

BUSINESS PLAN 2015 - 2017

FOREST CRESCENT PRIMARY SCHOOL

In Learning We Grow





"We have a distinctive learning environment providing quality teaching and equitable opportunities for all students to achieve."

MR IAN ANDERSON | PRINCIPAL



About Our School

Forest Crescent Primary School is an Independent Public School, operating within the Western Australian Government system, sitting in the locality of Forest Lakes, Thornlie. The school is a large primary school and is part of a strong community which is supportive of its strategic directions. Our vision of "Success for All" is consistent with our belief that "In Learning We Grow" and builds upon student, staff and parent learning as we move forward as a collective.

There is a changing demographic within our local area and our staff value the diversity of our students and the inclusive practices employed within the school.

As a school, we have high expectations of our students and staff and this is supported by our school community which takes pride in "their" school. We are driven to do the best we can for our students; socially, emotionally and academically and we have embraced KidsMatter, ensuring that students, staff and parents are supported.

Our Specialist Programs (Music, Visual Arts, LOTE and Physical Education) have been highly successful over a number of years and help to define the overall educational experience students receive by attending Forest Crescent.

Early intervention is a key focus area of our school supported through effective relationships with parents.

Our Vision

At Forest Crescent Primary School we have a distinctive learning environment providing quality teaching and equitable opportunities for all students to achieve.

We provide support and opportunities for all students to realise their full potential, become lifelong learners, embed resilience through developing social and emotional skills, and promote positive relationships with the community with a global perspective. Our Staff value inclusivity, diversity and promote student success through a wide range of opportunities that enable every child to reach their academic potential and be a good world citizen.

Our Shared Values

Community, staff and students will strive to be confident, honest, respectful, caring, friendly and courteous, and will be guided by these five core values and create the best learning environment for all:

1. Endeavour to achieve one's potential through a commitment to the pursuit of knowledge and understanding.
2. Be self-respecting and develop a unique sense of personal meaning and identity.
3. Demonstrate respect, concern and acceptance of others, their rights and property.
4. Be socially and civically responsible.
5. Be environmentally aware and responsible.



Our Self Assessment

Strong self-assessment processes underpin the planning and review processes at Forest Crescent Primary School. We value and use teacher judgement, standardised testing, surveys and system data to monitor and assess our progress as a school. Targets set within this plan focus on a range of assessment processes, including NAPLAN (National Assessment Program, Literacy and Numeracy), SAIS (Student Assessment Information System – semester reports), ABE (Attitude, Behaviour and Effort) as reported in semester reports, attendance and behaviour data.

Our Business Plan is Founded on Four Priority Areas

Safe and Distinctive Learning Environments

Successful Students

Excellence in Teaching and Leadership

School Community Partnerships

Safe and Distinctive Learning Environments

TARGETS

- Maintain a positive environment that allows students to optimise their learning and safely engage in a wide range of experiences.
- School culture where the school and classrooms are perceived as welcoming by students, staff, parents/carers and visitors.
- Increase attendance rate to 94% or above.
- 60% of students consistently displaying Attitude, Behaviour and Effort (ABE) attributes.

STRATEGIES

- KidsMatter Initiatives
- Continue to provide programs that target areas of social need:
 - Rainbows.
 - NED / Life Ed Van.
 - Lunch time clubs for identified students.
 - Mentoring – Teacher / Student.
 - Buddy Classes.
- School Chaplain.
- Social and Emotional Learning lessons in all classes.
- Consistent monitoring and follow up attendance/absence (class teacher – parents).
- Parent meetings.
- Maintain and support a welcoming classroom.
- Newsletter – role of chaplain (availability of all in school community).
- Consistency of behaviour expectations across school community.
- Parent negotiations and extended family involvement.



Successful Students

TARGETS

- Students achieve at or above similar schools as measured through SAIS across all curriculum areas.
- 85% of students achieving at or above C in Year 1-6 through SAIS data across all curriculum areas.
- 100% of students achieving above the National Minimal Standards in Literacy and Numeracy NAPLAN.
- Students and staff utilise accessible technology to support teaching and learning across a range of learning areas in a responsible manner.
- High levels of student engagement and participation across all learning areas.

LITERACY STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Explicit and intentional teaching of reading, writing, spelling and editing skills to be embedded in teacher's practice.
- Use Bright Path to assess writing across the school.
- Literacy team to monitor the use of the whole school Literacy profiling across Kindy – Year 6.
- Targeted intervention Kindy – Year 6 with a specific focus early intervention in Kindy – Year 2.
- Dedicated literacy blocks Kindy – Year 6.

NUMERACY STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Explicit and intentional teaching of mathematical content, language and operational understanding.
- Implementation and monitoring of a whole school Numeracy profiling.
- Diagnostic data to influence staff planning for differentiated and learning through collaboration and moderation sessions.
- Targeted intervention for students identified at risk.

SCIENCE STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Implementation of a Specialist Science teacher for years PP – Year 2.
- Teachers to use an inquiry based approach in order to develop appropriate understandings and scientific language.
- Whole school incursion and the recognition of Science Week in order to raise the profile of science.



MUSIC STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Students music abilities to be fostered through high interest, hands-on musical activities and cross-curricula planning.
- Involvement in annual programs such as Forest Crescent's Got Talent & Music Count Us In.
- Talented students have opportunities to participate in Choir: Years 4– 6; Band: Years 5 - 6 and Instrumental music programs (SIMs): Years 5 - 6

VISUAL ARTS STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Raise the profile of art in the school and community through Art assembly and regular exhibitions.
- Expose students to art in the community through art-based incursions and excursions.
- Continue student opportunity for extension (TAGS)

HEALTH STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Implement Kids Matter initiative (all components).
- Explicit and intentional teaching of SEL, cyber safety, bullying, protective behaviours.
- Involvement incursions including Life Education, Constable Care and Cyber Safety.

LANGUAGES OTHER THAN ENGLISH (LOTE) STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Raise the profile of Italian in the school and community through activities including: whole school Italian day; Italian assembly (fashion parade); Italian incorporated into assemblies and display of students' work.

TECHNOLOGY AND ENTERPRISE STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Digital Technologies, eg. smart boards, iPads, digital media and computers in everyday learning and across the curriculum.
- Professional development opportunities with digital technologies and share information to all staff.
- Technology & Enterprise: All classes to investigate, plan, produce and evaluate each term linked to a curriculum area.

HUMANITIES AND SOCIAL SCIENCES (HASS) STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and Understanding).
- Intentional and explicit teaching of skills in questioning, researching, analysing, evaluating and communicating.
- Teachers to plan collaboratively and create common assessment tasks to assess knowledge of History content and skills.
- 2016/2017 – Exposure, familiarisation and developing knowledge of Geography and Economics components of the Australian Curriculum as they become available.

PHYSICAL EDUCATION STRATEGIES

- Implementation of the Western Australian Curriculum (Teaching and understanding)
- Kindy – Year 2: Fundamental Movement Skills (FMS).
- Years 3 – 6: Game Strategies; Sporting Schools Program; Running Club; SCSS Association Sports; Varied opportunities to represent school in a range of sports.



Excellence in Teaching & Leadership

TARGETS

- Teachers will demonstrate improvement in professional development in teaching, learning and leadership as measured by the Australian Institute for Teaching School Leadership (AITSL) Standards for Teachers.
- Administrators will demonstrate improvement in professional development and leadership as measured by the AITSL Standards for Administrators.
- Leadership, teaching and learning will result in improved student performance as measured in English, Maths and Science.
- Regular collaborative planning and practice is evident to achieve excellence in teaching and learning.

STRATEGIES

- Build collective responsibility for students with whole school approaches to learning, curriculum and student self-management practices.
- Staff engage in performance management process to self-reflect, update pedagogy, improve practice, set plans targeted to professional needs and school priorities.
- Performance management process to be built on a clear understanding of the AITSL Australian Professional Standards for Teachers.
- Foster a professional learning community to allow teachers access to peer observations and appropriate pedagogy feedback, relevant professional learning, sharing of ideas at staff meetings and school development days.
- Positive reinforcement of excellence.
- Year level and Phase of Schooling collaboration to adopt successful planning and moderation in order to further to engage in data analysis and enhance the quality of teaching and learning programs.
- Implementation of iStar across all learning areas to support lesson design.



School Community Partnerships

TARGETS

- Parents have confidence in their local school.
- Parent participation is valued and supports the school in enhancing the learning experiences of and well-being of our students.
- Community relationships are strategic and developed to positively enhance learning opportunities and well-being for students.

STRATEGIES

- Continue current welcoming initiatives for new parents and programs / staff members.
- Share background information about student health, development and learning.
- Maintain a high level of parent-teacher communication through:
 - Case conferences.
 - Class meetings.
 - EAL/D parent meetings.
 - Class/Parent Liaison Reps.
 - Signs and notice boards.
 - Email, communication books and phone contact as necessary.
 - Daily contact at the door and welcoming parent assistance.
- School website, smartphone app, newsletter, notes, email and text messages.
- School Board.
- Parents and Citizens involvement.
- KidsMatter Initiatives.
- Events – welcome afternoon tea, assemblies, Open Night, KidsMatter events and events encouraging physical activity and sustainable practice to promote school and community and encourage participation.
- Kids for Kids fundraising.
- Continue relationships with community groups to encourage stewardship eg Good Sammy Drive, caring for the lake, Operation Christmas Child.
- Explore and maintain partnerships with local community, businesses and sporting groups to support specific learning opportunities for students e.g. role models, guest speakers, coaching clinics, technical/professional knowledge and financial assistance.



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