FROM ALL DIRECTIONS, ACHIEVING TOGETHER

BUSINESS PLAN

2015 to 2017

East Butler Primary School
INDEPENDENT PUBLIC SCHOOL
Our school enjoys strong support from a proactive School Board and P&C Association. Strong community involvement supports school programs such as Support a Reader, School Volunteer Program and the Community Garden.

A MESSAGE FROM THE SCHOOL BOARD:
Welcome to East Butler Primary School and thank you for entrusting us with educating your children. At East Butler we have a strong community spirit where we encourage all cultures to join hands together and work together. Our motto “From all directions achieving together” is evident in the strong inclusive culture we embrace, whether it be welcoming a child from another country, or a child with special needs, we all come together as one to enable our children to grow physically, mentally, socially and intellectually in a happy and harmonious environment.

Our local community has strong ties with the school and this is evident in the high level of parent participation in the day to day life of our school. The African proverb “it takes a village to raise a child” shines bright at East Butler Primary School so please join with us in a journey of discovery and wonder about our children's learning.

Nicole James
Chairperson
EBPS Board
SCHOOL CONTEXT

East Butler Primary School was built to meet the needs of young families settling in the growing suburb of Butler. Classes commenced at nearby Butler Primary School on January 31, 2007 with 89 students. This number increased to 96 when we moved to our own premises on February 19, 2007. The official opening took place on November 30, 2007.

In 2012, East Butler Primary School became an Independent Public School. Since 2007 our school has grown to accommodate 700 students and is now a Level 5 Primary School in the North Metro Region.

The school is situated quite close to the coast, and the front of our school shows a piece of metal art which emulates the waves of the sand.

At East Butler Primary School, we are very proud as our student population is rich in diversity with a large proportion of children coming from all points of the compass. Our school has developed an inclusive, diverse and exciting range of programs and community initiatives. Our teachers and support staff have a range of expertise and curriculum initiatives and follows DoE prescribed plans. The school is supported by significant resources and IRC infrastructures.

The school brings together the respect and acknowledgement of the many different ethnicities, religions, languages and cultures and works hard to form one inclusive, accepting and growing culture. East Butler Primary School has engaged parents and the wider community in consultation and collaboration to provide an educational environment that reflects community expectations. This is supported by an active School Board and Parents and Citizens Association.

The school prides itself in using data and research to drive the direction of the learning plans for Numeracy, Literacy, Science and HASS, and the classroom programs are supported by a carefully levelled Behaviour Management Plan, effective Pastoral Care, Values and Positive Education.

Our Vision

At East Butler Primary School we have a spirit of excellence and mutual respect in a safe and supportive environment. Our school pays particular attention to developing social skills which will allow our students to develop good social relationships in the future. We strengthen our teaching approach from the early years on with a heavy focus on developing literacy and numeracy skills and problem solving to assist our students' approach to learning in the future.

Our vision is also to empower our students by encouraging them to achieve excellence and reach their potential. To achieve this goal we embed 21st century skills and capabilities into our teaching and learning programs so our students will be life-long learners and active and valued citizens out in their world. We continue to develop collaboration and personalised learning across the school and continue to use technology to transform instruction and not just as a method to do the old things in new ways! Paperless learning continues to be a school focus.

This will be achieved through:

**EXCELLENCE**
Research driven programs for teaching, learning and assessment with high proficiency teachers supporting students to be the very best they can be. East Butler Primary School is a school where ongoing Professional Learning takes place to better present quality learning programs.

**INCLUSION**
All students are accommodated with programs suited to their learning styles and pace.

**LEADERSHIP**
All programs are embellished through the use of distributed leadership to develop quality teaching and guidance with Whole School Planning and operations.

**RESPECT**
The implementation of Friendly Schools Plus has prompted the school to overlay clearly articulated values, a collaborative spirit and understandings about mutual respect in social groups with students, staff and community members.

**CARE**
All individuals are treated with care. The relationships we make at East Butler Primary School are based on trust, respect and acceptance of responsibility. We recognise the strength and support of our community and encourage the value of working in partnership with parents/carers and the wider community to provide quality education for EBPS students.
Our targets for the next three years are:

**WRITING**
- To maintain or increase the percentage of Pre-Primary students achieving at satisfactory or above with the On-entry test for writing in Semester 2. (Currently 89%).
- To reverse the downward trend of achievement in Year 3 Writing.
- To decrease the amount of students in Year 5 at the National Minimum Standard to be achieving above the National Minimum Standard.
- To increase the number of Year 5 students achieving in the top proficiency bands (Currently 2%)

**READING**
- To maintain or increase the percentage of Pre-Primary students achieving at Satisfactory or above with the On-entry reading test in Semester 2. (Currently 80%)
- Reverse the downward trend of Year 3 achievement with Reading to stabilise the results and with the implementation of consistent Whole School Programs in 2016, move Year 3 results to an upward trend.
- By 2017, to increase the percentage of Year 5 students achieving in the top proficiency bands (Band 8 currently 8%)
- To accelerate the Year 5 students at the National Minimum Standard to be achieving in the bands above by 2017.

**NUMERACY**
By 2017 the school will:
- Maintain or increase the percentage of Pre-Primary Students achieving at Satisfactory or above in Sem. 2 (currently 93%)
- Decrease the percentage of students making low or very low levels of progress between Year 3 and Year 5 (currently 41%)
- Reverse the downward trend of Year 3 achievement in Numeracy
- Reverse the downward trend of Year 5 achievement in Numeracy

**INFORMATION AND TECHNOLOGY**
By 2017 the school will:-
- Increase the % of educators embedding 21st century skills and capabilities into teaching and learning programs K-6 currently 62%
- Increase innovative practices across the school through student collaboration, personalisation, student-centred learning, paperless learning and learning in ways that can take place anytime and anywhere currently 67%
- Provide enough access to technology so the Year Three and Five students will be able to be part of the online NAPLAN trial.
- Maintain the % of educators using technology to promote learning (currently 90%)
- Reduce the % of identified barriers to ICT use in teaching and learning by increasing access to devices and PL, currently 75%
- Increase the overall Innovative Teaching practices Index Score (currently 2.8) to 3.0.
- Increase the % of educators who use student-centred pedagogical practices at least 1-3 times per month (currently 77%)
- Increase the frequency that educators use practices that extend learning beyond the classroom at least 1-3 times per month (currently 21%)
- Increase the % of educators that use technology to communicate with students and families using technology (currently 45%)
Priority 1: SUCCESS FOR ALL STUDENTS

Literacy and Numeracy Strategies:
- Creation, implementation and strategic review of Whole School Numeracy Plan underpinned by the principles of First Steps, inclusive of school mandated initiatives – JEMM and EMM, Mathletics, warm ups, problem solving, explicit teaching, common assessments and moderation.
- Interrogate data for intentional planning for improvement of groups of students.
- Targeted Professional Development.
- Accurate analysis of Literacy and Mathematics through the use of a variety of data including: NAPLAN, Teacher Judgements, On-entry and standardised tests; including PAT-R and PAT-N.
- Creation, implementation and strategic review of Whole School Literacy Plan, inclusive of school mandated initiatives – Guided Reading, Literacy Blocks, LDC Outreach endorsed programs such as Talk 4 Write, standard vocabulary lists, explicit teaching, common assessments and moderation.

Inclusive Curriculum
- Enhance the capacity of teachers to develop differentiated curriculum to effectively manage student diversity.
- Use of a variety of frameworks for planning, monitoring and assessing progress of identified groups.
- The use of integrated services to improve student achievement such as LDC, Behaviour and Engagement team, SSEN team, DCP, WANSLEA and other external agencies.

Whole School Behaviour Management

Inclusive of “Friendly Schools Plus”
- Creation of whole school expectations for learning to refine existing BMIS Plan and develop whole school class behaviour monitoring tool.
- Review and update expectations for learning and behaviour in class to enable good teaching and learning.
- Attendance practices reviewed and refined as necessary (including late arrivals).
- Identification and implementation of strategies to promote positive behaviours.

Science and Sustainability
- Creation, implementation and strategic review of Whole School Science Plan, inclusive of school mandated initiatives – Primary Connections, Water Wise, Earth Day, explicit teaching, common assessments and moderation.
- Encourage the development of Science and Sustainability principles through a variety of community projects such as the community garden, external providers, excursions and incursions.

Specialist Programs
East Butler Primary School offers exemplary specialist programs in four key areas:
- Science
- Performing Arts
- Physical Education
- HASS
Priority 2: Distinctive Schools

This priority involves Western Australian Schools meeting the needs and aspirations of their students to help build strong communities. East Butler Primary School has independent status and this provides the school with the autonomy required to appropriately address this departmental priority.

Since becoming an Independent Public School, we have made a number of significant strategic changes to further enhance our reputation within the local community as a school of first choice. The administration team identified the need to retain and develop high quality teachers through ongoing, meaningful performance management processes and targeted, evidence-based frequent professional learning. Staff actively engages in online professional learning modules and are regularly involved in professional development sessions provided by both external agencies, such as the Professional Learning Institute, and identified curriculum leaders within the school.

The addition of specialist teaching staff for Performing Arts, Physical Education, Science and HASS empowers our school to meet the needs and aspirations of our students beyond the general classroom. These specialist teachers work closely with classroom teachers and members of the administration team to ensure their programs complement the existing school wide approaches and provide students with the greatest opportunities to reach their potential. The school encourages and experiences a high level of parent and community involvement in decision making. The maintenance of an active P&C and professional School Board continues to provide our school with opportunities to cater for the specific needs of our students and broader school community. The P&C regularly raises funds to support whole school educational initiatives such as our ongoing focus on safety by installing shade sails to our play equipment. Positive attendance rates enable students to actively engage with school programs. East Butler Primary School closely monitors student attendance, offering incentives for high levels of attendance and support for families falling within categories of risk in accordance with the Department of Education’s Student Attendance Reporting Policy.

East Butler Primary School will continue to strive to meet the needs and aspirations of its students through the maintenance of strong community links, the provision of opportunities for staff to enhance their professional knowledge and understandings, and by ensuring the school environment is welcoming and engaging. As a distinctive school, we have introduced a unique concept of the Student Leadership Team made up of students from Years 4-6. The Student Leadership Team was developed to increase "student voice" across our school. As a result, the Student Leadership Team produces a regular information video known as the "East Butler News". This published for all students and families to access. It is produced by the students, for the students.
This priority relates to the need for Western Australian schools to improve student learning outcomes through high quality teaching and leadership models. East Butler Primary School is committed to ensuring the skill sets of staff are aligned to the specific needs of students. We believe in a collaborative approach to teaching and learning placing emphasis on the need for all staff to actively engage with their colleagues when planning, assessing and reporting. Through our established Collaborative Groups, and our allocation of quality teaching time, staff at East Butler Primary School monitor student achievement and create individualised learning plans to promote high quality teaching and learning. Teachers regularly engage in moderation sessions, peer modelling and targeted professional learning.

Our administrative team conduct regular Case Management Conferences with teaching staff to reflect upon existing practises and ensure accountability in line with the Australian Institute for Teaching and School Leadership (AITSL) standards framework. Within these conferences, the leadership team work with all staff to ensure the following areas are addressed:

- Whole school planning formats and assessment schedules which reflect whole school beliefs are being utilised
- Active analysis and interrogation of data, including NAPLAN and On-Entry
- Recommended online Professional Learning modules are completed
- Individual and Group Education Plans are regularly developed and reviewed
- Active links with parents/carers are maintained

To further enhance the capacity of staff in leadership positions to promote high quality teaching and learning, key administrative and leadership roles and responsibilities have been clarified.

East Butler Primary School maintains its commitment to the promotion of High Quality Teaching and Leadership through professional partnerships, such as, the University Pre-Service Teacher Program, and the Area Network of Schools Professional Learning.

Priority 3: High Quality Teaching and Leadership
East Butler Primary School aims to uphold a safe, innovative and caring school. All resources are used wisely in order to support school programs and planning decisions are made in compliance with Department and Government policy and legislation requirements. The school has detailed plans for the allocation of all funds and these plans are steered and supported by the Finance Committee and School Board. This will be reflected in the Annual School Budget and the Workforce Management Plan. All goals are set to reflect the needs of the whole school community. Every effort is made to ensure the physical and learning environments are well managed with innovative and engaging equipment and/or resources, making the most of allocated funds.

Increased student performance is at the core of East Butler Primary School’s plans for improvement, in both academic and non-academic areas. All processes and operations at our school are monitored and evaluated based on their impact on student achievement.

We are committed to an ongoing improvement cycle that will encompass all stakeholders. The review will be compiled by the leadership team and the School Board:

- Annually assess data, plan for improvement and implement changes to the East Butler Primary Whole School Plan to improve literacy and numeracy results.
- Implement 6 monthly reviews of the schools Workforce Plan, Operational Plans and School Improvement Plans to ensure appropriate progress is evident and strategies are adequately supported.
- Effectively monitor the implementation of Operational Plans in classrooms through ongoing Performance Management, classroom observations and teacher/line manager goal setting.
- Publish an Annual Report that reflects school performance against the five priorities, celebrates the achievement of targets and milestones, identifies areas for improvement and highlights events of the past school year.
- To assess and update a scope and sequence chart based on the Australian Curriculum for use by teachers to forward and backward map.

School Self-Assessment

Priority 4: A CAPABLE AND RESPONSIVE ORGANISATION

East Butler Primary School would like to thank the School Board and the P&C for their motivation and commitment to the development of programs for our students. We would like to also thank MSP Photography WA for their photographic contribution to this plan.