



BUSINESS PLAN 2020 - 2022

FOREST CRESCENT PRIMARY SCHOOL

In Learning We Grow





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. We are proud to provide a learning environment where students and staff work together to learn new skills, take on leadership roles and develop self-confidence. The staff at Forest Crescent work as a dynamic team and there is a strong sense of community within the school due to staff working closely with the parent community to build strong partnerships that assist our school to continue to change and grow. Their own commitment to life-long learning ensures they are actively involved in professional learning to enrich their teaching practices. Our vision of “Success for All” builds upon student, staff and parent development as we move forward as a collective and is consistent with our motto, “In Learning We Grow”.

In 2020 at the beginning of this Business Plan cycle we commenced with 700 students from Kindergarten to Year 6. Of our student population, 135 students have a Language Background Other Than English (LBOTE), 38 students were identified as Students with Disabilities or Severe Medical Conditions and 15 students were of Indigenous background.

As a school, we have high expectations of our students, staff and community and this is supported by our school community who take pride in their school. We value the diversity of our students and the inclusive practices employed within the school.

Early intervention is a key focus area of our school supported through early identification of students at educational risk and building effective relationships with parents. A case conference approach ensures that our students are identified and appropriate intervention programs planned. Approximately 150 students are currently monitored using Individual Education Plans with around 80 students and their families involved in Case Conferences each term.

Our specialist programs in Music, Visual Arts, LOTE (Italian) and Physical Education have been highly successful over a number of years and help to provide teaching and learning programs that cater for the whole child, providing an exceptional educational experience for all students attending Forest Crescent.

Our Vision

At Forest Crescent Primary School we have an inclusive 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:

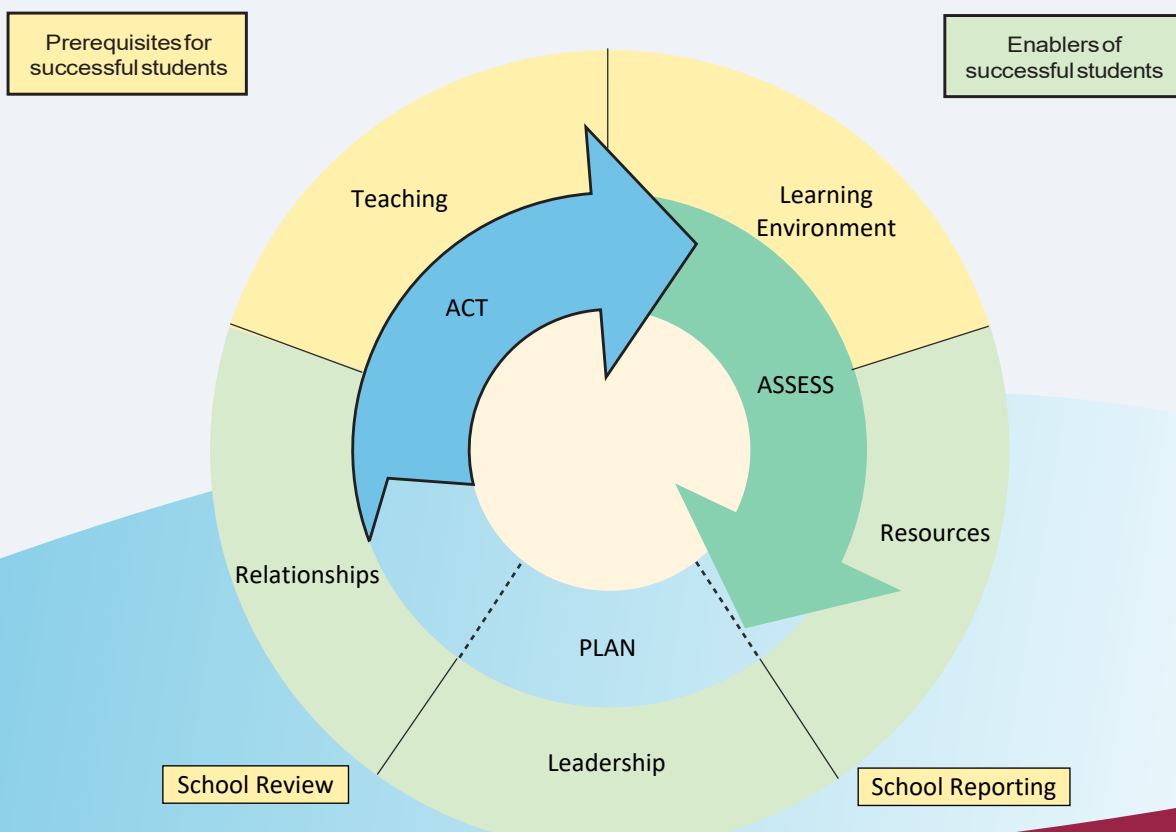
1. Endeavour to achieve one's potential through a commitment to the pursuit of knowledge and understanding.
2. Be self-respecting and develop a unique sense of personal meaning and identity.
3. Demonstrate respect, concern and acceptance of others, their rights and property.
4. Be socially and civically 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 use the School Improvement and Accountability Framework to ask three questions.

- What are we seeking to achieve?
- How well are we doing?
- What can we improve?

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), ABE (Attitude, Behaviour and Effort) as reported in attendance, behaviour data and semester reports.





Our Business Plan acknowledges the Six Priority Areas of the WA Education Department's Strategic Directions 2020-2024 – "Every Student, Every Classroom, Everyday".

- Provide Every Student with a Pathway to a Successful Future.
- Strengthen Support for Teaching and Learning Excellence.
- Build the Capacity of Our Principals, our Teachers and our Allied Professionals.
- Support Increased School Autonomy Within a Connected and Unified Public School System.
- Partner with Families, Communities and Agencies to Support the Educational Engagement of Every Student.
- Use Evidence to Drive Decision Making at all Levels of the System.

School Improvement Targets

Attendance

- To be above "Like Schools" attendance rate – greater than 94%.
- Our authorised absence rate to not be less than 75%.

Kindergarten – Year 2

- Meet all seven quality areas in the National Quality Standard (NQS).
- 80% of students identified as being at educational risk in Literacy and Numeracy Pre Primary On Entry Assessment achieve above the NAPLAN National Minimum Standard for Literacy and Numeracy in Year 3.

Years 3-6

- Our NAPLAN Numeracy performance will exceed that of like schools in Years 3 and 5.
- Our NAPLAN Reading performance will exceed that of like schools in Year 3.
- Our NAPLAN Reading performance will be at or exceed that of like schools in Year 5.
- Our NAPLAN Writing performance will be at or exceed that of like schools in Years 3 and 5.
- Our NAPLAN Spelling performance will be at or exceed that of like schools in Years 3 and 5.
- Our NAPLAN Grammar and Punctuation performance will exceed that of like schools in Year 3.
- Our NAPLAN Grammar and Punctuation performance will be at or exceed that of like schools in Year 5.

National Schools Opinion Survey

- The National Schools Opinion Survey results are positive for Community, Staff and Students – each item has a score of 4.0 or above.



Successful Students

Providing Every Student with a Pathway to a Successful Future is Our Priority

We have high expectations for all students and targeted achievement levels are attainable for every student through the opportunities provided through the innovative and challenging teaching and learning programs delivered at Forest Crescent Primary School.

TARGETS

- 80% of students identified as being at educational risk in Literacy and Numeracy Pre-Primary On Entry Assessment achieve above the NAPLAN National Minimum Standard for Literacy and Numeracy in Year 3.
- Students achieve at or above similar schools as measured through NAPLAN.
- 85% of students achieving at or above C in Year 1-6 through SAIS data across all curriculum areas.

ENGLISH STRATEGIES

- Implementation of the Western Australian Curriculum Pre-Primary to Year 6.
- Implementation of the SCSA Kindergarten Curriculum Guidelines consistent with the principles and practice outlined in the Department of Education's (DOE) Early Years Learning Framework.
- Explicit teaching of reading, writing, structured synthetic phonics and editing skills to be embedded in teacher's practice.
- Use Bright Path to assess writing across the school.
- Literacy committee to monitor the use of the whole school Literacy profiling across Kindergarten – Year 6.
- Targeted intervention Kindergarten – Year 6 with a specific focus on early intervention in Kindergarten – Year 2.

MATHEMATICS STRATEGIES

- Implementation of the Western Australian Curriculum Pre-Primary to Year 6.
- Implementation of the SCSA Kindergarten Curriculum Guidelines consistent with the principles and practice outlined in the DOE's Early Years Learning Framework.
- Explicit teaching of mathematical content, language and operational understanding as per the whole school Numeracy Plan.
- Monitoring and analysis of whole school Numeracy data.
- Diagnostic data to influence staff planning for differentiated learning through collaboration and moderation sessions.
- Targeted intervention for students identified at risk.

SCIENCE STRATEGIES

- Implementation of the Western Australian Curriculum.
- Specialist Science teacher for years PP – Year 2.
- Teachers to use an inquiry-based approach in order to develop appropriate understandings and scientific language.
- Extensions and challenge programs, for example, the Girls Science Club, and Science, Technology, Engineering and Maths (STEM).

HUMANITIES AND SOCIAL SCIENCES (HASS) STRATEGIES

- Implementation of the Western Australian Curriculum.
- Explicit teaching of skills in questioning, researching, analysing, evaluating and communicating.
- Develop moderation and common assessment tasks to assess knowledge of HASS content and skills.



HEALTH AND PHYSICAL EDUCATION STRATEGIES

HEALTH

- Implementation of the Western Australian Curriculum.
- Implement Be You program.
- Explicit and intentional teaching of Social, Emotional Learning (SEL), mental health and well-being awareness, cyber safety, bullying, First Aid, protective behaviours and Life Education.

PHYSICAL EDUCATION

- Implementation of the Western Australian Curriculum.
- Kindergarten to Year 2: Fundamental Movement Skills (FMS).
- Years 3 – 6: game strategies, Sporting Schools Program, Running Club, Vale Sporting Schools Association, varied opportunities to represent school in a range of sport.

TECHNOLOGY AND ENTERPRISE STRATEGIES

- Implementation of the Western Australian Curriculum.
- Explicit teaching of Digital Technologies in everyday learning and across the curriculum.
- Professional development opportunities with digital technologies and share information to all staff.
- Technology & Enterprise: All classes to use the investigate, plan, produce and evaluate process, each term with links to a curriculum area.

THE ARTS STRATEGIES

MUSIC

- Implementation of the Western Australian Curriculum.
- 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 (IMSS): Years 5 – 6.

VISUAL ART

- Implementation of the Western Australian Curriculum.
- Students artistic abilities to be fostered through high interest, hands-on visual art activities and cross-curricula planning.
- Talented students have to opportunity to participate in TAGS Art in Year 5-6.

LANGUAGES OTHER THAN ENGLISH (LOTE) STRATEGIES

- Implementation of the Western Australian Curriculum.
- Raise the profile of Italian in the school and community through activities including: whole school Italian day and display of students' work.
- Signs around school premises translated from English into Italian.



Safe and Inclusive Learning Environments

At Forest Crescent Primary we provide the learning conditions that enable all students to be successful

We are driven to do the best we can for our students; socially, emotionally and academically and we have embraced the BeYou framework, ensuring that students, staff and parents are supported. Schools can make a difference to children's health and well-being by addressing four key areas.

1. **A Positive School Community** – positive relationships at school enable children and families to feel that school is a place where they feel welcome, where they will be listened to and where they can contribute. A positive school community helps children feel that school is a safe place where their needs can be met. Research has shown that when children and families feel connected to the school, children are less likely to develop mental health problems and they succeed better at school.
2. **Social and Emotional Learning for Students** – Learning how to manage feelings and get on with others is an important part of children's development that helps them learn better and feel good about themselves. Teaching children social and emotional skills as part of the curriculum gives them tools for coping with emotions, solving problems and learning more effectively.
3. **Parenting Support and Education** – If we want to promote children's mental health and wellbeing, it makes sense for families and schools to work closely together. We support parents and caregivers in their central role of caring for children by making useful information and resources about parenting available and by letting them know where they can get further assistance.
4. **Early Intervention for Students who are Experiencing Mental Health Difficulties**- When children and families are able to access effective mental health intervention early it can make significant differences to their lives. We respond effectively to children's mental health difficulties by identifying when problems may need follow up, providing information for families and developing links with mental health services in the local area.

TARGETS

- To be above "Like Schools" attendance rate – greater than 94%.
- Our authorised absence rate to not be less than 75%.
- 60% of students constantly displaying Attitude, Behaviour and Effort (ABE) attributes at the consistent grade.
- Meet quality areas 2,3,4 and 5 of the NQS across Kindergarten to Year 2.

STRATEGIES

- Through the consistent use of the whole school Behaviour Management Plan, maintain a positive environment that allows students to optimise their learning and safely engage in a wide range of experiences.
- NQS Plan for Improvement- flexible learning spaces responsive to the needs of learners.
- Whole School BeYou Framework.
- Continue to provide programs that target areas of social need:
 - Rainbows.
 - NED/LifeEd Van.
 - Lunchtime Clubs for identified students.
 - Mentoring- Teacher/Student.
 - Buddy Classes.
 - School Chaplain.
 - Social and Emotional Learning (SEL) lessons in all classes.
 - Consistent monitoring and follow up attendance/absence (class teacher - parents).
 - Encourage community involvement through parent meetings.
 - Maintain and support a welcoming classroom.
 - Newsletter articles- outline role of chaplain (availability of all in the school community).



Excellence in Teaching & Leadership

We have a relentless focus on continuous self-improvement, the delivery of high-quality teaching practices, targeted and engaging teaching and learning programs. We have strong and empowered leadership that is multi-layered, which is evident and supported across the whole school.

TARGETS

- Teachers demonstrate improvement in teaching, learning and leadership as measured by the Australian Institute for Teaching School Leadership (AITSL) Standards for Teachers.
- Administrators demonstrate improvement in leadership as measured by the AITSL Standards for Administrators.
- Meet Quality Areas 1 and 7 of the NQS across Kindergarten to Year 2.

STRATEGIES

- Build collective responsibility for student progress and achievement through whole school approaches to teaching and learning.
- Staff engage in performance management processes to self-reflect, update pedagogy, improve practice, set plans targeted to professional needs and school priorities through the use of AITSL Standards for Teachers.
- Foster a professional learning community through peer observations and appropriate feedback, sharing of ideas at staff meetings and school development days.
- Provide relevant professional learning opportunities.
- Year level and Phase of Schooling collaboration to engage in data analysis and moderation to enhance the planning of quality teaching and learning programs.
- Staff are given leadership opportunities in various roles across the school, such as involvement in Nicholson Network collegiate meetings.
- NQS Plan for Improvement- Develop shared pedagogy and connected practice across the early years of schooling and an early childhood philosophy statement.



Positive Partnerships and Strong Governance

Forest Crescent acknowledges the value of working with and empowering our community. We are a highly responsive school characterised by strong, supportive relationships and a culture of care and connection to our community.

TARGETS

- The National School Opinion Survey results are positive for Community, Staff and Students – each item has a score of 4.0 or above.
- Meet Quality Area 6 of the NQS across Kindergarten to Year 2.

STRATEGIES

- Welcoming initiatives and programs for new parents and staff.
- Maintain a high level of parent-teacher communication through newsletters, school website and app, case conferences, class meetings, EAL/D parent meetings, classroom Parent Liaison Representatives, notice boards, email and text messages communication books and phone contact as necessary, daily contact at the door and welcoming parent assistance.
- High functioning School Board and P & C.
- Organise whole school events to encourage community participation and positive relationships including welcome afternoon tea, assemblies, Open Night, BeYou events, Kids for Kids, Good Sammy Drive, caring for the lake, Operation Christmas Child, Food Bank and the Fathering Project.
- 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.
- Continue to strengthen transition processes for those families enrolling children in Kindergarten.
- Continue transition processes between Kindergarten, Pre-Primary and Year 1, as well as for students with special needs throughout the school.
- Liaise with local and destination High Schools to implement a transition program for Year 6 to Middle School education.



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