



**Marangaroo**  
Primary School

**Business Plan**  
**2021 - 2023**



**Care Learn Thrive**

The Marangaroo Primary School Business Plan 2021 – 2023 was developed in association with staff and the School Board, and sets a clear vision for the school for the next three years. This plan outlines what we will do and what you will see as we work to continuously improve and achieve success in our focus areas.

Our plan is broken into targets, focus areas, milestones and strategies. All areas of improvement have come from key evidence data taken from:

- Public School Review 2021
- National School Opinion Surveys 2020
- School based student achievement data
- School Improvement Plan 2019 – 2020.

Our plan is guided by Department of Education Strategic Planning documents:

- Strategic Directions for Public School 2020 – 2024
- Focus 2021
- Building a Culture of High Performance and High Care in Every School.

The four key focus areas come under the broader headings of:

- Teaching and Learning
- Learning Environment and Use of Resources
- Relationships and Partnerships
- Leadership.

Our self-review process is completed on an ongoing basis and provides a clear road map for sustained improvement for all members of the school community.



## Our School

Marangaroo Primary School is an inclusive and proud Independent Public School. We are a mainstream primary school catering for students from Kindergarten to Year 6. We have a highly successful Specialist Learning Program for students with Autism.

Our vision of *Care Learn Thrive* sets a very clear direction for our school community. Ensuring we set high expectations and successful students is the reason we do what we do.

Our positive behaviour expectations (Care for Yourself, Care for Others and Care for the Environment) is across the whole school and students know it, live it and strive to achieve.

Every student is known to staff and we work together as a collaborative and supportive team, to ensure students realise their own unique place in our school and the world. Our aim is to educate all students on being responsible for their own learning and choices in life.

We embrace all members of the school community and strive to maintain a nurturing and welcoming environment that promotes strong partnerships. Our parents, School Board and P&C are integral parts of the Marangaroo school family, and together we are committed to providing the best educational experience for all students.

## Our Logo



The three characters represent the student, parent/carer and staff member striving for excellence, reaching out to the blue star. The blue star, also incorporating flower petals represents our local background and incorporates the history of the previous school logo- the blue flower. Marangaroo means place of the blue flower in local Aboriginal language.

## Our Targets

- Meet the WA Like Schools median standard in NAPLAN literacy in Years 3 and 5 (stable cohort).
- On Entry median score for Pre-Primary in reading and writing will be at or above the ICSEA median.
- On Entry median score for Year 1 in reading and writing will be at or above the ICSEA median.
- To increase and maintain our student attendance to at or above the WA Public School average.
- Increase the regular attendance category to at or above 85%.
- Meet and validate at least six of the seven areas of the National Quality Standard (NQS).
- 75% of students in Year 2 to 6, demonstrate a growth of 5 scale points of more, when Progressive Achievement Testing (PAT) in Reading is tested in the same year.
- Maintain an average rating of 4.0 or above for all elements of the *Parent* National School Opinions Survey.
- Increase the average rating to 4.0 or above for the *Staff* National School Opinions survey in response to the question '*Students learning needs are being met at this school*'.
- Develop and implement the Aboriginal Cultural Standards Framework across the school, demonstrating cultural responsiveness across all domains.





## Our Aim

To drive a culture of high performance across our school community, where staff and students are empowered to teach and learn successfully. We have high standards and high expectations, where effective teaching practice is understood and implemented to deliver the curriculum at the appropriate level. Teacher's performance and development aligns with the AITSL Australian Professional Standards for Teachers. Students are provided with a range of opportunities to thrive.

## Our Strategies for Improvement

<i>What we will do</i>	<i>What you will see</i>
<i>Ensure high quality teaching and learning in all classrooms</i>	<ul style="list-style-type: none"> <li>- Students are actively engaged in learning that is differentiated to meet their needs.</li> <li>- Staff consistently and explicitly teaching as per the Marangaroo Pedagogical Approach, guided by the West Australian Curriculum (WAC).</li> <li>- Students working towards achievable goals with regular review.</li> <li>- Staff working together to build their own and collective capacity for ongoing improvement, including peer observation.</li> <li>- Students providing feedback to staff on their teaching and practice and staff acting on this.</li> <li>- The celebration of student and staff success.</li> </ul>
<i>Embed our agreed whole school approach to teaching Literacy and Numeracy</i>	<ul style="list-style-type: none"> <li>- Structured daily literacy and numeracy blocks with opportunities to learn through a variety of methods.</li> <li>- Consistent teaching of phonological awareness, phonics and spelling in the early years.</li> <li>- Consistent teaching of writing and reading across the school with clear targets.</li> <li>- Students using a problem solving and reasoning approach in mathematics.</li> </ul>
<i>Connect student achievement to teacher planning</i>	<ul style="list-style-type: none"> <li>- Plan, act and assess cycle of school review understood and used regularly by all staff and distributed leadership teams, to address identified gaps.</li> <li>- Analysis of student data is regularly completed to inform class, Professional Learning (PLC) and school focus areas.</li> <li>- Identified assessment norms in literacy are implemented, reviewed and provide actionable targets.</li> </ul>
<i>Cater for the academic needs of all students ensuring a years' worth of progress</i>	<ul style="list-style-type: none"> <li>- Individual learning plans and/or teaching adjustments for students working below expected level.</li> <li>- Instructional Coach working with teachers to support effective teaching and the development, implementation and consistency of the EDI approach.</li> <li>- An evidence based approach to targeted small group support as required.</li> <li>- Therapists working with staff to align with the current needs of students.</li> </ul>
<i>Explicit focus on improving the achievement of students in the early years</i>	<ul style="list-style-type: none"> <li>- Analysis of data for early identification of students at risk and cohort gaps.</li> <li>- 3 year old program teaching the necessary skills for Kindergarten.</li> <li>- Development and implementation of key achievement milestones for Kindergarten, Pre-primary and Year One students in literacy.</li> <li>- A range of high quality, purposeful play experiences.</li> <li>- Collaborative learning taking place in the classroom and outside.</li> </ul>

<i>Provide targeted professional learning in priority areas to enhance teaching practices</i>	<ul style="list-style-type: none"> <li>- Champion staff working to improve student outcomes and building the capacity of others.</li> <li>- Staff participating in peer observations to improve areas of practice.</li> <li>- Visible learning strategies in practice.</li> <li>- Targeted support provided to and from schools in our network.</li> </ul>
<i>Support students to enhance their learning in the use of technology</i>	<ul style="list-style-type: none"> <li>- Students interacting with purpose using a range of technology.</li> <li>- Staff who are confident and supported to integrate technology into teaching and learning.</li> <li>- Our school showcasing the digital work of students.</li> </ul>
<i>Support students social and emotional needs</i>	<ul style="list-style-type: none"> <li>- Students learning to co regulate and self-regulate their own behaviour and emotions with the support of Zones of Regulation.</li> <li>- Whole school program targeting student social and emotional wellbeing.</li> <li>- Chaplaincy support for identified students.</li> <li>- Therapy dog conducting school visits regularly.</li> <li>- Continuation of the 'Kids Who Care' student mentor program.</li> <li>- Continuation of the Buddy Program.</li> <li>- Students using the language of 'Growth Mindset'.</li> <li>- Breakfast program operating daily.</li> </ul>



## Learning Environment and Use of Resources

### Our aim

To provide a safe, supportive, sustainable, and innovative learning environment for all students with access to a range of modern resources. Resources that encourage creative and critical thinking.

### Our Strategies for Improvement

<i>What we will do</i>	<i>What you will see</i>
<i>Embed our whole school positive behaviour expectations</i>	<ul style="list-style-type: none"> <li>- Consistent collection, analysis and action with attendance and behaviour data.</li> <li>- Students and staff interacting positively with all within the school community.</li> <li>- Explicit teaching of positive behaviours to all students.</li> <li>- Regular cyber safety learning for identified year groups.</li> <li>- Students who know, understand and apply the Caring C's and agreed values.</li> </ul>
<i>Continue to focus on an orderly learning environment across the school</i>	<ul style="list-style-type: none"> <li>- Structured approach by staff to ensure every classroom and learning environment is safe, orderly and conducive to optimal learning.</li> <li>- Students who are calm, happy, ready to learn, grow and thrive.</li> <li>- Daily planning is visible to all staff.</li> <li>- The Learning Intention and Success Criteria is visible every day in literacy and numeracy from year two onwards.</li> </ul>
<i>Education Assistants to continue providing support to student learning</i>	<ul style="list-style-type: none"> <li>- Level 3 education assistants are part of the planning, teaching and assessing of students on an individual or small group basis.</li> <li>- All education assistants are confident, knowledgeable and able to provide quality instruction and feedback.</li> <li>- Lead EA coaching, mentoring and working with all education assistants.</li> </ul>
<i>Create a sustainability program that promotes outdoor learning</i>	<ul style="list-style-type: none"> <li>- Implementation of a sustainability plan with incremental growth.</li> <li>- Funding from grant providers to support the development of the sustainability program.</li> <li>- Students engaged in outdoor learning linked to the WAC.</li> <li>- Involvement of external experts to help grow the sustainability program.</li> </ul>

<i>Provide ongoing improvements to facilities and grounds</i>	<ul style="list-style-type: none"> <li>- A school board subcommittee implementing a two year plan targeting indoor and outdoor maintenance and improvement.</li> <li>- Parent involvement to support improvements.</li> </ul>
<i>Provide learning resources required to enhance learning</i>	<ul style="list-style-type: none"> <li>- Curriculum areas well-resourced and resources are used daily.</li> <li>- Students are inspired to learn through regular opportunities to learn with concrete manipulatives.</li> <li>- Dedicated Pop up Play (PUP) program led by student leadership team.</li> <li>- Literacy and STEM resourcing being prioritised.</li> </ul>
<i>Provide students with opportunities to engage with STEM learning</i>	<ul style="list-style-type: none"> <li>- Staff who are confident to teach Design and Digital Technologies.</li> <li>- Students who are engaged and inspired to learn through the use of technologies.</li> <li>- Maker Space opportunities at least once a week.</li> <li>- Robotics and coding extracurricular programs.</li> <li>- External agency involvement.</li> </ul>

## Relationships and Partnerships

### Our Aim

Continue to build and maintain meaningful relationships and partnerships with all members of the school community and external agencies.

### Our Strategies for Improvement

<i>What we will do</i>	<i>What you will see</i>
<i>Embed effective communication between staff and parents to create shared understanding of student progress</i>	<ul style="list-style-type: none"> <li>- Teachers meeting regularly with parents to discuss student progress and further areas of improvement.</li> <li>- Partnership between school and home to support academic growth.</li> <li>- Staff and families understand and follow 'Our communication plans'.</li> <li>- Translated school documentation for families who may benefit from them.</li> </ul>
<i>Establish school-based programs with families prior to starting Kindergarten</i>	<ul style="list-style-type: none"> <li>- A re-established play group for 3 year old's in semester two of each year, in partnership with the P&amp;C, focusing on essential concepts and skills.</li> <li>- Local day care centre partnerships led by our Early Years team.</li> </ul>
<i>Build a connection with our local Aboriginal community</i>	<ul style="list-style-type: none"> <li>- A visual representation of our local Aboriginal history and culture is evident across the school.</li> <li>- Informed students who understand the importance of Aboriginal history, people and culture.</li> <li>- An Aboriginal and Islander Officer (AIEO) engaging with our Aboriginal students and families.</li> </ul>
<i>Provide more opportunities for families to play an active role in the school community</i>	<ul style="list-style-type: none"> <li>- Volunteers working in the school to listen to students read daily.</li> <li>- Parents engaging in workshops, forums and meetings.</li> <li>- Well attended school and community events.</li> <li>- Initiatives such as the Fathering Project or similar being investigated for suitability and value adding.</li> </ul>
<i>Build partnerships with external agencies to provide students with further learning opportunities</i>	<ul style="list-style-type: none"> <li>- Enrichment opportunities with local high schools.</li> <li>- Shared learning opportunities with network primary schools.</li> <li>- Triple P parenting programs onsite at least once a semester.</li> <li>- Investigation of an onsite therapy hub or similar.</li> </ul>
<i>Continue to build strong staff and student relationships</i>	<ul style="list-style-type: none"> <li>- All students are well known by staff.</li> <li>- Staff having a positive impact with all students across the school.</li> </ul>

Guide students to 'live and breathe' the Marangaroo Caring C's

- Staff who trust each other and work well together, focused on self and collective improvement.
- Students and staff using common language when talking about the Caring C's.
- Students respecting themselves and others.
- Students managing their own behaviour so it doesn't impact on their or others learning.
- Students who have an understanding of their emotions and strategies to regulate it.

## Leadership

### Our Aim

Provide effective leadership allowing the school to be reflective of the local community, empowering all within it to achieve success and be prepared for lifelong learning.

### Our Strategies for Improvement

<i>What we will do</i>	<i>What you will see</i>
<i>Provide strategic leadership to the school community</i>	<ul style="list-style-type: none"> <li>- Focused incremental growth towards school improvement and sustainable high performance.</li> <li>- Visible annual planning that road maps steps for improvement.</li> <li>- Staff champions supporting peers.</li> </ul>
<i>Ensure the distributed leadership model is effective at all levels</i>	<ul style="list-style-type: none"> <li>- An executive leadership team supports effective communication between staff, PLC and school improvement team.</li> <li>- Curriculum Team leaders lead and support the implementation of their area across the school.</li> <li>- PLC leaders are involved in decision making relevant to their area.</li> <li>- Identified middle leaders provided with leadership opportunities.</li> </ul>
<i>Ensure consistent and effective performance management and development of all staff</i>	<ul style="list-style-type: none"> <li>- Staff own their professional development with clearly defined goals linked to improvement.</li> <li>- Professional learning provided to support staff achieve their goals, and in turn support school improvement.</li> </ul>
<i>Ensure consistent analysis of school based strategies to evaluate effectiveness</i>	<ul style="list-style-type: none"> <li>- Ongoing review of student achievement data at all levels, with links to improvement and operational plans.</li> <li>- Implementation of student feedback surveys to effective teaching.</li> <li>- The use of the School Improvement and Accountability framework at leadership level.</li> </ul>
<i>Senior teachers will support school improvement in focus areas</i>	<ul style="list-style-type: none"> <li>- The development and implementation of initiatives that are a priority such as sustainability and Aboriginal Cultural Standards Framework.</li> <li>- Performance goals of senior teachers to reflect an area of school improvement.</li> </ul>
<i>Provide student leaders with leadership opportunities</i>	<ul style="list-style-type: none"> <li>- Student voice influencing school decision making.</li> <li>- Year 6 students provided with opportunities to lead different areas of the school.</li> <li>- Continuation of the introduction to leadership program for year 5 students.</li> </ul>



Marangaroo Primary School  
88 Giralt Road  
Marangaroo WA 6064  
Phone: 9462 9999  
Email: [Marangaroo.PS@education.wa.edu.au](mailto:Marangaroo.PS@education.wa.edu.au)

