Mission Statement 2015 - 2017

December 2014
Entering 2015, is a significant year for Roebuck Primary School with several significant aspects impacting upon the school’s operation: Student Centred Funding Model and ‘one line budget’; education: provision of an inclusive and high-quality education program focusing on an Australian Curriculum by professional education staff who support a collaborative work environment that promotes whole school practices and a collective vision; governance: inaugural DES review on 28 and 29 May, 2015; will see a significant proportion of the original Board members complete their tenure; management: appreciate the impact of both the new K-6 primary structure and Broome North Primary School opening with corresponding reduction in the local intake areas of enrolments; and ultimately, Roebuck Primary Schools status and vision as both an Independent Public School and a member of the federation of Broome Cluster of Schools; five schools one community.

As the current principal I was aware of the high turnover of school leadership in the previous decade; commitments and accountability requirements at being an Independent Public School, specifically one in its fledgling year. A thorough handover was completed upon my entry to the school; and to further appreciate this information, an audit process commenced in second semester, 2013, using the Australian Council for Educational Research in partnership with the Commonwealth Department of Education, Employment and Workplace Relations National School Improvement Tool to review:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systemic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School-community partnerships

The latter part of 2013 and 2014 saw adjustments incorporated across the school as a response to constructive feedback and the need to make accommodation for strategic direction and contextual aspects directly impacting on Roebuck Primary School. The conclusion of 2014 places Roebuck Primary School in a position to build from the refinement of existing practices, procedures, expectations and standards into an aligned, whole school approach that aims to reflect the school vision.

School Vision

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

A commitment to this vision is to shift our academic results to align more closely with the Australian mean NAPLAN data (systemic data). The Australian mean is marginally higher than ‘like schools’ and provides more consistently accurate information which we can use to inform on school progress and achievement; therefore, this becomes our longer-term aspiration.

Currently, and for the past several years we have been performing at the lower edge of this performance category; therefore, our goal is to be the top performing school in this performance category.

Our goal must be to move to the Australian mean which equates to a standard that is:
- Specific; in that, using the ‘mean’, is the most consistent in quantitative measures
- Measureable; consistent and stable
- Achievable
- Realistic for us to achieve
- Timely; as we can identify and measure milestones to recognise steps that are evidence of our move to our long term target.

How we get our school performance category

The Australian Bureau of Statistics uses several criteria to develop a profile formula that creates a rule that produces a schools performance category - Index of Community Socio-Educational Advantage (ICSEA) ranking. Roebuck Primary School’s ICSEA ranking in 2014 is 1030. Average ICSEA ranking is 1000.
Whole school strategies to achieve our vision

There are six key strategies that have been initiated to support the attainment of goals set in the Business Plan 2015-2017. These are:

1. Whole school approaches and practices that support seamless transition of skills, knowledge and understandings to deliver high student outcomes.
2. Distributed leadership: develop staff expertise and capacity across the school to lead in the development, delivery and assessment of the Australian Curriculum, including general capabilities.
3. Data-informed, evidenced-based assessment practices. Includes the multi-tiered assessment regime of:
   - Assess, plan and act, cyclic approach to professional learning (action learning).
   - Assessment literate staff who are able to make professional judgements and make recommendations on individual, cohort, class, curriculum and whole school programs.
   - Assessment literate staff who are able to make professional judgements and make recommendations on individual, cohort, class, curriculum and whole school progress and achievement against national standards.
4. Visible Learning - developing conceptual understandings about what teachers and students know and understand about learning intentions and identifying success criteria.
5. Peer to peer mentoring and coaching models to ensure collegiate professional feedback occurs; developing the professional engagement and self-assessment of staff in facets of pedagogy; to engage with colleagues and improve practice.
6. Positive school and classroom engagement.

Measures of success

Using the School Improvement and Accountability Framework as our guide, the school will continue to engage in self-assessment to assess our performance in addressing the system and school priorities and focus areas.

Self-assessment is fundamental to establishing an effective school improvement cycle. We will reflect on and evaluate our performance in order to plan for and enact improvement. We will undertake self-assessment that results in verifiable judgements about student achievement, staff engagement and commitment to our published priorities.

We will use a systematic, continuous and comprehensive process that focuses on student performance and progress; assessing our performance and implementing plans for effective school improvement and accountability. This involves gathering and analysing data and other evidence and making judgements about the standards of student achievement and the effectiveness of school processes and operations. Successful students are at the core of school improvement and accountability.

We will know that we are being successful with the implementation of school programs through the analysis and use of systemic and school-based data using evidenced-based practices. Data collection varies in its type, collection cycle and manner by which it is used and with whom we compare and measure our success. Acknowledgement of the success of programs can be measured in several ways including; achievement, progress and value-adding.

Classroom based programs should maximise the Visible Learning principles of assessment of, as and for learning that will guide and inform the teacher and students, both as active participants in the learning process, as how well learning is occurring.

The fidelity of a program is not what the staff/students are doing but what they are learning.

We must share successful pedagogy, strategies and approaches with colleagues and celebrate success.
1. Whole school approaches and practices that support seamless transition of skills, knowledge and understandings to deliver high student outcomes

Our whole school priorities are purposefully aligned with those articulated in Excellence and Equity: Strategic Plan for WA Public Schools 2012–2015, Focus 2015, the Western Australian Curriculum and Assessment Outline, Phase 1 Australian Curriculum, K-10 and those flexibilities afforded Independent Public Schools.

Roebuck Primary School’s Business Plan builds on the ongoing commitment of Classroom First and sets out the contextual opportunities ahead. We move away from policies, rules and processes which have not been flexible enough to accommodate the needs of individual schools, and move toward building a contextually shaped, distinctive school serving the Roebuck Primary School and wider community.

With distinct standards and expectations articulated in national documents, greater transparency in school operations and greater cooperation between school sectors to provide a differentiated, yet seamless transition between year levels, phases of learning and education sectors: 0-4 year old, early years of education (0-8) Kindergarten to Year 2; middle primary, Years 3-6; and the transition to high school has become a contemporary mode of understanding and expectation, yet requires considerable professional commitment and support to be successful. To maximise available resources with finite time available, Roebuck Primary School has embarked upon the implementation of whole school approaches to deliver high expectations and standards for student outcomes through high-quality teaching.

Curriculum

The rationale for introducing an Australian Curriculum centres on improving the quality, equity and transparency of Australia’s education system.

An Australian Curriculum will provide a clear, shared understanding of what young people should be taught and the quality of learning expected of them, regardless of circumstance, location, context or background.

Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture and appreciation of, and respect for, social, cultural and religious diversity, and a sense of global citizenship.

An Australian Curriculum will contribute to the provision of world-class education in Australia by setting out the knowledge, understanding and skills needed for life and work in the 21st century and by setting common high standards of achievement across the country.

By 2015, all schools in Western Australia are required to teach, assess and report on year-level specific phase one Australian Curriculum content. Each state and territory has developed its own assessment and reporting policy around the Australian Curriculum which outlines how we will assess the learning and teaching programs implemented in each of our schools.

The development of an improvement focused environment is critical to Roebuck Primary School’s capacity to meet these challenges of implementing the Australian Curriculum. Five key strategies are:

- Implement an audit and review cycle of assessment to ensure programs at Roebuck Primary School align with the Australian Curriculum; are contextually appropriate, and fidelity of programs is maintained.
- Applying and supporting an Australian Curriculum implementation schedule
- Development and alignment of whole school (trimester) plans in academic and non-academic school priority and focus areas.
- Development of a ‘Roebuck Standard’ that articulates clear, whole school expectations across key learning areas and programs; academic and non-academic.
- Development of assessment literacy in an assess, plan and implement cycle of school, curriculum and class programs that demonstrate transitional expectations and standards.

An Australian Curriculum for the 21st century needs to acknowledge the changing ways in which young people learn and the challenges that will continue to shape the learning in the future. The curriculum is important in setting out what will be taught, what students need to learn; the expected quality of that learning; and, the standard of that learning.
General Capabilities
Learning Areas and the disciplines from which they are drawn provide a foundation of learning in schools because they reflect the way in which knowledge has, and will continue to be developed and codified. However, 21st century learning does not fit neatly into a curriculum solely organised by learning areas or subjects that reflects disciplines. Increasingly, in a world where knowledge itself is constantly growing and evolving, students’ need to develop a set of knowledge, skills, behaviours and dispositions and general capabilities that apply across subject-based content and equip them to be lifelong learners able to operate with confidence in a complex, information rich, globalised world.

The general capabilities define knowledge, skill, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners; confident and creative individuals, and active and informed citizens. The general capabilities to be included in the Australian Curriculum are:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding and Intercultural understanding

...and as such, these general capabilities are planned to be embedded in all learning programs where contextually appropriate.

2. Distributed leadership: develop staff expertise and capacity across the school to lead in the development, delivery and assessment of the Australian Curriculum, including general capabilities

Capacity building concerns the knowledge, skills and disposition of people individually but especially collectively.
Fullan (2010)

Leadership is demonstrated by actions not through appointment to a position; therefore, a distributed leadership paradigm is embedded at Roebuck Primary School where staff are the energy and driving force behind school priorities, focus area and curriculum direction and school programs; including regional targeted initiatives.

There is formal and informal leadership; Formal leadership is by default to an appointed position; whereas, informal leadership is where staff are recognised by colleagues and through actions, default to this colleague for their professional knowledge, skills or recognition. Both types of leadership are acknowledged and supported.

Leadership positions are not always long-term tenures and can be fluid and point of need; meeting the contextual needs of the school.

Capacity building and support of all staff is embedded in this leadership paradigm. The use of the Australian Institute for Teaching and School Leadership (AiTSL) Australian Professional Standards for Teachers (APST) and Australian Professional Standards for Principals (APSP) are the professional reference documents that frame the establishment of capacity building pathways for teaching staff. The AiTSL website is recognised, along with the Institute of Professional Learning (IPS) as the professional education reference points.

A whole school leadership and capacity building program has been developed to cater for:

- Graduate teachers
- Classroom teacher
- Aspirants—staff seeking administrator positions
- Administrators
- Support staff
- Ministerial officers including Registrar

We are building our own internal school capacity to develop an environment where distributed leadership, cooperative learning and high expectations are the norm.

Engagement with professional associations and tertiary institution including partnerships with organisations (eg Waardi) that promote contemporary and research supported educational practice will be engaged to support Roebuck Primary School’s vision.

Participation in high quality professional learning premised around action learning ensures the commitment to this intent.
3. Data-informed, evidenced-based assessment practices. Includes the multi-tiered assessment regime of:
   - Assess, plan and act, cyclic approach to professional learning (action learning)
   - Assessment literate staff who are able to make professional judgements and make recommendations on individual, cohort, class, curriculum and whole school programs.
   - Assessment literate staff who are able to make professional judgements and make recommendations on individual, cohort, class, curriculum and whole school progress and achievement against national standards.

4. Visible Learning

Hattie (2003) found that the influence that had the most impact on student achievement were the TEACHER and the TEACHING AND LEARNING INTENTIONS. He advocates a model of ‘visible learning’ that moves the emphasis of teaching from a ‘teacher driven and knowledge base outcome’ to a model that develops ‘conceptual understandings about what teachers and students know and understand about learning intentions and identifying success criteria’; a move to developing life-long skills that can be applicable to all learning environments - where the students are active participants in the learning process. This conceptual shift can best be summed up by bringing it back to this one statement: It’s not what the students are doing but what they are learning!

Being a VISIBLE LEARNER involves the teacher:
   - making learning the explicit goal
   - sharing challenging learning intentions and success criteria
   - planning interventions that deliberately encourage mastery of these intentions
   - seeking and giving feedback
   - adapting teaching as a result of feedback from learners through the assess, plan and act cycle.

VISIBLE LEARNING involves learners:
   - being committed to open learning
   - being involved in setting challenging learning intentions and success criteria
   - seeking feedback for learning.

Assessment for (formative), as (diagnostic) and of (summative) learning is an implicit and fundamental aspect of visible learning.

What this means for Roebuck Primary School is that we must make, through the delivery of the Australian Curriculum, learning visible to all. We must collect evidence about the starting points of students’ educational skills and knowledge and use this evidence to inform and measure the effectiveness of our teaching and learning programs for individual, class, cohort and whole school programs; academic and non-academic.

An evidenced-based, data informed paradigm is the fundamental premise by which our school will measure the effectiveness of what it is we do, including:
   ◊ implement the principles of assess, plan and act in all directed actions
   ◊ the selection of targets and milestones
   ◊ the selection of programs to address school needs
   ◊ the selection of whole school, phase of learning or independent strategies
   ◊ teacher pedagogy to focus on high quality, reflective practice
   ◊ resourcing; targeted and supportive
   ◊ leading with moral purpose

Systemic and school-based data is used to:
   ◊ Established specific targets; short, medium and long-term
   ◊ Measure achievement
   ◊ Measure progress
   ◊ Determine ‘value-adding’ and ultimately the worth of strategies
   ◊ Develop assessment literate staff in systemic, school-based and contextual decision making
   ◊ Share successful pedagogy and practices
   ◊ Celebrate successes and learning across all domains; academic and non-academic
5. Peer to peer mentoring and coaching models to ensure collegiate professional feedback occurs; developing the professional engagement and self-assessment of staff in facets of pedagogy; to engage with colleagues and improve practice

Focus 2014 and Focus 2015 express under ‘High Quality Teaching and Leadership’ the direction of advancing peer to peer review and observations as an aspect of self reflection and improvement. Further to this mentoring approach, co-coaching and coaching are included with Roebuck Primary School’s agenda for building staff capacity with a focus on high-quality teaching.

To be effective, staff need to demonstrate the skills, knowledge and understandings on peer to peer observations and participate in a professional manner whereby positive outcomes are achieved. This includes knowing how to give and receive constructive feedback; using observations as the basis from which to engage in professional conversations; and being able to use this information as part of the self-assessment regime in developing and refining professional standards with an outcomes focused on improving student outcomes.

A coaching consultant will be contracted in 2015 to introduce and develop a constructive coaching culture and dialogue with established protocols by which the staff will use as their model to support their introduction into what is initially an intimidating professional practice. This professional learning is structured around an action learning model where staff will have to commit to negotiated learning intentions and timeframes.

Mentoring and co-coaching will not be used as a performance management practice but will focus entirely on building staff capacity in professional practice.

6. Positive School and Classroom Engagement

Building on the established programs of Classroom Management Skills (CMS) and Six Kinds of Best (Values) we have embarked on a review of these programs and strategies across the school to embed these separate programs into a more adaptive and supportive program where each is subsumed into one collective approach, thus building a strong, safe learning environment where behaviour management and values enlist the strengths of each philosophy to create a cultural model across the whole school to become the Roebuck Way.

This will be a framework for enhancing, adopting and implementing a continuum of evidenced-based interventions to achieve academically and behaviourally important and successful outcomes for all students. Over the next three years a leadership team will review and create a combined model of operation that is clearly linked to our school community.

We are building our own internal school community’s capacity to develop our own behaviour education environment characterised by strong and supportive leadership; clearly defined and taught behavioural expectations; the encouragement and celebration of positive behaviours; strategies to engage students and clear responses to unproductive behaviour. Through an ongoing monitoring process there will be regular review and consultation on whole school, phase of learning and individual behavioural patterns and outcomes.

We will know the program is successful through the collection of data that shows positive improvements in student attendance (as per Attendance targets) and engagement, students and staff reporting a more positive environment characterised by positive relationships, reduction in behavioural disruptions and an increase in academic performance.

There will be periodic adjustments in response to evidence of school performance and systemic changes as articulated in Focus documents.
School Board
The School Board has continued to forge meaningful and respectful relationships with schools in the Broome Cluster, a new P&C executive whilst developing a proactive governance responsive to the school community; a difficult task at the best of times; made all that more challenging having to respond to working with three principals’ leading the school in its inaugural IPS triennium.

The School Board is proactive and continues to review aspects of its governance and further refines its directional inquiry into what our school community aspires for our school; its outcomes and the manner by which it is reflective of the Djugun and Broome communities.

The School Board is supportive of the expectations of high standards and high quality in educational outcomes for all students; professional practice of all staff, and the fact that Roebuck Primary School remains a significant and positive identity and resource with in the Roebuck (Djugan) community.

The School Board and P&C are actively working to align collective outcomes that unify productive relationships and energies to enhance and build on the initial strong foundations of the inaugural Board’s direction and vision.

Parents and Citizens’ Association (P&C)
The P&C, for several years, relied on a strong and dedicated but small group of parents who were able to ensure many school and school community events were supported; to the detriment of their long-term capacity. It is, however, through their efforts, that a larger group of dedicated parents are able to assume the mantle. The P&C, in 2014, have inherited many aspects of cyclic operation that has evolved over the years as the school grew from a ‘school in houses’ to what is now a substantial site of over 740 students, K-7. Additionally, the changing nature of how schools operate, community expectations and the contextual nature of Roebuck Primary School’s demographic plus the adjustment to a school operating as an Independent Public School is providing the opportunity for members of the respective P&C, School Board and school administration executive to work at aligning collective outcomes and unify the whole school community direction and vision.

Department of Education of Western Australia: Mission, Goals and Values

Our mission: For every child to be provided with a high quality public school education – whatever their ability, wherever they live, whatever their background.

Our goals: As a public school system we aim to achieve the twin goals of excellence and equity. We provide opportunities that extend and challenge every child to achieve the highest possible standards and their personal best; and we provide high quality education in communities across Western Australia.

Our values: We are guided by four core values in everything we do. In stating these values, we acknowledge that words alone are not sufficient: it is actions based on these values that are important.

Learning: We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

Excellence: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity: We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.