

*The staff have been supportive to all of my children. Well done to you all for running a open, engaging and supportive school.*

*I absolutely love HHPS and think it is the best school in the area. We are so happy that our kids attend and value the school and what it has given our children and family.*

*I can't thank them enough for their help!*



*"Be Your Best"*

# Business Plan

## 2019 - 2021



**Halls Head**  
PRIMARY SCHOOL

## Safe, Supportive Environment

### Goals

*The school, staff and classrooms are perceived as welcoming by students, staff, parents and visitors.*

*Respectful relationships are encouraged with all stakeholders in developing partnerships to support student learning and wellbeing.*

*High expectations of student learning and behaviour are evident throughout our school.*

*Regular and positive parent and community involvement is encouraged in school initiatives.*



### Strategies

- › Engage a whole school community values focus through embedding the 6 Kinds of Best values.
- › Promote parent partnerships with student learning in classrooms, e.g. Parent volunteers in classrooms. Class teacher to contact each family at the beginning of the year to seek to foster and maintain positive relationships over the year.
- › Provide opportunities for parent/school connections, e.g. School Board, P&C, registry of parent skills to enable connections to school activities, events and initiatives.
- › Seek and develop meaningful and positive relationships at every opportunity, e.g. School Board, P&C, classrooms open at 8.25am and open mornings.
- › Promote values in the school community through acknowledging and celebrating positive contributions from students, staff and parents via the newsletter, website, awards and assemblies.
- › School Chaplain and pastoral care programs support students and families, e.g. Social skills, Breakfast, Mental Health and Peer Support Programs.
- › Promotion of school and community links through combined initiatives, e.g. Sport webpage/noticeboard, newsletters.
- › School promotion and celebration through local media using positive school stories.
- › Promote the school brand as a welcoming environment, e.g. School website, quality imagery and information boards.
- › Provide a leading customer service culture throughout the school, e.g. School communication protocols.
- › Encourage inclusive practices and awareness to ensure a safe learning environment for all, e.g. Implementation of National Quality Standards K-2.
- › Utilise staff, student and community Agreements, e.g. Code of Conduct, Community Use of Facilities, mobile phone, digital media, internet and cyber safety.
- › Appoint a "Parent- Class Liaison Representative" for each class to further encourage links between the parents, the class and the school.
- › Encourage school community feedback through a variety of means, e.g. Survey Monkey, CONNECT, biannual student, staff and parent surveys of school culture and practice.

## High Quality Teaching

### Goals

*Staff are encouraged to be innovative and creative in their teaching and to celebrate successes.*

*Staff are committed to working collaboratively in supporting common approaches in teaching, learning and assessment to improve student outcomes.*

*Teachers engage in teams and planning for the adoption of the relevant phases of the West Australian Curriculum as per SCASA.*

*Employ evidenced based high quality teaching practices.*

*Practise inclusive teaching practices and recognise, value and celebrate diversity.*

### Strategies

- › Support teachers to engage in deep discussions on teaching, learning and assessment through the Journey to Excellence in Teaching initiative (JET).
- › Utilise evidence based practices to plan and deliver high-quality learning experiences in a stimulating environment e.g. Hattie. Play Based Learning in ECE.
- › Sustain motivation and attention by building in pace to lessons which are tailored to student needs e.g. optimal lesson structures to maximise attainment and achievement.
- › Employ strategies that develop metacognition and higher order thinking skills, provide appropriate support and challenge to enable all students to reach their full potential, e.g. Differentiated teaching, goal and target setting.
- › Employ a range of strategies to foster innovation and develop student's curiosity, creativity and critical thinking Eg STEAM.
- › Focus on learning and the language of learning, e.g. Visible Learning.
- › Tasks and activities in classes are well planned and encourage students to work independently and cooperatively in solving problems.
- › Formative assessment strategies are embedded so that students know what they need to do to improve, e.g. Learning intentions, success criteria, self/peer assessment and questioning techniques. Provide ongoing, timely, effective feedback relevant to each student's learning program.
- › Build collective responsibility of students through common approaches and whole school strategies, e.g. Explicit teaching in Literacy and Numeracy Blocks, Student Behaviour Policy, 6 Kinds of Best values focus, CMS.
- › Explanations and instructions are explicit and build on prior learning and real-life experiences.
- › Embrace a collective responsibility approach to learning and wellbeing practices e.g. Growth mindsets, 6 Kinds of Best Values Program.
- › Engage with the Journey to Excellence in Teaching team processes in working collaboratively to share evidence of good practice, moderate, monitor progress and evaluate impact in the classroom.
- › Set high expectations in achievement, attendance and behaviour.
- › Use a wide range of approaches for reporting on and celebrating success, e.g. What Went Well
- › Foster positive relationships and actively welcome parents to participate in their child's care and education.
- › Embed effective use of ICT across the curriculum, in classrooms and throughout school practice using a variety of digital platforms and web based learning programs.
- › Enhance and utilise the expertise of School Support Staff to add value to classroom effectiveness, student wellbeing and school management.
- › Promote a culture of public recognition and celebration through award nominations, e.g. School Board Awards, WA Education Awards and assemblies.
- › Maintain a whole school approach to Environmental Sustainability, e.g. Eco centre rotations and recycling.

*"Teachers doors are always open and they are very approachable."*

## Effective Leadership

### Goals

*Articulate high expectations of teacher performance through induction, professional learning, and evaluation based on the Teacher Standards contained in AITSL.*

*Promote a shared vision of high quality teaching that drives school level recruitment, professional learning, productive collaboration amongst staff and performance growth.*

*Implement sustainable approaches that support the physical, mental and social wellbeing of staff.*

*Strengthen collective responsibility of individual students through staff commitment to a team ethos.*

*Staff are collaborative and open to new ideas to improve practice.*

*Maintain high ethical standards and exercise informed judgements in all professional capacities.*

*Promote a performance growth culture through teachers openly sharing.*

### Strategies

#### Professional Accountability

- › Promote collaborative structures to actively engage staff teams to facilitate planned conversations around teaching, student performance and engagement, data analysis, school planning and self assessment.
- › Staff engage in professional learning communities to broaden knowledge and validate assessment practice.
- › Validate teacher judgements through moderation using system exemplars and collaboration with sharing of student work samples.
- › Staff build collective responsibility of student learning and welfare by constructing accurate, informative and timely reports about student learning and by engaging in whole school approaches in learning, curriculum and behaviour management.
- › Maintain cyclical review of whole school self assessment and planning structures, including teaching practices and strategies across classes and cohorts, e.g. School Review.
- › Use a professional graphic design for all printed materials. Develop templates for publications, e.g. Annual Report, School Plan, Presentation Folders, Information Booklet etc.
- › School planning to adopt maximum flexibility, succession planning and collaborative structures.

#### Professional Engagement

- › Establish clear protocols with staff for agreed practices to support team processes as positive contributors: meeting protocols, minutes and agenda templates, positive talk and engagement, effective communication, meaningful feedback, valuing and supporting each other and being solutions focussed.
- › Work collaboratively with colleagues and in teams to actively self reflect, plan, assess and strive for excellence.
- › Staff engage in performance growth to self reflect, upskill knowledge, enhance practice, build plans targeted to professional needs and school/system priorities.
- › Professional learning targeted towards building a performance growth culture, e.g. JET initiative, coaching, mentoring and Peer Observations Project.
- › Support a whole school wellbeing focus for students and staff, e.g. Mental Health Coordinator, staff physical training and yoga sessions.

#### Quality Leadership and Development

- › Provide opportunities for distributed leadership. Encourage and develop aspirant leaders to seek out opportunities for leadership, e.g. Acting Higher Duties, JET Leader.
- › Build staff capacity through capacity building and sharing initiatives, e.g. JET team facilitators, Internet Café, Level 3 and Senior Teacher roles.
- › Focus on performance growth, staff induction and mentoring, professional learning and peer class observations as key strategies to support staff development.
- › Engage with JET to advocate peer coaching, collaboration, mentoring and peer class observation as key strategies for the development of teachers across the school.
- › Promote recognition and celebration as a strategy for encouraging innovation and improvement with students, staff and the community.

## Success for all Students

### Goals

*Teachers ensure beliefs in how children learn and the Principles of Teaching, Learning and Assessment are embedded in practice.*

*All students are engaged in school life and share a sense of belonging.*

*All staff work together as a team and contribute to a positive school culture.*

*All parents feel they are valued members of the school community.*

### Strategies

- › Recognise students as individual learners by making teaching and learning adjustments to ensure success for all learners. Curriculum differentiation for remediation and extension, based on evidenced based practice.
- › Continue to encourage higher achievers and links to community programs for these students, e.g. After School Theatre, PEAC, After School Maths Club, Girls in Science, SHINE.
- › Differentiated teaching evident in the teaching of Literacy and Numeracy using ability groups, e.g. IEP's/GEP's.
- › Support intervention and teaching of SAER through the Student Services Team, Learning Support Coordinator, School Psychologist and Chaplain.
- › Use tracking mechanisms to provide information on student's academic, social and emotional progress to the incoming teacher, e.g. SEN.
- › Practise early intervention through use of data such as On Entry, Kindy Profiling and AEDC data to inform planning for literacy, numeracy and social development strategies and targeted individualised intervention programs.
- › Utilise triangulation data from NAPLAN and other sources to validate moderation of assessments and provide effective feedback for reporting, intervention and planning.
- › Teachers use evidenced based data to set specific targets for students or cohort groups that are not meeting the minimum year level expectations.
- › All students identified as SAER, CPFS or below NAPLAN minimal standards are to be placed on IEP's or GEP's with articulated specific targets.
- › Maintain a focus on student attendance as a key component of student achievement and engagement.
- › Inclusive teaching practices are across the school promoting acceptance of diversity and a positive school ethos, e.g. Harmony Day.

### Goals

*Use a comprehensive range of assessment strategies to assess student learning.*

*Teachers employ differentiation in their teaching to ensure success for all students.*

### Strategies

- › Implement the Aboriginal Cultural Standards Framework to build awareness and advancement of improved outcomes for Aboriginal students, e.g. Noongar Language Program.
- › Celebrate the development of the whole child through non academic quality programs and teaching, e.g. Physical Education, Performing Arts, SHINE, After School Theatre Club.
- › Social and emotional health and wellbeing focus across school, e.g. SDERA, Protective Behaviours, Student Wellbeing Journals, Peer Support Group and Mental Health Coordinator.
- › Provide opportunities to engage students in change management practices to build resiliency and to equip them with skills for their future.
- › Promote with students and the school community appropriate healthy lifestyle choices including exercise and healthy eating habits, e.g. Daily Fitness, Runners Club, Canteen, school garden and sporting opportunities through school and community events.
- › Promote being a good citizen by developing a social conscience with students through activities, fundraising and programs encouraging consideration of the less fortunate, e.g. 6 Kinds of Best links.
- › Provide opportunities for students to develop leadership qualities through engaging in activities like SEPEP, Student Council, Junior Council and the Leadership Conference.

## Strong Governance and Support

### Goals

*School Board to provide good governance and representation.*

*Develop a Workforce Plan to incorporate succession planning and diversity with staff selection.*

*Effective financial and resource management practices are in place.*

*Seek out and build partnerships with stakeholders to advance opportunities for students and our school.*

*Actively promote partnerships and positive relationships with parents as key partners in their child's education.*

### Strategies

- › Encourage Board members as key champions of our school in relation to marketing our school, community engagement and communication with parents and stakeholders.
- › Increase the capacity and profile of School Board members through marketing and attending training, e.g. School Board Chair or representative present at school events. Visual promotion of members on website and newsletters.
- › Provide regular communication to the school community on School Board directions and decisions.
- › Review and refresh the school brand and provide a brand style guide, e.g. Logo, Uniform and Website.
- › Implement ICT strategic forward planning, technical support and purchasing to ensure long term viability of digital technology infrastructure and direction.
- › Ensure sustainability of resources to focus on purchasing of digital resources where appropriate.
- › Staff selection based on workforce planning requirements and succession planning for school needs.

### Relationships

- › Encourage opportunities for parents to be involved in a range of school life aspects, e.g. Parent Coffee Club, Parent Morning Tea, Parent Night and special events.
- › Promote a partnership with the P&C in developing relationships between home and school and being actively involved in the life of the school.
- › Encourage partnerships with local business and explore sponsorship opportunities, e.g. 4 Big Kids, School Volunteer Program and Bendigo Bank.
- › Encourage community use of facilities, e.g. Develop a Conference Room for hire, School courts/oval and Tree House 3 year Old Program.
- › Participation in local community events, e.g. YOHEst. Speak Up Awards, Xmas Carols and Men of The Trees.
- › Maintain relationships with local media to continue to promote school activities in the local and wider community.
- › School Volunteer Program – Community seniors supporting students and teachers in classrooms and school activities.
- › Promote partnerships that enhance learning opportunities for students, e.g. City Of Mandurah Junior Shire Councillors and Parliament visitations.
- › Continue partnerships with Universities and training institutions – pre service staff training, practicums and work experience.
- › Mandurah Schools Networking opportunities, e.g. Year 6 transition, Administration networks and interschool events.
- › Advance Interagency relationships, e.g. Speech, CPFS, Police and School Nurse.

*“I love the friendly vibe from all the teachers and parents. It's great.”*



## School Vision

*We are a welcoming school that encourages the best from everyone. We practice our values, strive for excellence and take pride in achievement.*

Our School Vision leads our practice and underpins everything that we do. We are proud of our school and the reputation we have built with our school and wider community over many years.

## School Motto

Our School Motto, **"Be Your Best"**, leads our school culture with an emphasis on being successful through always trying hard and bringing the best efforts to every situation. At Halls Head Primary School students and staff are encouraged to **"Be Your Best."**

## Our Practice

Halls Head Primary School is an Independent Public School, achieving this status in 2013. More recently, we have engaged in a school revitalisation process with an extensive consultation process with our school community. We work hard to promote a welcoming environment for all and have a proud tradition of excellence. Our teachers pursue the advancement of positive and meaningful relationships with our school community, seek to achieve high standards academically and provide exciting and challenging learning opportunities for students. We value a nurturing and caring environment for students to pursue their aspirations and potential at Halls Head Primary School. Careful thought and planning has contributed to our school as an outstanding place of learning with excellent facilities and beautiful surrounds. The staff engage their students with inspirational teaching and learning opportunities to develop the whole child in preparation for a sustainable future. We have a collegiate culture in which staff are continually engaged in high quality teaching and learning discussions and reflection based on a collective understanding of a shared vision. Our mandate has been to continue to improve, to ensure we are a contemporary, progressive and inclusive school, reflective of current educational trends and community ideals. Halls Head Primary School is a high performance, high care environment that engages students, staff and community in seeking high aspirations for academic and non-academic pursuits, with a strong sense of personal wellbeing.

*"At Halls Head Primary School, we firmly believe that when teachers are flourishing, so too are their students."*

## Mission

To encourage every student to strive for success in preparation for a modern world and to promote lasting positive relationships with learning.

## Our Values

We have a strong focus on building strong and positive relationships that support the sharing of the development of students as individual learners. Parents are valued as key contributors to each child's educational success. Halls Head Primary has a fortnightly focus on the Virtues and a strong focus on values, addressing these collectively as the **'6 Kinds of Best.'** **Be Kind to self; Be Kind to Others; Be Kind to The Environment; Be the Learning Kind; Be the Community Kind; Be the Achieving Kind.** These values touch every area of school life and underpin our school practice and beliefs. Our pastoral care programs, including our School Chaplain program, contribute to a safe and positive learning environment with an emphasis on fairness, equity and restorative justice.

## Our Staff

**We believe children learn best when:**

- › Our classrooms are welcoming, encouraging and safe learning environments.
- › Given opportunities to develop their full range of communication skills.
- › Provided with a curriculum that is challenging and diverse.
- › The sharing of ideas and the opportunity to collaborate with peers is encouraged.
- › Their mentors are highly motivated, skilled and enthusiastic.
- › Learning is valued by the whole school community.
- › Individual differences are recognised, respected and supported.
- › Positive relationships are actively sought and developed.

**Our staff are committed to ensuring we:**

- › Recognise all students as individual learners by making teaching and learning adjustments to engage students in meaningful learning.
- › Keep parents informed and engaged in their child's learning.
- › Actively build collective responsibility to know each student as an individual.
- › Use a rich variety of appropriate resources and experiences to support student learning.
- › Develop and encourage children to be responsible citizens and develop a feeling of self worth.
- › Place an emphasis on courtesy and respect at all times.
- › Encourage each student to aspire to achieve their potential.
- › Share and inspire pride in our school and a sense of belonging.

*"I love the friendly vibe from all the teachers and parents. It's great."*

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*"I love the school, and, with the changes that have been researched into improving children's learning being implemented, the whole experience will benefit both families and children."*



## Business Plan Targets

### Target 1

Identified Year 3 students below the national minimum standard will progress to be at or above the national minimum standard when they are tested as Year 5's.

### Target 2

Stable cohort Year 3 students will progress at or above Like schools in NAPLAN when they are tested as a Year 5 cohort.

### Target 3

The percentage of Year 3 students in proficiency band 6 and above, as compared to Like Schools in NAPLAN will be at or greater than the percentage of students in Like schools.

### Target 4

The percentage of Year 5 students in proficiency band 8 and above, as compared to Like Schools in NAPLAN will be at or greater than the percentage of students in Like schools.

### Target 5

The percentage of stable cohort Year 3 students in proficiency band 1, as compared to Like Schools in NAPLAN will be at or less than the percentage of students in Like schools.

### Target 6

The percentage of stable Year 5 students in proficiency band 3, as compared to Like Schools in NAPLAN will be at or less than the percentage of students in Like schools.

### Target 7

School student attendance will be maintained at or above the State Schools attendance average.

### Target 8

The number of students judged by teachers as consistently demonstrating positive attitudes, behaviours and work habits will be at least 75% of each cohort.

### Target 9

All teaching staff are engaged in the Journey to Excellence in Teaching team process.

### Target 10

All classes in K-2 are meeting or exceeding Quality Areas 1,2,4 and 5 of the National Quality Standards for Early Childhood Education.

### Target 11

All classes in K-2 are meeting or exceeding all Quality Areas of the National Quality Standards for Early Childhood Education in all 7 Quality Areas by 2021.