

WEST NORTHAM PRIMARY SCHOOL

SCHOOL PLAN 2022 - 2024

ACKNOWLEDGEMENT OF COUNTRY

West Northam Primary School would like to acknowledge the traditional owners of this Noongar land, who loved and cared for the land, animals and waters of Ballardong country.

We pay our respects to elders past and present; and thank the Ballardong people for sharing their land, culture, language and history with us as we learn and play together.

OUR VISION

DREAM IT, BE IT, CLIMB HIGH!

OUR PURPOSE

At West Northam Primary School our students aspire to be their best. We equip our students with the skills and ability to persevere, be resilient and achieve success. We foster a sense of belonging and teach our students to care and actively contribute to a positive school community.

EARLY CHILDHOOD STATEMENT OF INTENT

At West Northam Primary School, we promote a safe, supportive and inclusive learning environment where each child is valued as an individual. We respect their uniqueness and the prior learning and experiences that they bring with them to their first years of formal schooling.

We acknowledge the family as the child's first and most important educators as we work together with the families to provide a culturally relevant and engaging curriculum.

We do this using an integrated, holistic approach to learning; combining literacy, numeracy, social skills and play with intentional, play-based learning experiences.

OUR BELIEFS ABOUT LEARNING

- We believe that all students have the right to a safe, supportive learning environment with staff who are professional, confident leaders.
- We believe that students learn best when they are involved in relevant and engaging learning.
- We believe education should inspire positive experiences and create opportunities that enhance students' lives in the community.
- We believe student learning should include opportunities to make mistakes, experiment and practise to develop deeper knowledge, confidence and independence.
- We believe that students learn best by having explicit, challenging, achievable, individual and shared goals, with student input and appropriate feedback to promote improvement.
- We believe that all students require expert teaching to provide the support needed to reach specific individual goals, through differentiated teaching and learning experiences.
- We value the whole child by making connections to their world, acknowledging their unique strengths, their home, history, culture and language; partnering with their families and community to ensure their needs are met.

TEACHING AND LEARNING

ABORIGINAL CULTURAL STANDARDS FRAMEWORK:

Standard 2 - Leadership

Standard 3 - Teaching

Standard 4 - Learning Environment

Standard 5 - Resources

NATIONAL QUALITY STANDARDS:

Quality Area 1 - Educational Program and Practice

Quality Area 4 - Staffing

Quality Area 6 - Collaborative Partnerships with Families and Community

Quality Area 7 - Leadership

FOCUS AREAS	GOALS	STRATEGIES
High expectations for teachers.	Expert teaching in all subjects, taking into account the cultural and linguistic background, and proficiency of students.	Targeted professional learning for staff to build expertise.
		Expert teachers to provide support and coaching to teachers in English and mathematics.
		Consult with Aboriginal parents/carers to gain awareness of specific cultural and learning needs of their children.
Build staff capacity.	Use of reflective practices and feedback.	Peer and line manager lesson observations and feedback.
		Australian Institute for Teaching and School Leadership (AITSL) self-assessment tool.
		Student surveys.
		Regular sharing sessions of lessons to share expertise.
	Explicitly teach and integrate local Noongar language across the curriculum.	Upskill classroom teachers during Noongar language lessons to integrate Noongar language and culture into other learning areas.
		Seek advice on teaching and learning for Aboriginal students from Aboriginal staff, local community members and elders.
	Professional learning in Aboriginal Perspectives.	
Explicit Direct Instruction (EDI)	Implementation of EDI in all classes in all learning areas.	Shared expertise through peer observations and coaching.
		Professional learning in EDI.

		Collaborative planning sessions to build a bank of EDI PowerPoint reviews and lessons.
High expectations for students.	Challenging but achievable goals for student progress and achievement.	Detailed knowledge of students to guide personal goal setting.
		Use of data to identify needs and set targets.
		Transparency of funding allocation and targeted initiative funding based on data.
Support individual student needs.	Early identification and intervention of Students at Educational Risk (SAER)	Engagement of SSEN:D to provide professional learning and support in teaching students with special educational needs.
		Documented Plans for SAER.
		Assisting parents/carers to access support agencies.
Culturally inclusive communication regarding student progress and achievement.	Multiple forms of communication for feedback on student learning, ensuring cultural suitability for Aboriginal parents/carers.	Aboriginal staff to facilitate communication between Aboriginal parents/carers and teachers/education assistants.
		Noongar language is integrated into student learning across the curriculum.
		Visual aids and Noongar language posters in classrooms.
		A school Acknowledgement of Country is developed in collaboration between staff and students and is recited every morning in class and at all school events.
		Parents/carers are invited to partner with the school in the education of their children through Parent Communication meetings each semester.
		Use verbal and written formats including: <ul style="list-style-type: none"> - informal chats/phone calls; - Parent Communication meetings; - reports; - attendance plans; and - Letters of Commendation

ENGLISH		
FOCUS AREAS	TARGETS	STRATEGIES
Reading	By 2024, 80% of Pre Primary to Year 2 students, identified in the English Operational Plan, will be at or above the expected reading mean score, for like schools, in On-Entry Assessment.	Consistent planning, teaching and assessment of the literacy block across the school.
	By 2024, 80% of Year 3 and Year 5 students, identified in the English Operational Plan, will achieve at or above national minimum standard in NAPLAN Reading.	Use of Explicit Direct Instruction to teach and review learning in English. Use of whole school data and operational targets to identify SAER and plan for intervention.
Writing	By 2024, 80% of Pre Primary to Year 2 students, identified in the English Operational Plan, will be at or above the expected writing mean score, for like schools on On-Entry Assessment.	Teacher self-reflection and improvement via video and observations, linked to Performance Management priorities.
	By 2024, 80% of Year 3 and Year 5 students, identified in the English Operational Plan, will be at or above national minimum standards in NAPLAN Writing.	Regular sharing, collaboration and moderation to improve teaching, learning and assessment.
NUMERACY		
FOCUS AREAS	TARGETS	STRATEGIES
Number and Algebra Measurement and Geometry Statistics and Probability	By 2024, 90% of Pre Primary to Year 2 students, identified in the Mathematics Operational Plan, will be at or above the expected numeracy mean score, for like schools on On-Entry Assessment.	Professional learning in teaching strategies for all aspects of the numeracy block. Consistent planning, teaching and assessment of the numeracy block across the school. Use of Explicit Direct Instruction to teach and review learning in mathematics.
	By 2024, 80% of Year 3 and Year 5 students identified in the Mathematics Operational Plan, will be at or above National Minimum Standard in NAPLAN Numeracy.	Implementation of Top Ten Maths in all classes. Teacher self-reflection and improvement via video and observations, linked to Performance Management priorities. Regular sharing, collaboration and moderation to improve teaching, learning and assessment.

STAFF AND STUDENT WELLBEING

ABORIGINAL CULTURAL STANDARDS FRAMEWORK:

Standard 1 - Relationships

Standard 2 - Leadership

Standard: 4 - Learning Environment

Standard 5 - Resources

NATIONAL QUALITY STANDARDS:

Quality Area 2 - Children's Health and Safety

Quality Area 3 - Physical Environment

Quality Area 5 - Relationships with Children

Quality Area 6 - Collaborative Partnerships with Families and Community

Quality Area 7 - Leadership

FOCUS AREAS	GOALS	STRATEGIES
Provision of pastoral care	Provide students with the skills and support needed to optimise their social and emotional development and well-being.	Chaplaincy program.
		Positive Behaviour Support and <i>123 Magic and Emotion Coaching</i> implemented across the school.
		Plan cultural incursions, excursions to cultural sites and recognition of cultural days.
		Aboriginal staff liaise with parents/carers and allied professionals to further the educational welfare of Aboriginal students.
Safe and well-organised learning environments.	Planned routines and calm classrooms.	Routines clearly displayed in every classroom.
		Explicit teaching of behaviour expectations.
		West Northam Primary School Behaviour Matrix and posters displayed in every classroom.
		Implementation of <i>1-2-3 Magic and Emotional Coaching</i> program in every classroom.
Build a culture of belonging, connection and support with staff, students and families.	Improved staff and student wellbeing.	Time allocated to address staff wellbeing.
		Chaplaincy program.
	Positive communication between the school, staff, students, parent/carers and the community.	Communication to staff via email.
		Regular performance management to evaluate and support staff.
		COMPASS newsfeed for staff, student and parent/carer communication.

		Acknowledgement of Country is collaboratively written, translated into Noongar and recited in classes daily and at all meetings and assemblies.
	Welcome parents/carers, families and the community into the school.	Seek feedback from parent/carers and families on how they would like to engage with the school.
		Welcome to Country is performed at all school assemblies.
	Staff and students demonstrate respect for the cultural and linguistic diversity of the school community.	Aboriginal staff assist classroom teachers with the integration of Aboriginal Perspectives Across the Curriculum (APAC), providing advice on program content related to Aboriginal Culture.
		The Australian, State and Aboriginal flags are flown and Aboriginal art is prominent within the school environment.

ATTENDANCE

FOCUS AREAS	TARGETS	STRATEGIES
Improve attendance	By 2024, the percentage of Aboriginal students with regular attendance will increase by at least 5%.	Home visits to support attendance.
	By 2024, the percentage of all students with regular attendance will increase by at least 5%.	Attendance rewards to encourage regular attendance and attendance improvement. Attendance plans to support attendance improvement.
	Between 2021 and 2024, the percentage of students with unauthorised absences will continue to reduce.	Parent Communication meetings each term for students with attendance plans to review the plans, build relationships with families and support attendance improvement.

COMMUNITY ENGAGEMENT

ABORIGINAL CULTURAL STANDARDS FRAMEWORK:

Standard 1 - Relationships

Standard 5 - Resources

NATIONAL QUALITY STANDARDS:

Quality Area 5 - Relationships with children

Quality Area 6 - Collaborative partnerships with families and communities

Quality Area 7 - Leadership and service management

FOCUS AREAS	GOALS	STRATEGIES
Foster communication between the school and the local school community.	Open and welcoming classrooms.	Welcome students, parents, staff and mentors into classrooms.
		Include Aboriginal staff and community in planning and coordinating cultural incursions, excursions to cultural sites and recognition of cultural days.
	Regular communication with families and school community.	Class information letter sent out to parents/carers including days and times the teacher is available to meet with parents/carers.
		Parent Communication meetings once a semester to: <ul style="list-style-type: none"> - build relationships with families; - provide feedback on their children's progress and achievement; - ask parents what they want from the school for their children.
		Positive feedback to the parents/carers of three children in each class every week.
		Use of newsletters, Compass Newsfeed, Facebook, school website and Message U to keep the school community informed.
		Term Planner with the term's events sent out to parents/carers each term and published on Compass parent daily newsfeed.
		Parent Centre available for community meetings and events.

		Invite family and friends to student prepared morning tea or learning journey after class assemblies.
	Form partnerships with local support agencies.	Partnering with local support agencies to assist students and their families.
		Assisting families to engage with local support agencies.
	Seek feedback from parents/carers, families and the community on education delivery to inform decision making.	In collaboration with AIEOs, invite members of the local Aboriginal community to join the School Council.
		Aboriginal staff liaise with parents and the community to strengthen ties between the school and local community and increase parent engagement with the school.
		At Parent Communication Meetings, parents/carers are asked for feedback on their aspirations for their children and how the school can better support their children.
		In collaboration with AIEOs, invite local Aboriginal elders to develop a set of protocols for interactions with Aboriginal families and agencies.