



Roebuck
PRIMARY SCHOOL

Independent Public School

Business Plan 2019 - 2021



Working together with high expectations; through quality teaching and leadership, Roebuck Primary School students will be positive, resilient, inclusive and successful citizens.

Who We Are

Roebuck Primary School is an Independent Public School in Broome, a regional town located in the Kimberley region of northern Western Australia. With the three other public primary schools and one public senior high school, we comprise the Broome Cluster of Independent Public Schools. We maximise, where appropriate, our collective agency and engage in a range of professional learning events and initiatives to provide a K-12 high care, high performance educational pathway whilst retaining our own independence, culture and identity.



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As the Broome Cluster of Independent Public Schools we represent 'Five Schools One Community'



"My child loves to be at school and admires her teachers."

"The communication from management level to teachers has been fantastic."

"My daughter's teachers are consistently proving their excellence."

"I am very happy with the teachers my children have...they are all friendly and helpful and have my kid's best interests at heart."

"It is so easy to approach the teachers and talk to them about concerns - they are so friendly and seem to really care about my child."

Our Values

At Roebuck Primary School we are aligned with the Department of Education WA values. These are practised and embedded in all we do, resulting in; active and engaged students where relationships are founded on trust, mutual respect, responsibility and social competence.



The six core values that form the basis of all school practice.

KIND TO YOURSELF

Respecting and caring for yourself, valuing your uniqueness

KIND TO OTHERS

Respecting the rights of others, demonstrating care and consideration for others; and valuing difference

KIND TO THE ENVIRONMENT

Valuing and caring for our environment

THE LEARNING KIND

Seeking knowledge and supporting a culture of learning

THE ACHIEVING KIND

Striving to do your best and achieving to your potential

THE COMMUNITY KIND

Contributing positively to the school and wider community

"Both my children love coming to school. Their teachers support them and are interested in them as people."

"Family days, such as the recent Father's Day sports carnival/picnic and the Mother's Day. They are organised, fun and create special bonds, not just with the mum/dad and child but also with other families and the staff."

Shared Beliefs

Decisions and developed strategies within the school are based on the following shared beliefs:-

- There is a need to develop the whole child - socially, emotionally, academically, creatively and physically.
- Teaching ideology is aligned to actual practice with high expectations and standards applied to student work, ethics and behaviour.
- Learning programs need to be culturally and developmentally appropriate; teaching from the point of need.
- Positive and inclusive partnerships with staff, parents and the broader community define a collective sense of responsibility that develops a culture in which everyone works together to improve student learning and achievement.
- There is a need for mutually respectful relationships that provide safe and positive learning cultures for staff and students.
- Proactive early intervention is more effective than reactive measures.
- Leadership is not defined by title but by action and example, and as such a culture of diverse staff leadership is embodied by protocols, values expectations and a strong, professional ethic.
- Highly developed sense of ownership promotes professional dialogue and conversations amongst staff.

Self-assessment & Targets

A self-assessment cycle is embedded within the schools operational and management framework. Staff and the School Board regularly review school priorities and focus areas against the six listed domains.

The Department of Education conducts a triennial review and validation of school performance using members from the School Review Team with peer reviewers whose report is shared to the school community via the School Board.



Teaching Quality

- ✓ Each student's progress is supported, mapped and reported accurately.
- ✓ There is a consistent, high quality approach to differentiation of our programs for all students.
- ✓ Strengthen reporting processes to parents including the use of EAL/D and SEN reporting formats.
- ✓ Professional support for staff to reinforce case management approaches to planning and assessment for identified groups of students.
- ✓ Through the self-assessment schedule, planning tools are reinforced to chart learning programs and progress for all students.
- ✓ Through our Workforce Plan, ensure we have capable staff to meet the diverse and changing needs of our student body.
- ✓ Align performance and development to the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals (AITSL).
- ✓ Explicit teaching to be evident across all classrooms.
- ✓ Visible learning practices to be planned, programmed and evident in all teaching.
- ✓ Lesson constructs to model the developed approach in lesson delivery including Daily Reviews, Gradual Release and other strategies that complement the Visible Learning and Explicit Teaching paradigm.

Learning Environment

- ✓ Is safe, fun and inclusive whilst allowing students to strive to their potential.
- ✓ Promote and support ongoing development of differentiation of curriculum delivery and student assessment.
- ✓ Performance and development culture to support staff professional learning and aspirations thus modelling life-long learning.
- ✓ Observations and feedback guided by professional protocols support student and adult learning.
- ✓ Share expertise through collaborative meetings, mentoring and coaching to encourage ongoing staff learning.
- ✓ Develop shared understanding and beliefs with staff about student management and functions of behaviour, including: Restorative Justice, Values, Wellbeing and Safe and Fair Play.
- ✓ Digital technology is embedded within the curriculum as students become confident, adaptive users of technology.
- ✓ School wide approaches focus on improving student engagement, attendance and achievement.

Leadership And Governance

- ✓ Open accountability is promoted via the Principal to the School Board and community of the school direction and professional goals.
- ✓ A Performance and Development culture is evident where leadership is developed, nurtured and distributed across the school.
- ✓ Executive teams are cohesive and develop safe and supportive learning environments that are orderly, friendly, welcoming and inclusive.
- ✓ High expectations of learning and behaviour are: explicit, identifiable and understood by staff, students and parents.
- ✓ Leaders engage and advocate for public education and are visible, organised and communicative.
- ✓ Workforce planning supports and underpins decision-making regarding school profile and future direction.
- ✓ Wellbeing of staff is prioritised in all leadership and management actions.
- ✓ School self-assessment is highly effective and ensures strategic and operational plans are aligned closely to resource allocation and management.

Relationships And Partnerships

- ✓ Collaboration and Partnerships as defined by the School Board reflect and guide the practices of meaningful school engagement.
- ✓ Social media, web and public relations strategy is refined to guide all communication.
- ✓ Reporting to Parents information is available via various media and through strategic planning for each year level.
- ✓ A responsive approach to communication about the school, our core operations and programs based on routine staff, student and community survey feedback is established.
- ✓ Effective and responsive Student Services that indicate thorough and effective case management.
- ✓ Whole school pastoral care and an effective early intervention and wrap around service for students at risk.
- ✓ The Student Voice is productive, valued and an embedded aspect of student development and leadership.
- ✓ Structures are provided to enable staff, students, parents and community members to make valuable contributions to school decision-making.
- ✓ Parents / carers express high levels of satisfaction with the quality and provision of services and engagement via school surveys and other modes of feedback.
- ✓ Mutually respectful relationships are established to provide safe and positive learning cultures for staff and students.

Use Of Resources

- ✓ Schools use their resources to address current and future needs to optimise student learning including emphasis on technology.
- ✓ School self-assessment is highly effective and ensures strategic and operational plans are aligned closely to resource allocation and management.
- ✓ Effective, astute and strategic use of resources are understood with the needs of the students always driving decision-making.

Student Achievement And Progress

- ✓ A collective sense of responsibility to develop a culture in which everyone works together to improve student learning and achievement.
- ✓ High expectations and standards apply to student work, ethics and behaviour.
- ✓ Teachers adjust instructional practices to respond in a timely and effective manner to student needs.
- ✓ Staff understand and model the Roebuck Way.
- ✓ The process of change is linked to evidence-based, data-informed practices.
- ✓ There is an unrelenting focus on developing consensus and consistency with teacher judgement.