

Showing the way...

BUSINESS PLAN

2017-2019



Augusta

PRIMARY SCHOOL

Showing the way...

Augusta Primary School is located in the beautiful seaside town of Augusta where the Indian and Southern Oceans meet, and the whales annually come to play. In this unique location we have a wealth of history and landmarks, featuring the Leeuwin Lighthouse; the tallest mainland lighthouse in the southern hemisphere.

Augusta and the primary school have a strong sense of community where everybody works together to achieve and build success across a range of domains.

On entering the school grounds, you will be met by native bushland and lovely gardens. Enjoy strolling through our spacious school grounds.

You will instantly see our modern and well-resourced Library thanks to kind donations from our local community and the amazing fundraising efforts of our Parents' and Citizens' Association.

As you continue, alongside the Kindergarten building, boasts our well-established nature play area for the students. We are spoilt to be surrounded by native bushland and, in a semi-cleared area, the students have the opportunity to return to nature where they can build, imagine and play as children. Crossing our oval you will notice our purpose built sustainable shed where students recycle and manufacture new materials.

The school prides itself with its strong sustainability focus equipping the students to be responsible for the future. We are also proud to be a Waterwise and Waste Wise school. We have a flourishing vegetable garden, just beyond the shed, where each student has the opportunity to become skilled in gardening, composting and worm farming. Connected to the garden is our school kitchen/canteen that allows the students to cook and create using the abundant organic produce.

As you continue through our school grounds, you will see how fortunate we are to have our very own Performing Arts Building, Science/ Art Room and Japanese Learning Centre.

Despite our small size, all the students have the opportunity to innovate and imagine using the latest technology





and advancements in Education. Throughout the school, you will come across a variety of areas which allow students to fully engage in both creative and structured outdoor and sporting activities. Students enjoy the physical challenge of a rope climber, and the dedicated junior and senior climbing equipment which are both protected by impressive shade structures.

Finally, you will enter our large undercover area. This is where we all come together and you will be welcomed to join in whole school and community functions. Student discos, open nights, performances and special events/ceremonies are regular features throughout the year in this area.

Augusta Primary School eagerly participates in community events and prides itself on its partnerships with both voluntary groups and local companies. Many of our programs are community focused encouraging our students to interact

with community members and contribute to their town. We also engage our community members to partake in a number of school activities.

We are an Independent Public School with a stable and enthusiastic leadership. We have a cohesive and devoted staff of classroom teachers, specialist teachers in Science, Japanese and Physical Education, quality education assistants, and dedicated ancillary staff.

The care and dedication our long standing staff has for the school is clearly evident. They provide a safe environment for children to learn, a commitment to providing the best education for each child as well as having enthusiasm when encouraging a child to reach their potential.

We are proud to be a 'Kids Matter School'; putting children at the forefront of everything we do. We also operate under an 'Open Door Policy', inviting parents and caregivers into the school to take part in their child's learning journey.



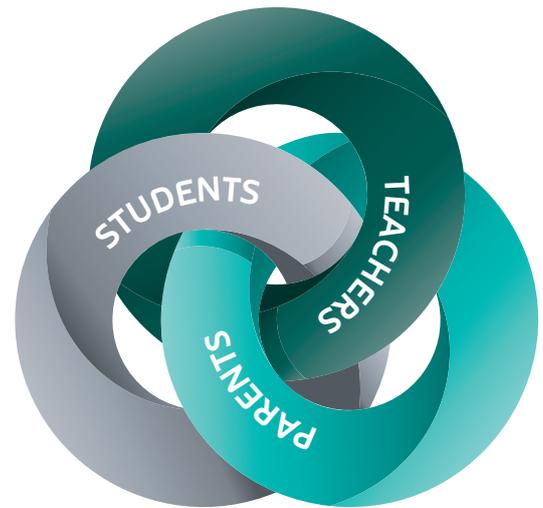


Our Vision

Augusta Primary School aims to provide high quality education in a rapidly changing world to promote lifelong learners, within a supportive and inclusive environment.

Our Expectations

- Develop resilient and confident students
- Motivate and engage students, and establish a learning environment that is safe, caring and inclusive
- Support students to achieve their best across all aspects of the curriculum
- Practise and teach environmental responsibility and sustainability
- Maintain open and respectful communication between all members of the school community and the wider community
- Foster a reflective teaching and learning community which embraces change.



Our Self Assessment

We have an evidence-based approach to self-improvement, and value teacher judgement. Effective data collection processes are established across the school, and an agreed assessment schedule that maps student achievement levels and tracks individual progress is in place.

On-going teacher reflection and collaborative planning in relation to teaching pedagogy, and the analysis of student data, is integral to our school improvement processes, with the information being used to inform and direct whole school planning and classroom practice.

Our Values

Honesty

- Show honesty, sincerity and seek the truth.
- Display a sense of integrity and trustworthiness.

Resilience

- Strengthen capacity to cope well when faced with adversity, change and unfamiliar situations

Respect

- Treat ourselves, our belongings, each other and the environment with dignity, honour and consideration.
- Nurture positive relationships within our local community, promoting citizenship.

Responsibility

- Show enthusiasm towards learning, accept responsibility for our actions and strive to do our best.
- Resolve conflict in a constructive and peaceful way.



Success for all Students

We aim to fully engage every student in the learning process in order to raise academic standards across all areas of the curriculum. We aim to prepare students to confidently take their place in the 21st Century as resilient and independent thinkers. We will continue to provide a tailored and personalised approach to teaching and supporting all students.

High Quality Teaching

High quality and effective teaching in every classroom will be maintained across the school. Teachers will work collaboratively to monitor the progress of all students, using the information as a basis for future planning at classroom and school level.

Explicit teaching opportunities and the adoption of strategies based approaches will be integral to the curriculum and classroom practice.

Effective Leadership

We will commit to and adopt the values of public education to anchor ethical decision making and behaviour. We will develop a shared vision in staff of high quality teaching that drives school-level recruitment, professional development, productive collaboration among staff, and performance management.

Strong Governance and Support

We will respond to student and community aspirations. We will promote empowerment of the local community by increasing the capacity of the School Board members to fulfill their responsibilities including oversight of budget, and input into school planning. We will enhance the capability of school support staff to add value to classroom effectiveness, care and school management.



Focus Areas, Strategies & Milestones



The 2017-2019 Business Plan brings together system expectations as described in the High Performance – High Care: Strategic Plan for WA Public Schools 2016-2019, and Focus 2017: Directions for Schools.

Our Business Plan outlines and describes the school's actions and intent in relation to addressing future directions and working towards our school's vision.

To deliver these we will implement a series of strategies and milestones that will be monitored using a range of indicators. A detailed annual Operational Plan, outlining budget and school resource allocations will complement the 2017-2019 Business Plan.

The strategies and milestones contained in this plan indicate the level of progress towards achieving our three priorities:

- 1 English**
- 2 Mathematics**
- 3 Science**



Establish and maintain a whole school approach to the implementation of **English** in line with Our Vision and the Department of Education Strategic Direction for Schools, with a focus on success for all students.

Broad Strategies and Milestones

- Commit to a minimum of 400 minutes of English per week.
- Provide a positive, rich learning environment that engages students in a wealth of literature, language and literacy experiences.
- Early identification and intervention of 'at risk' students.
- Strong focus on phonological sequence and an Oral Language in the Early Years.
- Provide extension programs for students to engage further with the curriculum.
- Maintain English Block, with explicit teaching and strategy based approaches.
- Teachers to ensure English beliefs are embedded in classroom practice.
- Specific Intervention Programs and Individual Education Programs are implemented and sustained.

Targets

READING

- Achieve NAPLAN results which show an increase in the average number of Year 3 and 5 students in Reading in the top 20% when compared to 'like schools' from 2017 - 2019.
- Achieve NAPLAN results which show a decrease in the average number of Year 3 and 5 students in Reading in the bottom 20% when compared to 'like schools' from 2017 - 2019.
- Develop a Reading Scope and Sequence document for P-6 by the end of 2019.

WRITING AND CONVENTIONS

Spelling, Punctuation and Grammar

To achieve NAPLAN results which show:

- A decrease in the average number of Year 3 and 5 students in Spelling in the bottom 20% when compared to 'like schools' from 2017 - 2019.
- An increase in the average number of Year 3 and 5 students in Writing in the top 20% when compared to 'like schools' from 2017 - 2019.
- Are at least consistent with or above when compared to 'like schools' in Punctuation and Grammar.





Establish and maintain a whole school approach to the implementation of **Mathematics** in line with Our Vision and the Department of Education Strategic Direction for Schools, with a focus on success for all students.

Broad Strategies and Milestones

- Commit to a minimum of 400 minutes of Mathematics per week.
- Provide a positive, rich learning environment that engages students in a wealth of Number & Algebra, Measurement & Geometry, and Statistics & Probability experiences.
- Maintain the use of the Origo online program in the teaching of Mathematics.
- Mathematics instruction is supported by manipulative, hands on and real life experiences.
- Maintain common Mathematics language from K-6 as outlined in Origo Mathematics program
- Early identification and intervention of 'at risk' students.

- Use data from On Entry Assessments to establish future planning for school direction.
- Provide extension programs for students to engage further with the curriculum.
- Maintain Mathematics Blocks, with explicit teaching and strategy based approaches.
- Specific Intervention Programs and Individual Education Programs are implemented and sustained.

Targets

- Achieve NAPLAN results for Years 3 and 5 which are at least consistent with or above when compared to 'like schools' in Numeracy from 2017-2019.
- 100% of staff will engage in the various elements of the Origo program.



Establish and maintain a whole school approach to the implementation of **Science** in line with Our Vision and the Department of Education Strategic Direction for Schools, with a focus on success for all students.



Broad Strategies and Milestones

- Commit to a minimum of 80 minutes of Science per week.
- Maintain dedicated Science day (Thursday) in school's weekly timetable.
- Maintain whole school approach to Science (Specialist teacher, P - 6)
- Provide a positive, rich learning environment that engages students in a wealth of science experiences.
- Deliver Science, Technology, Engineering and Mathematics (STEM) focus through Specialist Science teacher and classroom programs.

- Maintain the use of the Primary Connections in the teaching of Science.
- Science instruction is supported by manipulative, hands on and real life science.
- Maintain common Science language from K-6 as outlined in the Primary Connections program
- Provide opportunities for interaction with local scientists.

Targets

- To achieve Science PAT results which show at least 50% of students in Years 3 to 6 achieve a stanine of 4, 5 or 6 from 2017-2019.
- Develop a Science Scope and Sequence document for P-6 by the end of 2019.

Strong, Sustainable Community Partnerships



We aim to engage families and the wider community through school based programs and initiatives to enhance learning and create a strong sense of community and belonging.

We will collaborate with other organisations and service providers to enhance student learning and wellbeing, including:

- P & C Association
- School Board
- Lions Club of Leeuwin
- Augusta Men's Shed
- Augusta Chamber of Commerce and Industry
- Augusta Community Nursery
- Margaret River Senior High School
- Arts Margaret River
- Local sporting clubs
- Community Health
- Regional Therapy Team
- Community Libraries
- Ed Connect Australia
- TAFE
- University – Teacher Education
- Scientists in Schools
- Nature Conservation Margaret River Region
- Augusta CWA
- Karridale-Augusta RSL
- Environmental Research Group of Augusta (ERGA)



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