> • Culturally responsive practices being visibly evident • Culturally enriched classroom environments • A greater sense of belonging and connection to the school by our Aboriginal students

Relationships and Partnerships

Priority Five - We will develop an environment where positive relationships and partnerships across the school and wider community are fostered through our actions.

Our Action (we will)	Our Impact (what we will see)
Staff will develop collaborative and respectful relationships with students and parents	<ul style="list-style-type: none"> • Enhance teacher/student positive relationships • Enhance parent/teacher positive relationships
Create opportunities for parents to be involved in students learning (parent help rosters)	<ul style="list-style-type: none"> • Parents embracing the high expectations set for their child • Positive teacher/parent relationships • Increase level of understanding parents have in regards to both academic and social progress their child is making
Conduct special events such as Welcome Breakfast, Mother's Day / Father's Day breakfasts annually to encourage parents' attendance within the school	<ul style="list-style-type: none"> • Highly engaged parents and families within the school • A greater sense of belonging being built with parents/families in the school • Visible connection between the school and the community
Actively participate in the Avon Network of Schools	<ul style="list-style-type: none"> • Increase collaboration between NPS and the ANS • Increased opportunities for shared PL between schools
Utilise Connect for teachers to communicate with parents	<ul style="list-style-type: none"> • A flow of communication on a daily basis between teachers and parents • A consistent platform for classroom communication for parents of more than one child to enhance user understanding and use
Utilise the school's website to showcase learning	<ul style="list-style-type: none"> • More engaged community • Positive image of students' academic achievements • Attracting new families to the school
Build productive relationships with the Shire of Northam	<ul style="list-style-type: none"> • Opportunities for the school to participate in wider community activities
Consolidate the relationship with the school and Northam Police to create a positive image of policing within the community	<ul style="list-style-type: none"> • Respectful relationships developed between NPS students and Northam Police • Northam Police actively involved within NPS through presentations at assemblies and other activities
Develop a highly effective School Council through the provision of ongoing training	<ul style="list-style-type: none"> • Engaged School Council members • High levels of governance • Active involvement of School Council within the strategic planning and direction of the school
Provide opportunities for community feedback through regular parent surveys	<ul style="list-style-type: none"> • High level of survey return rates • Positive relationships between the school and parents
Involve parent representatives in the Buildings and Grounds Committee	<ul style="list-style-type: none"> • Active parent involvement in the ongoing establishment of the school environment



Use of Resources

Priority Six - We will ensure school governance is aligned to the DoE directives and the Schools' strategic direction.

Our Action (we will)	Our Impact (what we will see)
Resource allocation will be focused on meeting whole school priorities identified in the Business Plan and Annual Operational plans	<ul style="list-style-type: none"> • Aligned funding to school priorities • Improved student outcomes
Expend Targeted Initiative funding on meeting those initiatives	<ul style="list-style-type: none"> • Targeted initiatives being achieved
Develop a workforce management plan and practices that aligns with student needs	<ul style="list-style-type: none"> • Recruitment of new staff aligned to the priorities of the school • Skill set of new staff enhance student outcomes
Develop short term and long-term ICT plans	<ul style="list-style-type: none"> • Short term goals are set and met to enable improvement in ICT resources • Long term plans developed to ensure continued building of ICT resources through identified asset replacements and changing needs of the curriculum
Develop a physical assets replacement and maintenance plan	<ul style="list-style-type: none"> • Asset replacement planned and budgeted for • Assets maintained in good order to ensure maximum life span is achieved
Implement a Buildings and Grounds Committee	<ul style="list-style-type: none"> • Committee involves staff and parents • Student voiced used to inform committee when appropriate • Buildings and Grounds maintenance planned and budgeted for • Ground areas such as Nature Play and playgrounds are improved on with parent and student input • Increase gardener hours by 0.2 FTE per week

Reporting to the School Council

	Term 1	Term 2	Term 3	Term 4
2021	<ul style="list-style-type: none"> • 2020 Budget Review • School Business Plan • 2020 Annual report • Workforce Plan Update • Board Self-Reflection from the previous Year • School self-assessment schedule 	<ul style="list-style-type: none"> • Leadership Review • Parent Surveys • Branding/Marketing • Policy Review • Curriculum Focus 	<ul style="list-style-type: none"> • Semester 1 Attendance Data • Semester 1 Whole-School Data Review • 2021 NAPLAN Review • Board Self Review 	<ul style="list-style-type: none"> • 2021 Budget Review • Proposed Student Fees & Charges • Report on Performance against School Business Plan Targets • Review the Delivery & Performance Agreement progress
2022	<ul style="list-style-type: none"> • Proposed 2022 Budget • 2021 Annual report • Workforce Plan Update • Board Self-Reflection from the previous Year • School self-assessment schedule 	<ul style="list-style-type: none"> • Leadership Review • Parent Surveys • Branding/Marketing • Policy Review • Curriculum Focus 	<ul style="list-style-type: none"> • Semester 1 Attendance Data • Semester 1 Whole-School Data Review • 2022 NAPLAN Review • Board Self Review 	<ul style="list-style-type: none"> • 2022 Budget Review • Proposed Student Fees & Charges • Report on Performance against School Business Plan Targets • Review the Delivery & Performance Agreement progress
2023	<ul style="list-style-type: none"> • Proposed 2023 Budget • 2022 Annual report • Workforce Plan Update • Board Self-Reflection from the previous Year • School self-assessment schedule 	<ul style="list-style-type: none"> • Leadership Review • Parent Surveys • Branding/Marketing • Policy Review • Curriculum Focus • Board Self Review 	<ul style="list-style-type: none"> • Semester 1 Attendance Data • Semester 1 Whole-School Data Review • 2023 NAPLAN Review • Board Self Review 	<ul style="list-style-type: none"> • 2023 Budget Review • Proposed Student Fees & Charges • Report on Performance against School Business Plan Targets • Review the Delivery & Performance Agreement progress



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PHONE 08 9621 5700

Duke St (PO Box 747), NORTHAM WA 6401

northam.ps@education.wa.edu.au

www.northamps.wa.edu.au