

Respect • Responsibility • Care • Achievement



*Winthrop Primary School works in partnership with community to support all students in becoming successful learners, confident and creative individuals and active and informed citizens.*

2021-2023

**Business Plan**

# Winthrop Primary School

At Winthrop Primary School we live our school motto of *learn and grow together*. Our whole school pedagogy is built around this motto with a focus on continual growth and improvement in all aspects of our work.

We believe that children learn best when each and every one of them is valued, supported, connected and nurtured to develop a 'can do' attitude.

Our school understands and acknowledges that our values of Respect, Responsibility, Care and Achievement underpin everything we do.

Our school has a tradition and reputation of high academic achievement, community engagement and partnership which creates a school culture of trust and respect. Additionally, we are committed to generating opportunities to build our students' socio-emotional skills and habits so that they are equipped to become confident and creative individuals and active and informed citizens.

This Business Plan outlines our work toward ensuring success for every student and details our operations, processes and procedures that enhance both academic and non-academic student achievement. The plan is presented through the Five Domains for effective school operations, together with an intentional focus on student achievement and progress.

- Relationships and Partnerships
- Learning Environment
- Leadership
- Resources
- Teaching Quality
- Student Achievement and Progress



We have set strong targets in working to achieve excellence in each of the Domains.

**Our targets are monitored and regularly reviewed, through the lenses of;**

- Our judgements (How are we going?)
- Our evidence (How do we know?) and
- Our planning (What are we doing to improve?)

We regularly share our progress toward targets with our School Board and value their input.

We are proud that the Winthrop Primary School Business Plan 2021- 2023, is reflective of a whole community commitment to improved educational outcomes for every student, every day in every classroom at our school.

**Karina Meldrum**  
*Principal*



The thing I like best about my work is the opportunity to connect with the whole child to enable a love of learning, life and ongoing growth.

- Yr 1 Teacher

The best thing I like about my work is seeing my students 'get it', whatever their personal 'it' is.

- PP Teacher



At Winthrop Primary school everyone belongs because we are good at sharing our cultures.

- Yr 2 Student



# Domain | 1

## Relationships and Partnerships

*We demonstrate exemplary ethical behaviour and exercise informed professional judgment when working with students, colleagues and community.*

- Negotiated communication protocols and staff agreements.
- Fostering a learning environment which is inclusive and affirms the gender, faith, culture, race and sexual orientation of students, staff and the community.
- Adherence to the Winthrop Primary School (WPS) Staff Agreements and DoE's Code of Conduct.
- Respectful relationships and culturally responsive practices with Aboriginal students and those from varying cultures.
- School Board members will engage in a formal induction process.
- Community views are sought to better understand the aspirations, interests and needs of students.
- Community, student and staff views are sought when reviewing school performance and effectiveness.
- Global and community partnerships through our year level 'Be the Change' initiatives.
- Parents/caregivers are informed about 'happenings' in the school through Latest Links, website, Facebook and Connect.
- Decision making processes are collaborative, open and highly transparent.
- The School Board will be inclusive of a diverse range of members.

## Targets

- National School Opinion Survey (NSOS) reflects positive student, parent and staff perception. Survey items rated 3.5 or above.
- Decision making is collaborative, open and highly transparent and communicated via semester reviews describing progress towards targets as 'not evidenced', 'working toward' or 'achieved'.
- Progress through self-assessment to a level of cultural competence against the Aboriginal Cultural Standards Framework.
- School Board Effectiveness Survey will have an annual rating of 3.5 or above.



# Domain | 2

## Learning Environment

*We support all students in becoming successful learners.*

- Explicit teaching of Positive Behaviour Strategies (PBS) and embed behaviour expectations.
- Restorative Justice practices guide behaviour management practices.
- Student voice has a strong place in school decision making.
- Implementation of Special Education Needs (SEN) planning, assessment and reporting processes.
- PBS Framework supports students to demonstrate the four guiding words, Respect, Responsibility, Care and Achievement.
- Use School Special Needs (Disability and Behaviour) to inform strategies for identified students.
- Clear processes for accessing school chaplaincy and psychology services.
- Staff foster a positive school culture based on articulated expectations in learning, behaviour and attendance.
- The Aboriginal Cultural Standards Framework is embedded across learning programs and in the physical environment.
- EAL/D culturally responsive practices throughout the school.
- Staff promote a culture of collective responsibility for occupational health and safety and implement related processes.
- The physical environment is enriched to add value to the student learning experience.



## Targets

- Achieve National Quality Standards (NQS) in all 7 areas as 'green' (meeting standard).
- Maintain over 92% attendance in each year of compulsory schooling.
- NSOS rating above 3.5 in student and parent survey item 'teachers at this school care about me/ my child' and 'student behaviour is well managed at my school'.
- Embedding of the Aboriginal Cultural Standards Framework is evidenced physically in the school across all teaching and learning areas.
- Development and implementation of Health and Wellbeing plans for both staff and students.



# Domain | 3

## Leadership

*Every staff member is a leader and every classroom is led by teachers working collaboratively to improve educational outcomes for all students.*

- School leaders include team, learning area, cross-curriculum and special project leaders.
- Leadership work collaboratively to set the school's strategic direction and to manage operational planning.
- Leaders set high expectations and standards.
- Leaders progress culturally responsive practices across the school.
- Staff are accountable to and supported by performance management processes which enhance professional capacity.
- High Potential Leaders (HPLs) lead initiatives within and across schools.
- The school vision and priorities align with the Department of Education's strategic direction.
- Selection of staff for leadership roles is inclusive and transparent.

## Targets

- All staff engage in performance management processes, meeting twice a year inclusive of collegiate observation.
- The Leadership Team will lead the development and implementation of school plans which contain specific targets related to improvement of student achievement, attendance and retention.
- The Leadership Team guides whole school self-assessment of current school performance and of the Business Plan describing progress toward targets as 'not evidenced' or 'working toward' or 'achieved' through Semester Reviews.
- The Leadership Team will facilitate, identify and support development of high potential leaders across all levels of the school.
- The Cultural Awareness Network (CAN) leads the annual review and progression of the Culturally Responsive School Improvement Plan.
- Semester Team Effectiveness Surveys will demonstrate a 3.5 or above rating in all items.
- Leaders at all levels will seek 360" feedback.



# Domain | 4

## Resources

*Budget and resource management practices ensure the best interests of students is central to all decisions.*

- Innovatively managed budgets, workforce personnel and resources meet the needs of students.
- The Finance Committee works collaboratively to analyse, review and make recommendations for resource management and disbursement.
- Student Characteristics and targeted initiative funding is allocated on a needs basis to identified cohorts.
- Annual completion of the Financial Compliance Self-Assessment Survey.

## Targets

- Termly student needs assessments will be undertaken by the Leadership Team in allocating support resources for identified cohorts.
- Staff will collaborate to input target linked budget proposals to the Leadership Team for consideration in budget planning cycle annually in Term 3.
- Teacher leaders will maintain cost centre curriculum budgets in line with all DoE policy and address procurement of resources as per school plans.
- The Workforce Plan will sustain human resource management to progress whole school initiatives.



# Domain | 5

## Teaching Quality

*We recognise that a teacher's effectiveness has a powerful impact on students and that teacher quality is the single most important in-school factor that influences student achievement.*

- Refinement and review of whole school Teaching and Learning Beliefs.
- Implementation of explicit teaching strategies.
- All staff P-6, deliver the Western Australian Curriculum.
- Kindergarten staff implement the Kindergarten Guidelines and Early Years Learning Framework.
- The Instructional Framework, Assessment Schedule, and Teaching Belief statements guide teaching practice.
- Implementation of evidence informed High Impact Teaching Strategies (HITS).
- Implementation of whole school scope and sequence documents in English and Mathematics.
- Communication with EAL/D and Aboriginal parents ensures progress and achievement are well communicated.
- All staff lead and maintain an inclusive learning environment.
- Year level cohort task moderation recorded on and analysed via data walls.
- Differentiation in Literacy and Numeracy is a priority of teacher practice.
- Working in partnership with Departmental and other agencies in addressing the needs of identified students.
- Moderation between teachers and year levels is the norm.
- High quality professional learning that builds on their capacity is accessible to all staff.
- 1:1 iPad program maintained and advanced to ensure accessibility to all students.





## Targets

- School wide beliefs on teaching and learning are understood, embedded in practice.
- All teachers will implement the whole school Instructional Framework.
- All staff will use the whole school Literacy and Numeracy Scope and Sequence Documents.
- Student learning will be connected and embedded in real life, real world contexts.
- All staff will deliver daily literacy and numeracy blocks.
- All teachers will identify students at educational risk and differentiate teaching, assessment and reporting to meet student need.
- Teachers will collaborate to plan, act, assess and report on student learning.
- The school has a repertoire of fair and inclusive assessment and reporting strategies.
- All staff will embed information and communication technologies to support teaching and learning.
- NAPLAN, PAT and On Entry test results align with teacher judgements.



**The best thing I like about my work is our connected community, the growth I see in my students and the humour shared working toward our goals**

**- Yr 6 Teacher**



## Student Achievement and Progress

*We work collaboratively to provide students with a learning program which is individualised, flexible, connected and challenging.*

- Teachers hold high expectations for all students.
- All staff monitor and set targets for non-academic outcomes.
- STEM projects across the school.
- Enriched learning programs for Gifted and Talented Students.
- Differentiated learning plans for identified students.
- Student language development is supported through implementation of EAL/D Progress Maps.
- Data Walls are used by all class teachers to record and analyse achievement and progress for all students.
- A connected approach to the early years that shows a flexible balance between child initiated learning and adult-led learning across K and PP.
- Literacy and Numeracy blocks.
- Culturally responsive teaching practices.

**Everyone is kind,  
generous and friendly.  
Everyone fits in at  
Winthrop because you  
can make friends and  
be a good friend.**

**– Yr 3 Student**





## Targets

- By 2023, NAPLAN data mean in Years 3 and 5 in all tests will be equal to or above like schools.
- By 2023 Attitude Behaviour and Effort (ABE) data demonstrates a whole school rating improvement in the area of students setting and achieving goals.
- By 2023 NAPLAN progress and achievement data in Years 3 and 5 will demonstrate increased in % of students in 'good' and 'excellent' achievement categories.
- By 2023 students identified as Gifted and Talented (GAT) or requiring extension will be supported by enrichment plans and supported by a Gifted and Talented Learning Support Coordinator.
- On Entry Data for at risk and or EAL/D students is repeated in Yr 1 to monitor progress.
- By 2023, a STEM coordinator will be supporting all teachers to embed best practice across the school.

The best thing I like about my work are the 'lightbulb' moments when you see on a child's face that they understand something for the first time.

- Yr 3 Teacher

As Winthropians we take responsibility for our actions and acknowledge our mistakes.

- Yr 6 Student



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