



Marangaroo Primary School Business Plan 2018 - 2020



AN INDEPENDENT PUBLIC SCHOOL



We are the future





Our Vision

The Marangaroo Primary School community works collaboratively to create motivated, engaged and empowered lifelong learners.

Our commitment to positively reflect and respond to the holistic needs of every child, reflects our accountability to best practice.

Information and research is used to develop expert teachers who support student success.





Our Way Forward

This plan outlines the way forward for the school community of Marangaroo Primary School. It details how we aim to achieve improvement across all areas of the school including student achievement, student social skills, student wellbeing and engagement with the community; and meet school and system targets. This plan has been developed in consultation with the Marangaroo Primary School staff and parents through our active School Board.

Our plan describes the key priority areas and strategies that we believe will have maximum impact on student outcomes. Our performance is regularly monitored and reviewed at school and board level, and reported to our community.

Our Values

Our School Context

An Independent Public School since 2012, Marangaroo Primary School has a welcoming environment that embraces diversity and individualised learning. We are proud to be a multi-cultural school and value the diversity of cultures which our children bring. We are committed to ensuring that every child achieves success.

Situated on spacious grounds, we have well-resourced and generously sized classrooms, innovative technology, ample play spaces, a full length oval and purpose built Early Childhood facilities. Along with our mainstream classrooms, we have an onsite Specialist Learning Program for students with Autism Spectrum Disorder (ASD), with three fully integrated home rooms across the school. The students within the Specialist Learning Program integrate with mainstream classrooms regularly.

We value a whole child approach to learning and recognise the importance of providing a high quality educational program for each and every student, guided by the universal design principles. This includes evidence based, best practice for children with additional needs.

Our School Board takes an active role in creating, reviewing and shaping the strategic direction of the school, both now and for the future. We have a strong and dynamic Parents and Citizens Association committed to supporting the school with community activities and resources to further enhance learning opportunities for all students.

We aim to engage with our community to create a vibrant and welcoming school that is respectful of families and the wider community. We offer a 0-4 year old program as well as before and after school care.

- Collaboration
- Aiming for Success
- Respect
- Being Responsive
- Reflection
- Being Inspiring
- Research



Our priorities

High quality Teaching and Learning

Strengthen the capacity of all staff to deliver and lead high quality teaching and learning strategies

Effective Leadership

Lead whole school improvement within the context of the school to allow success for all students

A Safe, Supportive and Innovative Learning Environment

Sustain a safe, respectful and motivating learning environment for all students

Strong Community Partnerships

Strengthen community partnerships to enhance the learning opportunities for our students



Strengthen the capacity of all staff to deliver and lead high quality teaching and learning strategies

Priority One: High Quality Teaching and Learning

Improvement Targets

By 2020, Year 3 NAPLAN Writing performance will be close to or above the WA Public School average

By 2020, Year 5 NAPLAN Writing performance will be close to or above the WA Public School average

Annually, Year 3 Reading progress from Pre primary On Entry Assessment to NAPLAN will be good or excellent, for students who score 0.5 progression points or higher in Pre primary

Annually, Year 3 Reading progress from Pre primary On Entry Assessment to NAPLAN will be satisfactory or higher, for identified students who score below 0.5 progression points in Pre primary

Each semester, teacher grade allocations in English and Mathematics will be consistent, and the grades for Years 3 and 5 will align within 20% of NAPLAN results

Four Early Childhood National Quality Standards (NQS) will be met

Students in their second year of the Specialist Learning Program will integrate with known strategies,

to self-regulate behaviour and engagement in the mainstream setting for 80% of the day

By 2020, every teacher will have improved in at least one AITSL standard

By the year 2020, you will see:

-Full implementation of the Western Australian Curriculum in all learning areas

-An embedded whole school approach to teaching English and mathematics

-Operational plans implemented and reviewed annually in at least English, Mathematics, Science and Humanities and Social Sciences (HASS)

-Further development of the early intervention programs in Literacy, including an Early Years operational framework that focuses on improvement against the National Quality Standards

-Explicit teaching in all classrooms, including the use of Learning Intentions and Success Criteria

-Effective teachers using explicit feedback to progress student achievement

-Focused collaborative planning with cohort peers as part of the timetable

-Further development of the Technologies Curriculum Area and support provided to appropriate staff to effectively implement

-Professional learning opportunities made available to all staff aligned to school priorities

-A clear whole school assessment schedule that is monitored and used to target identified areas of focus

- Staff using moderation practises including the use of Brightpath, to support consistency of teacher judgements and curriculum planning and delivery

-Students with a growth mindset and are achieving individual success

-Students who requires intervention, receive targeted and sustained support

-Student participation in a range of opportunities that cater for the whole child





Lead whole school improvement within the context of the school to allow success for all students

Priority Two: Effective Leadership

Improvement Targets

By 2019, baseline measures of leadership development, collaboration and effectiveness are established with a view to setting improvement targets for 2020 and beyond

By 2020, staff professional learning, collaboration and performance management will be based on a documented shared vision

By 2020, the proportion of positive responses to 'this school is well led' in the National School Opinion Survey will increase from 49% to 65% or better for parents

By 2020 you will see:

- The implementation of a clear whole school vision for improving student outcomes
- A clear structure of collaboration, communication and integration between Mainstream and the Specialist Learning Program
- A cycle reflective of self-review and planning against The School

Improvement and Accountability Framework

- Effective monitoring of consistency and innovation in teaching practices to enable learning for all students
- Staff who have had opportunities to build capacity and leadership opportunities in identified areas as outlined through Performance Management processes
- An executive leadership team that leads school development through facilitating professional learning, staff collaboration, whole school and operational planning
- Phase of learning teams who collaboratively implement planning, assessment and reporting processes, headed by cohort leaders
- A focus on supporting staff with personal wellbeing opportunities.
- Student leaders who participate in leadership opportunities
- A strategic approach to human, physical and financial resources linked to priority areas





Sustain a safe, respectful and motivating learning environment for all students



Priority Three: Safe, Supportive and Innovative Learning Environment

Improvement Targets

1. By 2019, a baseline measure of student social and emotional health is established with a view to developing improvement targets for 2020 and beyond

2. By 2020, the proportion of positive responses to 'Student Behaviour is well managed at this school' in the National School Opinion Survey will increase:

a. From 65% to 75% or better for staff

b. From 55% to 65% or better for students

c. From 53% to 65% or better for parents

By 2020 you will see:

- An orderly learning environment that is conducive to different learning styles in all classrooms and across the school

- A common and consistent approach to whole school student behaviour, focusing on positive behaviour support, Zones of Regulation, intervention and bullying prevention

- Embedded Values program across the school linked to a whole school behaviour support plan

- Students who are informed about their social and emotional needs and apply the Personal and Social Capabilities Continuum Towers

- Staff implementing a contextualised plan encompassing ICT General Capabilities, NAPLAN Online Skills and the Digital Technologies scope and sequence.

- Students who enhance their learning through the use of aligned mobile technology

- Coding and robotics opportunities are implemented with appropriate support and teacher development

- Cyber safety learning opportunities for all students across the school

- Investment in school facilities, furniture and grounds to create an environment that is welcoming and adaptive to student's needs

- Flexible learning spaces in the classroom, Nature Play area and a Kitchen Garden that are widely used as teaching and social tools





Strengthen community partnerships to enhance the learning opportunities for our students

Priority Four: Strong Community Partnerships

Improvement Targets

By 2020, enrolment has increased by 10% on the 2018 baseline

By 2020, the proportion of positive responses to 'This school has a strong relationship with the local community' in the National School Opinion Survey will increase:

a. From 35% to 50% or better for staff

b. From 50% to 65% or better for parents

By 2020 you will see:

- An active School Board that has completed necessary training, follows meeting protocols and governs school improvement
- Purposeful and meaningful communication between home and the school
- Parent information sessions, Open Night and annual "Something to be Proud of" project embedded as normal practise

- Involvement with all members of the school community to engage with the Aboriginal and Cultural Standards Framework and create meaningful opportunities

- Links with other primary schools in the network with a shared and aligned focus

- An improvement in the school attendance rate, a shared understanding with the community of the importance of regular attendance and regular monitoring of student attendance

- A relationship with the local high schools focusing on developing students STEM knowledge and understanding

- The provision of development and information workshops, and other opportunities to engage parents and community in topics relevant to the school, child and community needs

- Parent feedback is encouraged through a range of informal and formal processes

- Embedded enrichment opportunities before and/ or after school for students

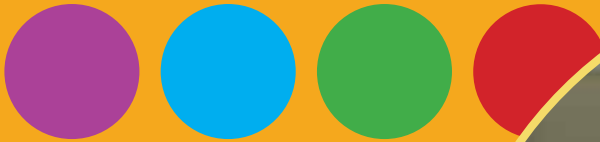
- A 0-4 year old child development program that is well known in the area and is the program of choice

- An embedded partnership with external providers including with the Marangaroo Golf Course





We are the future



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