STRATEGIC DIRECTION – 2019-2022

BELMONT PRIMARY SCHOOL

OUR VISION:

To be fully committed to the success of all students

To deliver culturally inclusive, challenging and engaging teaching and learning programs that reflect the high expectations of students and staff, within an environment where students are recognised as unique and valued individuals.

Students are supported by professional and committed staff to reach their full potential and develop self-esteem, tolerance, respect and a desire for knowledge.

Students will be supported to become active and successful citizens within the workplace, community and further education.

OUR MISSION

To create a vibrant learning community that develops the academic and non-academic skills required for them to be active and successful citizens of a changing society

OUR PURPOSE

Our aim is to provide students with the skills, knowledge and attitudes that will enable them to become lifelong learners and contributing members to society

OUR BELIEFS - Learning

Children learn at different rates and in different ways.

Children need the opportunity to reflect upon, and share their learning.

Children learn best in a happy, caring, safe and supportive environment when they have a good rapport with their teacher and the community.

Children learn best when they experience success, are challenged and have good self-esteem, are confident to take risks, and view learning as enjoyable and purposeful.

Children learn through exposure to a variety of teaching methods and classroom organization, hands on multi-sensory experiences and explicit instruction (eg modelling, demonstration, questioning, and

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LINKING THE SCHOOL PLAN TO DEPARTMENTAL DOCUMENTS		
Effective Teaching	*Classroom First Strategy*	*Focus 2022*
1. High expectations 2. Acknowledging individual differences 3. Using a range of pedagogies 4. Encouraging student responsibility 5. Mastery of teaching content 6. Providing a safe environment 7. Monitoring progress and providing feedback 8. Building positive relationships	1. Focus on student achievement: success for all 2. Classroom orientation: sound teaching 3. Context specific: distinctive schools 4. Practical support: making it possible 5. Meaningful accountability: asking the hard questions. 6. Public confidence: trusting public schools	1. Provide every student with a pathway to a successful future 2. Strengthen support for teaching and learning excellence in every classroom 3. Build the capability of our Principals, our teachers and our allied professionals 4. Support increased school autonomy within a connected and unified public school system 5. Partner with families, communities and agencies to support the engagement of every student 6. Use evidence to drive decision-making at all levels of the system.

FOCUS 2022

1. Provide every student with a pathway to a successful future
- Provide high quality, evidence-based learning opportunities in the early years.
- Create thriving learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school.
- Engage in early pathway planning to support young people to transition successfully through education and beyond.
- Build STEM skills to strengthen post-school opportunities.
- Ensure all student are achieving year-on-year progress through evidence-based approaches

2. Strengthen support for teaching and learning excellence in every classroom
- Embedding whole school approaches to teaching, including for online and remote delivery
- Connecting to local Aboriginal histories, cultures and languages, to strengthen student wellbeing, engagement and achievement.
- Continuing to build on the progress and achievement of NAPLAN results.
- Setting clear expectations and embed effective approaches to student wellbeing and care

3. Build the capability of our Principals, our teachers and our allied professionals.
- Build the capability of our leaders and teachers to deliver effective, evidence-based teaching practices in every classroom
- Continue to build our cultural responsiveness, and work in ways that value the knowledge and perspectives of Aboriginal people
- Better use the expertise of Managers Corporate Services to support school management
- Explore student achievement and progress measures for students with disability and diverse learning needs

4. Support increased school autonomy within a connected and unified public school system
- Sharpen the focus of school networks on student achievement and staff development
- Use student performance data to plan for improvement across schools
- Increase the diversity of our workforce by employing more Aboriginal people, people with disability, culturally and linguistically diverse people, young people, and women in leadership positions.

5. Partner with families, communities and agencies to support the engagement of every student
- Take a stand against violence by enabling safe and supportive school environments
- Enhance engagement practices with parents and families that are responsive to their needs and concerns.
- Create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students.

SCHOOL FOCUS – PLAN FOR PUBLIC SCHOOLS

EVERY STUDENT, EVERY CLASSROOM, EVERY DAY

- Unlock and fulfil every student's learning potential
- Be equipped with contemporary and emerging work capabilities
- Develop the personal and social attributes that form the basis for future wellbeing
- Achieve year on year growth in their learning throughout their schooling
- Be well prepared to take the step beyond school into further education, training or work

6. Use evidence to drive decision-making at all levels of the system
- Promote and use student voice in school decision-making
- Use systemic and school based data to monitor and track student progress and achievement across all year levels
- Make decisions based on evidence and in the best interest of students' educational opportunities
- Establish the WA Student Council to provide direct input regarding issues that impact students

Strategies	Performance Data	Differentiation	Documented Plans	Parent Engagement
Implement a whole school approach to the teaching of Literacy	Teachers use performance data to plan for improvement and confidently report to parents on their child's standard of achievement	Teachers differentiate for student needs	Documented plans are developed for students with a	Parents are engaged to support their child's Literacy development
- Develop and implement Literacy Strategies - Develop and implement school policies in Reading, Writing, Speaking and Listening - Create a Literacy Action Team - Provide professional learning in the implementation of the Literacy Strategy and incorporate this in new staff induction processes - Provide professional learning in EALD pedagogy - Purchase and develop resources to support school policies - Use the West Australian Curriculum (linked to Australian Curriculum) - Use the online resources available from the Education Department	- Implement a reporting schedule consistent with the CAR policy - Implement an assessment cycle - Use student performance data to inform planning - Implement a moderation process using common assessment tasks and C grade descriptors - Engage staff to review and analyse system data to inform decision making - Conduct collaborative planning opportunities for teachers	- Appoint a Learning Support coordinator - Implement a case management approach for students deemed at educational risk - Develop and implement intervention strategies - Develop and regularly review, in consultation with Parents and Carers, Individual Education Plans	- Disability - In care - Significant Health Issues - Persistent absences - Behaviour concerns - Low grades requiring substantial support	- Kindergarten and Pre-Primary programs - Produce consistent school newsletters - Empower parents to be literacy teachers in the home through ongoing workshops in line with the Literacy Strategy

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STRATEGIC OBJECTIVES AND PRIORITIES

Raising standards in literacy and numeracy	Improving student behaviour and attendance	Supporting teachers and school leaders.	Strengthen Early Childhood Education	Providing greater autonomy, flexibility and innovation in schooling.
• Use student achievement to plan a personalized approach to individual learning, especially for those at risk of falling below NAPLAN minimum standards • Strengthen the teaching of phonics, grammar and reading comprehension and number skills.	○ Implement a school behaviour policy including a code of conduct and strategies for prevention and intervention. ○ Support teachers in the classroom to manage disruptive behaviour. ○ Continue to implement the Better Attendance: Brighter Futures strategy.	• Familiarize staff with the requirements of the K-10 Western & Australian Curriculum in all learning areas • Share teachers' expertise and advice within schools and across networks to improve classroom practice and to meet diverse needs including Aboriginal students. • Use on line resources including exemplars to plan, teach and assess.	• Administer on-entry and ongoing assessment to inform learning programs. • Incorporate K, P, Years 1 & 2 into whole school literacy and numeracy approaches. • Increase Aboriginal attendance and participation by supporting families.	• Collaborate with other schools to enhance programs. • Generate innovative approaches to address local needs. • Demonstrate accountability through good use of performance information for those below national minimum.
WHAT WE WILL DO				
▪ On Entry – beginning of year – Pre-Primary ▪ NAPLAN tests at beginning of 2nd term ▪ IEP's – all levels ▪ Whole School Literacy Block process / time allocation. ▪ LSC, Chaplain & EA's with students at risk (individual) ▪ Whole school plans with Scope & Sequence based on West Australian Curriculum ▪ Curriculum Leaders in English and Maths ▪	▪ Review Behaviour Management plan – modify as needed ▪ Whole school consistency re: steps / consequences / detention ▪ IBMP's as required ▪ Playground areas established ▪ Attendance data on regular basis via Newsletter ▪ Parent information re: attendance issues and lateness to school ▪ Deputy Principal and Class teachers to follow up on attendance issues	▪ Create Learning Teams with Learning Area Coordinators ▪ Set times in SDD's and Staff Meetings for Team meetings ▪ Encourage staff to present Professional Learning session to all staff ▪ Include in Performance Management goals and plans ▪ Allocate equitable funding for all staff PL	▪ Kindy – Pre-Primary included in whole school planning for all Learning Areas ▪ On-Entry testing completed 1st term – PP ▪ Professional Learning for EYF for all Early Childhood teachers	▪ Part of Belmont Network – eg School Development Days; after school meetings ▪ Budget and plans developed to trial new programs ▪ Funding and time management included to release staff to develop Learning Area Plans

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Teaching – Excellence in teaching	Safe and Caring Environment	Physical and Natural Environment
To use differentiated approaches to cater for individual differences to extend, enrich and accelerate student learning	*A values rich environment supporting a culture which celebrates student excellence and integrity in positive student and staff behaviours with a lifelong learning goal*	*Maintain a sustainable physical and natural environment which enhances the appearance of the school grounds and buildings*
- Encourage a differentiated learning approach to address learning differences and promote engagement in the learning process using strategies that engage, extend and enrich student learning - All staff to build a set of teaching and learning strategies which may include Gagne's Differentiated Model of Gifted and Talented Curriculum Delivery, Inquiry Learning; Cooperative learning strategies, Higher order thinking theory, Bloom's Taxonomy of Learning, Solution Fluency, brain development theories, visual spatial learning theories and differentiated learning strategies - Integrate a range of learning technologies into the curriculum that enhance the visual and auditory delivery of learning opportunities - Support students with learning difficulties - Student, community satisfaction surveys	- Staff are expected to model the school values - Students are expected to develop an understanding of, and commitment to, the school values - Decision making that reflects collaborative and supportive processes - Student attendance monitoring strategies - Academic and behaviour recognition awards' programs - Reinforce and reward positive student conduct - Develop proactive managing student behaviour strategies which promote a safe and caring learning environment - Monitor how well the school values integrate into students' school and home lives - Promotion of healthy and active lifestyles through participation in physical activities	- Maintain quality teaching and learning facilities valued by students and staff - Grounds' improvement strategy planned and developed with school gardener, staff and students - Establish the physical aspects of classrooms that promote excellence in learning and teaching - Visually stimulating learning environments - The school community models environmental sustainability including class gardens, waste reduction, recycling - Develop student understanding of environmental sustainability and positive community contribution activities
Achievement Targets - Monitoring - Positive student and community satisfaction in relation to teaching and learning with an increasing trend of school community participation - Recognition of high standard of teaching and learning through nominations in teaching awards and recognition of teaching standards within the community - Increased trend in the use of innovative teaching strategies by teachers - Increasing trends in the use of new technologies - Demonstrated increasing trend in staff using innovative technologies - Staff professional development opportunities which highlight best practice - Aspiring to have all staff professionally developed in teaching strategies and differentiated learning strategies	**Achievement Targets - Monitoring** - Community satisfaction that reflects positive satisfaction regarding safety and care of students - Attendance data above 90% - Data relating to student behaviour to reflect positive and/or proactive strategies. Number of letters of Commendation to be greater than number of Letters of Concern - Consistency in all public relations, publication and communications measured by parent feedback - Maintain high participation and performance in physical based activity events	**Achievement Targets - Monitoring** - Develop school grounds and associated art work to include items that promote positive environmental activities - Develop environmental sustainability goals and action plans developed and enacted by students and staff - At least one full school environmental project to be established each year - Attract funds for environmental activities through successful grant applications - Liaise with P&C to develop Nature Garden area

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OUR BELIEFS - Instruction

- Involve hands on, multi-sensory experiences (play based learning).
- Encourage children to experiment, problem solve, take risks, think critically and make decisions.
- Expose children to a variety of teaching strategies (eg modelling, explicit teaching, demonstration, questioning).
- Be supported by a variety of classroom organizations (eg buddy, small group, whole class, parent helpers, mentors, non-teaching support staff and chaplain).
- Develop the use of language as a tool for learning across the curriculum.
- Use effective strategies for learning and teaching (eg deconstruction, scaffolding, reflection, self-questioning, using prior knowledge and summarizing).
- Technology is used as a tool to support and consolidate learning.

OUR BELIEFS – Assessment

- Teachers monitor student progress and achievement in line with the applicable assessment frameworks.
- Assessment is valid, explicit, educative and fair.
- Assessment is an integral part of the teaching and learning cycle.
- Teachers use moderation to ensure consistent judgements are made.
- A variety of assessment practices are be used.
- Students are involved in self-monitoring and goal setting.

OUR BELIEFS – Reporting

- Meaningful to children, parents and other education professionals.
- Concerned with effort and social development, as well as achievement.
- Comply with DOE requirements for reporting.
- Informal and formal methods are used to provide parents / caregivers with details of progress and achievement

OUR BELIEFS –

Working as a Collaborative Team

- Foster team spirit among staff by encouraging all stakeholders to participate informally and in school decision making groups, to develop a collaborative vision, promoting child learning, setting goals and priorities, and planning strategic actions.
- Link staff, parents and families to appropriate community services and support agencies.
- Provide a welcoming, safe, communicative school environment to encourage staff, student, parent and community involvement.