



Roebuck

PRIMARY SCHOOL

BUSINESS PLAN 2016 - 2018



We acknowledge the Yawuru people on whose land the school is on. We would like to pay our respects to the traditional owners both past and present. It is a privilege to be on Yawuru country and know we are welcome as we all work and learn together.



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.

Welcome to Roebuck Primary School **'Working Together'**

'Working together' is the school motto and is evident in all that we do within the classrooms, the school and throughout the wider community. Inclusion of all is the basis for this motto. Staff share the belief and have the capacity to provide for the individual needs of every child and work to ensure your child has the best possible schooling experience.

As an Independent Public School entering our second Business Plan our commitment and partnership with the school community is to continue to refine and build on the commendations and areas for improvement identified in the 2015 Department Education Services (DES) Review:

- A reduction in 2016-2018 refined targets that are: specific, measurable and meaningful to demonstrate improved student learning; and,
- The Board of the Broome Cluster of Independent Schools revisit its protocols, values and framework for joint planning in 2015 and beyond, to ensure all schools are cognisant of expectations, are in agreement on joint pursuits and have measures that will enable it to determine progress made.

Throughout this process the school incorporates the initiatives from the Department of Education's strategic direction: High Performance – High Care.

Roebuck Primary School operates a distributed leadership structure where all staff, through their own high expectations, strive for and expect the very best from all students. Staff are well skilled in providing curriculum that ensures students are active learners in and across all learning areas.

Staff are active role models in leadership across the school where their knowledge, expertise, passion and energy lead the development, delivery and promotion of school priorities, focus areas, special events and activities that provide a very active, engaging and directed school day. Students are provided with opportunities to be active leaders across the school through Student Action Teams. Year 5 and Year 6 students have the opportunity to nominate for the Student Leadership Roles.

Student diversity allows Roebuck Primary School to recognise the importance of individualism and provide a well-balanced curriculum in a safe, supportive learning environment. Whilst we have an emphasis on literacy and numeracy we provide robust and comprehensive academic and non-academic curriculum underpinned by our values - Six Kinds of Best. A focus on the explicit teaching of these values helps to ensure that we provide a holistic learning environment that develops the 'whole child'.

As the principal I have an enviable role working with a fantastic staff who are dedicated and passionate about what they do; coupled with parents who are always keen to support and lend a hand; and students who strive to do their best – the result being that we are part of a dynamic, innovative and supportive school.

We welcome you to be part of our community.

OUR VALUES: Six Kinds of Best

OUR OBJECTIVES

Roebuck Primary School has a culture that encourages and supports everyone to perform at their best. Our culture ensures that everyone feels they belong; is understood; cared for and appreciated. Our emphasis is for high performance and high care. The culture is based on embedding the 6 Kinds of Best values program - the Roebuck Ripple - into all practices resulting in responsible student behaviour and social competence. It is designed in accordance with the Department of Education Student Behaviour and Wellbeing policy.

The Roebuck Ripple reflects the six core values that form the basis of school practice. Students are explicitly taught the values and acknowledged for demonstrating the 6 Kinds of Best.

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, valuing difference

Kind to the Environment
Valuing and caring for the environment

The Learning Kind
Seeking knowledge and supporting a culture of learning

The Achieving Kind
Striving to do your best and achieving potential

The Community Kind
Contributing positively to the school and wider community



EXCELLENCE
High quality practices aligned to national standards and improved student outcomes

INCLUSIVITY
Providing a safe; physically and emotionally caring environment

LEADERSHIP
Quality and distribution

SUSTAINABILITY
Effectively and efficiently allocate resources and use with fidelity

COLLABORATION and **PARTNERSHIPS**
The effectiveness of relationships to build trust, teamwork and commitment



READING

Year 3 – The NAPLAN reading achievement of Roebuck PS Year 3 students in 2018 will meet the NAPLAN reading achievement national mean of Year 3 students in 2018

Year 5 – The NAPLAN reading achievement of Roebuck PS 2016 Year 3 students will exceed the NAPLAN reading achievement national mean of Year 5 students in 2018

NUMERACY

Year 3 - The NAPLAN numeracy achievement of Roebuck PS Year 3 students in 2018 will meet the NAPLAN numeracy achievement national mean of Year 3 students in 2018

Year 5 – The NAPLAN numeracy achievement of Roebuck PS 2016 Year 3 students will meet the NAPLAN numeracy achievement national mean of Year 5 students in 2018

WRITING

Year 3 – The NAPLAN writing achievement of Roebuck PS Year 3 students in 2018 will meet the NAPLAN writing achievement national mean of Year 3 students in 2018

Year 5 – The NAPLAN writing achievement of Roebuck PS 2016 Year 3 students will exceed the NAPLAN writing achievement national mean of Year 5 students in 2018

SCIENCE

The stable cohort of Year 2 2016 students will meet or exceed the Year 4 expected level in 2018, PATScience.

ATTENDANCE

The school attendance target will in 2018 have continued to exceed the WA state attendance average.

TRANSITION

The Year 6 transition to Broome Senior High School will in 2018 have continued to exceed 80% as per the benchmark established by the Broome Cluster.

As the Broome Cluster of Independent Public Schools we represent ‘Five Schools One Community’.

VISION

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



What is taught and how it is taught

High performance, high care teaching is a pre-requisite for improving student achievement with a purposeful pedagogy that challenges but supports students and connects to their experience, stage of development and background

STRATEGIES

- Continue to build staff assessment literate practices including analysis, diagnosis and implementation of relevant strategies to address identified trends and profiles
- Continue to build on the practice of feedback to assess the impact and effectiveness of teaching
- Continue to build and embed self-assessment practices against national standards (AiTSL- APST)
- Continue to build school self-assessment practices against nationally recognised standards of effective practices - ACER NSIT
- Continue to build the use of systemic and school-based assessments to create accurate profiles of student achievement, progress and value-adding
- Refine whole school approaches to address the Western Australian Curriculum implementation to ensure consistency of pedagogy, standards and expectations

MILESTONES

- Identified use in School Development Days, Program Co-ordinators and Curriculum Leaders learning areas reviews; phase of learning and curriculum year planning and evidenced in classroom programs ie targeted, intentional teaching
- Evidence of the continued use models of feedback including classroom observations and action research
- Performance management reflections, teacher aspirations, aligning individual behaviours and school practices
- Embedded self-assessment practices and actions from created profiles into regular school management
- School self-assessment schedule, and the curriculum area profiles are aligned to operational plans and targets
- Checkpoints of review, realignment to meet system standards and contextual implementation at Roebuck Primary School



What is safe; physically and emotionally, caring and inclusive

To provide a safe, caring and inclusive learning environment where student behaviour is well managed; where pastoral care promotes student well-being and their attendance and engagement are priorities.

STRATEGIES

- Whole school approach to behaviour management incorporating staff, student and parent feedback
- Whole school approach to embedding values based program—6 Kinds of Best
- Whole school approach to Student Services to provide transparency and consistency in services and support for staff, students and families
- Whole school approach to implementing, monitoring and addressing identified needs regarding Attendance
- Embed practices (that reflect the relationship) between school and the community; staff and students and between staff that are regarded as effective practice and norms in EYLF: Being, Belonging & Becoming, AEDC and the Aboriginal Cultural Standards Framework

MILESTONES

- Cyclic review of current practices and making the necessary adjustments to practices, processes and understandings as identified; and using anecdotal and school-based data as monitoring evidence
- Cyclic review of current practices and making the necessary adjustments to practices, processes and understandings as identified and using anecdotal and school-based data as evidence
- Staff and family engagement with Student Services processes and resources
- Regular monitoring of attendance data (and Attendance Plan and targets) and the positive communication and support to and across the school community
- Evidenced in the self-assessment schedule and actions from created profiles that review, reflect and highlighted the expected inclusive practices



LEADERSHIP

Quality and distribution

To have leaders who focus on teacher pedagogy and practice in an environment of collaboration. Where school leaders nurture, develop and expand quality teaching in the school including an environment of health and well-being

STRATEGIES

- Whole school approach to models of feedback with an emphasis to improve teaching practice and student outcomes
- Distributed leadership model to engage, support and enhance staff capacity with the focus on improving student participation, engagement and outcomes
- Developing leadership competencies of allied leadership such as Manager Corporate Services
- Whole school approach to focus on staff and student health and well-being including protective behaviours

MILESTONES

- Evidence of models of feedback being conducted throughout the school via modes that best meet the context such as action research, classroom observation, coaching and/or mentoring
- Contextually distributed leadership model implemented with leaders demonstrating ownership and responsibilities of their roles and the demonstration of this throughout the school and wider community
- Evidence of processes implemented to address the focus of allied leadership and demonstrated practice of competencies by relevant persons
- From whole school review, practices implemented to address identified areas that focus on improving the health and well-being of staff and students including the continuation of the Health and Well-being student Action Team



SUSTAINABILITY

Effectively and efficiently allocate resources and use with fidelity

Where the deployment of school resources - financial, physical and human are targeted through the Business and Operational Plans to maximise student achievement.

STRATEGIES

- Maintain the efficacy of the Trimester (Operational) Plans to ensure fidelity of resourcing to strategies
- Distributed leadership responsibility of management of appropriate resources
- Whole school structures that align to planning for: allocating, managing and ethical use of resources that are known and accounted for by all

MILESTONES

- Evidence of ethical and professional distributed leadership whereby staff lead the school priorities, focus areas and contextual initiatives maintaining the efficacy and fidelity for their areas of responsibility
- Evidence of financial and management processes that support the distributed leadership model for the accountability of resources that are directed to improve student outcomes
- Cyclic review including Acer NSIT of school processes to ensure transparency of practice and alignment to resources allocation remains ethical and effective

COLLABORATION and PARTNERSHIPS

The effectiveness of relationships to build trust, teamwork and commitment

To further the internal and external relationships between staff, staff and students within and across the school and wider community. The community is not limited to parents but includes local government, business, other educational institutions and government and non-government agencies.

STRATEGIES

- Collection of data about the stakeholders within the school and wider community and development of a contextual plan to meaningfully engage with the community
- Develop closer links with local community groups that can support school initiatives
- Continue to build staff support, health and well-being through a range of whole school, team and individual activities
- Implement professional learning regime to support greater cultural awareness and understanding and the embedding of inclusive practices within and across the school by individuals and as a collective
- Increased engagement and participation in a diverse range of activities to promote the School Board and P&C within and across our school community

MILESTONES

- Evidence of events, actions and strategies implemented to address identified profiles from the various surveys including but not exclusive to: AEDC, National School Opinion Survey, Kindergarten parent interviews, School Board self-assessments, P&C feedback
- Evidence of community groups engaged meaningfully within and across the school such as Waardi, Yawuru Rangers, YouthCare Chaplaincy, Broome Cluster.
- Evidence of such practices within and across the school becoming embedded where appropriate such as staff Facebook page
- Completion and cyclic review of the implementation of elements, practices and understandings of cultural awareness modules and Aboriginal Cultural Standards Framework
- Increased participation by members of the School Board and members of the P&C in promotional, governance and celebratory events and activities within and across the school and wider community



RECOGNISING OUR COMMUNITY PARTNERS

Recognising our key partners we can assess how our Business Plan will impact on them, and ultimately, assure successful outcomes are achieved for all.

STUDENTS

Our students are central to our vision. The aim of the Business 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 Business 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.

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.

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

The Broome Cluster of Independent Public Schools incorporating Broome Primary School, Broome North 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: 'Five 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.

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 'Five 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.

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



Through high quality teaching and leadership, Roebuck Primary School students will be positive, resilient, inclusive and successful citizens.



Roebuck

PRIMARY SCHOOL

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