



Augusta

PRIMARY SCHOOL

Showing the way...

2021 – 2023 Business Plan

Context

Augusta Primary School is located in the beautiful seaside town of Augusta where the Indian and Southern Ocean 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 part take 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 have 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 put 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
- Uphold our School Values

Our Self-Assessment

We have an evidence-based approach to self-assessment, 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, collaborative planning 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 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

School Overview

At Augusta Primary School we aim to effectively create and sustain the conditions for student success through:

Relationships and Partnerships

Unity, visibility and a commitment to the provision of genuine learning experiences drives a number of community partnerships. The school is viewed as an inclusive and caring extension of the community, focused on the best for students.

Learning Environment

A safe, inclusive learning environment is enhanced through indoor and outdoor learning areas designed to maximise engagement and optimise student learning and wellbeing.

Leadership

School leadership is enhanced by the inclusive, open and transparent approach of leaders valued by staff and school community members.

Use of Resources

Historical budget allocation aligned to student numbers is underpinned by identified areas of improvement. Resources are targeted to support school improvement priorities.

Teaching Quality

A strong commitment to improving the learning and wellbeing outcomes for students is underpinned by a stable and skilled staff with a wealth of 'deep pockets of expertise'.

Student Achievement and Progress

The school is committed to developing a culture of data analysis and evidence-based decision making to determine the impact of teaching strategies on student achievement and progress.

Public School Review 2020

Focus Areas, Strategies & Milestones

The 2021-2023 Business Plan brings together system expectations as described in the *Every Student, Every Classroom, Every Day: Strategic Direction for Public Schools 2020-2024* and the Statement of Expectation 2021-2024.

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. Detailed annual Operational Plans, outlining budget and school resource allocations will complement the 2021-2023 Business Plan.

The strategies and milestones contained in this plan indicate the level of progress towards achieving our three priorities: English, Mathematics and Science.

Integral programs:

- Technologies/ICT
- Learning Support
- Indigenous Education
- Sustainability
- The Arts
- Promoting School
- Health and Wellbeing
- Early Childhood Education

Focus Area: English

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

- Maintain English Block, with explicit teaching and strategy based approaches.
- Commitment of 400 minutes of English per week as per the DoE policy guidelines.
- Provide a positive, rich learning environment that engages students in a wealth of literature, language and literacy experiences.
- Early identification, specific intervention and Individual Education Programs are implemented and sustained for students at educational risk.
- Strong focus on phonological sequence and an Oral Language program in the Early Years.
- Teachers ensure identified evidence-based, whole school English strategies are embedded in classroom practice.
- Use data from On-Entry Assessments and standardised tests to establish future planning for school direction.
- Maintain common meta-language from K - 6.

Targets

NAPLAN

By the end of 2023, 80% of students in Years 3 and 5 will achieve at least consistent with or above 'like schools' in English from 2021-2023.

PAT ACER

By the end of 2023, 80% of students in Years 1 to 6 will achieve a stanine of 3 or above for PAT Reading assessment from 2021-2023.

By the end of 2023, 80% of students in Years 1 to 6 will achieve a stanine of 3 or above for PAT Grammar and Punctuation assessment from 2021-2023.

By the end of 2023, 90% of students in Years 1 to 6 will achieve a stanine of 3 or above for PAT Reading assessment from 2021-2023.

Focus Area: Mathematics

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

- Maintain Mathematics Block with explicit teaching and strategy based approaches.
- Mathematics will be taught for a minimum of 400 minutes of Mathematics per week as per the DoE policy guidelines.
- 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 the Origo Mathematics scope and sequence.
- Early identification, specific intervention and Individual Education Programs are implemented and sustained for students at educational risk.
- Use data from On-Entry Assessments and standardised tests to establish future planning for school direction.
- Provide supplementary programs for students to engage further with the curriculum.

Targets

NAPLAN

By the end of 2023, 90% of students in Years 3 and 5 will achieve at least consistent with or above 'like schools' in Numeracy from 2021-2023.

PAT ACER

By the end of 2023, 20% of students in Years 1 to 6 will achieve a stanine of 7 or above for PAT Mathematics assessment from 2021-2023.

Focus Area: Science

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 a dedicated Science day in the school's weekly timetable.
- Maintain a whole school approach to teaching 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.
- 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 and STEM in Science programs.
- Provide opportunities for the interaction with local scientists.
- Use data from standardised tests to establish future planning for school direction.

Targets

PAT ACER

By the end of 2023, 80% of students in Years 1 to 6 will achieve a stanine of 3 or above for PAT Science assessment from 2021-2023.

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
- Augusta Playgroup
- Augusta and Districts Community Childcare
- 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
- Augusta Volunteer Sea, Search and Rescue
- Augusta Volunteer Fire and Rescue
- St John Ambulance Augusta Subcentre
- 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)