



2020-2024 Business Plan¹

Timeline & Leadership Priorities

*Education through Community;
Community through Education*
- valuing agency, connection, possibilities.

Focus Area	Jan-June 2021	July-Dec 2021	Jan-June 2022	July-Dec 2022	Jan-June 2023	July-Dec 2023	Targets & Monitoring
AGENCY							
Student Achievement & Progress							
Analyse student data (including child voice) to ensure all children are moving along their continuum and decisions are made in best interests of each child's learning	Review whole school pedagogies. Update operational plan.	Continue to implement and review current operational plans (in line with Assessment Schedule).	Review whole school pedagogies. Update operational plan.	Continue to implement and review current operational plans (in line with Assessment Schedule).	Review whole school pedagogies. Update operational plan.	Continue to implement and review current operational plans (in line with Assessment Schedule).	Improvement for each child on individual continuum.
Focus on Literacy for all students across all curriculum areas.	Review whole school approaches to literacy taking into account student data and staff feedback.	Implement whole school approaches to teaching literacy.	Review whole school approaches to literacy taking into account student data and staff feedback.	Implement whole school approaches to teaching literacy.	Review whole school approaches to literacy taking into account student data and staff feedback.	Implement whole school approaches to teaching literacy.	Match or exceed like schools in NAPLAN data. Improvement for each child on individual continuum.
Focus on Numeracy for all students across all curriculum areas.	Review whole school approaches to numeracy (reasoning) taking into account student data and staff feedback.	Implement whole school approaches to teaching understanding of numeracy.	Review whole school approaches to numeracy taking into account student data and staff feedback.	Implement whole school approaches to teaching numeracy.	Review whole school approaches to numeracy taking into account student data and staff feedback.	Implement whole school approaches to teaching and numeracy.	Match or exceed like schools in NAPLAN data. Improvement for each child on individual continuum.

¹ Business Plan has been devised utilising the School Review Standards, ERG Recommendations, DET Strategic Plan and DET Focus 2020 & 2021.

Embed NQS and EYLF across all early childhood (4-8 years)	Finalise 3-year QIP with identified focus areas (Play Policy).	Align with QIP timeline.	Align with QIP timeline.	Align with QIP timeline.	Align with QIP timeline.	Align with QIP timeline.	Achieve national benchmarks across all 7 areas of NQS. Annual self-reflection of NQS via QIP.
Embed purposeful use of ICT	Establish CONNECT as community communication platform	Develop ICT vision and strategy 2020-2024.	Review whole school ICT operational plan. Consider staff PL development re ICT.	Develop ICT policy.	Implement ICT policy.	Evaluate ICT.	Utilise ICT to create qualitative data documentation.
Promote authentic integration of Noongar culture and history across curriculum	Develop an acknowledgement of country	Background RAP development.	Develop RAP incl. assessment tool.	Review and revise pedagogy in line with RAP.	Investigate visibility of Noongar integration into programs.	Review and revise pedagogy in line with RAP.	Develop RAP. Annual self-reflection tool for RAP.
Enrich learning through integrated curriculum, including STEAM through EINSTEIN program and Creative Schools mentorship.	Implement <i>Creative Schools</i> dispositions into pedagogies.	Integrate EINSTEIN program into pedagogies.	Review year level cross curricula links.	Develop whole school common understanding and language re STEAM.	Survey and seek parent knowledge and expertise in STEAM.	Consider how best to incorporate parent expertise.	Self-assessment: <i>Plan Act Assess</i>

AGENCY

Learning Environment

Continue to identify, support and monitor students at educational risk.	Maintain SAER register and attendance records.	Continue to monitor SAER and attendance.	Teachers to utilise SEN planning.	Train support staff in the use of SEN planning.	Continue to monitor SEN planning and implementation.	Review and implement changes.	SAER register. Attendance monitored.
Develop a whole learning community approach to mental health and wellbeing that connects to Restorative Practice.	Identify SAS community needs (including Remote Learning planning).	Develop an action plan.	Implement action plan.	Review action plan.	Implement changes.	Monitor action plan.	Positive response to <i>Be You and How Relational am I?</i> surveys.
Embrace play pedagogies to deliver curriculum	Complete Play Policy.	Develop assessment tool (indicators of play) to incorporate into RTP.	Implement assessment tool across whole school.	Review and refine.	Implement changes	Continue to monitor	SAS Play Policy. Play Indicators as assessment tool for RTP across whole school.
Promote student leadership and agency within pedagogy	Brainstorm opportunities for leadership and decision making.	List current and potential opportunities for active citizenship.	Review Harmony Group program in context of leadership.	Adjust and refine Harmony Group program.	Implement changes	Continue to monitor	Demonstrated practice of student agency across school programs. Agency checklist.

Embed physical environment as resource to support learning programs	Brainstorm whole school flexible learning environments.	Allocate budget for planned expenditure	Develop outdoor classroom policy	Implement outdoor classroom policy	Review policy	Implement changes	Demonstrated practice of physical environment as third teacher.
Outdoor environment to be increasing utilised	Audit extent staff are utilising outdoor environment.	Brainstorm whole school outdoor environments (timetable).	Develop outdoor classroom policy	Implement outdoor classroom policy	Review policy	Implement changes	Timetabled outdoor classrooms.

POSSIBILITY

Teaching Quality

Increase capacity and confidence in ICT		Consider staff PL development re ICT.	Background ICT policy.	Assist to develop ICT policy.	All staff to implement ICT policy.	All staff to evaluate ICT policy.	SAS ICT Policy. Staff survey.
Strengthen whole-school planning, collaboration and implementation			Focus meetings to allocate whole school planning in addition to SDD.	Focus meetings to allocate whole school planning in addition to SDD.	Review Focus Meetings schedule re whole school planning.	Refine Focus meetings to allocate whole school planning in addition to SDD.	Demonstrated SAS philosophy embedded in pedagogies. Inclusion of EAs in ongoing whole school planning.
Utilise evidence informed whole-school pedagogical practices	Embed SAS pedagogies (<i>High Impact Teaching Strategies; Creative Habits; and Thinking Dispositions</i>).		Devise assessment tools for SAS pedagogies.	Investigate further High Impact Teaching Strategies (HITS).			Demonstrated SAS practices and strategies embedded in pedagogies.

CONNECTIONS

Relationships and Partnerships

Building classroom communities.	Develop respect agreements and make visible in classrooms.	Develop SAS approach to class meetings.	Develop scope and sequence for <i>Rock & Water</i> for whole school.	Review class respect agreements and approach to class meetings.	Implement changes.	Review Rock & Water scope and sequence.	Respect agreements. Class meeting protocol. Rock & Water scope and sequence.
Partner with families, community and agencies to support pedagogy and engagement	Develop SAS communication plan utilising CONNECT. Upskill relevant staff to update and promote SAS website.	Implement communication processes. Implement website updates.	Review class rep position in line with communication policy. Monitor and update website.	Develop plan for welcoming new SAS families with induction and regular contact. Continue to monitor and update website.	Start planning for SAS 40 th celebrations. Review plan for welcoming new SAS families.	Communicate SAS 40 th celebrations. Continue to review and monitor plan for welcoming new families.	National Schools Opinion Surveys (NSOS). Up-to-date website. Communication Plan.

					Continue to monitor and update website.	Continue to monitor and update website.	School Information Booklet. Buddy system for new families.
Bring intention to practice and build social capital	Staff PL and Community Conversation on <i>Restorative Practice</i> .	Develop <i>Restorative Practice</i> summary and provide regular updates.			Brainstorm possible new partnerships and relationships in context of SAS pedagogy.	Extend connections for future partnerships.	Increased active partnerships with wider community.
Continue to build on existing relationships and partnerships			Review current partnerships and adapt as needed.			Invite extended SAS community and relevant parties to 40 th celebrations.	Anecdotal evidence.