Roebuck
PRIMARY SCHOOL
YAWURU COUNTRY

2022 - 2024 Business Plan

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

We acknowledge and pay respect to the past, present and future Traditional Custodians and Elders of the land on which we work and learn together.

Teaching quality

- Explicit teaching is evident across all classrooms and in all lessons incorporating Visible Learning practices, ensuring impactful practice.
- Lesson constructs model the developed approach in lesson delivery including Daily Reviews, Gradual Release and other strategies that complement the Explicit Teaching paradigm.
- Staff participate in observation and feedback, in a safe and respectful way, for the progress of their students, and their own professional growth.
- Staff collaboratively focus on using student achievement data, to raise the standard of teaching and impact on learning.
- Performance and development is aligned to the Australian Professional Standards for Teachers and the Australian Standard for Principals (AITSL).
- Staff consistenly differentiate their practice and programs to address each student's learning needs.
- Each student's progress is supported, mapped and reported accurately.
- Consistent professional support is provided for staff to reinforce case management approaches to identified groups of students.

Student achievement and progress

- Staff maintain high expectation and standards to student work, ethics and behaviour.
- Teachers and Allied Professionals use observations and school based assessments to differentiate teaching.
- When planning for student progress and achievement staff systematically analyse standardised and school based assessments.
- Practices are evidence-based and data informed.
- There is a focus on consensus and consistency to reduce the variation of teacher judgement.

Relationships and partnerships

- Student services are effective and responsive to student and family needs, indicated by thorough and effective case management.
- Wellbeing is promoted within the school community, maintaining a welcoming, supportive and inclusive environment that embraces diversity and positive relationships.
- Whole school pastoral care is established with an effective early intervention and wrap around service for students and families.
- The Student Voice is productive, valued and an embedded aspect of student development and leadership.
- Communciation to staff, students and community is established through clear protocols.
- Partnerships have been established to enable staff, students, parents and organisations to make valuable contributions to school decision making.
- Collaboration and Partnerships, as defined by the School Board, reflect and guide the practices of meaningful school engagement.
- Partnerships have been established with service providers, community organisations and the Parents and Citizens Assocation for the benefit of the whole school.

Learning environment

- Our learning environment is safe, welcoming, nurturing and creates a sense of belonging for all students.
- We create culturally responsive classrooms that build on the strength of Aboriginal students, families and the broader community.
- Digital technology is embedded within the curriculum as students become confident adaptive users of technology.

Leadership and governance

- Our school wide approaches focus on student engagement, behaviour and attendance to enhance student learning.
- We share expertise through collaboration, mentoring and coaching to encourage ongoing staff learning.
- Open accountability is promoted via the Principal to The School Board and community of the schools direction and professional goals.
- The Broome Cluster and 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.
- Workforce planning supports and underpins decision-making regarding school profile and future direction, ensuring we have capable staff to meet the diverse and changing needs of our student body.
- Our Performance and Development culture supports staff professional learning and aspirations, thus modelling life-long learning.

Use of resources

Our use of resources addresses current and future needs to optimise student learning including an emphasis on technology.

Our 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.

Recognising our community partners

As the Broome Cluster Public Schools we represent "Five Schools One Community"

Broome Primary School EST.1901 · Broome Senior High School · Broome North Primary School · Cable Beach Primary School · Roebuck Primary School

My child enjoys coming to school everyday. The transition to full time school was made seamless due to the consistency in routines, the warmth, care, communication, collaboration, support and consistency in expectations academically and a balance of play from his teachers and the ECE team.

The atmosphere... the kids all seem to enjoy being at school and look out for each other. It feels inclusive!

School events that bring the community together. Amazing teacher communication.

My child is happy, continually challenged in her learning and encouraged to always do her best.

Lovely and welcoming teachers. They really do care about my child.

Our values

At Roebuck Primary School we are aligned with the Department of Education's values. These are practised and embedded in all we do, resulting in;

Active and engaged students where all relationships are founded on trust, mutual respect, responsibility and social competence.

THE COMMUNITY
Contributing positively to the school and wider community

THE LEARNING KIND
Seeking knowledge and supporting a culture of learning

THE ACHIEVING KIND
Striving to do your best and achieving your potential.

KIND TO THE ENVIRONMENT
Valuing and caring for our environment

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

Shared beliefs

Our beliefs focus on a collective commitment to create a safe and supportive learning environment with an unwavering commitment toward high expectations and care.

Belonging

- There is a need to develop the whole child - socially, emotionally, academically, creatively and physically.
- Support of students' wellbeing promotes connection and belonging ensuring they feel valued and acknowledged for their contribution to the school community.

Relationships

- Respectful relationships and authentic engagement promotes and focuses our commitment toward cultural responsiveness.
- A high sense of ownership promotes authentic conversations amongst the community focused on student outcomes.
- Leadership is not defined by title but by action and example, as such a culture of diverse staff leadership is embodied by protocols, values, expectations and a strong, professional ethic where staff are treated with respect, trusted, have opportunities to collaborate and grow their professional capabilities.

Community

- Positive and inclusive partnerships with staff, students, parents and the broader community define a collective sense of responsibility that develops a culture of practice in which everyone works together to improve student learning and achievement.

Teaching for impact

- When students are engaged in purposeful learning where they feel safe and value they are more confident to tackle academic and personal challenges.
- Proactive early intervention is more effective than reactive measures.
- Learning programs are culturally and developmentally appropriate, teaching from the point of need with a focus on allowing the student to achieve their potential.
- Teaching philosophy is aligned to impactful practice applied to student work, ethics and behaviour.
- Receiving evidence-based feedback about classroom performance improves the effectiveness of teaching.
- Disciplined dialogue underpins conversations on progress and achievement.

Who we are?

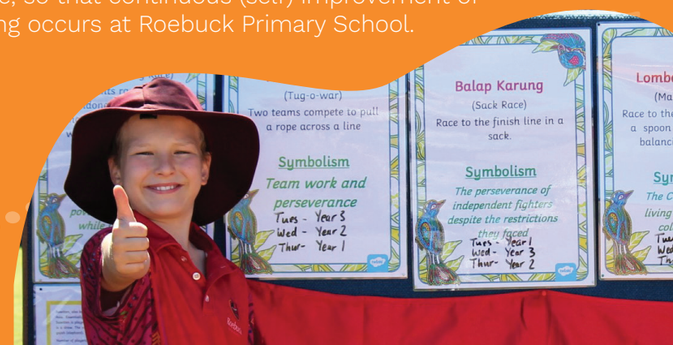
Roebuck Primary School is an Independent Public School in Broome, a regional town located in the Kimberley region of Northern Western Australia. With the three other public primary schools and one public senior high school, we comprimise the Broome Cluster of Independent Public Schools. We maximise, where appropriate, our collective agency as a cluster and engage in a range of professional learning events and initiatives to provide a seamless K-12 high care, high performance education.

Self assessment and targets

A self-assessment cycle is embedded within the school's operational and management framework. Staff and the School Board regularly review school priorities and focus areas.

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.

- Reading achievement of Year Three students in 2024 will exceed the Year Three NAPLAN, Like School, Reading achievement.
- Reading achievement of 2022 Year Three students will exceed the 2024 Year Five NAPLAN, Like School, Reading achievement.
- Numeracy achievement of Year Three students in 2024 will exceed the Year Three NAPLAN, Like School, Numeracy achievement.
- Numeracy achievement of 2022 Year Three students will exceed the 2024 Year Five NAPLAN, Like School, Numeracy achievement.
- Writing achievement of Year Three students in 2024 will exceed the Year Three NAPLAN, Like School, Writing achievement.
- Writing achievement of 2022 Year Three students will exceed the 2024 Year Five NAPLAN, Like School, Writing achievement.
- Attendance target in 2024 will have continued to exceed the Western Australian state average.
- Through biennial surveys, maintain or exceed the percentage of students, parents and staff that are satisfied with the school's overall performance.
- Teacher judgement in assigining students grades and ABE's (Attitude, Behaviour, Effort) is consistent across year levels and assessments.
- Meet the requirement of the National Quality Standards (NQS) for the Early Years.

Quality teaching

- By the end of 2022, K-2 staff will have a clear understanding of the delivery of Let's Decode, so that all teachers are able to provide low variation observation and feedback.
- By the end of 2022, Roebuck Primary School staff will use Engagement Norms in their lesson delivery, so that students are actively participating in lessons.
- By the end of 2023, classes K-6 will be delivering Reading, Spelling, Vocabulary, Writing and Numeracy Daily Reviews, so that student engagement and effective teaching is across all classes.
- By the end of 2024, all staff will be engaged in the coaching feedback cycle, so that continuous (self) improvement of quality teaching occurs at Roebuck Primary School.