



**Spearwood
Alternative**

School

Education through Community:

Community through Education

Business Plan

2018 - 2020

EDUCATION THROUGH COMMUNITY

AGENCY

EMPOWERMENT

SHARED LEARNING

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| ACHIEVEMENT TARGETS | <p>Maintain increased student progress and achievement on standard, system and other assessment measures</p> <p>Student achievement in all NAPLAN assessments at or above that of like schools 2020 and longitudinal trends established</p> <p>An increased percentage of children making expected progress in literacy and numeracy between On Entry and Year r 3 NAPLAN</p> <p>Positive trends established in Writing Year 3 and Year 5 by 2020</p> <p>Increased percentage of children making good and excellent progress</p> <p>Measures on National School Improvement Tool identify established positive trends</p> |
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| CURIOUS, CONFIDENT & CAPABLE CHILDREN | | |
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| STRATEGIC DIRECTION | STRATEGIES | MILESTONES |
| <p>Meet the needs of inquisitive, capable and creative individuals to <i>'face each new day with open hearts and inquisitive minds'</i>.</p> <p>Create an environment that nurtures each student towards their full potential.</p> <p>Use rich and relevant assessment data to inform teaching and improve performance in Literacy & Numeracy.</p> <p>Improve the use of data to analyse the impact on teaching and intervention strategies to improve achievement at all year levels.</p> | <p>We will:</p> <p>Continue dynamic and engaged learning through the STEAM program.</p> <p>Differentiate and personalise learning.</p> <p>Implement the Move to Learn program K – 6 to inform interventions.</p> <p>Focus on Literacy in all year levels and in each learning area.</p> <p>Prioritise Writing including targeting skills for writing online</p> <p>Use consistent approaches to the instruction of Literacy and Numeracy</p> <p>Implement a School Assessment Schedule to ensure timely collection and analysis of data to support monitoring and tracking student progress at the school, year and individual level .</p> <p>Allocate resources in a targeted manner supported by school data.</p> | <p>We will demonstrate success through:</p> <p>Evidence of student engagement in STEAM activities.</p> <p>Evidence of autonomous and collaborative learning.</p> <p>Children’s creativity will show they have harnessed their curiosity, awe and wonder.</p> <p>SAER policies are implemented and embedded including intervention and extension.</p> <p>Identified students have documented plans.</p> <p>Implementation of Whole School Learning Area Operational Plans for Literacy and Numeracy to inform planning at each class level. These include</p> <ul style="list-style-type: none"> • Scope and Sequence • Assessment Schedule • Integration of Making Thinking Visible routines • Case Management of target students – Writing & Numeracy. <p>Reflection on National School Improvement Tool (NSIT) results in relation to:</p> <ul style="list-style-type: none"> • <i>School data</i> • <i>Differentiated teaching and learning</i> • <i>Systematic curriculum delivery</i> • <i>Targeted use of school resources.</i> <p>NQS reflection term by term by K – 2 team and Annual audit.</p> |

A COMMUNITY of LEARNERS; A CULTURE of THINKING

| STRATEGIC DIRECTION | Strategies | Milestones |
|--|---|---|
| <p>Encourage dispositions for LEARNING including: curiosity, wonder, resilience, resourcefulness, imagination, innovation and creativity.</p> <p>Pursue students' innate desire to learn about themselves, others and their world.</p> | <p>We will:</p> <p>Continue to embed MTV routines across all learning areas and year levels.</p> <p>Continue to teach strategies for Learning to Learn.</p> <p>Implement a whole School Plan for Digital Technologies.</p> <p>Implement the Western Australian Curriculum phase 3.</p> <p>Provide professional learning opportunities for staff to support and improve high quality teaching and learning</p> | <p>We will demonstrate success through:</p> <p>Evidence of development in student thinking through 'Looking At Student Thinking' (LAST) protocol results.</p> <p>Documentation and articulation of the pedagogy of 'Learner Centred Learning' throughout the school which is shared with parents and the broader education community.</p> <p>Annual review of Digital Technologies plan to inform future directions.</p> <p>Integrated digital technologies K – 6 across all learning areas.</p> <p>Full implementation of phase 3 in teaching, assessment and reporting: demonstrated through planning, work samples, moderation and semester reporting to parents.</p> <p>Evidence of Professional Learning schedule.</p> <p>Increased capacity of all staff with Professional learning and Action research.</p> <p>Reflection on NSIT results in relation to:</p> <ul style="list-style-type: none"> • <i>A culture that promotes learning</i> • <i>Effective pedagogical practices.</i> |

CONTINUOUS IMPROVEMENT; PASSIONATE COMMITMENT

| STRATEGIC DIRECTION | Strategies | Milestones |
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| <p>Maintain a culture of collaboration and reflection that strengthens staff capacity to meet the diverse needs of all children.</p> <p>The SAS Improvement Plan, developed collaboratively, outlines the high quality learning culture.</p> | <p>We will:</p> <p>Use the individual skills and wisdoms to enrich the collective within a culture of thinking.</p> <p>Teacher skills exchange through peer observation.</p> <p>Participate in the Performance Management process to insure continuous improvement.</p> <p>Reflect school priorities at Focus Meetings, School Development and Planning Day agendas. Focus Meeting schedule and agendas for SDD and Planning Days collaboratively determined and prioritised</p> | <p>We will demonstrate success through:</p> <p>Staff collaboration and sharing of skills and understanding in pursuit of excellence in teaching and learning. Curriculum Leadership roles are formalised and finances allocated to support these.</p> <p>Completion of peer observation throughout the school</p> <p>Annual self-assessment against the AITSL Professional Standards for Teachers and Principals. Evidence of leadership roles distributed across the school which reflect individuals' expertise and interests.</p> <p>Staff reflection on NSIT results in relation to:</p> <ul style="list-style-type: none"> • <i>An expert teaching team</i> • <i>An explicit improvement agenda</i> |

COMMUNITY THROUGH EDUCATION

ACTIVE CITIZENSHIP

COLLECTIVE RESPONSIBILITY

PARTNERSHIP

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| ACHIEVEMENT TARGETS | <p>High levels of satisfaction, children, staff and families, reported through National Schools Online Surveys and other school constructed surveys and questionnaires.</p> <p>Positive improvement in student Attendance, Behaviour and Effort measures PP – 6 as recorded twice per year Reporting to Parents.</p> <p>National School Improvement Tool <i>School-Community Partnerships</i> maintained as Outstanding.</p> |
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| STRATEGIC DIRECTION | Strategies | Milestones |
|--|---|--|
| <p>Everyone CONNECTED to our school community will experience a supportive and inclusive community, a sense of belonging and respectful relationships.</p> <p>Our students will flourish and thrive.</p> | <p>We will:</p> <p>Continue to draw on community interest and expertise to enhance and enrich the learning experience for all.</p> <p>Investigate research tools to measure Social Emotional learning and wellbeing. Implement, review and revise use of tool to inform future directions.</p> <p>Develop and Implement a PLAY Strategy for K – 6.</p> <p>Create opportunities for students to demonstrate leadership and care in school and in the wider community.</p> <p>Flexible structures and processes enable appropriate responses to address learning needs. Identified in data collection.</p> <p>Review and revise protocols and processes that support restorative practices.</p> | <p>We will demonstrate success through:</p> <p>Our pedagogy of learner centred learning is documented and available to all: shared with parents, the school board and with broader education community.</p> <p>Social and Emotional data will be reviewed and analysed and available to the school community.</p> <p>Strategies and opportunities for students to engage in play are documented.</p> <p>Evidence of students engaged in leadership activities and the role of student leaders is documented. Leadership training programs have been reviewed and changes implemented.</p> <p>Resources allocated to meet identified learning needs</p> <p>Restorative practices are always used.</p> |

| STRATEGIC DIRECTION | Strategies | Milestones |
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| <p>Everyone CONTRIBUTING to:</p> <p>strong, sustainable relationships and partnerships</p> <p>and alert to opportunities and possibilities to create new ones.</p> | <p>We will:</p> <p>Continue to develop productive and respectful partnerships among students, parents, teachers and broader community.</p> <p>Provide ongoing opportunities for families to engage with the school community.</p> <p>Use a range of strategies to communicate with the school community.</p> <p>Conduct biennial student, staff and parent satisfaction surveys and use data will inform new directions.</p> <p>Support parents in their parenting role.</p> | <p>We will demonstrate success through:</p> <p>Evidence of effective home-school and community partnerships is documented.</p> <p>Reflection on NSIT results in relation to: <i>School – Community Partnerships</i></p> <p>School Board self-reflection and assessment is discussed and recorded.</p> <p>Evidence of range of ways families and school community are engaged and connected with each other and the school is documented.</p> <p>Evidence of a range of means to communicate, connect and inform community members is collected. NSOS survey data analysed and actions to address areas of concern are planned and implemented.</p> <p>Courses offered for parents are taken up and educational workshops well attended</p> |