Business Plan
2013 – 2015
reviewed by the School Board 2014

Roebuck Primary School
‘Working Together’ v.2.1
Welcome to Roebuck Primary School: “Working Together”

Roebuck Primary School was the first regional ‘School in Houses’ in Western Australia. The school opened in January 2000 with 6 houses being utilised as eight teaching/learning areas, an administration building and a library. The school has since grown and in 2005 moved fully into its new premises on Spoonbill Avenue and now incorporates all the facilities of a modern, progressive school.

Roebuck Primary School is a local intake school. Student diversity allows Roebuck Primary School to balance the importance of individualism and the responsibilities of community to provide a well-balanced curriculum in a safe, supportive learning environment. While we have an emphasis on literacy and numeracy and developing the traditional ‘basics’ we provide specialist curriculum and values platforms to develop the ‘whole’ child.

Productive partnerships are a feature of our school and this was acknowledged when the school became an inaugural member of the Broome Cluster of Independent Public Schools; ‘Four Schools One Community’, in 2013. We work closely with a vibrant School Board, Parents and Citizens Association, Cluster Board, individual families and members of the wider community. Our student leadership are active role models in the local community.

Roebuck Primary School has established a strong reputation through its delivery of quality teaching and learning and student performance. As an Independent Public School our challenge is to further develop our students as successful, motivated learners who strive to achieve. The next three years will see our priority of implementing ‘Phase One’ of the Australian Curriculum. The school reflects an instructional and distributed leadership model where staff expertise is maximised to better meet the priorities and focus areas of the school. We aim to develop leaders from both staff and students.

Roebuck Primary School operates as a ‘whole school’ where there are professional standards, expectations and alignment between the transition of students from year levels; and learning communities: early, middle and late childhood. Professional excellence, commitment and collaborative practice will be demonstrated via these learning communities in achieving our whole school commitments and targets.
**Our Vision**

Roebuck Primary School staff, students and community will work together to provide a centre for learning excellence. A school responsive to the changing needs of society, where respect, independent thinking and emotional well-being are promoted with the aim of giving students the skills to be valued citizens.

Domains of support to develop our vision are:

**LEADERSHIP:** Embedded in a professional learning community where instructional and distributed leadership is responsive to school-based and systemic data; and in reference to the local context, actioned on evidenced-based decision-making SMART targets

**CURRICULUM:** Implementing a national responsive Australian Curriculum aligned to the Roebuck Primary School context

**PEDAGOGY:** Our method of teaching is premised on contemporary research and practice and is supported through the scaffolding of knowledge, understanding, skills and context

**STANDARDS:** Roebuck Primary School establishes contextually appropriate standards for all students, staff and community members, referenced against national evidence

**EXCELLENCE:** In all that we do. Aspire to high expectations in all endeavours by staff, students and the school community

**RELATIONSHIPS:** Effective meaningful relationships between all stakeholders – students, staff, parents, IPS Cluster and the wider school and local community

**INCLUSIVITY:** Developing the ‘whole child’ by focusing on the academic, social, emotional, behavioural, physical and medical needs of individual students and providing an inclusive learning environment in the context of student needs and school resources

**CULTURE:** of ‘Working Together’

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**Broome Cluster of Independent Schools**

**VISION**

As the Broome Cluster of Independent Public Schools we represent ‘Four Schools One Community’. Our vision is to work together to enhance our individual and shared excellence. Together we will create improved opportunities for intellectual, social, physical, creative and experimental learning through high quality teaching and strong pastoral care relationships.

**VALUES**

- Excellence: personal and professional; be the best you can
- Positive respectful relationships: between all cluster staff, students, parents and the community
- Commitment: to self, other, school and cluster

**PRIORITIES:**

- Share excellence
- Provide a seamless transition from K-12
- Retain students and families in Broome
- Maintain a safe and inclusive community
Recognising our key stakeholders we can assess how our Strategic Plan will impact on them, and ultimately, assure successful outcomes are achieved.

Our Key stakeholder Groups

Students
Our students are central to our vision. The aim of the Strategic Plan is to develop not only academic achievement but the creative, physical and social and emotional skills necessary for students to achieve their full potential and become active and productive members of the community. Roebuck Primary School is focused on achieving high standards of excellence in all that our students do while equipping them for life-long learning through a vibrant, responsive learning environment.

Staffing
To ensure achievement and progress for all students we foster high levels of professional standards and expectations in all school staff. This Strategic Plan ensures we maintain a focus on supporting, developing and challenging our staff to ensure their professional engagement has a positive impact and maximises the learning and development of students.

Parents
Education is a partnership between teachers, parents/caregivers and students. It is through this strong partnership toward common goals that our vision is realised. Parents / caregivers are vital in ensuring our students are well supported as we focus on our vision to inspire a passion for life-long learning. Education is strengthened when all partners work together on common and shared priorities.

Cluster
The Broome Cluster of Independent Public Schools incorporating Broome Primary School, Cable Beach Primary School, Roebuck Primary School and Broome Senior High School are an integrated, holistic K-12 learning community with a cluster vision: ‘Four Schools, One Community’.

As a cluster, we have developed a collaborative and shared purpose assisted by our regional identity and a strong sense of being an inclusive community to facilitate better outcomes for students and members in our wider Broome community.

Parents and Citizens Assoc. (P&C)
The P&C is a forum for parent decision-making and input; the organisers of whole school social events and the major fund-raising arm of the school. P&C funding supports the development of facilities, programs and activities as guided by the school Business and Operational Plans.

School Board
The School Board reviews the Business Plan and provides school governance on a range of school policies. The Board provides an effective conduit between the community and the school. Through the Board the school is able to establish and communicate a clear understanding of the views of our school community and to shape the direction of the school.

Cluster School Board
The Cluster Board is to review the implementation of the Cluster Priorities and through a process of self-assessment provide feedback to Board members to support the drive, direction and agreed outcomes of the ‘Four Schools One Community’. Representatives from Roebuck Primary School are members of the Cluster Board and provide regular communication between the two governing bodies. Member principals’ meet on a regular basis to discuss operational perspectives relating to each member school and the implementation of the cluster foci.

Local Community
Roebuck Primary School is a focal and integral part of Roebuck Estate. It serves as both the local (intake) school as well as a strong community base for sporting, parenting, community groups and commercial enterprises. This use of the school is welcomed and promoted to better serve and support community initiatives.

Wider Community / Agency
As an Independent Public School (IPS) in a large regional centre the school has greater flexibilities to meet contextual operational and management needs. As a member of the IPS Cluster this is enhanced as the respective schools collaborate to bring about ‘economies of scale’ to better serve our students, staff and community.

Roebuck Primary School actively responds to and sources opportunities for productive interagency collaboration that enables us to better address and serve school priority and focus areas.
The Business Plan references and implements the Department of Education’s corporate framework including the Strategic Plan for Western Australian Schools 2012-2015 and the Director General’s Classroom First Strategy. The plan outlines a succinct overview of the strategic intent of Roebuck Primary School toward quality improvement strategies within academic and non-academic areas.

The Business Plan forms part of a suite of documents including annual Operational Plan, Workforce Plan and the Delivery Performance Agreement.

Evidenced based approach to the Business Plan

Roebuck Primary School is a school that continually strives to be a school of excellence. This is achieved in a large part through the efforts of highly skilled and motivated teachers and school leaders.

To continue to endeavour to be a school of excellence we espouse the goals that guide Australian Education – Melbourne declaration on Educational Goals for Young Australians 2009, as follows:

- Roebuck Primary School promotes equity and excellence
- All Roebuck Primary School students become:
  - Successful learners
  - Confident and creative individuals
  - Active and informed citizens

In order to achieve these goals there is no more important endeavour than to further improve the quality of teaching at Roebuck Primary School. Nationally and internationally there is unequivocal evidence that the quality of teaching is the most significant in-school factor affecting student outcomes. As such, everything that teachers’ (and all educational staff) do, and that is done to support them, needs to be linked to increasing the positive impact (Hattie: Effect size) of student achievement.

The implementation of the vision and strategic direction of Roebuck Primary School is informed by school effectiveness; systemic and school-based data, contemporary educational research and underpinned by an effective change management paradigm. The critical feature of change process is that teaching and learning remain the focal points and Roebuck Primary School will continue to improve by raising the standards of professionalism and building core competencies in its educational workforce.
**Goal:** By the end of 2015, Roebuck Primary School will have implemented a whole school approach to quality teaching and learning incorporating instructional literate practices that result in greater student engagement and improved learning outcomes.

**TEACHING**

- Develop and implement whole school practice polices across the teaching, learning and assessment regime to provide staff with a consistent approach to teaching standards and expectations, K-7

- Implement a whole school approach to pedagogy through a model framework for teachers to plan for effective, connected practice within their classrooms that includes instructional strategies and tactics

- Implement a whole school approach to the Australian Curriculum including a corresponding Management Information Schedule (MIS) with a specific foci on ‘assessment tools’ – programs that provide specific data on student performance to inform whole school, year level, class and individual planning

- Implement a whole school approach to developing and using assessment literate practices by all teaching staff in system and school-based data to make informed evidenced-based decisions about curriculum standards, expectations and targets to ensure appropriate differentiation of the curriculum occurs

- In conjunction with the Australian Curriculum phases of implementation ensure the concurrent application of the WA Curriculum and Assessment Outline

- Develop and implement a Classroom Observation and feedback model

**STANDARDS FOR TEACHERS**

- Continue to build high professional standards across the school aligned to AiTSL (Australian Institute for Teaching and School Leadership) via Australian Professional Standards for Teachers (APST) and Australian Professional Standards for Principals (APSP)

- Ensure rigour in early childhood education through the implementation of the National Quality Standards (NQS) and the Early Years learning Framework (EYLF)

**LEARNING ENVIRONMENT**

- Curriculum leaders develop, in conjunction with their teams, an Operational Plan to provide specific direction (inc strategies, resourcing, targets and assessment regimes) across school priority and focus areas

- Continue to implement and review Kids Matter – a comprehensive program for promoting emotional and social competencies, K-7

- Extend and implement a whole school approach to Classroom Management Strategies (CMS)

- Review, refine and provide support to ensure whole school Behavioural Management Strategies (BMS) are implemented in an ethical, moral and consistent manner across the school, K-7

- Develop staff competencies in using technologies to provide students with greater access to appropriate learning activities and outcomes

**LEADERSHIP**

- Provide opportunities for leadership and career development through the AiTSL Standards

- Implement an effective and functional distributed leadership model to facilitate staff leadership and ownership of school priorities and focus areas

- Provide targeted professional learning for aspirant leaders

- Audit staff knowledge and expertise of staff annually and provide high quality professional learning opportunities that build capacity for best practice teaching and learning
Goal: By the end of 2015, Roebuck Primary School will have built an effective whole school approach to performance and development so that all staff are motivated, highly effective, consciously competent and have an agreed understanding of moral purpose in relation to systemic and contextual standards and expectations.

TEACHING
- Continue to build a shared understanding of effective teaching and pedagogy as articulated in the AITSL Standards
- Provide opportunities for ongoing professional learning for all staff on formative and summative assessment literate practices to implement data informed planning
- Utilise purposeful work shadowing as a means of:
  - professional support for development of skills, knowledge and understanding
  - aspirant leaders demonstrating professional practice, knowledge, skills and application
- Provide opportunities for ongoing staff reflection on professional learning practice with a range of sources to evaluate effectiveness, including:
  - evidence of impact of teaching on student outcomes include student feedback
  - direct observation of teaching and teacher self-assessment
  - evidence of participation in professional learning and teacher reflection on its impact

LEARNING ENVIRONMENT
- Implement an effective cycle for all staff aligned to the AITSL Performance and Development Framework to:
  - provide a framework for professional learning
  - guiding self reflection, self improvement and development
- Embed a self-assessment and mentoring approach in performance and development processes, school planning and review

STAFF – Teaching and School Support Staff
- Highlight and celebrate staff achievements through nominations for awards, newsletters, assemblies, local and wider media outlets, feedback in Performance Management and in the appointment to aspirant / leadership positions

CLUSTER
- Continue to foster collaborative relationships with the Broome Cluster as per Priority 1: Share Excellence

LEADERSHIP
- School leaders will engage in learning and lead the development of a learning culture within the school and across the cluster
- Implement an Aspirant Leadership strategy to support staff development and professional career opportunities
- Support for professional learning through whole school structures aligned to school priorities and focus areas
- Build capacity of Executive and Leadership Team in contemporary educational research of leadership practices inc AiTSL – Australian professional Standards for Principals (APSP), coaching and mentoring
- Build capacity of staff (teaching and school support staff) through structured professional learning to apply for formal certifications through governing bodies (RTO or tertiary); further qualifications through (RTO or tertiary) or aspirant positions

SELF ASSESSMENT
Roebuck Primary School promotes self assessment initiatives linked to the Department of Education Strategic Plan 2012-2015, Classroom First Strategy and the IPS Delivery Performance Agreement three core domains and 17 principal responsibilities. We structure our self assessment according to the School Improvement and Accountability Framework.

Successful students are at the core of our school improvement with both academic and non-academic standards the central focus. All operations and processes at Roebuck Primary School are evaluated in relation to their impact on student performance, achievement or progress.

Our school improvement cycle is an on-going process encompassing three components. We assess data and other evidence related to student achievement / progress; we plan to improve the standards of student performance; and, we act to implement planned and resourced strategies.
Goal: By the end of 2015 Roebuck Primary School will have implemented the Australian Curriculum – as per School Curriculum and Standards Authority (SCASA) implementation schedule - so that teachers are consciously competent with the Australian Curriculum and our students develop knowledge, skills, behaviours and dispositions that can be utilised within their learning and in their lives outside school.

TEACHING
• Full implementation of Phase 1 Australian Curriculum by Semester 1, 2014 as per Roebuck Primary School’s implementation plan

• Full implementation of Phase 2 and Phase 3 Australian Curriculum as per Roebuck Primary School’s implementation plan. (as advised by SCASA)

• Develop a whole school approach to the general capabilities of the Australian Curriculum

• Continue with directed common assessment tasks (CAT) and moderation in specific curriculum areas as identified by the Operational Plan

• Focus on Roebuck Primary School’s standards in relation to expectations of student achievement and progress with the Australian Curriculum

LEARNING ENVIRONMENT
• Focus on collaboration in the assessment, planning and teaching of the Australian Curriculum

• Continue to support collaborative teams across phases of schooling and curriculum priority and focus areas

RELATIONSHIPS
• Continue to engage in coordinated and targeted professional learning on Australian Curriculum and pedagogical practices across the Cluster and through specific learning area groups such as TDS – Mathematics, K-7, BACE...

RESOURCES
• Aligned resources (fiscal, human and physical) to the implementation of the Australian Curriculum

• Ensure relevant and appropriate time is provided in School Development Days, staff meetings and relevant ‘out of hours’ professional learning for Australian Curriculum professional learning as per relevant phase

LEADERSHIP
• Continue to develop expertise of Australian Curriculum leaders with specialist knowledge in Phase 1, 2 and 3 areas as per implementation schedule

• Provide professional learning opportunities to develop expertise

• Align Executive Team to Australian Curriculum leaders and learning areas as per the Roebuck Primary School Instructional and Distributed Leadership model
GOAL: By the end of 2015 Roebuck Primary School will continue to develop and sustain positive and productive partnerships with a range of stakeholders to improve and enrich the learning outcomes of students.

TEACHING
- Continue to embed a local community focus in teaching, learning and value-adding programs as applicable to the school priorities / focus. eg Reading Rocks, Bookweek, PEAC activities, Circle House, Yaruwu language and cultural awareness, sporting groups – specialists...
- Continue to develop and build our knowledge and celebrate our cultural heritage and local community dynamic. eg Yawuru, pearling history, cultural demographic

LEARNING ENVIRONMENT
- Increase the understanding of, and community involvement in, the teaching and learning programs. eg National Quality Standard (NQS), Early Years Learning Framework (EYLF) and the emphasis on a play-based learning environment, assessment tools to provide relevant school-based data, intervention and support programs such as mini-lit, multi-lit
- Through school initiatives via the NQS and EYLF work toward aspirational routines and procedures to facilitate greater and more productive parent contact and involvement in the early years, K-2

RELATIONSHIPS
- Continue to foster positive and productive relationships with parents / caregivers
- Continue to develop and build a productive educational relationship with Nyamba Burru Yawuru to enhance cultural and language awareness
- Continue to seek contributions and involvement from members of the school community through surveys, parent forums, P&C and School Board and associated school-based activities
- Continue to foster and enhance a professional learning community across the Broome IPS Cluster
- Continue to foster productive relationships with local businesses and community centred associations, Kimberley Training institute (KTI), universities, Registered Training Organisations (RTOs)

RESOURCES
- Develop and embed a communication and marketing strategy for Roebuck Primary School in the context as an Independent Public School and as a member of the Broome Cluster
- Continue to support and foster community use of school facilities and grounds
TARGETS for 2013 – 2015

These targets are medium to long-term targets and are an indication of progress toward achieving our goals. Annual targets will be developed within Operational Plans, in a given cycle, as specific progress toward the strategic target. Roebuck Primary School has an ICSEA of 1051 which places it as ‘average Australian school’. Therefore, the minimum aspirational target for school performance will be the ‘Australian mean’ in all NAPLAN (national) assessments. The national mean is the best indicator as this ‘national measure’ has the least fluctuation amongst any national measure thus making it more realistic and relevant to establish school medium to long-term targets.

‘Like schools’ vary from year to year and thus it is difficult to make meaningful comparisons; especially since we do not obtain the assessment data until six months after (November) administering the test.

NAPLAN Longitudinal data and measurement of achievement and progress of cohorts are useful for specific group or whole school planning. These measures will be utilised as part of a suite of system and school-based data in assessing our effectiveness and success in meeting the improvement targets.

STUDENT ACADEMIC
Achievement Improvement Targets
National Assessment Program in Literacy and Numeracy (NAPLAN)

INCREASE WHOLE SCHOOL BENCHMARK TARGETS 2013 – 2015
Year 3, 5 & 7 (stable cohort) mean growth to be comparable to ‘Australian Mean’ in Reading, Writing, Spelling and Grammar

Maintain student % in top 20%, middle 60% from year 3-5, 5-7 (stable cohort) in Reading, Writing, Spelling and Grammar

Maintain indigenous student % in top 20%, middle 60% from year 3-5, 5-7 (stable cohort) in Reading, Writing, Spelling and Grammar

INCREASE WHOLE SCHOOL ASPIRATIONAL TARGET 2013-2015
Value adding –
Year 3-5 and Year 5-7 (stable cohort) mean growth to be comparable and /or greater than State mean growth in: Reading, Writing, Spelling and Grammar.

Decrease number of students below benchmark.
Increase number of students in top 20% in Reading, Writing, spelling and Grammar.

Decr ease number of indigenous students below benchmark. Increase number of indigenous students in top 20% in Reading, Writing, Spelling and Grammar.

INCREASE WHOLE SCHOOL BENCHMARK TARGETS 2013 – 2015
Year 3, 5 & 7 (stable cohort) mean growth to be comparable to ‘Australian Mean’ in Number and Measurement

Maintain student % in top 20%, middle 60% from year 3-5, 5-7 (stable cohort) in Number and Measurement

Maintain indigenous student % in top 20%, middle 60% from year 3-5, 5-7 (stable cohort) in Number and Measurement

WHOLE SCHOOL ASPIRATIONAL TARGET 2013-2015
Value adding –
Year 3-5 and Year 5-7 (stable cohort) mean growth to be comparable and /or greater than state mean growth in Number and Measurement

Decrease number of students below benchmark.
Increase number of students in top 20% in Number and Measurement

Decrease number of indigenous students below benchmark. Increase number of indigenous students in top 20% in Number and Measurement.

ON ENTRY LITERACY AND NUMERACY
Pre-primary only
Meet Roebuck Primary School’s progression standards as per the scope and sequence ‘Oral to Literate’ continuum based on the State Wide Speech and Language profile.

Meet Roebuck Primary School’s numeracy standard meeting or exceeding that as demonstrated by On-entry profile.
STUDENT NON-ACADEMIC
Improvement Targets

ATTENDANCE

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<th>Minimum risk</th>
<th>Moderate Risk</th>
<th>Severe Risk</th>
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<td>4%</td>
<td>2%</td>
<td>4%</td>
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To reduce the percentage of students in the ‘at risk’ categories through greater communication with parents / caregivers and liaising with staff and interagency personnel to work with families to develop greater consistency in school attendance.

Attendance rate is at or above state average for both Aboriginal and non-Aboriginal students.

Number of K-7 students with less than 90% attendance to decrease due to the large number of families taking holidays during the school term

Develop individual / group attendance plans for students with less than 90% attendance

Implement strategies for improving attendance of students with less than 80% attendance

Implement a support group for improving literacy and numeracy skills for students with poor attendance

Promote and educate parents on the importance of school attendance for all students

Work with identified cultural and groups as per the school’s demographic

KIDSMATTER (PATHS) – Values

Kids Matter surveys have a 90%+ ‘somewhat agree, strongly agree” response.

Students and staff report a positive ethos in school, including social interaction between staff and students. This includes respect and understanding, appropriate expressions of feelings, high expectations for all students to achieve, diversity is valued, positive relationships between all is promoted.

The school has well-embedded mechanisms, such as student council and leadership groups to allow consultation and feedback.

The school can demonstrate change and improvement as a result of student action teams and whole school consultation.

The school can demonstrate explicitly that teaching social and emotional skills is an integral part of the curriculum where specific skills are taught.

The school provides evidence of parent education in relation to resiliency, values and safety.

[End]