



SAFETY BAY PRIMARY SCHOOL

BUSINESS PLAN 2017-2020



Vision

The strong relationship between the whole school community empowers students to foster a passion for life-long learning. Our teaching teams will deliver high quality education to develop our students' skills and positive mindset to enable them to contribute to society in a meaningful way.

Beliefs

- All students have the capacity to learn;
- Children learn in different ways;
- Children learn best when teaching and learning opportunities align with their specific developmental needs;
- Teaching and learning opportunities should be tailored to meet the individual and the group needs of all students;
- Goal setting and reflection are an integral part of teaching and learning;
- Children learn best when parents are actively involved in their education and
- Optimum learning takes place when strong partnerships exist within and across the school community.

Values

These values support our school's vision, goals and beliefs:

- Respect
- Responsibility
- Resilience
- Reflection and
- Relationships



Our School Community

Safety Bay Mantra: 'Putting Children First'

Safety Bay Primary School is a Level 5 school located within the City of Rockingham, approximately 45 km south of Perth. The original school was built in 1942 at McLarty Hall. The school moved to its current location in 1952, it has since been rebuilt into a modern well-resourced school that accommodates a growing population in the area.

The school population of 705 children caters for students from Kindergarten (four year olds) through to Year 6. The school supports our students in many different ways such as our Learning Support Classroom for students who need extra academic support, Literacy Support through programs such as 'MiniLit', 'MultiLit' and 'MacqLit', Breakfast Club, Defence Force Liaison Officer, Chaplain, OSH Club (before and after school care) and a recent addition of Playgroup on Fridays.

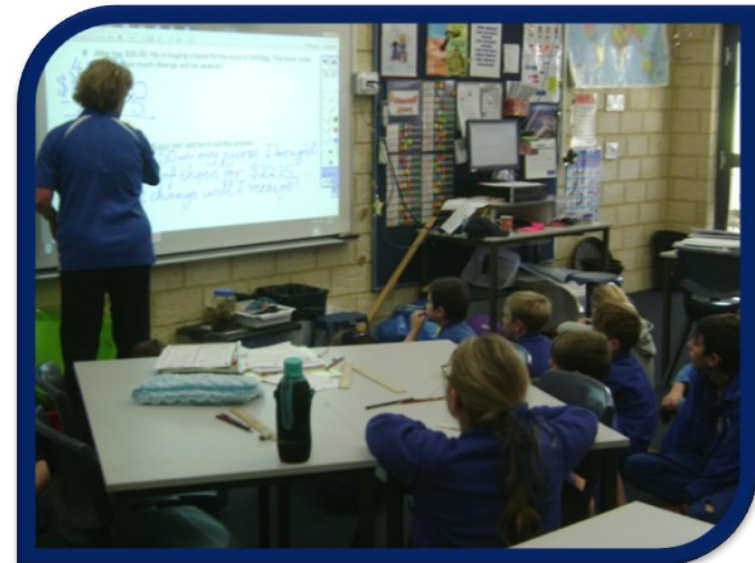
Safety Bay Primary School continues to enjoy a strong and successful partnership with the local community. From these origins a strong relationship has been built through the attendance of successive generations of family members at our school. Our reputation for being a friendly, family-oriented school still continues.



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School Improvement Targets

- Increase the percentage of Year 3 students achieving writing scores in the top three Proficiency Bands to higher than Like Schools.
- Decrease the percentage of Year 3 students achieving numeracy scores in the bottom two Proficiency Bands to lower than Like Skills.
- Increase the percentage of Year 5 students achieving writing scores in the top two Proficiency Bands to higher than Like Schools.
- Decrease the percentage of Year 5 students achieving numeracy scores in the bottom two Proficiency Bands to lower than Like Schools.
- Maintain attendance level at ninety per cent in every year.



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High Quality Teaching and Learning

Safety Bay staff will use research based instruction to provide a high quality teaching and learning environment.

Strategic Focus	Strategies	Milestones
High quality instruction skills and curriculum delivery	<ul style="list-style-type: none"> Staff and Education Assistants have implemented Visible Learning and Mindset strategies in their day to day life. Staff effectively use data to inform their teaching and enable them to differentiate for the needs of students. NAPLAN data is collected for years 2, 4, 6. 	<ul style="list-style-type: none"> Staff have a common understanding of Visible Learning and mindset strategies. Whole school common language based around mindset has been adopted in classrooms. Effective Teaching committee has developed the implementation schedule of Visible Learning and mindset strategies. Professional Learning (PL) provided on Visible Learning and Mindset to all staff. Coaches trained to support staff with Visible Learning implementation Identified students are on Individual Education Plans and are monitored and supported in their learning. Case management students have been identified through data from NAPLAN and On-Entry.
Building Staff Capacity	<ul style="list-style-type: none"> Professional learning and collaborative sharing opportunities build teacher, Education Assistant and Leadership capacity across all career stages. Performance management is focused on the growth of all staff, including providing staff the opportunity to reflect through classroom observation and discussion of student outcomes. 	<ul style="list-style-type: none"> All staff are engaged in regular collaborative planning. Leadership team have been provided skills to mentor and provide collaborative support. All new staff are inducted on Visible Learning and whole school approaches. Structured professional learning program has occurred regularly during the implementation of Visible Learning. Classroom observations occur – reflective feedback observation model is implemented (coaching). During performance management evidence has been provided to demonstrate whole school programs have been implemented in the classroom (i.e. You Can Do It, Guided Reading, enVision Maths).



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Strategic Focus	Strategies	Milestones
Using Information communication Technologies (ICT) to Enhance Learning	<ul style="list-style-type: none"> Implemented a strategic approach in the way that ICT is implemented throughout the school. All staff utilise Laptops and iPads effective and innovatively to support and enhance student learning. Implement a professional learning program that caters for the range of Information Communication Technology (ICT) skills and knowledge among staff. Allocate resources strategically in a way that ensures that our use of ICT is sustainable and meets future needs. 	<ul style="list-style-type: none"> Laptop/ iPad ratio per student has increased Staff have engaged in professional learning appropriate to their level of need. Scope and sequence has been created to ensure that all teachers are aware of the skills they need to teach
Early Childhood Education	<ul style="list-style-type: none"> Embed the National Quality Framework to ensure improvement in our Kindergarten to Year 2 programs. 	<ul style="list-style-type: none"> Kindergarten to Year 2 programs meet the requirements of the National Quality Standard. An ongoing school-based, self-reflective process exists and is used to inform our level of attainment of the standards.
Aboriginal Cultural Standards Framework	<ul style="list-style-type: none"> Teachers know how culture and experiences shape the learning of each Aboriginal student. Teachers plan for and implement effective teaching practices for Aboriginal students. 	<ul style="list-style-type: none"> Teachers know which students are Aboriginal and understand their family connections Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students. Teachers set challenging and achievable learning goals for Aboriginal students. Teachers seek background information about Aboriginal students from previous schools to improve success in transition.
Professional Standards	<ul style="list-style-type: none"> Use the Australian Professional Standards for teachers and school leaders to support staff self-reflection and continuous self-improvement. 	<ul style="list-style-type: none"> On-going support is provided for teaching staff in the application of the Standards through professional learning The ATSL Standards are used as part of the performance management process.

An Adaptive and Contemporary Learning Environment

Building staff and student capacity to adapt and respond to the ever changing world.

Strategic Focus	Strategies	Milestones
Building staff capacity to adapt and respond to the ever changing world.	<ul style="list-style-type: none"> Support staff to develop their personal skills and wellbeing through PL and workshops 	<ul style="list-style-type: none"> All staff have completed mental health Professional Learning (PL) workshop. All staff have completed PL on cyber safety. All staff have attended PL based on their performance management goals. Staff have been surveyed on the benefits of the mental health and wellbeing PL.
Build student capacity to adapt and respond to the ever changing world.	<ul style="list-style-type: none"> Develop awareness of cyber safety through protective behaviours that meet the changing society and beliefs. 	<ul style="list-style-type: none"> All students have completed cyber safety workshop and have an achievement certificate. Protective behaviours is taught explicitly in all year levels. Common assessment task has been completed by student's to demonstrate their understanding of protective behaviours.
Mental health and wellbeing of staff and students.	<ul style="list-style-type: none"> Provide resources to support staff in managing social and emotional wellbeing issues. The schools 5 R's (Respect, Responsibility, Resilience, Reflections, Relationships) are visible and are present in daily practices. The five areas of 'You Can Do It!' are undertaken in every class. Continue with the implementation of the KidsMatter Framework. 	<ul style="list-style-type: none"> Staff know the steps to access necessary services to support their students and themselves. All staff are trained in Classroom Management Strategies (CMS). CMS is used in all classrooms and teachers are supported by regular coaching. Staff use information and strategies provided by PL around supporting social and emotional wellbeing in the classroom. You Can Do It! Days occur once a term to show case work. KidsMatter modules 3 and 4 have been presented to staff.
Environmental Sustainability	<ul style="list-style-type: none"> Continue to implement of a whole school approach to environmental sustainability and responsibility. Implement environmentally and responsible practices through the school. 	<ul style="list-style-type: none"> Environmental Sustainability Plan is part of the Science Operation Plan. All classes contribute to one area of the garden. The Science Committee has provided and led a whole school approach that has enhanced environmentally responsible attitudes and practices. PL has been supplied for staff to ensure that have the skills to implement whole school practices (i.e. water wise)



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Strategic Focus	Strategies	Milestones
Aboriginal Cultural Standards Framework	<ul style="list-style-type: none"> • Staff support Aboriginal students to feel a sense of belonging and connection to the school. • Staff work with aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour. 	<ul style="list-style-type: none"> • Staff understand the importance of creating an inclusive and welcoming environment for all students including Aboriginal students. • Staff welcome parents and families of Aboriginal students at the school. • All students and staff are aware of, and demonstrate respect for, the cultural and linguistic diversity of the school community • Staff provide wellbeing for aboriginal students. • Staff work with Aboriginal students, their parents and families to monitor student attendance, behaviour and engagement. • Staff are aware of factors that may be affecting the behaviour of individual Aboriginal students and implement appropriate school and classroom management strategies.



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Strong Connected Community

Safety Bay Primary School works collaboratively and in partnership with all stakeholders in the school and the wider community.

Strategic Focus	Strategies	Milestones
Connecting with and benefitting from our unique local environment.	<ul style="list-style-type: none"> Engage with relevant and interested stakeholders to establish links to the school curriculum. Strategically planning whole school community events. 	<ul style="list-style-type: none"> Local community has been surveyed annually to identify stakeholders. List of local community members willing to be involved and service they can provide to school has been created. Schedule of events is established, implemented and shared with all relevant parties. Collaborative partnerships with families and communities are occurring annually.
Having involved and well informed parents and caregivers.	<ul style="list-style-type: none"> Provide opportunities for the school community to play an authentic and valued role in school decision making. Apply a range of effective means of communication with families. 	<ul style="list-style-type: none"> Increased level of feedback from parents and carers received annually via school council and P&C. (Decision making workshops). School based and invited speakers are presenting sessions on topics of interest and concern to parents and the community. Effective class Parent Liaison system has been established Multi Modal communication methods employed i.e. Connect for communication, School Sign.
Students and staff feel safe, respected, confident and accept responsibility for their own learning	<ul style="list-style-type: none"> Create a school environment that is welcoming, safe, inclusive and aesthetically appealing. Provide opportunities for staff and students to take risks and ownership for their learning goals and progress. Appoint a School Chaplain to support the emotional health and well-being of students. 	<ul style="list-style-type: none"> Surveyed members of school community in relation to safety and presentation of school (including NQS physical environment) All staff and students demonstrate problem solving techniques when presented with challenge or change. Chaplain has sourced Mentors and has implemented a mentor program for nominated students. A connection between the school and the community has been established by the Chaplain.



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Strategic Focus	Strategies	Milestones
Aboriginal Cultural Standards Framework	<ul style="list-style-type: none"> • Staff establish and maintain positive relationships and Aboriginal students, their parents and families. • Staff engage professionally with local Aboriginal community members and organisations. • Staff provide Aboriginal students, their parents and families and local aboriginal community members with leadership opportunities. 	<ul style="list-style-type: none"> • Staff build respectful working relationships with Aboriginal students. • Staff provide information to parents of Aboriginal students about their children's progress and support families to participate in all aspects of their children's education. • Staff draw on the expertise of Aboriginal staff (including Aboriginal and Islander education offices, and regional Aboriginal education teams) and local Aboriginal community members and organisations to enrich learning experiences for students. • School leaders provide opportunities for local Aboriginal community representation on the school board.

