

Riverton Primary School

An Independent Public School



**RIVERTON
PRIMARY SCHOOL**

INDEPENDENT PUBLIC SCHOOL

**School
Business Plan
2020 - 2022**



RIVERTON PRIMARY SCHOOL

INDEPENDENT PUBLIC SCHOOL



Riverton Primary School
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Riverton Primary School

Our Vision

Riverton Primary Campus is an inclusive community where students work collaboratively in a rich learning environment to achieve their academic, social and emotional potential.

Our School

Riverton Primary School is situated in the heart of Riverton. Located near the river with spacious grounds, surrounded by trees. Riverton Primary School has embraced the idea that the school is the heart of the community and we welcome the wider school community onto our Campus. We encourage our community to play an active part in the education and development of the students who attend our School. This wider community involvement assists in providing a rich learning environment for the students on the road to achieving their academic, social and emotional potential.

Our Purpose

We aim to foster an environment that is inclusive for all at our School. We believe in providing opportunities for students to access all areas of the curriculum is a vital part of their learning and we have developed programs within our school aimed at ensuring the students have access to up to date ICT information and incorporate STEM across all curriculum areas. We are proud of our all round educational achievement, as evidenced by consistently good National Assessment Program - Literacy and Numeracy (NAPLAN) results. We value the development of students across extracurricular activities and have a number of successful sporting teams where involvement in these teams provides balance in a student's life.

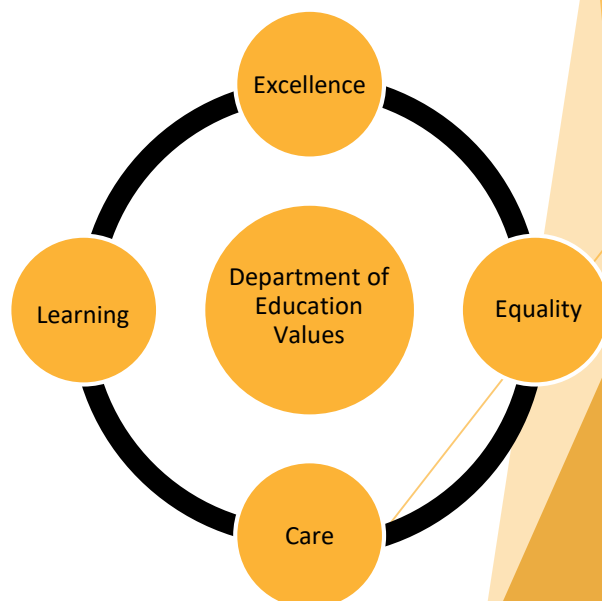
Riverton Primary School

Our Values

Our School Values provide a strong foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and the wider community.

The ethos of our school is embedded in our values of Inclusion, Innovation, Excellence, Collaboration and Positivity .

Our values link closely with those of the Department of Education



Our Values

Inclusion

We include, acknowledge and encourage all students from a variety of cultural and language backgrounds and academic ability. We celebrate diversity and difference across our community.

Excellence

We encourage excellence by supporting each student to persevere when challenged and strive to be the best they can be.

Collaboration

We value collaboration within our community. Students and staff work collaboratively with each other to achieve positive outcomes both inside and outside classrooms.

Innovation

Innovation is supported in our teaching and learning programs with highly effective teaching practice actively encouraged and positive risk taking from students supported.

Positivity

The physical and mental health of our students and staff members underpins our successful and effective learning programs. We value and develop the “whole” child and prioritise their well being and health.



Our Approach

In collaboration with our School Board and Staff, we review our School Business Plan every three years. This assists us in clearly setting out our objectives, strategies and targets for each of the following priority areas:

- High Quality Teaching & Leadership
- Literacy –Writing
- Numeracy – Problem Solving
- Technologies
- Physical and Mental Health
- Early Childhood Education

The priority areas are based on systemic and school based data collection and analysis from across the school. We believe that these priority areas are critical to the success of our students and our school. Integral to this process is what we offer in each of the priority areas, how we monitor our performance and understand and learn from our performance in order to continuously improve.



Our Priorities 2020 - 2022

High Quality Teaching and Leadership

Literacy – Writing

Numeracy –Mental Maths
& the Language of
Problem Solving

Technologies

Physical and Mental
Well Being

Early Childhood Education

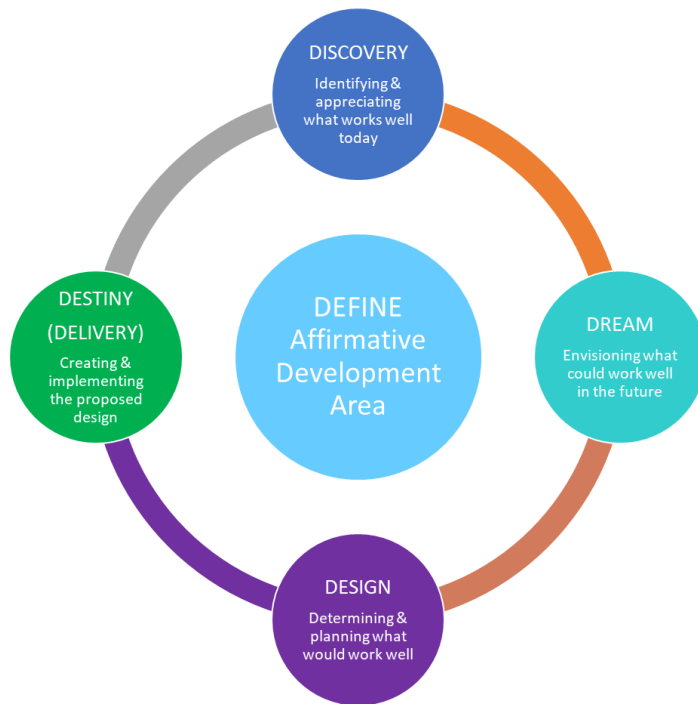
Links to Department of Education Strategic Plan 2020 - 2024

“Every student, every classroom, every day”

Department Focus and “Drivers”	Riverton Priorities
Correct pathways for successful students	<ul style="list-style-type: none">• Literacy• Numeracy• Technology• Early Childhood Education• Health & Well being
Provide support for teaching and learning	<ul style="list-style-type: none">• High quality teaching• Health & Wellbeing
Strengthen the capacity of teachers and leaders	<ul style="list-style-type: none">• High quality teaching• Health & well being• Technology
Use evidence to make decisions	<ul style="list-style-type: none">• High Quality Teaching



Planning, Reviewing and Monitoring



The Appreciative Inquiry 5-D Cycle



High Quality Teaching

The campus is a professional learning community with high quality teaching across the curriculum in all classrooms

Aims	Strategies	Monitor/Evaluate	Milestones
Well-developed capacity of teachers to maintain high quality teaching across the campus	Focus on inclusive, shared and intentional teaching strategies in every classroom. Provide support where required.	Classroom Observation Evidence of explicit strategies	All teachers using intentional strategies
Self-Reflective teachers who have a "growth mindset"	Implementation of amended and reviewed Performance Development process to reflect the "growth coaching approach".	Teacher feedback and documents Audit of PM process Individual teacher growth goals	All teachers have a PM plan reflecting the process
	Development of "Growth Coaching" capacity through targeted Professional Learning in 2020 and beyond, based on Peer Observation	PL Feedback from teachers on "Growth Coaching"	All teachers using growth coaching model with peers
	Peer Observation processes embedded and used in the Performance Development framework structure. Focus on self-reflection. Goals aligned to school and departmental priorities	PM planning documents, observations sheets	All teachers involved in peer observation
Improved capacity of teachers to make informed and accurate judgements that align with systemic data	Provide opportunities for teachers to further develop the capacity to analyse data effectively to better inform future planning	Feedback on PL Planning documents and overviews	All plans and overviews are evidence based
	Continue to provide Professional Learning and support to improve the capacity of teacher judgements in selected areas of Numeracy and Literacy and alignment with systemic tests Strengthen the use of "Brightpath" to support teacher judgments and planning Develop use of Oxford Maths program to strengthen teacher judgements	Teacher judgement data from 2020 to 2022 Moderated assessment tasks	Improved alignment in Reading, writing and numeracy by 2022
Highly effective, inclusive and collaborative professional teams to plan, review and improve outcomes for students	Provide regular opportunities for collaborative and learning area teams across the school to plan, monitor and review the learning programs and student progress	Plans Team documents Overviews Feedback Team minutes/records Audit of team members	Common Plans Team accountability

Literacy – Writing

High level of achievement in writing by students from Kindy to Year 6, with a special focus on those students with an EAL/D background

Objectives	Strategies	Monitor/ Evaluate	Target
Improved performance in writing across the years from PP to Year 6	<p>Implementation of shared, whole school approaches to writing in all classes and in all year levels, through shared planning at all levels with focus on writing</p> <p>Link writing goals to “intentional” teaching</p> <p>Implementation of Guided Writing and Modelled writing in teaching program.</p> <p>Kindy and Pre Primary introduction of PLD (Dianna Rigg) program</p>	<p>Operational Plans for writing, Year level plans Term Overviews Riverton Way Annual Review and Plans</p> <p>Feedback from teams and teachers Observation Student results</p>	<p>Writing strategies common across year levels</p> <p>All teachers have implemented “Guided Writing”</p>
Ensure EAL/D students are identified and provided with improvement strategies	<p>Audit and link EAL/D programs and strategies in PP - Yr 2</p> <p>Teachers collaborate with EAL/D specialists for support on Progress maps</p> <p>All PP - Yr 6 to access Progress Maps</p>	<p>EAL/D student progress using progress maps</p> <p>Teacher feedback</p> <p>In -class strategies for EAL/D</p>	<p>All Teachers using EAL/D progress maps</p> <p>Demonstrated improvement in EAL/D students on progress maps</p>
Measured improved performance in writing from PP to Yr 6	<p>Assessment and evaluation of writing improved and aligned through common use of “Brightpath” assessment tool</p> <p>Acquire and access support programs and resources as required, with a focus on Min - Lit and Multi Lit programs</p> <p>Use school wide assessment data to ensure progress, inform teacher planning and assess the needs of students</p> <p>Kindy teachers to develop programs that enhance pre writing skills including “Words, Grammar Fun” and Cracking the Code together with Scope and Sequence charts</p>	<p>Brightpath data and teacher feedback</p> <p>PL Days and sessions on Brightpath</p> <p>Audit of programs, initial assessment of proposed programs</p> <p>INCAS data SAIS data (writing) NAPLAN data</p> <p>Monitor, evaluate and assess programs every three years and PLD annually</p>	<p>All teachers using Brightpath as part of the teaching & learning program</p> <p>All whole school programs and strategies audited and amended annually</p> <p>TARGETS</p> <p>Improved writing performance</p> <p>NAPLAN</p> <p>Progress and Achievement</p> <p>Longitudinal</p>

Numeracy – Mental Maths and the Language of Problem Solving

Students are able to effectively solve problems, use the language of mathematics and utilise a variety of mental maths strategies

Objectives	Strategies	Monitor/ Evaluate	Targets
Students can effectively use a number of strategies to effectively problem solve	Prioritise problem solving and mental maths in creation of whole school Numeracy Plan Utilise “Re-solve” maths program Develop consistent instructional design with common approach and strategies in the areas of problem solving with common strategies to incorporate STEM (integration)	Maths Plan - whole school Riverton Way Classroom practice Observation Term Overviews	Maths Operational Plan with focus on key areas Each class has common strategies and approach to problem solving
Students can use a variety of alternative mental maths strategies	Continue to develop a school wide focus on the language of mathematics Develop a mental maths scope and sequence Provide opportunities for whole school PL in mental maths Develop a resource bank of mental maths strategies & problem solving strategies such as “Re-solve” tasks	Maths Committee Staff Feedback Strategies Bank	Each year group has a used bank of strategies for mental maths All classes using common resources (from 2021)
Increase capacity of teachers and teaching teams in Maths curriculum	Audit resources and develop a common resource in Maths - Oxford Maths for PP to Year 6 Link with outside providers for support in Mental Maths area with trial program in 2020 - Murdoch University. Begin with Year 4 classes. Link maths strategies and sessions to technology opportunities - Maths Space resource for Yrs 5 & 6 Provide classroom opportunities for students to problem solve collaboratively and individually Communicate and educate parents regarding the maths curriculum through assessment portfolios Monitor and assess student achievement and progress effectively and regularly	Maths Coordinator & Committee Student feedback Teacher feedback Student testing date (pre and post) Teacher feedback Student achievement data Student samples Shared practice Collaborative team planning Observation Written communication Parent feedback Oxford Maths on-line assessments Oxford Owl tool Student Data INCAS Work Samples	Successful mental maths approach Student data in Maths Space School wide bank of problem solving strategies in place TARGET Systemic Data Targets NAPLAN (numeracy) SAIS Results

Technologies

Students effectively use technology in all learning programs across the school with a STEM approach integrated across the school

Objectives	Strategies	Monitor/ Evaluate	Milestones & Targets
Clear & strategic planning of technology and infrastructure across the school	Completion of updated strategic, operational plan for technology Scope and Sequence Planning completed in 2020 and updated as required Audit of Apps/Digital Devices & resources from K - 6 Whole school planning for technology area of WA curriculum - Digital Technologies and Design and Technologies Use of Digital Technologies hub Updated and appropriate technology available to students and staff members in the school BYOD pilot program in 2021 and beyond	IT Committee audit Year Plans, Overviews Budget (use of resources) Teacher feedback, parents' feedback (2021)	Completed, updated set of documents Year 3&4 Uptake of 80% in 2021
	Updated and appropriate technology available to students and staff members in the school BYOD pilot program in 2021 and beyond Hardware and network updates in 2020 and 2021 as required with focus on the improved ratio for students Continued use of Network Support Officer role in 2020 and beyond Continued position for STEM coordinator (in addition to science role)	IT Committee and Budget review - IT census & audit Budget/staffing Surveys and feedback	Improved hardware and lower ratio of devices per student
High level of capacity of staff use of technology in learning programs	Professional Learning opportunities for teachers and EAs in use of technology Professional Learning in use of apps and Network features Provision of regular and internal PL (Techie Brekkie) support for teachers and EAs Raise STEM profile through STEM Week and links to curriculum areas	Budget/staffing Surveys and feedback PL feedback Minutes & Surveys	All teachers using technology functionally and confidently Increased attendance of staff at "Techie Brekkie" Survey
Effective use of STEM based "Inquiry Approach" integrated across all classrooms	Collaborative planning by all teachers in classes of the STEM/inquiry approach through overview planning - use of inquiry cycle posters	Year group overviews Class programs Feedback Observation	All classes using inquiry approach
Effective student use of technology in every classroom	Embed authentic multiple opportunities for students to use, create and develop technology connecting ICT capabilities, critical and creative thinking into the learning programs.	Student feedback	Student data Student survey

Health and Well Being

Students and staff members have improved mental and physical health and participate in a variety of activities

Objectives	Strategies	Monitor/ Evaluate	Milestones & Targets
Improve the physical fitness and capacity of the students	Consolidate Daily Morning Fitness across the school Provide numerous opportunities for all students to participate in teams, activities and sessions at the school, thereby promoting inclusion	Fitness and Performance Data PE program and plan “Beep Tests” and “Skills test” Observation Participation Data Vertical Jump and “sit and reach” standardised testing	Measurable improvement in SAIS grades over 2 years from 2020 to 2022
Consolidate high numbers of participation rates of students in healthy and sporting activities	Extend the program of fundamental skills into PP Provide and analyse student data linked to physical fitness and participation Provide increased opportunities for games at student break, with a focus on collaboration		
	Audit current playing space use by students, with reference to the “Nature Strip” in 2020 and 2021	Use of outside areas Student feedback	Nature strip Growth (50%)
Continue to develop and improve physical playing spaces	Prioritise support for identified students through allocation of Chaplain and outside services through the SAER Committee	SAER Data	Reduction of mental health related issues
Support all students to maintain and improve their positive mental health	Establish the Buz Rangers to provide peer support for those identified students Expand and extend the support role undertaken by student leaders Continue “mindfulness activities”	Student incident data Student feedback	
	Embed “Wellness Week” into the timetable each term and include events to further provide a positive climate.	Survey/feedback	Participation rates in Wellness Week activities
Develop a Health and Well Being Framework for all school community members, including teachers and staff members	Create and establish the “Positive Behaviour Framework” for the school students Implement the “Good Standing Policy” across the school Create and establish a Health and Well Being Framework for Riverton PS including teacher and EA well being Implement “Friendly Schools Plus” program Work with Canteen to establish and monitor improved “traffic light” menu	Audit and regular analysis Student behavioural data (Integris) Staff Feedback Canteen Menu Staff Feedback Annual Review by H&WB Committee	Positive Behaviour framework fully operational Good standing policy in use across the school Canteen menu fully compliant
Improve school community understanding of and interaction with local indigenous community and culture	Establish and implement the “Reconciliation Action Plan” to support and improve progress on The Aboriginal Cultural Standards Framework	RAP Committee feedback Student data (programs)	Student data Feedback from school community

Early Childhood Education

All children have a sense of belonging, developed by providing a rich learning environment centred on the child's agency, supporting the development of social conscience and becoming worthwhile contributors to the world in which they live.

Aims	Strategies	Monitor	Milestones
<p>Provide an inclusive, effective and safe learning environment for students from a variety of cultural backgrounds</p> <p>Develop confident, inclusive, collaborative and inquisitive learners</p>	<p>Provide pre kindy (playgroup) and other initial opportunities to establish expectations of early childhood education with the variety of EAL/D communities</p> <p>Provide learning programs that support student agency and promote inquiry and social opportunities in a play based environment</p>	<p>Parent feedback Surveys</p> <p>ECE Plans & classroom programs</p>	<p>Increased attendance of parents and pre-kindy children at sessions</p> <p>Student participation Data and ABE data</p>
<p>Improve language outcomes for identified students</p>	<p>Focus on early recognition and identification of language and communication problems amongst identified students</p> <p>Implement explicit and specific language programs to support students with early language problems - Words Grammar Fun and "Breaking the Code", to supplement programs like PLD (Dianna Rigg)</p> <p>Explicit Grammar Plan based on Scope and Sequence documents</p> <p>Link with EAL/D specialist programs to enhance learning and early intervention for identified EAL/D students Provide IEPs and GEPs where appropriate.</p>	<p>On-entry testing data AEDC data</p> <p>Pre and post program data for students Teacher feedback</p> <p>Pre and post-test of grammar Test for WGF</p> <p>Student Progress maps Reports from EAL/D teacher IEPs Observation Student samples</p>	<p>Improved results (SAIS) and in "On entry data for identified students in reading</p> <p>Measurable improvements in student data (language scores)</p> <p>Measurable improvements in language data from identified EAL/D students</p>
<p>Develop and improve children's social and emotional development</p>	<p>Implementation of Values Program - Friendly Schools Plus and integrate with the teaching program</p>	<p>Observation School Report checklist Survey Anecdotal Escalation Profiles</p>	<p>Measurable data ABE (Pre-primary)</p>



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