



Mindarie
Primary School

2018 - 2020
School Business Plan





Mindarie Primary School

We are respectful.

We are resilient.

We are safe.

Together, we will learn and achieve.

Mindarie Primary School opened at the commencement of 1997 with 175 students Pre-Primary to Year Seven as a 'Schools in Houses' initiative. 2018 marks the school's coming of age, celebrating 21 years of service to the Mindarie and surrounding community. At the start of this year, Mindarie Primary School has 768 enrollments, 16 of which are Aboriginal.

Mindarie Primary School became an Independent Public School in 2011 which has provided the school with greater autonomy and the capacity to make decisions centered around meeting the unique requirements of our school community. This included the establishment of the school Board and ethos:

To develop active citizens who are prepared for the future; academically, socially and personally.

We base the Mindarie Primary School planning documentation around the following areas of success.

Student Achievement and Progress
Quality 21st Century Teaching
Positive Learning Environments
Trust Through Relationships
Effective Leadership
School Targets and Resourcing

Mindarie Primary School launched its Positive Behaviour Support (PBS) program in 2018 after its development in 2016-2017. This gives accountability to the school, its staff and students, to pro-actively be accountable for behavioral choices displayed by the school community.

This program takes a collaborative approach to explicitly teach the expected positive behaviours and fosters the development of high standards in the community.

Mindarie Primary School continues to embrace technology with over 230 iPads currently in the fleet for school and student use. The introduction of Meraki in 2017 allowed the streamlining of iPad Management and has allowed teachers to begin trialling Apps and Programs to supplement their teaching and plan for greater cross curricular learning opportunities.

The school will move to introduce a voluntary 1:1 program for Year 4 in 2019, beginning with a trial group of Year Six classes at the completion of 2018. The purpose of this program is to develop the digital capacity of students and teachers and to share the learning programs beyond the boundaries of the school classroom. The associated ICT infrastructure, including the wireless infill program, completed by the DOE and School in 2016, ensures that the skills of all staff and students are being developed with the best use of the range of technologies the school community has access to.

NAPLAN Online continues to be an area of focus for the school after the successful school readiness trial in 2017. All students across all year levels will be explicitly taught skills in the use of this new platform.



Our Values

A pursuit of knowledge and a commitment to achievement of potential.
Self acceptance and respect of self.
Respect and concern for others and their rights.
Social and civic responsibility.
Environmental responsibility.

Our Beliefs

Students at Mindarie PS learn best when:
They are in a safe environment.
They are supported, valued and engage in positive relationships.
They know what is expected of them.
They are challenged.



Student Achievement and Progress

"High expectations of success for every student." - High Performance - High Care 2016-2019

Focus

Assessment capable visible learners, who know where they are in their learning, where they are headed and the steps needed to get there.

Explicit teaching of Literacy, Numeracy and Social-Emotional Skills

Build students' STEM competencies.

Continued focus on whole school processes.

NQS Quality Area One - Educational Program and Practice.



Strategies and Direction

Lesson outcomes are communicated to students through Learning Intentions and Success Criteria.

The learning dispositions of Creativity, Cooperation, Resilience, Perseverance and Independence are embedded across the curriculum.

Students are given explicit, timely and appropriate feedback that is based on the Learning Intentions and Success Criteria.

Development and implementation of whole school operational plans.

Use of formative and summative school based and systemic data to monitor student's progress and achievement.

Targeted intervention for students based on progress.

Focus on areas identified by formative, summative and systemic whole school data including iMaths, Basic Facts, PAT Testing (Maths, Science), Words Their Way, Brightpath, PM Benchmark, Rainbow Assessment Tool, Literacy Pro, On Entry, Kindy Assessment Tool and regular Common Assessment Tasks.

Link teachers implementation of whole school operational plans with performance management processes.

Teachers will engage in collaborative planning and conduct common assessment tasks.

Quality 21st Century Teaching

"A climate of learning and growing for both students and staff." - Focus 2018

Focus

Improve the tools and guidance provided to teachers to target problem solving and reasoning.

Develop whole school plans for identified ICT Skills for NAPLAN Online.

Evidence based whole school programs in Literacy and Numeracy.

Full implementation of Phase Three Western Australian Curriculum content in The Arts, Health, Physical Education and Languages.

Increase student access to ICT and Digital Technologies.



Strategies and Direction

Expand the use of technologies to create cross curricular learning experiences to enhance student learning.

Develop whole school maths proficiencies in Problem Solving, Fluency, Reasoning and Understanding.

Designated blocks of teaching including a clear focus on Literacy and Numeracy.

Build capacity of teachers to share knowledge of evidence based practice through the TDS model including classroom observations.

Plan deliberate opportunities across the curriculum in innovation, creativity and entrepreneurial skills, building on students' STEM competencies.

Professional learning will address yearly focus areas.

Differentiated curriculum and explicit teaching (Visible Learning).

Apple Distinguished School status.

Collaborative planning and assessment.

1:1 Program Implementation for Year 4 - 2019. Increase the Student/Device ratio in accordance to the 1:1 Transition Plan.

School Annual Operational Plans are reviewed each year and classroom teachers plans link directly to Mindarie School Business Plan 2018-2020

Positive Learning Environments

Students and staff are valued, supported and empowered to succeed.

Focus

PBS implementation across the whole school, involving all staff, students and the community.

Use of research based strategies to promote student engagement including Visible Learning and Mindfulness.

Continue to develop student centered and inclusive flexible indoor and outdoor learning environments.

Whole school SAER process audit and development.

In consultation with SAER Team, interested community members, staff will develop and implement the Zones of Regulation as a whole school health and wellbeing program with a focus on mindfulness.

NQS Quality Area Three - Physical Environment.

Strategies and Direction

Building a culture of making positive behaviour choices through explicit teaching of expected behaviours. This includes the establishment of a Peer Mediator Program and continued focus on peer development through embedded 'buddies' practice.

Development of Outdoor Tinker Spaces.

Development of Mindfulness activities.

Investigation into flexible seating research.

Gather data, analyse and act on findings with regards to student voice and engagement.

Embedding of Visible Learning Dispositions.

Extension of the Nature Playground with native plants and cultural significance and development of a mindfulness culture native garden.

Continued relationship with external service providers as a part of the SAER processes.



Attendance Strategies

Students who have an attendance rate of less than 93% will have their attendance commented on in their summative report by their classroom teacher and a member of the administration team.

Parents/caregivers of students with an attendance rate of below 85% will be required to engage in a case conference to explore ways in which the school can work with the family to increase the attendance levels of the students.



Trust Through Relationships

Promote teamwork and leadership to empower and inspire students and staff.

Focus

Strong parent and community partnerships to promote student learning and experience.

Maintain school professional educational partnerships including TDS, RUMA, WAPPA, and Brightpath.

Maintain school professional community partnerships including RoboCup WA, STAWA, Woodside and ECU.

NQS Quality Area Five - Relationships With Children.

NQS Quality Area Six - Collaborative Partnerships with Families and Communities.

Strategies and Direction

Conduct annual student, parent and staff National School Opinion Survey.

Provide a variety of opportunities for families to engage with the school community.

Bi-annual student engagement survey.

Use of a range of strategies to communicate, connect and inform the parents and the broader community including SeeSaw and Connect as whole school communication.

Excellence through equity - not equality.

Formulation of Clubs and after school use of school facilities for family group activities.

Histories, cultures, languages and traditions of families in the school community are explored and celebrated within classrooms.



Effective Leadership

Strong and empowering leadership from staff and students across the whole school.

Focus

Build a distributed leadership model throughout the school.

Improve teacher engagement.

Student leadership development.

NQS Quality Area Seven - Leadership and Service Management.

Strategies and Direction

Induction and mentoring to support graduates, new staff and aspirant leaders.

Collaborative mentoring and development for aspirant leaders, level three and senior teachers.

Providing opportunities for leadership and growth within staff.

Develop curriculum and year level leader opportunities within the school.

Self reflection of leadership skills as judged by the Principal Performance Improvement Tool.

Analysis of teacher engagement survey.

Provide a range of leadership opportunities to enable students the ability to develop the skills and qualities/characteristics of positive young leaders including the development of the Peer Mediator Program in association with the Student Leadership Team.

The building of a distributed leadership model with specific roles and responsibilities.

School Board will participate in governing and the accountability associated with expected roles.

2018 - 2020 Targets

Area of Target	Targets
NAPLAN	<ul style="list-style-type: none"> Move the school's mean achievement in all strands of literacy and numeracy as assessed by NAPLAN to 50 points above the state mean. 80% of students in Year 3 are at Band 4 and above. 80% of students in Year 5 are at Band 6 and above.
On-Entry	<ul style="list-style-type: none"> Maths - 100% 0.8 PP Literacy - 100% 0.5 PP
Learning Areas	<ul style="list-style-type: none"> Targets specific to individual learning areas will be identified through Operational Plans and reviewed yearly by Curriculum Teams.
PBS	<ul style="list-style-type: none"> 95% of students receiving Bronze Certificates. 75% of students receiving Silver Certificate. 65% of students receiving Gold Certificates. 50% of students receiving PBS Wristband. Whole School PBS Reward system to continue with PBS stamps to be recorded in the school diary as of 2018. Student awards: Bronze, Silver, Gold Certificates and Wristband Achievement to be recorded by classroom teacher on SIS.
Other	<ul style="list-style-type: none"> Set baseline for ICT skills. 100% of students to be considered proficient in ICT skills for their area. 80% of staff will understand the SAMR model and how to create diverse cross curricular learning opportunities using digital technologies. Fully embedded by end of 2018. To implement students and staff engagement surveys and set targets based on baseline results.
Attendance	<ul style="list-style-type: none"> Decrease Unauthorized Absence to 30% or less. Decrease the % of students in the 'Indicated' attendance records to less than 10%.





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