



**Mount
Lawley**
PRIMARY SCHOOL
Strive for Wisdom

Business Plan 2023 - 2025



Together | Learn • Respect • Inspire • Create • Celebrate

Our School Community

Mount Lawley Primary School (MLPS) has provided exemplary education to our community for over 110 years and consistently demonstrates excellence in evidence-based, high-impact teaching practices, including academic, social and emotional development and Gifted and Talented Education. MLPS's goal is to be known as a school of excellence which creates lifelong learning opportunities that allow everyone to reach their full potential. This goal energises our community and provides a cornerstone for tremendous achievement.

Students at MLPS are placed at the centre of every decision. Their growth is supported by a richly embedded culture of excellence and sustainable pedagogical practices. Our school community believes that "together we can make a difference". This collaboration between community and school has a proven track record for creating positive environments for the academic and holistic development of what is now over 500 students every year.

Our school environment enjoys modern, digitally enabled facilities, coupled with a focus on outdoor and nature play. We provide multiple specialised programs and activities including; Physical Education, Italian, Music, Technology, Instrumental Music, and a range of before and after school clubs.

Our Vision

Together

Learn

We strive for all members of our school community to experience the joy of learning and become lifelong learners.

Respect

We provide an inclusive environment and respectfully acknowledge cultural, social, physical, educational, and individual needs.

Inspire

We set high standards and inspire all members of our community to strive for and achieve their personal best.

Create

We provide an environment that fosters creativity.

Celebrate

We celebrate endeavours and successes.

Acknowledgement of Country

Mount Lawley Primary School acknowledges the Wadjak Noongar people as the past and present traditional custodians of this land on which our school is built. It is a privilege to have our school on Country. We are thankful for gabbidjikap, the fresh waters, and bilya, the rivers, especially Derbal Yerrigan, our beautiful Swan River.

We are so lucky to learn on Noongar Boodja, the Noongar country, with mandjar, meeting places, filled with native flora and fauna. We also acknowledge the contributions of Aboriginal Australians and Torres Strait Islander peoples to the education of all children and people in this country we all live in and share together – Australia.



Our Focus for 2023 – 2025

Mount Lawley Primary School prides itself on being a school of choice within the community. Our Focus for 2023 – 2025 is to continue to build on our strengths informed by our targets and areas of priority. Together with our community we aim to:

- Embed whole school practices to strengthen teacher quality and student outcomes
- Develop greater data literacy across our teaching staff
- Provide high-quality differentiated learning experiences that are evidence-based
- Continue to take a holistic approach to student engagement, learning, mental health and wellbeing

Our Beliefs

We believe that students are at the centre of everything we do. We have high expectations for our students, supported by strong and respectful relationships and partnerships. We work collaboratively to create learning environments that are safe, inclusive and provide differentiated learning.



Teaching Quality

What we will do...

- Know our students and how they learn
- Review shared beliefs about teaching and learning to support whole school practices
- Embed meaningful collaborative practices and whole school approaches to teaching
- Continue to use a whole school approach to planning for differentiated teaching
- Collaborate on a year, phase, committee and whole staff level

What you will see...

- Differentiated teaching and learning across all classes and learning areas
- Targeted professional learning
- An investigation and play-based pedagogy from K-1
- Analysis of individual, class, cohort and whole school data
- Individualised student plans for academic, social, emotional and behavioural goals (e.g. IEP, BMP)
- Support for SAER including those identified as Gifted and Talented
- Induction of new staff and graduate teachers
- A whole school assessment schedule for data collection (e.g. On-Entry, NAPLAN, Elastik, Brightpath, ACER, PAT)
- Whole school programs for Spelling, Grammar and Mathematics

Targets

- Develop a whole school teaching and learning Instructional Framework and Instructional Model to support consistent teaching practices
- Meetings will include staff driven dialogue around data and differentiation
- 80% of staff to complete one externally led Professional Learning per school year

Student Achievement and Progress

What we will do...

- Use systemic, whole school, year level and individual data to track student progress
- Align student achievement with student grade allocation
- Continue to strengthen data literacy for all staff

What you will see...

- Use of pre-assessment, post-assessment
- Teaching staff using data to inform planning, teaching and reporting (e.g. On-Entry, NAPLAN, Elastik, Brightpath, ACER, PAT)
- Tracking of student attendance data
- Collection of student data using the Wellbeing and Engagement Census (WEC)

Targets

- Complete a yearly review of the whole school assessment schedule to maintain alignment with whole school approaches
- All staff to use Elastik (formerly Ed Companion, Data Hub, CNAP) to analyse student data and plan for student achievement
- Student achievement will be equal to or above like schools for all learning areas in Year 3 and 5 NAPLAN
- The progress of the Year 3 to Year 5 stable cohort in all NAPLAN domains is equal to or above that of like schools
- The proportion of students making moderate, high or very high progress between Pre-Primary and Year 3 in Reading and Numeracy is equal to or above like schools



Leadership

What we will do...

- Provide staff with opportunities to lead at a classroom, year level, phase, committee and whole school level
- Develop a culture of leadership amongst all staff at all levels
- Whole school planning will be strategic, evidence-based and aligned with school context and student needs
- Provide leaders with guidance and coaching support

What you will see...

- Continued implementation of the Future Leaders Framework
- Support for staff to apply for Senior Teacher and Level 3 Teacher roles
- A distributed approach to leadership, including a Leadership Committee
- Staff leading Professional Learning
- A robust and valued Performance Management process for all staff

Targets

- The Administration Team will participate in Professional Learning to strengthen individual and collective leadership capacity



Relationships and Partnerships

What we will do...

- Create respectful and highly valued relationships with students, staff, parents and the wider community
- Value the contribution of the School Board and P&C
- Promote a culture of collaboration between the school, the Board and the P&C

What you will see...

- Close links with local secondary schools to maintain effective transition processes
- Students connecting with local charities and organisations
- Events and assemblies celebrating student and community achievements
- Frequent communication via Connect with families
- P&C Class Representatives
- Scheduled parent teacher meetings prior to Semester 1 Reports
- Engagement with the Aboriginal Cultural Standards Framework, Whadjuk Noongar Culture and national celebrations
- Annual Parent, Staff and Student Surveys
- The Traffic Management Group maintaining positive community relationships including promoting road safety, safe streets and parking

Targets

- Increase the number of parents and carers accessing Connect notices on the MLPS community page
- Increase the number of parents and carers who complete the Annual Parent Survey
- Increase the percentage of MLPS community members who agree or strongly agree they understand the School's Business Plan as measured in the MLPS Parent Survey

Learning Environment

What we will do...

- Create safe, caring, inclusive and culturally responsive learning environments
- Support the mental health and wellbeing of students and staff
- Plan for purposeful construction of physical environments to enhance learning experiences
- Monitor our progress against the NQS

What you will see...

- Student voice is valued in classrooms and the school community
- A range of specialised subjects, programs and clubs
- A Student Services team made up of a LSC, School Psychologist and Chaplain
- Use of the Zones of Regulation, Habits of Mind, Friendly Schools, Growth Mindset, Mindfulness strategies and the School Vision and Values
- Nature play areas that promote outdoor learning and responsible risk taking
- Development of a quality improvement plan to meet the 7 Quality Areas of the NQS

Targets

- All teaching staff members will explicitly teach the Zones of Regulation
- Increase the number of students reporting high wellbeing for Emotion Regulation in the Wellbeing and Engagement Census (WEC)
- Maintain or increase the number of students reporting that they have an important adult at school in the WEC
- The 7 Quality Areas as outlined in the NQS are met across K-2.
- Student suspensions will be equal to or less than previous years
- Increase the number of students who are seen by their teachers as 'Consistently' working to the best of their ability in student Attitude, Behaviour and Effort (ABE) Reports

Use of Resources

What we will do...

- Ensure resource allocation is student-centred and evidence-based
- Use Student Characteristics and Targeted Initiative funding to support student learning
- Ensure budget and resource management practices support school planning and priorities
- Maintain a workforce management plan to enable targeted staff recruitment

What you will see...

- Regular and timely meetings of the Finance Committee
- Special Needs EA timetables reviewed regularly to meet student needs and student-centred funding
- All purchases are aligned to student needs and priority areas
- Targeted professional learning for staff
- The allocation of additional funding to School Psychologist and Chaplain
- Operational plans and resourcing are aligned with school priorities
- Expenditure focused on human rather than physical resources
- Physical assets are managed through maintenance and replacement plans
- Yearly Professional Learning on budget management from the MCS to all teaching staff

Targets

- MLPS will maintain or increase the number of student devices to integrate ICT across all learning areas
- MLPS will meet the minimum expenditure requirement (96%) of the school budget annually



Glossary

ACER

Australian Council for Educational Research

Aboriginal Cultural Standards Framework

A Department of Education framework that supports all staff to reflect on their approaches to the education of Aboriginal students. It sets expected standards for when working with Aboriginal students, their families and communities

BMP

Behaviour Management Plan, a plan for students requiring extra behaviour support

Brightpath

A formative assessment tool used for assessment, moderation and making judgments about student achievement

Collaboration

Working together to develop solutions; collective responsibility and efficacy

Connect

Department of Education platform for communication and online learning

Data Literacy

Data literate teachers know how to identify, collect, organise, analyse, summarise and prioritise student data

Differentiated Instruction

Meeting the learning and environmental needs of each student as an individual (Carol Ann Tomlinson)

Elastik

Online data analysis tool used by teachers to target teaching

Friendly Schools

A Student Wellbeing Initiative Friendly Schools helps build critical social and emotional skills, create positive, safe and supportive learning environments

Growth Mindset

Students learn that they can learn effectively through perseverance

Habits of Mind

16 problem-solving, life-related skills to experience success

IEP

Individual Education Plan, a written statement that describes the adjustments, goals and strategies to meet the educational needs of an individual student to enable them to reach their potential

Level 3 Classroom Teacher

Recognition of exemplary teaching practice

LSC

Learning Support Coordinator

MCS

Manager Corporate Services, the manager responsible for the financial, physical and human resources of the school

NAPLAN

National Assessment Program – Literacy and Numeracy

NOS

National Quality Standard is a national early childhood education benchmark

On-Entry

A mandatory Literacy and Numeracy assessment for Pre-Primary students in public schools

Phase

The Phases of Learning include K-2, 3-4 and 5-6

Play-Based Pedagogy

Provides opportunities for children to actively and imaginatively engage with people, objects and the environment. When playing, children may be organising, constructing, manipulating, pretending, exploring, investigating, creating, interacting, imagining, negotiating and making sense of their worlds

P&C

Parents and Citizens' Association

PAT

Progressive Achievement Testing

SAER

Students at Educational Risk

Senior Teacher

Recognition of experienced teachers

WA Future Leaders Framework

A Department of Education school leadership strategy

Whadjuk Noongar

The Aboriginal people of the Western Australian region of Perth

WEC

Wellbeing Engagement Census, completed by Year 4 – 6 students

Zones of Regulation

Social-emotional learning and co-regulation framework





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